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<td>Call to Order</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>November 10, 2015 Agenda</td>
<td>Approval</td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>October 13, 2015 Minutes</td>
<td>Approval</td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
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<td>5.</td>
<td>Business Arising</td>
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<td>a)</td>
<td>Q2 update</td>
<td>15 min</td>
<td>Kathryn McNaughton</td>
<td>2016/17 Consolidated Goals, Objectives and Initiatives</td>
<td>Information</td>
<td>10-39</td>
</tr>
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<td>b)</td>
<td>Enrolment Plan update</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
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<td>Information</td>
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<td>c)</td>
<td>LPN Perioperative Program</td>
<td>10 min</td>
<td>Debbie Sargent</td>
<td>Concept Paper</td>
<td>Recommendation</td>
<td>40-57</td>
</tr>
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<td>d)</td>
<td>Update on changes to K-12 curriculum</td>
<td>10 min</td>
<td>Dave McMullen</td>
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<td>Information</td>
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<td>e)</td>
<td>Update on Open Door partnership</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
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<td>Information</td>
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<td>f)</td>
<td>Sponsorship Policy</td>
<td>10 min</td>
<td>Todd Rowlatt</td>
<td>Policy</td>
<td>Information</td>
<td>58-63</td>
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<td>6.</td>
<td>Committee Reports</td>
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<td>a)</td>
<td>Curriculum Standing Committee</td>
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<td>i)</td>
<td>VOVI 0840 iOS for the Visually Impaired</td>
<td>5 min</td>
<td>Rita Dilek</td>
<td>Decision Note, CDAF; course outline</td>
<td>Recommendation</td>
<td>64-74</td>
</tr>
<tr>
<td>ii)</td>
<td>CAD &amp; BIM</td>
<td>5 min</td>
<td>Bruce McGarvie</td>
<td>Decision Note, New Program proposal; PCG; course outlines</td>
<td>Recommendation</td>
<td>75-177</td>
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<td>b)</td>
<td>Policy Standing Committee</td>
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<td>i)</td>
<td>C.1.2 Appeal of Final Grade</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy, procedures</td>
<td>Recommendation</td>
<td>178-188</td>
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<td>ii)</td>
<td>D.3.5 Prior Learning Assessment &amp; Recognition</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy, procedures</td>
<td>Recommendation</td>
<td>189-194</td>
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<td>iii)</td>
<td>Transfer Credit (new policy)</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy, procedures</td>
<td>Recommendation</td>
<td>195-200</td>
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<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>2 min</td>
<td>Debbie Sargent</td>
<td>Information Note, Update on CD funded projects</td>
<td>Information</td>
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<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>2 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Information Note, Update on CD funded projects</td>
<td>Information</td>
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<td>7.</td>
<td>Education Council Elections</td>
<td>10 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Information Note, Update on CD funded projects</td>
<td>Approval</td>
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<td>a)</td>
<td>Chair</td>
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<td>Vice Chair</td>
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<td>c)</td>
<td>2 Executive Members</td>
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<td>d)</td>
<td>Chairs of Standing Committees – Curriculum, Policy, Appeals, Program Review &amp; Renewal</td>
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<td>8.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
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<td>Information</td>
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<td>9.</td>
<td>Faculty Report</td>
<td>5 min</td>
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<td>Information</td>
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<td>10.</td>
<td>Student Representative Report</td>
<td>3 min</td>
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<td>11.</td>
<td>Pending Items</td>
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<td>12.</td>
<td>Next meeting: January 10, 2017, 3:30-5:30, Room 5025 BWY-A</td>
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<td>Todd Rowlatt</td>
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<td>13.</td>
<td>Adjournment</td>
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<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 P. Yeung 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 M. Tunnah and seconded THAT the minutes of October 11, 2016 be adopted. M. Tunnah had a comment regarding item 5c paragraph 2 line 2 from previous minutes. M. Tunnah suggested to change the word “the Board” to “Research Ethics Board”. Minutes will be amended. 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 received an enquiry from F. Cosco from VCC Faculty Association about a concern around the large TV positioned in the Visual Impaired program hallway. The department has raised concern about disruption to the classes and students in that area. The concern will be forwarded to the Vice President Academic.</td>
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| 5.   | Business Arising | a) Early Childhood Care and Education: Advanced Post-Basic Certificate | K. Jovanovic and G. McIvor presented a proposal for a new ECCE Post-basic Advanced Certificate credential. The new program proposal was presented to Education Council for information prior to commencing work on the development of curriculum. G. McIvor noted that students have to spend more money and time to complete the two ECCE diploma courses—Infant toddler and Special needs diplomas, one after another, which results in low enrollment in both courses. G. McIvor commented that the college reputation was affected due to regular complaints from the students regarding the increased fees. **Discussion:** - D. Branter asked to summarize the content and structure for Advanced Post-Basic Certificate and ask if this Post-Basic certificate will include the same courses as from the
Item | Topic | Discussion
--- | --- | ---
| **6. Standing Committee Reports**<br> a) Curriculum Committee<br> i) University Transfer Environmental Studies |  | previous diploma programs and the cost for the courses as well. K. Jovanovic clarified that the Ministry of Children and Family Development have certain competencies that have to be taught in Post Basic Certificate in ECCE industry. The Post-Basic Advanced Certificate will merge the competencies from Special Needs and Infant Toddler. The practicum will be kept separate.<br> - The entire program is going to be shorter than it is now. At this point we have one year for Infant Toddler and one year for Special Needs, which is a long time for one person if they want to get the certification for both specialities. This way it is going to be less time for people to get two certifications. The way how it works they can apply to the ministry if they have all the competences and they can get their certifications. So it is going to take less time for the student and less expensive.<br> - There was discussion about the tuition level. K. Jovanovic advised that the tuition is an estimate for the purpose of this proposal and will be finalised after the curriculum is developed.<br> - There was discussion about the term Post-Basic certificate since it is not part of VCC’s credential policy. K. Jovanovic responded that the terms basic and post-basic are used in the ECCE industry.<br> - The Post-Basic certificate is a short term solution to address the current situation with that program. The long term plan is to develop a diploma which could be the basic certificate and post basic plus other courses.<br> - The tuition fee waivers were one time arrangement, there is no guarantee that we will get a third opportunity to have third waiver.<br> This proposal was accepted as information and will be presented to the Board at its next meeting.

**Motion:** Moved by D. Branter and seconded THAT the Curriculum Committee recommends Education Council approves the changes to PCG language for the first year University Transfer Environmental Studies certificate.

**Discussion & Comments:**<br> - J. Shehadeh responded to a question on prerequisites for Physics 1200 in the PCG - Physics 12 with a C+ in order to enroll into first year Physics. This may change in future
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<td>and we will change all the PCGs as a result but for the moment this is consistent with all the PCGs.</td>
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<td>- T. Thompson inquired about consistent English language requirements that D. McMullen is working on. D. McMullen responded that a complete review of admission requirements for all programs is being discusses. At this moment we are not entirely sure what the outcomes are going to be and we will have to accept the prerequisite information as currently presented. For the current proposal J. Shehadeh noted that the PCG will state English 12 with C+ or equivalent with a link to the website to refer to equivalency.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>ii)</td>
<td>Visual Business Analytics with Tableau</td>
<td><strong>Motion:</strong> Moved by David and seconded THAT Education Council approves the New Course: CMPT 1501 Visual Business Analytics with Tableau.</td>
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<td>D. Branter stated that CS thinks there is demand and the need for training in this area. The committee discussed the credit weighting of the course and decided it was correct for an offering in CS. The desirability of such a course in some credential programs was also raised and agreed that this could be valuable but the proposal emphasizes the immediate need for the course.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>iii)</td>
<td>Basic Education: Fundamentals of English</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT the Curriculum Committee recommends Education Council approve the new course numbers and sequence for Basic Education Fundamentals of English courses.</td>
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<td>A. Candela explained currently we have six levels of English and typically we have to give IP grade (In Progress grade) to students at the end of every term because typically it take about three terms for a student to finish. IP grade reflects that the student has achieved some of the outcomes for that particular level but not all of that. Historically we would give the IP grade a few times as necessary until the student had reached the outcomes and can move to the next level. What we would like to do is to split the levels into three sections so that we can recognize the progress that the student has made with the S grade and doing so just makes the amount of time clear to both the student and clear for registration purpose as well.</td>
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<td>Discussion:</td>
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| iv) | Advanced Entry Bachelor of Science Nursing – Bridging Courses | **Motion:** Moved by David and seconded THAT Curriculum Committee recommends Education Council approve the new course content for four Advanced Entry Nursing transition courses, new course names for two Advanced Entry Nursing transition courses and credit weighting for one Advanced Entry Nursing transition course.  
S. Touahria explained that the courses used to be offered at various times throughout the year and we have clustered them together now into a term so that the students take these courses closer to the beginning of the advance entry program. The courses have been updated to reflect changes in technologies, changes in Nursing practice and maternity in Pediatric clinics. An acute clinical has been added to the Health Care assessment course. Previously there was very little contact with Acute care and the reason this was added because mass majority of LPN’s that come to apply for advance entry program are coming from residential care work places. What education they did receive in their LPNs in acute care hasn’t been consolidated. D. Branter clarified that students should take all the courses together.  
**Discussion:**  
- P. Yeung inquired if a student is already on the waitlist and waiting to complete the four transition courses, let say if they have completed two already but because of the changes, will those changes be a part to those students who haven’t complete successfully or entirely for the four transition courses. S. Touahria responded that they had planed for these changes. Currently they are running the last offering of enroll transition to last five students who had all the other courses. So, there is nobody waiting on the waitlist, just one or two more courses.  
- M. Tunnah commented about transfer credit on the PCG page 155, he suggested Curriculum Committee should have a discussion about wording to avoid confusion for new applicants. |
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| v)   | ABE Pathways Advanced Certificate, ABE Pathways Intermediate Certificate, ABE course outlines | **Motion:** Moved by David and seconded THAT Curriculum Committee recommends Education Council approve the ABE Graduation and Intermediate Certificates and updated ABE Course Outlines.  
T. Thompson presented the two ABE certificates – Intermediate allows students entry into some of the trades program at VCC and Provincial Graduation certificate will allow students to graduate and go into other programs. This is the first that we are offering any kind of certificate in ABE.  
**Discussion:**  
- P. Yeung asked for more clarification on what is the rationale to break certain classes (for example, BIOL 0083 and BIOL 0093) into two parts. David Wells responded that the courses are articulated across the province in this manner, and is largely because the courses don’t always have to be taken in a certain order, or students don’t always need both parts.  
- C. Jadranin commented that it will be based on level. There is a breakdown on the assessment; it places you at a half level of English or Math if you take an assessment test.  
All in favour. **Motion carried.** |
| b)   | Education Policy Committee                                          | **Motion:** Moved by Mike Tunnah and seconded THAT Education Policy Committee provides D.3.10 Aboriginal Education Enrolment policy and procedures to Education Council for information and recommends it be posted for community feedback.  
**Discussion:**  
- Two big changes have been made. First–“The requirement for reserving seats that programs may choose reserve up to two seats” has been changed to “All programs and courses reserve two seats for Aboriginal Students. The limit on seating is a minimum not a maximum.” (Page 433 of the package). The other main thing that was discussed about self-identification and choose not to make it a requirement.  
- C. Jadranin inquired the process for programs with entry selection processes. M. Tunnah noted that the policy on Page 431 states that “Priority registration will be offered to
### Item 2.3.9 Aboriginal Students

Aboriginal students applying to College programs and courses on the understanding that they must meet all of the required prerequisites and criteria for the program or course they are applying to.”, so they do have to meet the requirements.

- M. Tunnah noted an error in his Information Note with regards to self-identification instead of proof of aboriginal ancestry. The information note will be corrected.

All in favour. **Motion carried.**

### ii) C.3.9 Degree Standards

**Motion:** Moved by M. Tunnah and seconded THAT Education Policy Committee provides C.3.9 Degree Standards policy to Education Council for information and recommends it be posted for community feedback.

M. Tunnah presented the C.3.9 Degree Standards policy considered to be eliminated.

All in favour. **Motion carried.**

### iii) C.1.3 Granting of Credentials

**Motion:** Moved by M. Tunnah and seconded THAT Education Council recommends the Board of Governors approve C.1.3 Granting of Credentials Policy and Procedures.

M. Tunnah presented C.1.3 Granting of Credentials Policies & Procedures. It was posted for community feedback and now it’s again back to Education Council for recommendation. This policy is back because we inserted the credential post degree diploma as an approved credential on the policy recently.

All in favour. **Motion carried.**

### c) Appeals Oversight Committee

No report.

### d) Program Review and Renewal Committee

J. Zakoor gave a verbal update on the Program Review and Renewal Committee. The Committee is continuing their work on moving forward with some short and long term priorities that were identified. More information will be available to share with Education Council at the next meeting.

### 7. Chair Report

T. Rowlatt noted that the meeting schedule for next year is included in the package. Notice is being provided for EDCO elections at the December meeting to elect Chair, Vice-Chair, two members of the Executive, and the chairs of all four standing committees.

### 8. Next meeting

December 13, 2016, 3:30-5:30pm, Room 5025, BWY
## Item 9.

### Adjournment

The meeting adjourned at 4.45 p.m.

### Attendees:

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<tr>
<th>Todd Rowlatt</th>
<th>Jo-Ellen Zakoor</th>
<th>Dave McMullen</th>
<th>David Wells</th>
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<tr>
<td>David Branter</td>
<td>Mike Tunnah</td>
<td>Nona Coles</td>
<td>Elle Ting</td>
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<td>Taryn Thompson</td>
<td>Paul Yeung</td>
<td>Charly Jadranin</td>
<td>Steven Botel</td>
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<td>Shaima Jaff</td>
<td>Jonard Bernardo</td>
<td>Olivia Bridge</td>
<td>Andrew Candela</td>
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### Regrets:

| Kathryn McNaughton | Debbie Sargent | Jan Theny | Rick Cyr |

### Guests:

| Gordon McIvor | Katarina Jovanovic | Jacqueline Shehadeh | Suzanne Touharia |

### Recording Secretary:

Harwinder Sekhon

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Todd Rowlatt, Chair
VCC Education Council
2016/17 Consolidated Goals, Objectives and Initiatives

Update

for the Period Ended October 31, 2016
CONSOLIDATED GOALS, OBJECTIVES AND INITIATIVES SUMMARY

VCC’s Five Key Success Drivers

Key success drivers (KSDs) are factors that have a major impact on the performance and continued success of the college. KSDs provide focus when identifying goals, objectives and initiatives to ensure the short term and long term direction of the institution is realized. The five VCC success drivers are:

1 – Educational Quality
2 – Operational Excellence
3 – Financial Stability and Sustainability
4 – Reputation Management
5 – Business Development

VCC consolidated goals, objectives and initiations are closely monitored and updated regularly. The following is a summary of the updated goals, objectives and initiatives for the period.
KSD #1 – Educational Quality

- First year Environmental Studies university transfer certificates (School of Arts & Sciences) – pilot courses launched in September 2016 (and another pilot set for January 2017) with the full launch slated for September 2017.
- Practical Nursing funding received from Ministry of Advanced Education for program development and delivery (School of Health Sciences) - development in progress with the launch scheduled for October 2017.
- New Dental Technology Science Program (School of Health Sciences) approved by Ministry of Advanced Education – approved by the Board in September 2016 with the first intake scheduled for January 2017.
- Successful BScN accreditation (School of Health Sciences) - received accreditation from the Canadian Association of Schools of Nurses (CASN) in June 2016 for both the BSN and Advanced BSN.
- Renewal of Culinary Arts program (School of Hospitality, Food Studies & Applied Business) – curriculum has been completed and taken through governance and was approved by the Board in September 2016. First cohort of PC1 to start in January 2017 and PC2 in September 2017.
- Aboriginal Baking and Pastry Art (School of Hospitality, Food Studies & Applied Business) – funding has been secured and program delivery started in October 2016.
- Fashion Arts renewal (Continuing Studies) – Board approved and program launched in September 2016.
- Renewal of Computer-aided design (CAD) & Building Information Modeling (BIM) (School of Trades, Technology & Design) – Board approved in June 2016 with certificates launched in September 2016 and citations scheduled to launch in spring 2017.
- Renewal of Digital Graphics Design certificate (School of Trades, Technology & Design) – program was renamed to Visual Communications Design and approved by the Board in June 2016. Program start scheduled for January 2017.
- New Canadian Business Management Post Degree Diploma (International Education) – an international program that has gone through the governance process and slated for implementation in September 2017.
- Established an EDCO Program Review & Renewal Committee – several short and long term goals for the committee have been identified.
- Research Ethics Board has been reconstituted – first step in the development of an infrastructure to support applied research at the college.
- Program advisory committees (PACs) have been established, renewed or reconstituted in many of the schools including Continuing Studies.
KSD #2 – Operational Excellence

- Implement Curriculum management software that will house all course outlines, program guides and approvals – Course Leaf software implementation is in progress with a go live date scheduled for February 2017.
- Implemented a Technology Leasing Refresh program – identified CSI Leasing as the vendor for leasing equipment and launched the new program in the summer of 2016. The IT Refresh program will assist with utilizing current technology; conserving cash and redistributing capital funds for other priorities; facilitating budgeting; and mitigating risk of IT obsolescence.
- Emergency Mass Notification System – successfully implemented and fully operational as of September 2016 for staff and students.
- Conduct college-wide employee engagement survey – employee engagement strategy committee established and TalentMap Survey retained to deliver the survey. The survey is to be distributed November 14th and completed by November 25th.
- Event Management Software (EMS) room booking software - room inventory and data cleanup is in progress. Facilities staff have received training and process changes have been made.
- Space utilization – inventory has been completed for the downtown campus, Broadway A & B. Discussion in progress with Deans on space requirements based on programs.
- E-text books – a number of pilots either successfully completed or in development.

KSD #3 – Financial Stability and Sustainability

- Enrolment and Financial reporting – monthly and quarterly reports are prepared and distributed to the leadership team for review. Carefully monitoring actual to budget results to ensure targets that were set in the 2016/17 Budget are being achieved.
- Monitoring of Integrated College Plan goals and objectives – quarterly updates.
- Started the Integrated College Planning cycle for 2017/18.

KSD #4 – Reputation Management

- Refresh of VCC Digest
- Preparation for the launch of the new marketing campaign
KSD #5 – Business Development

- Samsung Tech Institute at VCC – launched first cohort of the Professional Appliance Repair pathway in October 2016.
- Gold Trial Partnership (Early Childhood Education) – launched in September through Continuing Studies.
- Partnership Development Office – created in October 2016.

Appendix A

2016/17 Detailed Consolidated Goals, Objectives and Initiatives
### Status Updates for VCC Key Success Drivers (KSDs) and
### 2016/17 Detailed Consolidated Goals, Objectives and Initiatives

#### KSD #1 – Educational Quality

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<td><strong>Goal 1.1 – Deliver a superior student educational experience</strong></td>
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<td>1.1 Conduct needs assessment and determine viability and potential of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant</td>
<td>• Associate of Arts Degree – develop business case for a two-year program intended to provide a pathway to a degree, or to stand alone</td>
<td>VP Academic/Dean, School of Arts &amp; Science</td>
<td>• Business case Sept 2016</td>
<td>• Two new UT courses going to BoG for final approval June 8, 2016</td>
<td>• Board approved UT courses: Criminology and Canadian Legal System – June 8, 2016 &amp; Environmental Studies Certificate – June 29, 2016</td>
</tr>
<tr>
<td></td>
<td>• Associate of Science Degree – develop business case for increased course offerings at the first and second level sufficient to enable a University Transfer (UT) student to complete an Associate of Science Credential</td>
<td>VP Academic/Dean, School of Arts &amp; Science</td>
<td>• Course launch – 1st Year Jan 2017</td>
<td></td>
<td>• Full launch in September 2017</td>
</tr>
<tr>
<td></td>
<td>• Transfer Certificates in Environmental Resource Management, Global Environmental Systems, and Environmental Science – develop business case to increase course offerings that enable a student to access a preferred pathway into the SFU Faculty of Science</td>
<td>VP Academic/Dean, School of Arts &amp; Science</td>
<td>• Fee structure developed by Mar 2016</td>
<td>• Fee structures for new courses approved by Finance &amp; Audit Committee May 2016</td>
<td>• Board approved – June 29, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Letter of Understanding (LOU) by Jun 2016</td>
<td>• LOU approved by SFU Faculty of Environment April 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop business case for a base range of Adult Basic Education (ABE) Pathways, Pre-Science, Technology, Engineering &amp; Mathematics (STEM), Pre-Trades</td>
<td>VP Academic/ Dean, School of Arts &amp; Science</td>
<td>Business case Mar 31 2016</td>
<td>Business Concept Paper, PCG and Outlines brought to Curriculum Committee in May on advice of EdCo Chair. Sent back to Department for additional work</td>
<td>No further updates at this time</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Pre-Health Sciences – complete governance assessment and business case</td>
<td>VP Academic/ Dean, School of Health Sciences</td>
<td>Sept 2017</td>
<td>New program approved at EdCo. Needs to go to the Ministry and Tuition needs to be established before going to the Board</td>
<td>Tuition proposal being prepared</td>
</tr>
<tr>
<td></td>
<td>Practical Nurse Refresher Program – develop business case</td>
<td>VP Academic/ Dean, School of Health Sciences</td>
<td>Jun 2017</td>
<td>Proposal submitted for one-time funding to AVED</td>
<td>Did not receive funding for this so project will be deferred until another funding opportunity arises</td>
</tr>
<tr>
<td></td>
<td>Licensed Practical Nurse (LPN) to Bachelor of Science in Nursing (BSN) Bridging – develop proposal</td>
<td>VP Academic/ Dean, School of Health Sciences</td>
<td>Jun 2016</td>
<td>Proposal submitted to AVED for development and delivery – 2 teleconferences – awaiting AVED’s response</td>
<td>Received funding for development and delivery of one cohort in October 2017. Development is in process</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Applied Science Dental Hygiene Degree – develop curriculum</td>
<td>VP Academic/ Dean, School of Health Sciences</td>
<td>2016/17</td>
<td>Potential launch 2018</td>
<td>Concept paper approved at EdCo. Development is in process</td>
</tr>
<tr>
<td></td>
<td>Business/Entrepreneurship – complete needs assessment</td>
<td>VP Academic/ Dean, School of Hospitality, Food Studies &amp; Applied Business</td>
<td>Dec 2016</td>
<td></td>
<td>At the discussion stage within the School</td>
</tr>
<tr>
<td></td>
<td>Aboriginal Baking and Pastry Arts – develop an implementation plan for a new Aboriginal focused program that allows students to enroll in a community based foundation course that better prepares them to ladder</td>
<td>VP Academic/ Dean, School of Hospitality, Food Studies &amp; Applied Business</td>
<td>May 2016</td>
<td>Funding has been secured for an on-site Baking and Pastry Arts program</td>
<td>Program delivery has started: In community (Musqueum) on October 10 and On-Campus on October 31</td>
</tr>
</tbody>
</table>
Consolidated Status update: November 14, 2016 (last revision)

<table>
<thead>
<tr>
<th>Program Development</th>
<th>Progress Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journeyman upgrading and Aboriginal transportation course – develop business case</td>
<td>VP Academic/Dean, School of Trades, Technology &amp; Design, April 2016</td>
<td>Discussions with three transportation trades are ongoing, No further updates at this time</td>
</tr>
<tr>
<td>Seek to develop partnerships with Indigenous Adult and Higher Learning Association (IAHLA) institutions</td>
<td>VP Academic/Director, Indigenous Education, Assessment Sept 2016</td>
<td>Ongoing discussions taking place</td>
</tr>
<tr>
<td>Denturist Program – develop business case</td>
<td>VP Academic/Dean, School of Health Sciences, Potential launch Sept 2017</td>
<td>Concept paper has been approved by EdCo, Curriculum is being developed, Development continues</td>
</tr>
<tr>
<td>Fashion Arts – currently under review</td>
<td>VP Academic/Dean, Continuing Studies, Develop business case May 2016, Potential launch Jan 2016</td>
<td>Renewed and approved, Board approved – New program successfully launched in September 2016</td>
</tr>
<tr>
<td>Culinary Arts – develop implementation plan for a new unified Culinary Arts Certificate that will allow students to enroll with the expectation that they will be able to complete Professional Cook 1 (PC1), Professional Cook 2 (PC2) and all work-based training hours in a single admission</td>
<td>VP Academic/Dean, School of Hospitality, Food Studies &amp; Applied Business, Project manager retained to develop plan – kickoff meeting schedule for Feb 2016, Implementation plan Feb 2016, Program launch – Sept 2016</td>
<td>Curriculum Development is on-going with a planned start date of January 2017, If funds from SIF are secured, the implementation date may change (Note that in July we were informed SIF funding was not approved), Curriculum has been completed and approved by BOG on Sept 27, 2016. First cohort of PC1 to start in January 2017 and PC in September 2017</td>
</tr>
</tbody>
</table>

1.1.2 Renew programs that have not gone through renewal in the past 5 years

1.1.3 Implement programs that have gone through program renewal and/or have had minor or major changes approved through Education Council and the Board Finance and Audit Committee, and meet VCC requirements for program continuation
| 1.1.4 Identify, promote, support articulation and transferability of courses/programs | • Develop repository of all articulation agreements (centralized housing – in Registrar’s Office with copies in Academic) – develop plan | VP Academic/Registrar | • Plan – Sept 2016  
• Implementation - 2017 | • Gathering articulation agreements has begun (Dave)  
• Planning session to be scheduled for July 2016 (Dave)  
• VP Academic Office is in the process of consolidating all education agreements from partnerships to articulation (VP Academic) | • Board approved June 29, 2016  
• Launch is expected Jan 2017 |
| Computer-aided design (CAD) & Building Information Modeling (BIM) renewal – develop implementation plan | VP Academic/Dean, School of Trades, Technology & Design | • Complete business case Mar 2016  
• Launch new certificates Sept 2016  
• Launch new citation spring 2017  
• Launch new diploma Sept 2017 | • 3 CAD and BIM certificates and 1 Citation are being presented to the Board on June 8th. Certificates will be launched Sept 2016 and Citation in the spring of 2017  
• Proposal for the Diploma is in process | • Board approved June 8, 2016  
• Certificates launched Sept 2016 and Diploma will be presented at Curriculum Committee in November. Launch expected to be Sept 2017 |
| Digital Graphics Design - Renewal of Certificate and creation of a new Diploma program | VP Academic/Dean, School of Trades, Technology & Design | • Complete business case Mar 2016  
• Launch new diploma Jan 2017  
• Launch new certificate Sept 2017 | • Program has been re-named to Visual Communications Design  
• Will be presented to the Board June 8th with new tuition | • Board approved June 29, 2016  
• Launch is expected Jan 2017 |
### 1.1.5 Create an integrated college plan for development of flexible learning

- Explore expanding afternoon/evening/weekend delivery – integrate into business cases for program renewal and new programs – develop plan

### 1.1.6 Seek accreditation and/or external program approval status and implement strategies to fulfill accreditation requirements

- Canadian Association of Schools of Nurses (CASN) BScN Accreditation site visit Feb 22 – 26, 2016 – findings report and recommendations will be issued after the visit
- Certified Dental Assisting – implement recommendations
- Follow through with Pharmacy Technician admission requirement changes as per accreditation recommendations
- OPTA Program – site visit 2018

### VP Academic

- Determine courses and programs that would enable VCC to become a “receiving” institution and have these added to the BC Council Admissions & Transfer (BCCAT) guide

### VP Academic/ Deans/ Directors/ Facilities/ Finance

- Develop plan Mar 2017
- Several new courses and new programs under development
- Strategic Enrolment Management Committee (SEM) discussing high attrition courses, action plan to be developed thereafter

### Jun 2016

- Ongoing discussions at ASR and D2 forums
- New partnership under discussion with Royal Roads University
- Several initiatives underway with School Districts

### Follow up on recommendations 2016/17

- Expecting to hear the outcome of CASN accreditation in June 2016
- CDA is implementing recommendations spring 2016 and fall 2016
- Pharmacy Tech English Language Proficiency requirements are being implemented for January 2016

### Ongoing program development at Department level.

- Ongoing conversations with ASR and D2 teams. New partnerships have been added in several areas. The establishment of the Partnership Development office will further strengthen this goal
- Gold Trail – ECCE dual credit program successfully launched in East Kootenays
### 1.1.7 Review non-performing programs and develop plan for suspension and/or cancellation

- Programs will be identified through the 3-year rolling academic review
- HCA Upgrade
- Access to Dental Hygiene for CDAs.

<table>
<thead>
<tr>
<th>VP Academic</th>
<th>Throughout 2016/17</th>
<th>Deans have identified program renewals in the 3 year Academic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The EDCO Program Review and Renewal committee has been established and will be following up with the Deans on their Action Plans</td>
</tr>
</tbody>
</table>

### 1.1.8 Develop a Scholarship and Research Initiatives Plan

- Create an infrastructure to support scholarship and research initiatives – develop a plan

<table>
<thead>
<tr>
<th>VP Academic</th>
<th>Develop plan by Mar 2017</th>
<th>The Research Ethics Board has been reconstituted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Implementation 2018/19</td>
<td>Faculty professional development in research underway</td>
</tr>
</tbody>
</table>

### 1.1.9 Develop new relevant programs for international students

- Develop and launch two existing Post Graduate Diplomas – develop business case

<table>
<thead>
<tr>
<th>President’s Office/ VP Academic/ Director, International Education</th>
<th>Launch Jan 2017</th>
<th>The concept paper for a new Post Graduate Diploma in Canadian Business Management has been submitted for Governance review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>New Canadian Business Management Post Degree Diploma approved by Education Council and recommended for approval to Board of Governors (meets Nov 16)</td>
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<tr>
<td></td>
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<td>Tuition &amp; fees will be brought for information to the Board</td>
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<td>Slated for implementation Sep 2017</td>
</tr>
</tbody>
</table>
1.1.10 Ensure programs have active program advisory committees and effective partnerships with industry/community

- Implement a revised program advisory committee (PAC) policy and ensure adequate representation – develop revised process.

Deans & Department Heads

- Inventory of advisory groups and frequency of meetings by May 2016
- Initiate or restructure PACs where required - 2016/17

- School of Trades have begun refreshing out PACs to ensure there is a wide range of industry involvement
- PAC policy and procedures revised (VP Academic)

- Strategic Enrolment Management (SEM) Committee has discussed ways to engage and acknowledge PAC participation
- PAC inventory close to finalization, waiting on information on new groups
- PAC meetings will be scheduled this fall for all program areas in the School of Hospitality, Food Studies and Applied Business
- In CS, several PAC meetings have been held for ECCE, Building Management, Business, Interior Design MDRT, Counselling Skills in August to September

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<tbody>
<tr>
<td>Goal 1.2 – Enhanced instruction, instructional strategy and educational technology</td>
<td></td>
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</tr>
<tr>
<td>1.2.1 Develop an online educational technology strategy</td>
<td>- Expand course design using the Moodle platform - develop a strategy for increasing program delivery on Moodle (priority of courses, content, instructional design and consistent look and feel of courses) including training</td>
<td>VP Academic/ Deans/Centre for Instructional Development/IT</td>
<td></td>
<td>Online strategy working group has been formed</td>
<td>IT is a supporting department for this project and as such we joined the appropriate committees, etc., but at this time there is no action for IT to take, or</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Strategy in place by Dec 2016</td>
<td>CID Supporting Culinary faculty for roll out of Moodle courses for January 2017 term</td>
</tr>
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<td>Dean, CS attended an information session with an LMS provider</td>
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</tbody>
</table>
### Consolidated Status update: November 14, 2016 (last revision)

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create a framework around online course development for faculty</strong></td>
<td>deliverable that this project waits for (IT)</td>
</tr>
<tr>
<td><strong>CID developing Moodle shell for Culinary faculty to support revised curriculum (Shirley)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Terms of Reference established for Online Strategy Advisory Group (VP Academic)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Inventory of online courses compiled (VP Academic)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Open Education resources and e-textbooks – develop a strategy and plan</strong></td>
<td></td>
</tr>
<tr>
<td>Deans/Centre for Instructional Development/IT</td>
<td></td>
</tr>
<tr>
<td><strong>Pilot starting Jan 2016</strong></td>
<td></td>
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<tr>
<td><strong>Plan developed by Sept 2016</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Open Textbooks from BC Campus loaded into Library catalogue and are searchable (Shirley)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>VCC is partner developing Digital Learning Resource Network (DLRN) initiative for the province. S. Lew will be presenting at Festival of Learning with Steering Committee members (Shirley)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Successful pilot with Hospitality Management program (VP Academic)</strong></td>
<td></td>
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<tr>
<td><strong>Discussions underway with Pearson Canada to finalize arrangement (VP Academic)</strong></td>
<td></td>
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<tr>
<td><strong>College wide awareness generated at the</strong></td>
<td></td>
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<tr>
<td><strong>DLRN initiative in-progress to document e-textbook pilots at other institutions and develop a Business Plan</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Culinary Arts transitioning to e-textbook for core textbook as of Jan 2017 term on Texidium platform. License negotiations, payment model, integration with Moodle work in-progress</strong></td>
<td></td>
</tr>
</tbody>
</table>
### 1.2.2 Identify new educational technologies and software that could be supported and resourced

- Identify types of technology that should be supported in the classroom
- Ensure program curriculum is modified to support new software that is current and relevant – develop a rollout plan
- Develop and implement strategies around simulation and inter-professional education (IPE) in Health

<table>
<thead>
<tr>
<th>Deans/Centre for Instructional Development/IT</th>
</tr>
</thead>
</table>

- Inventory current technology in classrooms both hardware and software – Dec 2016
- Develop plan – Mar 2017
- Implement simulation and IPE strategies – Sept 2016

- Inventory compiled
- Plans to be developed
- CS will create a business case to support the purchase of a Banner module that will facilitate online registrations
- E-Portfolio software identified as need across various programs. CID/Library leading a needs analysis and survey of solutions to raise with STECG

- CS will create a business case to support the purchase of a Banner module that will facilitate online registrations
- E-Portfolio software identified as need across various programs. CID/Library leading a needs analysis and survey of solutions to raise with STECG

### 1.2.3 Continue to develop the Learning Commons concept

- Work with advisory committee to confirm long-term objectives, timeline, capital plan at the downtown and Broadway campuses

<table>
<thead>
<tr>
<th>VP Academic/Division of Library/Centre for Instructional Development/IT</th>
</tr>
</thead>
</table>

- Planning session to be scheduled by Mar 2016
- Plan developed by Jun 2016

- Integrated service pilots underway or completed: GET HIRED workshops and Career resources Web page. Pilots will continue in the Fall (Shirley)
- Learning Commons committee has developed short term and long term plans (VP Academic)
- Sub-committees working on tasks (VP Academic)

- Consultation planning underway to survey students & employees
## KSD #2 – Operational Excellence

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<tbody>
<tr>
<td>Goal 2.1 – Develop efficient systems and collaborative communication</td>
<td>● Resource and complete Data Integrity project for position control and Web time entry system Phase I</td>
<td>VP Admin &amp; CFO/ Payroll/HR</td>
<td>• Plan in place by April 2016 ▪ Plan by Sept/Oct 2016</td>
<td>• Plan is moving forward and a majority of position control cleanup project is done ▪ Delay in hiring a temp clerk – this will be likely pushed to Sept/Oct 2016 ▪ Need to put together working group (Marlene)</td>
<td>• Data integrity project is done ▪ Web Time entry project working group established and meeting regularly ▪ Payroll manager has started meeting with time keepers in each dept.</td>
</tr>
<tr>
<td></td>
<td>● Develop implementation plan for Phase II of Web time entry system</td>
<td></td>
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<tr>
<td></td>
<td>● Develop plan and implement an Electronic Document Management system</td>
<td>IT</td>
<td>• Plan in place by Jun 2016</td>
<td>• Plan will be in place by August 2016</td>
<td>• Plan in place by January, 2017</td>
</tr>
<tr>
<td></td>
<td>● Develop plan for implementing electronic signature system/process</td>
<td>IT/Procurement</td>
<td>• Plan in place by Jun 2016</td>
<td>• Procedures document for use of digitized signatures on contracts created and presented to Ops Co. ▪ Pilot for the use of digitized signatures on contracts commenced 16th May</td>
<td>• Pilot ongoing</td>
</tr>
<tr>
<td></td>
<td>● Develop implementation plan to improve Help Desk software functionality</td>
<td>IT</td>
<td>• Plan in place by Jun 2016</td>
<td></td>
<td>• Phase 1 completed: Help Desk software now in use and maximized efficiency to the level of training received. More training plus additional module needed to bring it to the next level.</td>
</tr>
<tr>
<td></td>
<td>● Develop project plan to improve</td>
<td>Registrar/Working Group</td>
<td>▪ Delayed to June</td>
<td>▪ While finalizing the hiring</td>
<td>▪ Incremental approach</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Party</td>
<td>Status/Date</td>
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</table>
| Banner data quality, expand statistical reporting and implementation of new functionality |                    | 2016, related to hiring Associate Registrar  
• Full implementation - Sept 2018 |
| Develop plan and implement curriculum management software that will house all course outlines, program content guides and approvals | VP Academic/VP Admin & CFO/IT | Planning kick-off Feb 2016  
• Implementation planned for Sept 2016  
• Agreement signed with CourseLeaf Academic Catalog Management Software (VP Academic)  
• Project on time (VP Academic) |
| Develop plan to consolidate and streamline admission and registration processes | Registrar/Working Group | April 2017 |
| Evaluate and streamline Bookstore processes                            | VP Admin & CFO     | Apr 2016 |

Due to delays in migrating information from Banner and identifying a realistic workflow plan, the implementation date has been delayed to Feb 2017.

Process review ongoing with phased in implementation commencing April 2017.

Bookstore working group was formed in Oct 2016 to identify and review the bookstore operational requirements and processes to support the consolidation of the two bookstores into one location.

Develop a transition plan to ensure that students are not impacted by the consolidation. This will
### 2.1.2 Evaluate technology refresh/leasing options

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>• Evaluate leasing option from such providers as Macquarie Equipment Finance Ltd. to ensure on-going IT technology refresh</td>
<td>VP Admin &amp; CFO/ IT</td>
</tr>
<tr>
<td>• Fully implement Event Management Software (EMS) – develop plan</td>
<td>IT/Facilities/ Registrar</td>
</tr>
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</table>

### 2.1.3 Identify, evaluate, recommend and implement software applications to increase efficiencies

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td>• Review and develop project plan to streamline process for procurement, receipt of goods and reporting</td>
<td>VP Admin &amp; CFO/ Procurement/ Finance</td>
</tr>
<tr>
<td>• Create a Process Improvement Register to track progress</td>
<td></td>
</tr>
<tr>
<td>• First round of improvements have been implemented. Reduced contract administration and faster turnaround of certain Department requests are some of the benefits we are seeing</td>
<td></td>
</tr>
<tr>
<td>• Fully implement Event Management Software (EMS) – develop plan</td>
<td>IT/Facilities/ Registrar</td>
</tr>
<tr>
<td>• Project manager retained – kick-off meeting Jan 2016</td>
<td></td>
</tr>
<tr>
<td>• Implementation by Nov 2016 (Dave)</td>
<td></td>
</tr>
<tr>
<td>• Delayed implementation until March 2017</td>
<td></td>
</tr>
<tr>
<td>• Waiting response from vendor (DEA) to determine scope of Phase 2 of the implementation</td>
<td></td>
</tr>
<tr>
<td>• Significant data reconciliation and entry of information into EMS completed by end of November 2016. Configuration of EMS Campus Planning Interface to facilitate switch to new timetabling process to be completed by March</td>
<td></td>
</tr>
</tbody>
</table>
effort to streamline and enhance the student experience. Working towards Nov 2016 implementation (Dave)

- Assess financial report writer and analyzer tools options – make recommendations and develop implementation and training plan for the utilization of the software & modules
  - VP Admin & CFO/IT/Finance
  - Mar 2017

- FAST budget and forecasting module is being set up and being tested in the development site. Implementation in progress

---|---|---|---|---|---
Goal 2.2 – Ensure a safe student and working environment
2.2.1 Ensure compliance with WorkSafe BC and other safety regulations
- Implement changes as required under new legislation for chemical substances (e.g. used in chemistry classes)
  - Occupational Health & Safety/HR
  - As per regulations timeline

- MSDS library system now in place

2.2.2 Update emergency management
- Ensure faculty and staff have appropriate training to enable them to respond effectively in emergency situations – develop a training plan
  - Director, Security
  - Sept 2016

- Created a training plan
- Notices will go out
- Link on VCC Website

- Plan has been updated and now with the VP/CFO for review 2016/10/03

- Notification system is fully operational as of Sept 19/16
- 600+ emails sent out with 43 bounce back
- Notification system is operational and successful used in the BC shake-out event on October 20/2016

- Develop plan and implement emergency mass notification system
  - Director, Security/ Director, Facilities/ IT
  - Plan by Feb 2016
  - Implementation by May 2016

- IT provided support by reviewing it for IT needs during implementation
- IT also reviewed and provided feedback for user documentation (Peter G)
- SOW Signed Feb 2016 (Surinder)
- Training Mar/Apr (Surinder)
### Consolidated Status update: November 14, 2016 (last revision)

#### 2.2.3 Start procurement process for new Physical Security Services contract
- **Complete procurement RFP for security contract – current contract expires June 2016**
  - Director, Security
  - **Procurement/ Director, Security**
  - **Proponent selection by Apr 2016**
- **Procurement complete**
- **Board approved**
- **New contract executed and services commenced Jun 1**
- **Unsuccessful proponents have been debriefed**
- **Complete**
- **No further action required**

#### 2.2.4 Upgrade security infrastructure
- **Upgrading key security infrastructure (i.e. key scan, CCT, access control)**
  - Director, Security/Facilities
  - **Apr 2016**
  - **Upgraded all labs on campus to card access as well as dental clinic**
  - **Installation communicated out**
  - **Operationalized all cameras on campus**
  - **Installed cameras in receiving area of Bldg A**
  - **Upgraded client management software client control and CCTV**
  - **Stage two roll out starting**
  - **Security provider asked to give quotes for capital project as well as offer suggestions for further enhancements**
  - **New installation areas:**
    - Advising/disability services
    - Indigenous students area
    - Public hallways both campuses

#### 2.2.4.1 Privacy
- **Consolidate all privacy functions under one umbrella, reporting to VP Admin, CFO**
- **Create privacy policies and have**
  - Director, Security
  - **Sept 2016**
  - **Dec 2016**
- **In process**
- **Privacy Impact Assessment (PIA) has been completed**
- **In consultation around**
### Consolidated Status update: November 14, 2016 (last revision)

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</tr>
</thead>
<tbody>
<tr>
<td>Goal 2.3 – Deliver superior student services</td>
<td>2.3.1 Review, update and implement the 2016/17 phase of the Student Services Strategic Plan</td>
<td>• Identify and successfully implement the 2016/17 component of the Student Services Strategic Plan</td>
<td>VP Academic/ Director, Student Services</td>
<td>• Mar 2017</td>
<td>• No update at this time</td>
</tr>
<tr>
<td></td>
<td>2.3.2 Increase Student Services office visibility</td>
<td>• Increase profile within the college community for all students</td>
<td>VP Academic/ Director, Student Services</td>
<td>• Mar 2017</td>
<td>• No update at this time</td>
</tr>
</tbody>
</table>
### 2016/17 Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Initiative</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>1st Qtr Status Update – June 2016</th>
<th>2nd Qtr Status Update - October 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 2.4 – Maximize our campus facilities and resources</strong></td>
<td><strong>2.4.1 Assess space requirements and utilization</strong></td>
<td>VP Admin/VP Academic/Deans/Directors/Facilities</td>
<td>Mar 2017</td>
<td>Pending implementation of EMS software (Campus Planning Module) (Jerry)</td>
<td>SOW for implementation of Campus Planning Module has been received</td>
</tr>
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<tr>
<td></td>
<td></td>
<td>Dean, School of Trades, Technology &amp; Design/Director Facilities</td>
<td>Mar 2016</td>
<td>Space Utilization Committee formed (VP Academic)</td>
<td>Initial meeting of Space Utilization Committee has taken place</td>
</tr>
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<tr>
<td></td>
<td></td>
<td>Director, Facilities</td>
<td>Mar 2017</td>
<td>Terms of Reference developed (VP Academic)</td>
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<tr>
<td></td>
<td></td>
<td>Director, Student Services/VP People and Culture</td>
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<tr>
<td></td>
<td></td>
<td>Review space utilization of Automotive Trades areas at BWY campus</td>
<td></td>
<td>Functional program issued May 2016</td>
<td>Preliminary planning with Architects started</td>
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<td></td>
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<tr>
<td></td>
<td><strong>2.4.2 Develop fitness facility plan – change focus to promoting Health and Wellness</strong></td>
<td></td>
<td>Mar 2017</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>On hold pending funding</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Change focus to health and wellness for students and staff</td>
<td>On hold</td>
</tr>
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</tr>
<tr>
<td><strong>Goal 2.5 – Develop a high-performing college team</strong></td>
<td><strong>2.5.1 Implement an enhanced performance management system</strong></td>
<td>HR</td>
<td>Develop monitoring and training plan timeline Sept 2016</td>
<td>No update at this time</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>2.5.2 Enhance staff orientation process</strong></td>
<td>HR</td>
<td>Mar 2017</td>
<td>No update at this time</td>
<td>No update at this time</td>
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<tr>
<td></td>
<td></td>
<td>Indigenous Education</td>
<td>Mar 2017</td>
<td>No update at this time</td>
<td>No update at this time</td>
</tr>
</tbody>
</table>
### 2.5.3 Increase overall level of employee engagement

- Conduct a college-wide employee engagement survey
- Develop a comprehensive plan for addressing employee engagement based on survey results

**Responsibility:** President’s Office/VP People and Culture

**Timeline:**
- Fall 2016
- Mar 2017

**Update:** Put together advisory group

- Employee engagement survey will be rolled out on Nov 14th. Employee responses required by Nov 25th

### 2.5.4 Review organizational structure and assess human resource requirements

- Review and update job descriptions and department requirements to ensure staffing levels are adequate and meet budgetary targets
- Optimize position/role effectiveness and efficiency

**Responsibility:** HR/All Departments

**Timeline:** Mar 2017

**Update:** Reviews have taken place in some departments

### 2.5.5 Assess employee needs and develop a training plan

- Provide customer service excellence training for front line, finance, registrar and student services staff
- Coordinate the development of a formal training program with key departments

**Responsibility:** HR/Departments

**Timeline:** Mar 2017

**Update:** No update at this time

### 2016/17 Objectives

<table>
<thead>
<tr>
<th>1st Qtr Status Update – June 2016</th>
<th>2nd Qtr Status Update - October 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 2.6 – Review, develop, update and communicate policies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2.6.1 Review, develop, update, implement and communicate policies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Initiatives</strong></td>
<td><strong>Responsibility</strong></td>
</tr>
<tr>
<td>Review, develop, update and communicate policies in all areas</td>
<td>VP Admin &amp; CFO/VP Academic</td>
</tr>
<tr>
<td>Good progress with review and revision of education policies</td>
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</table>
## KSD #3 – Financial Stability and Sustainability

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</thead>
<tbody>
<tr>
<td><strong>Goal 3.1 – Implement our financial strategy</strong></td>
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</tr>
<tr>
<td>3.1 Meet our domestic and international enrolment targets</td>
<td>• Provide monthly/quarterly enrolment reports for departments to monitor progress</td>
<td>Registrar/ Director IR</td>
<td>• Apr 2016</td>
<td>• Monitoring enrolments on a monthly basis and communicated to the leadership team</td>
<td>• Reports are completed on a monthly and Quarterly basis, prepared and distributed by IR to the Deans, Finance and Senior Leadership Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Reports prepared by IR</td>
<td></td>
</tr>
<tr>
<td>3.1.2 Meet our financial budget targets</td>
<td>• Provide monthly/quarterly financial reports for departments to monitor progress</td>
<td>VP Admin &amp; CFO/ Director Finance</td>
<td>• Apr 2016</td>
<td>• Up to date and ongoing</td>
<td>• Continue to carefully monitor monthly financial results</td>
</tr>
<tr>
<td></td>
<td>• Develop three year procurement strategy for recurring needs to increase value/saving for the college</td>
<td>Procurement</td>
<td>• Dec 2016</td>
<td>• Monthly reports provided to departments by finance</td>
<td>• Present monthly financial information to leadership</td>
</tr>
<tr>
<td></td>
<td>• Develop three year procurement strategy for recurring needs to increase value/saving for the college</td>
<td>Procurement</td>
<td>• Dec 2016</td>
<td>• Monthly financial information presented to leadership team</td>
<td>• No further update at this time</td>
</tr>
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<tbody>
<tr>
<td><strong>Goal 3.2 – Achieve our long term growth strategy</strong></td>
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</tr>
<tr>
<td>3.2.1 Execute the integrated planning cycle and process</td>
<td>• Complete and implement 2016/17 Integrated College Plan</td>
<td>VP Admin &amp; CFO</td>
<td>• Mar 2017</td>
<td>• In progress and ongoing</td>
<td>• Started the 2017/18 integrated college planning cycle</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>• 2017/18 integrated college survey distributed</td>
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<tr>
<td>3.2.2 Develop Facilities Master Plan</td>
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<tr>
<td>• Develop plan (including timeline) to create a campus/facilities master plan</td>
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<tr>
<td>President’s Office/VP Admin &amp; CFO/ Director, Facilities</td>
<td></td>
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<tr>
<td>• Mar 2017</td>
<td></td>
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<tr>
<td>• Submitted three SIF proposals that will have an impact on the campus plan. Will wait to hear if the proposals will be approved before the planning will start (mid-July timeframe for hearing about approvals)</td>
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<tr>
<td>• Space utilization committee formed</td>
<td></td>
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<tr>
<td>• Unsuccessful in receiving SIF funding</td>
<td></td>
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<tr>
<td>• Current space usage inventory completed for Broadway A &amp; B and Downtown campus</td>
<td></td>
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<tr>
<td>• Regular Space utilization committee meetings being held</td>
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<tr>
<td>• Space Utilization has developed Terms of Reference and is looking at campus inventory.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2.2 Develop Facilities Master Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ongoing tracking and reporting out on 2016/17 goals and objectives progress</td>
</tr>
<tr>
<td>VP Admin &amp; CFO</td>
</tr>
<tr>
<td>• Mar 2017</td>
</tr>
<tr>
<td>• In progress and ongoing</td>
</tr>
<tr>
<td>• 2016/17 goals and objectives updated quarterly</td>
</tr>
<tr>
<td>• Update reports distributed to leadership and posted to MyVCC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2.2 Develop Facilities Master Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review VCC vision and values and revise to be more relevant –develop plan and timeline</td>
</tr>
<tr>
<td>VP Admin &amp; CFO</td>
</tr>
<tr>
<td>• Dec 2016</td>
</tr>
<tr>
<td>• In progress</td>
</tr>
<tr>
<td>• Visioning, values exercised completed by senior leadership</td>
</tr>
<tr>
<td>• Will be part of department planning sessions at VCC Day Nov 3, 2016</td>
</tr>
</tbody>
</table>
### 2016/17 Objectives

<table>
<thead>
<tr>
<th>Goal 3.3 – Grow our commercial services revenue</th>
<th>1\textsuperscript{st} Qtr Status Update – June 2016</th>
<th>2\textsuperscript{nd} Qtr Status Update - October 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.3.1 Identify additional sources of revenue generation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explore commercial services revenue generation options</td>
<td>VP Admin &amp; CFO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In progress – working with movie company to increase filming revenue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Movie filming revenue continues to grow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3.4 – Foster environmental leadership</th>
<th>1\textsuperscript{st} Qtr Status Update – June 2016</th>
<th>2\textsuperscript{nd} Qtr Status Update - October 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.4.1 Implement VCC’s Environmental Sustainability Strategy</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Implement the Strategic Energy Management Plan and reduce energy consumption by 20% from 2010-2017</td>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In progress. Energy consumption reduced by 32% from 2010 to 2015</td>
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<tr>
<td></td>
<td></td>
<td>• No further update at this time</td>
</tr>
<tr>
<td>• Implement the Waste Management Plan and increase waste diversion to 90% by 2017</td>
<td>Facilities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Waste Diversion currently at 79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No further update at this time</td>
</tr>
</tbody>
</table>

### KSD #4 – Reputation Management

<table>
<thead>
<tr>
<th>Goal 4.1 Increase Brand awareness of VCC</th>
<th>1\textsuperscript{st} Qtr Status Update – June 2016</th>
<th>2\textsuperscript{nd} Qtr Status Update - October 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1.1 Improve signage/wayfinding</strong></td>
<td></td>
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<tr>
<td>• Install signage on building B at Broadway</td>
<td>Director, Marketing/Facilities</td>
<td></td>
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<tr>
<td>• Change campus logo signage (fix)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Tender documents prepared. Tender release pending funding confirmation (Facilities)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tender documents prepared. Tender release pending funding confirmation (Facilities)</td>
</tr>
<tr>
<td><strong>4.1.2 Develop branding strategy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete 50\textsuperscript{th} campaign</td>
<td>Director, Marketing</td>
<td></td>
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<tr>
<td>• Ad plan</td>
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<tr>
<td>• Photo project</td>
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<tr>
<td></td>
<td></td>
<td>• 50\textsuperscript{th} plan is complete and working on moving We Built this City Website to vcc.ca</td>
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<td></td>
<td></td>
<td>• 50\textsuperscript{th} will be complete by end-Dec 2016</td>
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<tr>
<td></td>
<td></td>
<td>• 18-month media plan will be completed by end-Dec 2016</td>
</tr>
</tbody>
</table>
### Photo project
- Photo project is in planning & evaluation stage

### 4.1.3 Increase public engagement
- Implement social media plan
  - Canadian’s Day at Nat Bailey Stadium
- Marketing/Facilities
- Oct 2016
- Social media plan is complete
- Preparing for Canadians
- Complete
- Complete

<table>
<thead>
<tr>
<th>Set fundraising priorities</th>
<th>Director, Foundation</th>
<th>Jan. 2017</th>
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<tbody>
<tr>
<td>2016-17 overall plan drafted</td>
<td></td>
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<tr>
<td>AIC collaborative campaign with BCIT</td>
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<tr>
<td>ABE Fundraising – would like a case for support from VCC</td>
<td></td>
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<tr>
<td>Seats4Smiles – inventory and priorities to be signed off by Dean</td>
<td></td>
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<tr>
<td>2015-16 audit delivered &amp; financials approved by Foundation Board.</td>
<td></td>
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<tr>
<td>$500K raised in last fiscal</td>
<td></td>
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<tr>
<td>2016-17 fundraising plan in progress –</td>
<td></td>
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<tr>
<td>first-ever “Class of” employee, student &amp; alumni campaign; assist at least 4 external fundraisers during fiscal; increase last year’s event profits by 100% by hosting Mar 9 2017; write 23 grant requests (17% success rate)</td>
<td></td>
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<tr>
<td>AIC collaboration – no cash donors so far. Only offers to configure past and future GIKs to create enough of a gift to name a bay.</td>
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<tr>
<td>Re ABE – VCCF completed</td>
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</table>
a promotional video with Marketing
• Seven proposals to funders: secured two donations: $2,500 - Hamber Foundation & $5,000 - Coast Capital Savings (dedicated to ABE Youth’s emergency fund)
• Seats4Smiles stalled until employee replacement (after Nov. 1)
• *Capital request to assist with DTN culinary etc. approved in principle by VCCF Board. Requested feasibility study, case for support, business case, etc.

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<tbody>
<tr>
<td><strong>Goal 4.2 Improve internal and external communications</strong></td>
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</tbody>
</table>
| 4.2.1 Internal Communication | • Create communication tool kit  
  o Digest refresh  
  o IT to enable auto login for MyVCC | Karen/Kristy  
IT/Marketing | • Sept 2016  
• Sept 2016 | • Digest focus groups conducted | • Complete  
• Complete  
• IT is working on this |
| | | | | | |
| 4.2.2 Develop external communications strategy | • Develop a stakeholders’ relations plan  
  o Government  
  o Community agencies  
  o Donors/Alumni  
  o Indigenous organization | President’s Office/Director, Marketing/ VCC Foundation/ Indigenous Education | • Nov 2016 | • Karen attended GR event in Ottawa to learn about liberal government  
• Not begun | • Karen attended GR event in Ottawa to learn about liberal government  
• Not begun |
### 2016/17 Objectives

<table>
<thead>
<tr>
<th>Goal 4.3 Improve student recruitment and retention processes</th>
</tr>
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<tbody>
<tr>
<td><strong>4.3.1 Develop student recruitment strategic plan</strong></td>
</tr>
<tr>
<td>• Increase VCC’s presence through recruitment activities for programs, course-based and apprenticeship registrations</td>
</tr>
<tr>
<td>• Improve operational effectiveness of the team</td>
</tr>
<tr>
<td>• Build a sales presentation that engages people and promotes VCC’s</td>
</tr>
<tr>
<td><strong>Director, Marketing</strong></td>
</tr>
<tr>
<td><strong>Sept 2016</strong></td>
</tr>
<tr>
<td>• Plan is complete, all deliverables have been assigned and are in progress</td>
</tr>
<tr>
<td><strong>Director, Marketing</strong></td>
</tr>
<tr>
<td><strong>Sept 2016</strong></td>
</tr>
<tr>
<td>• Plan is complete, all deliverables have been assigned and are in progress</td>
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## KSD #5 – Business Development

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<tbody>
<tr>
<td><strong>Goal 5.1 Develop new partnerships and collaboration</strong></td>
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<tr>
<td>5.1.1 Strategy for improving processes in Continuing Studies</td>
<td>• Streamline process and procedures in Continuing Studies</td>
<td>Moved to Dean, CS &amp; CT in May 2016 from VP Strategic Partnerships</td>
<td>• Mar 2017</td>
<td>• New Associate Registrar, CS hired on May 24, 2016, allowing us to begin process of bridging two CS offices and streamlining processes within CS and between CS and the Registrar’s Office</td>
<td>• Admin team meets regularly to discuss work flows • Organizational restructuring planned for 2017 • Discussion with Registrar to develop a new online registration system to improve customer service</td>
</tr>
<tr>
<td>5.1.2 Expand dual credit programming options by partnering with more school boards in the lower mainland</td>
<td>• Consider new dual credit programming options – e.g. Hair Design, Health Care Assistant (HCA), Pre Health Sciences</td>
<td>Moved to Dean, CS &amp; CT in May 2016 from VP Strategic Partnerships</td>
<td>• Mar 2017</td>
<td>• Agreement with VSB for 2 Health Care Assistant students finishing in June 2016 &amp; 2 new students entering in Fall 2016</td>
<td>• Two Vancouver School Board students have been registered in the HCA program as of Sept 2016 • Gold Trail Program</td>
</tr>
</tbody>
</table>

### 4.3.2 Develop new recruitment campaign
- Design and produce campaign
  - Develop new program guide

**Director, Marketing**

- Mar 2017
- Preliminary mock ups have been developed

- In production and in-market end-Dec 2016
- In creative development and will be complete end-Jan 2017
| 5.1.3 Expand Continuing Studies programming | • Implement 3-Year program review and renewal plan | Moved to Dean, CS & CT in May 2016 from VP Strategic Partnerships | • Mar 2017 | • 2 VSB Hair Design students will come in fall 2016 along with the Maple Ridge cohort  
• Discussions taking place around a Hair Design program at Chilliwack HS  
• ECCE program in East Kootenays |
| 5.1.4 Implement a New Contract Training strategy | • Set strategic focus – develop plan | Moved to Partnership Development Office in Oct 2016 | • Sept 2016 | • Samsung courses launched in October  
• Plans for new courses related to culinary and other areas in which VCC already offers courses  
• Counselling Skills renewal process has begun  
• ECCE restructuring has been launched  
• Samsung courses launched in October |
| 5.1.5 Develop new private sector partnerships | • Establish Samsung Tech Institute | President’s Office/ VP Admin & CFO/VP Academic/Director, Marketing | • Sept 2016 | • Contract training and other contract areas consolidated into the Partnership Development Office now reporting to the VP Admin & CFO (Oct 1, 2016)  
• Samsung professional pathways program underway as of Oct 11 2016  
• Samsung entry stream launch aimed for February 2017 |
LPN PERIOPERATIVE PROGRAM PROPOSAL

PRACTICAL NURSING DEPARTMENT

February 29, 2016
CONCEPT PAPER

Name of Program: LPN Perioperative Program
Credential Level: Certificate
Anticipated Start Date: October 2017

Department Leader: Julie Gilbert
Program Developer / Faculty: Marilyn Heaps, Aileen Barnes
Dean: Debbie Sargent
Proposal Date: February 29, 2016

This LPN Perioperative Program will be offered in partnership with Vancouver Coastal Health and other Health Authorities throughout the Lower Mainland and potentially around the Province and is pending funding support through a “One-Time Funding” envelope from the Ministry of Advanced Education.

A. Purpose and Context

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

This proposed Licensed Practical Nursing (LPN) Perioperative Program will be offered in partnership with Health Authorities in the province of British Columbia. The initial pilot project will be offered in partnership with Vancouver Coastal Health Authority (VCHA), Fraser Health Authority (FHA), and Interior Health Authority (IHA). One-time funding through the Ministry of Advanced Education for Health Education Pilot Programs provides the opportunity to potentially develop, implement and evaluate this pilot project. An LPN Perioperative curriculum was developed by VCHA in 2013; however the program was never launched. VCHA has offered to share this curriculum with Vancouver Community College (VCC), requesting that VCC consider offering this program based on provincial need.

The LPN Perioperative Program will provide graduates with the opportunity to gain the specific knowledge and competencies required to nurse in perioperative areas; providing care for patients before, during and after surgery. The program will prepare experienced LPNs to work in perioperative areas within their scope of practice as defined by the Health Professions Act of British Columbia Nurses (Licensed Practical) Regulation December, 2015 (Appendix 1), the Scope of Practice for Licensed Practical Nurses (CLPNBC) August, 2015 (Appendix 2), and the Standards of Practice and Competencies for Perioperative Licensed Practical Nurses 2010 (Appendix 3). VCHA developed a Perioperative Nursing Program for LPNs in 2013, but has not been able to deliver this program. (see BCEF Perioperative Licensed Practical Nursing (LPN) Program Curriculum, March 2013, Appendix 4). This program prepares licensed practical nurses to provide safe and competent perioperative nursing care in both the scrub and circulating roles. This preparation will be accomplished by:
Introducing the basic topics, concepts and practice guidelines that are fundamental to perioperative nursing (online part-time portion of the course).

Developing the skills, knowledge, attitudes and judgment required to provide safe, competent and individualized care to the perioperative patient (full-time portion of the course).

Assisting the licensed practical nurse (LPN) to make sound judgments around patient care in the perioperative setting (online and full-time portions of the course).

Promoting professionalism in perioperative nursing (online and full-time portions of the course).

Graduates of this program will have the knowledge, skills and attitudes to:

- Use critical thinking, clinical judgment, therapeutic communication and psychomotor skills to provide patient care in the perioperative environment.
- Apply a specialized body of knowledge to the practice of perioperative nursing.
- Demonstrate the ability to reflect upon practice, assess patient outcomes and to adapt nursing practice accordingly.
- Critically assess practice and incorporate current research findings into practice when appropriate.
- Demonstrate professional accountability by practicing according to the standards established by the CLPNBC, the Operating Room Nurses Association of Canada (ORNAC), and organizational policies and procedures.
- Interpret how facility policy and health care trends influence the delivery of health care in the perioperative setting.
- Develop a “surgical conscience” by recognizing breaks in sterile technique, completing a risk assessment and initiating appropriate corrective measures.
- Collaborate with other health care professionals in planning and prioritizing the workload in an operating room.
- Demonstrate a caring, supportive relationship with the perioperative patient.
- Advocate for patients and their families during the perioperative experience.

(BCHEF Perioperative Licensed Practical Nursing (LPN) Program Curriculum, March 2013, pp. 3-5)

2. Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents.

The LPN Perioperative Program will help to address the urgent need for Operating Room (OR) nurses around the Province, thus will meet one of the health human resources priorities of the Ministry of Health. Each day surgeries are cancelled in ORs across the province as a result of a nursing shortage.

This program will provide an opportunity for experienced LPN’s to further their education and expertise and help to meet this crucial need (see Future Directions for Surgical Services in B.C., B.C. Ministry of Health 2015, pp. 29, 30, 52, Appendix 5). Currently there are no advanced OR nursing education programs for LPNs in British Columbia. The nearest comparable program is offered by MacEwan University in Edmonton, Alberta. Health Authorities are sending LPNs out of province to obtain perioperative education.

This program will be offered in partnership with Vancouver Coastal Health as well as with other Health Authorities around the province. It is anticipated that there will be significant interest and support for this program, resulting in extra Full Time Equivalents (FTEs) for VCC. This program will further enhance VCC’s long-standing partnerships with Vancouver Coastal Health, Fraser Health and other lower mainland Health Authorities as well as develop new partnerships with Health Authorities around the province. It will be a high quality program taught by faculty who are specialists in OR nursing.
The theory component of the program will be offered in an online format and will be supported by VCC faculty and support services. Practice Education Experience will be supported by individual health authorities using either a preceptorship model (faculty supported), or practicum model (faculty led).

3. Identify how the program supports VCC’s mission, core values, and strategic objectives?
Our Five Strategic Pillars chart the course for VCC.

**Education Quality**
This program will be learning-centered. As the theory component will be offered in an instructor-supported online format, it will allow for flexibility for the learner. Partnerships with health authorities around the province will help to ensure the curriculum and practice education experiences are relevant to practice. The program will be taught by qualified faculty and will be evaluated for effectiveness.

**Operational Excellence**
Problem-solving, teamwork, critical thinking and leadership skills necessary for work in the high acuity environment of perioperative nursing will be key curriculum components of this program. The nature of this partnership with the Health Authorities is to help meet their critical needs for operating room nurses. This will require communication with all stakeholders at all levels of the program to ensure the curriculum and practice education experiences are meeting the needs of the learners and workplace. Formative and summative evaluation will be built into the process to ensure educational and operational excellence.

**Financial Stability & Sustainability**
This program meets the eligibility criteria for the one-time funding opportunity for Health Education Pilot Programs available from the Ministry of Advanced Education for program development and initial implementation. Costs relating to the development and implementation are included in this proposal. As there is a critical need for OR nurses throughout the province, employers may provide financial support for qualified LPNs to enroll this program once this pilot project is evaluated and modified for future delivery.

**Reputation Management**
VCC’s Practical Nursing (PN) Program has had long standing positive relationships with the Health Authorities in the Lower Mainland as well as with the College of Licensed Practical Nurses of British Columbia (CLPNBC). This program will allow the PN department to further expand and build on our already exemplary reputation. VCC is seen as the leader in PN education in the province and as such was approached by Vancouver Coastal Health Authority for this partnership. Offering this LPN Perioperative program will support continuation of this positive reputation.

**Business Development**
This Program will provide the opportunity for VCC to prepare graduates to meet the training needs of our partners in the health sector. There is a long-standing need for Perioperative Nurses throughout British Columbia. This program will allow VCC to meet these needs throughout the province. This program will provide long-term value for the College, by helping to meet the need for perioperative nurses in BC. This program would also provide an additional educational pathway for graduates of the PN and Access to PN programs.

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

VCC offers the PN and Access to PN Diploma Programs. This LPN Perioperative program will provide specialty education for practicing LPNs, adding a new pathway for those seeking further education within the growing field of Practical Nursing.
B. Program Need

5. What educational gap, if any, is this program intended to fill?

This program will address the critical need for Perioperative nurses throughout British Columbia. No other such program is available in B.C. Currently, BC LPNs travel to Alberta, Saskatchewan or Ontario to obtain perioperative education. Health Authorities in BC have had to fund LPNs for travel and program costs. With the continued shortage of Registered Nurses, the health industry is looking to fill some of the gaps in specialized areas such as perioperative nursing with LPNs.

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

Currently LPNs wanting to take the perioperative program need to go outside the province (usually to Alberta) for this education. The Health Authorities have identified the following estimated needs for LPNs in the perioperative areas:

<table>
<thead>
<tr>
<th>Health Authority</th>
<th>Estimated need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vancouver Coastal Health</td>
<td>Not quantified</td>
</tr>
<tr>
<td>Interior Health</td>
<td>10 LPNs/year</td>
</tr>
<tr>
<td>Fraser Health</td>
<td>13 LPNs/year</td>
</tr>
<tr>
<td>Vancouver Island Health</td>
<td>20 – 25 LPNs/year</td>
</tr>
<tr>
<td>Northern Health</td>
<td>analyzing their needs</td>
</tr>
<tr>
<td>PHSA</td>
<td>Not quantified</td>
</tr>
<tr>
<td>Providence</td>
<td>Not quantified</td>
</tr>
</tbody>
</table>

Evidence of LPNs working in the OR practice setting has been provided by CLPNBC; noting 244 LPNs self-declaring employment in the OR and 288 LPNs self-declaring employment in ambulatory care clinics which is a practice area requiring perioperative competencies. Please note it was not identified if these positions are full-time, part-time or casual.

At licensure renewal for 2016 (December, 2015):

- 244 LPNs reported working in an Operating Room practice setting (first, second or third employer)
- 121 LPNs reported working in the Operating Room as their primary role (first employer)
- 288 LPNs reported working in an Ambulatory Care* practice setting (first, second or third employer)
- 93 LPNs reported working in Ambulatory Care as their primary role (first employer)

Of the 214 LPNs who reported working in these areas with their primary employer, the breakdown across the province is as follows:

<table>
<thead>
<tr>
<th>Health Authority</th>
<th>Number of LPNs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraser Health Authority</td>
<td>50</td>
</tr>
<tr>
<td>Interior Health Authority</td>
<td>73</td>
</tr>
<tr>
<td>Island Health Authority</td>
<td>28</td>
</tr>
<tr>
<td>Northern Health Authority</td>
<td>16</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
</tr>
<tr>
<td>Private</td>
<td>8</td>
</tr>
<tr>
<td>Providence Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Provincial Health Services Authority</td>
<td>7</td>
</tr>
<tr>
<td>Vancouver Coastal Health Authority</td>
<td>17</td>
</tr>
</tbody>
</table>
*Please note: Surgical procedures may be performed in some ambulatory clinics and have therefore been included in the information above.

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

Attached to this proposal are letters of support for the LPN Perioperative Program. These include letters from Vancouver Coastal Health Authority, Fraser Health Authority and Interior Health Authority, BC Nurses Union (BCNU) and CLPNBC (Appendix 6). Further demonstration of the labour market need is provided by the Northern Health Authority job postings and the LPN competencies: Operating Room 2015 and OR LPN – Practice Standards and Competencies Document 2015 (Appendix 7).

Standards of Practice and Competencies for Perioperative Licensed Practical Nurses approved by the Canadian Council for Practical Nurse Regulators (CCPNR, 2010), demonstrates a national role for LPNs in perioperative areas (Appendix 2). The Ministry of Health Report: FUTURE DIRECTIONS FOR SURGICAL SERVICES IN BRITISH COLUMBIA 2015 identifies different surgical team models that include the use of LPNs, (Appendix 5 pg. 29).

C. Competitive Analysis

8. Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?

Presently no such program exits in BC. See table below for examples of LPN Perioperative Programs in Canada.

<table>
<thead>
<tr>
<th>LPN Perioperative Programs in Canada – in progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>MacEwan University Edmonton, Alberta</td>
</tr>
<tr>
<td>Saskatchewan Polytechnic Saskatoon, Saskatchewan</td>
</tr>
<tr>
<td>Conestoga College Ontario</td>
</tr>
<tr>
<td>Centennial College Toronto, Ontario</td>
</tr>
<tr>
<td>Algonquin College Ottawa, Ontario</td>
</tr>
<tr>
<td>RPN’s used widely in larger institutions in Ontario Surgical Day Care Scope clinics – local anesthesia</td>
</tr>
</tbody>
</table>

* Limited information is available from these educational institution websites.

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

   *There are no other LPN Perioperative programs in BC. We will work to ensure this program meets the national competencies as per Appendix 3 and will support labour mobility of graduates across the country.*

10. **Is this concept supportable and sustainable with existing and/or available resources?**

   *This program meets the requirements of the One-Time Funding for Health Education Pilot Programs Call for Proposals by the Ministry of Advanced Education (2016-2017) and a proposal is being submitted. If funding is received, the program will be further developed and delivered.*

   *The curriculum was written by VCHA in 2013 but was never implemented – it needs to be revised to reflect the current CLPNBC Scope of Practice 2015 (Appendix 2), and to ensure that it will adequately prepare graduates for the expectations of the workplace. The curriculum can be transferred from VCHA’s Learning Management system A-Tutor to VCC’s management system, MOODLE. The pedagogical aspects of the online offering will need to be evaluated and adapted to meet the rigor of online courses expected by VCC.*

   *In the initial pilot project, VCC will further develop and then administer the program to two cohorts of 6-10 students. Some materials will be delivered online. Some theory and all labs and clinical will be face-to-face. Clinical educators for this project will be seconded from practice. VCC will be exploring partnerships with other public colleges around the province to offer this program in Northern BC.*

   *Upon successful evaluation of the pilot project, the program may be offered with a tuition and fee structure that will support program costs.*

11. **Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?**

   *This program will be offered a selective entry program with employers identifying potential students (experienced LPNs with interest in perioperative nursing). The process for this is yet to be determined but will be formalized in partnership with the Health Authorities.*

12. **What is the expected length of program (in months/years)? What is the maximum allowable time for completion?**

   *The program will be approximately 24 weeks: 10 weeks of part-time online study and 14 weeks of classroom, lab and clinical experiences. The maximum allowable time for completion will be determined in consultation with the Health Authorities and CLPNBC.*

13. **How many students would you expect to enroll in each year of the program?**

   *The intent is to enroll 6-10 students in each of two cohorts for the pilot project.*
D. Student Profile

14. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

The following bullets identify qualifications and recommended characteristics of students to be enrolled in the program:

- Graduate of a Licensed Practical Nursing program and current registration with CLPNBC.
- Recent acute care medical/surgical experience (two years preferred).
- Highly motivated, organized, assertive, with strong communication and interpersonal skills.
- Ability to provide individualized care to patients based on a collaborative nursing care plan.
- Ability to collaborate with other health care disciplines to provide holistic care to patients.
- Commitment to practice according to organizational policies and patient care guidelines.
- Commitment to practice based on the standards established by the College of Licensed Practical Nurses of British Columbia (CLPNBC), Licensed Practical Nurses Association of British Columbia (LPNABC), Operating Room Nurses Association of Canada (ORNAC) and the CNA Code of Ethics.
- Ability to incorporate nursing theory, knowledge and research into clinical practice.
- The selection process is to be determined in collaboration with the Health Authorities.

(BCHEF perioperative Licensed Practical Nursing (LPN) program curriculum, 2013)

15. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

N/A

16. How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, First Nations)? How will the program address these issues?

This program would be open to any applicants that meet the admission requirements of the perioperative program. Students of this program would be VCC students and therefore VCC policies will apply. “In recognition that VCC serves a large Aboriginal population that is under represented in post-secondary education, priority registration will be given to qualified Aboriginal students in all courses and programs at VCC. Candidates are invited to self-declare when applying for admission to the college” (Aboriginal Education Enrollment Policy, May 2008, Appendix 8).

E. Quality

17. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

The program will meet all college policies and Education Council requirements and be approved by the VCC Board of Governor’s before implementation. The program will also need to go through the Program Recognition Process (accreditation) required by the College of Licensed Practical Nurses of British Columbia (CLPNBC). The program outcomes will be aligned with the Standards of Practice and Competencies for Perioperative Licensed Practical Nurses Approved by the Canadian Council for Practical Nurse Regulators (CCPNR) – 2010. (Appendix 3)
Students will be informed of requirements for success and be encouraged to seek assistance if success is challenged. Faculty will meet area hiring criteria and be selected through an approved process. Student formative and summative feedback will be sought and recommended changes considered. The regulatory body (CLPNBC) requires program recognition approximately every five years.

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

The program will incorporate online learning, with in person lab and clinical experiences. A practice final experience will support students to consolidate knowledge and skill to the practice setting.

19. List all accreditations, affiliations or articulations for this program.

- PN Provincial Articulation
- Affiliation agreements are in place with Vancouver Coastal Health, Providence Health and Fraser Health Authorities. These agreements will need to be amended to include students from this program. Affiliation agreements with Health Authorities outside the Lower Mainland will need to be obtained.
- Accreditation will need to be sought from the CLPNBC

20. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

The VCC PN program has an existing Program Advisory Committee and this new program will be discussed at Program Advisory Committee meetings.

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

There are currently three VCC PN faculty with perioperative experience. Vancouver Coastal Health has agreed to second clinical educators that will be qualified to teach the clinical experiences for this program. A formal agreement will be established. Additional faculty will be hired as needed.

F. Admission and Delivery

22. Provide admission requirements, including language proficiency levels and assessment scores.

- VCC English language requirements for Health Sciences Programs
- Graduate of a Licensed Practical Nursing program and current registration with CLPNBC.
- Recent acute care medical/surgical experience (two years preferred).

Other recommended characteristics include:

- Highly motivated, organized, assertive, with strong communication and interpersonal skills.
- Ability to provide individualized care to patients based on a collaborative nursing care plan.
- Ability to collaborate with other health care disciplines to provide holistic care to patients.
• Commitment to practice according to organizational policies and patient care guidelines.
• Commitment to practice based on the standards established by the College of Licensed Practical Nurses of British Columbia (CLPNBC), Licensed Practical Nurses Association of British Columbia (LPNABC), Operating Room Nurses Association of Canada (ORNAC) and the CNA Code of Ethics.
• Ability to incorporate nursing theory, knowledge and research into clinical practice.

23. Identify pathways that assist in meeting these requirements.

VCC offers the PN and Access to PN Diploma Programs as well English Language Education.

24. Identify potential courses, if any, which could be developed to assist in meeting these requirements.

A Licensed Practical Nurse Refresher Program is currently being developed.

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

The total program is 587 hours. This includes 100 hours of part time online study, and 487 hours of full time face-to-face study. Online delivery with face-to-face classroom, lab, and clinical experience is proposed. The final practice education experience will likely be a preceptorship model. These hours may be adjusted as the curriculum is revised.

Program Structure and Description

The online part time study consists of five online modules, to be completed over two months. The structure of the part-time program allows students to continue working in their current employment situations. All five online courses must be successfully completed prior to the commencement of the full-time Program. The part-time portion of the course is followed by a thirteen-week full-time program that takes place in the clinical setting.

Each of the five modules in the part-time portion of the Program takes approximately twenty hours to complete and consists of readings, a variety of learning activities, visual demonstrations, discussion board posts and post-tests. The course instructor will support students while they are working on the online modules. Instructors will arrange an initial teleconference with students to review how to navigate the course website. Students will be informed about module completion dates and how to submit online exercises by email. Instructors will also provide feedback and respond to any student questions by email.

The student will gain a comprehensive understanding of the basic topics, concepts and practices fundamental to perioperative nursing. These concepts/topics include:

• Professionalism
• Teamwork, collaboration and communication
• Role of the perioperative team: (Registered Nurses (RNs), LPNs and other health care professionals)
• Safe use of equipment including use of: lasers, electrical surgical units, tourniquets
• Safe practice knowledge: occupational health & safety, routine safety precautions, fire & safety, and latex allergies
• Patient check-in procedures
• Role of LPN in care of the anesthetized patient
• Aseptic technique
• Scrubbing, gowning and gloving
• Patient transfer, positioning, prepping and draping
• Surgical instruments, sutures, needles and intraoperative staplers
• Surgical counts
• Decontamination and sterilization
• Specimens
• Wound healing and surgical incisions
• Role of LPN in emergency situations

Following the successful completion of the online course, there is a thirteen-week (487 hours) full-time portion of the program that includes 166 hours of theory and 321 hours of clinical experience. The course instructor provides support for the students throughout this educational experience.

The foundational principles of LPN practice will be covered in a variety of clinical settings. The clinical experience must include learning opportunities for the following specialties (may require students to attend more than one facility):

• General surgery
• Gynecologic and obstetrical surgery
• Urologic surgery
• Plastic surgery
• Ear, nose and throat (ENT), and neck surgery
• Ophthalmologic surgery
• Basic orthopedic surgery
• Basic vascular and thoracic surgery
• Neurosurgery

(BCHEF perioperative Licensed Practical Nursing (LPN) program curriculum, 2013)

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

No

27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy D.3.6.1.

No

28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

Program Content Overview

The PNLPN Program includes approximately 266 hours of theory and 321 hours of clinical experience.

The course theory is presented in a variety of ways: online modules, group presentations, demonstrations, small discussion groups and videos (integrated within the clinical component). Students are encouraged to participate by asking and answering questions, sharing information and experiences, reflecting on their experiences and keeping a portfolio. The required textbooks augment the material covered in class. Course textbooks include:
• Alexander’s Care of the Patient in Surgery (Rothrock)
• Pocket Guide to the Operating Room (Goldman)
• Recommended Standards for Perioperative Nursing Practice (ORNAC)

Unit I

The first unit is comprised of five online modules, which provide the foundation for the Program. It is essential that students understand the LPN role and scope of practice for professional practice in the perioperative setting. The initial five modules provide the fundamental knowledge required for professional practice. The themes learned in these modules are carried through each of the subsequent units, allowing students to expand their knowledge base as they integrate theory and gain clinical experience. Students acquire basic perioperative nursing knowledge through hands-on clinical experience in a practice setting.

Units II-X

The remaining Units II to X include course content related to the care of patients undergoing operative procedures within a broad range of surgical specialties. Learning for these units will take place in both the practice lab and the clinical setting. Students will discuss the physical, psychological, sociocultural and spiritual needs of patients as they relate to disease processes and the planned surgical intervention. (For example, rheumatoid arthritis is a common health problem of orthopedic patients, and may affect the patient’s airway, mobility, skin integrity, immune status, comfort, feelings of self-worth, etc.) A learning objective for students during this part of the course is to appropriately apply basic knowledge in a variety of situations.

Students will review basic anatomy as a basis for understanding the key steps and overall objective of a surgical procedure. Knowledge of anatomy will help the nurse to anticipate the patient’s needs and the needs of the surgical team throughout the surgical process.

Students will learn the processes of commonly performed operative procedures. The instructor will review standard care plans that outline the preparation of the environment (i.e. required equipment and supplies, patient positioning, skin preparation, draping), key steps in the operative procedure and immediate post-operative care requirements. Students will determine how the standard care plan may be adapted to individual patient needs.

The clinical instructor will demonstrate how the instruments, equipment, and supplies are used for each surgical specialty procedure, focusing on indications for use. Students will be given time to handle and practice with the equipment.

The content of Unit VII includes ethical and legal issues, risk management, and nursing leadership in the context of perioperative nursing practice. In addition, care of the pediatric surgical patient is covered.

The classroom instruction is complemented and supplemented by the clinical learning experience.

The clinical experience provides students with the opportunity to:

• Integrate perioperative nursing knowledge with the nursing process
• Communicate and collaborate as members of the perioperative health care team
• Practice psychomotor skills

Components of the clinical experience are recommended as follows:

• General Surgery eight days
• Gynecology eight days
• Urology eight days
• Plastic surgery three days
• ENT three days
• Ophthalmology three days
• Orthopedics four days

Every effort should be made to provide experience in the following specialties (another facility may be utilized if necessary):

• Pediatric surgery two days (may be combined with another specialty)
• Thoracic surgery two days
• Vascular surgery three days
• Neurosurgery three days
• “Flex” two days (make-up shifts for specialties as necessary)

Note: 1 day = 7.5 hours

In addition to the clinical experience in the operating room, the student will spend time in the auxiliary area (see Appendix 8 for objectives):

• Sterile Processing Department (SPD/MDRD) (one day)
• Observing an RN assisting with intubation, maintenance & extubation during anesthesia (one day)
• Working with the perioperative assistant/aide (one day)

Unit I: Introduction to Perioperative Nursing including: Role of the Perioperative Nurse; Perioperative Safety; Preoperative Care; Intraoperative Care – Part 1; and Intraoperative care – Part 2;
Unit II: Care of Patients Undergoing General Surgery (hernia, breast, gastrointestinal, biliary)
Unit III: Care of Patients Undergoing Gynecology & Obstetrical Surgery
Unit IV: Care of Patients Undergoing Urology Surgery
Unit V: Care of Patients Undergoing Plastic Surgery
Unit VI: Care of Patients Undergoing ENT/ Neck/ Ophthalmology Surgery
Unit VII: Care of Pediatric Patients Undergoing Surgery & Professional Practice
Unit VIII: Care of Patients Undergoing Orthopedic Surgery
Unit IX: Care of Patients Undergoing Vascular & Thoracic Surgery;
Unit X: Care of Patients Undergoing Neurosurgery

(BCHEF perioperative Licensed Practical Nursing (LPN) program curriculum, 2013)

G. Consultation

29. With whom have you consulted internally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback

• Centre for Instructional Development
• Dean of Health Sciences
• VP Academic Students & Research
• Finance Department

30. With whom have you consulted externally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of discussions.
Numerous discussions have occurred in regards to recruiting support and guidance for this project:

- College of Licensed Practical Nurses of BC
- Vancouver Coastal Health Authority
- Fraser Health Authority
- Interior Health Authority
- Northern Health Authority
- Vancouver Island Health
- BC Nurses Union

See attached letters of support (Appendix 6).

H. Costing

See attached Spreadsheet: “LPN Perioperative Program Costing Table”.
June 28, 2016

Dr. Peter Nunoda
President
Vancouver Community College
1155 East Broadway
Vancouver BC V5T 4V5

Dear Dr. Nunoda:

I am pleased to inform you that the Ministry of Advanced Education (AVED) will provide Vancouver Community College (VCC) with funding of $299,402 to support one-time delivery of the Licenced Practical Nurse Perioperative Program in Vancouver as per your institution’s submission to AVED’s ‘One-time Funding for Short Duration and Health Education Pilot Programs, Call for Proposals 2016/17.’

This funding is intended to support program development and delivery of a total of 10 additional FTEs as set out in Attachment 1. The scheduled start date for program development is July 2016, with program delivery to begin in October 2017. Funding for this program will be reflected in your institution’s 2016/17 budget letter attachment and will be forwarded to your institution in the next available electronic funds transfer.

Ministry expectations with this funding include the following:

- VCC will enter into a formal agreement with Vancouver Coastal Health Authority to transfer ownership of the LPN Perioperative curriculum from Vancouver Coast Health Authority to VCC;
- The curriculum will be owned by VCC but will be made available through a royalty free licence to any other public post-secondary institution in British Columbia who has received approval from AVED and the Ministry of Health to deliver the program within its respective region.

AVED requests that VCC report on current and projected program status by January 31, 2017. Please send this information to the Ministry contact for this funding, Mr. Kevin Perrault, Director, Health Programs (kevin.perrault@gov.bc.ca).

.../2
If any funding provided cannot be used for the intended purpose, AVED requires that your institution contact the health program unit to develop a reallocation strategy. If a reallocation strategy cannot be reached, the funds may be withdrawn by AVED to reallocate to other health education priorities.

AVED feels cooperative efforts around public communications will maximize the benefits to your institution and the project being sponsored. As such, I respectfully request that any media releases be jointly formalized between AVED and Vancouver Community College. Please have your staff contact Mr. Rodney Porter, Communications Director, Government Communications and Public Engagement, by phone at (250) 952-6508 to arrange for an opportunity to publicly announce funding for these initiatives.

Should you have any questions, please contact myself or Mr. Kevin Perrault, Director, Health Programs via phone at (250) 356-8257 or email at kevin.perrault@gov.bc.ca.

On behalf of AVED, thank you for your ongoing contribution to the education of health professionals in British Columbia, and I wish your institution continued success in the delivery of this program.

Sincerely,

Kevin Brewster for
Sandra Carroll
Deputy Minister

Attachment

pc: Ms. Marlene Kowalski, Vice President Administration and CFO
Vancouver Community College

Mr. Raman Dale, Director
Post-secondary Finance
Ministry of Advanced Education

Mr. Rodney Porter, Director
Government Communications and Public Engagement

AVED.FinancialReporting@gov.bc.ca
Attachment 1

Schedule of One-Time Funding and FTE Targets

VCC Licenced Practical Nurse Perioperative Program

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Funding</th>
<th>FTE Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>$131,620</td>
<td>0</td>
</tr>
<tr>
<td>2017/18</td>
<td>$167,782 (notional)</td>
<td>10</td>
</tr>
<tr>
<td>2018/19</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
### LPN Perioperative Program Pilot Project (Vancouver Community College)

| 6-10 student | Program 266 hours theory and 321 hours of lab/clinical |

<table>
<thead>
<tr>
<th></th>
<th>Program Development</th>
<th>Implementation Cohort 1</th>
<th>Implementation Cohort 2</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June 2016- March 2017</td>
<td>October 2017-March 2018</td>
<td>April 2018-December 2018</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>30,238</td>
<td>107,800</td>
<td>109,956</td>
<td></td>
</tr>
<tr>
<td>Program Support</td>
<td>5,041</td>
<td>6,957</td>
<td>7,096</td>
<td></td>
</tr>
<tr>
<td>Lab Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT support</td>
<td>6,301</td>
<td>3,479</td>
<td>3,548</td>
<td></td>
</tr>
<tr>
<td><strong>Total Salaries and Fringe</strong></td>
<td><strong>41,580</strong></td>
<td><strong>118,236</strong></td>
<td><strong>120,600</strong></td>
<td><strong>280,416</strong></td>
</tr>
<tr>
<td>Equipment (includes OR and IT)</td>
<td>50,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space Rental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and General</td>
<td>200</td>
<td>6,900</td>
<td>6,900</td>
<td><strong>14,000</strong></td>
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<tr>
<td>Printing and Duplicating</td>
<td>500</td>
<td>690</td>
<td>690</td>
<td><strong>1,880</strong></td>
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<tr>
<td>Postage</td>
<td>150</td>
<td>207</td>
<td>207</td>
<td><strong>564</strong></td>
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<tr>
<td>Travel &amp; Accommodation</td>
<td>15,000</td>
<td>8,280</td>
<td>8,280</td>
<td><strong>31,560</strong></td>
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<td>Textbooks</td>
<td>1,000</td>
<td>276</td>
<td>276</td>
<td><strong>1,552</strong></td>
</tr>
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<td>Accreditation/Program</td>
<td>22,690</td>
<td></td>
<td></td>
<td><strong>22,690</strong></td>
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<tr>
<td>Mileage and Parking</td>
<td>500</td>
<td>1,380</td>
<td>1,380</td>
<td><strong>3,260</strong></td>
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<tr>
<td>Maintenance and Repair</td>
<td>2,760</td>
<td>2,760</td>
<td></td>
<td><strong>5,520</strong></td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td><strong>131,620</strong></td>
<td><strong>152,529</strong></td>
<td><strong>154,893</strong></td>
<td><strong>439,042</strong></td>
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<td>Administration</td>
<td>15,253</td>
<td>15,489</td>
<td></td>
<td><strong>30,742</strong></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>131,620</strong></td>
<td><strong>167,782</strong></td>
<td><strong>170,382</strong></td>
<td><strong>469,784</strong></td>
</tr>
</tbody>
</table>
Sponsorship Policy

Purpose
To define sponsorship guidelines to be used when attracting additional resources for the College.

Policy
VCC will enter into written agreements for the mutual benefit of the College and the sponsorship entities.

Applies to
Applies to VCC’s internal and external communities.

Definition
Sponsorship is defined as an agreement which is marketing oriented and has benefit to the sponsor and VCC. It is not a gift to the College and is not tax-receiptable.

Procedures
1. Any sponsorship opportunities presented to the College will be coordinated through the Sponsorship Committee, using the Guidelines for Evaluating Sponsorship Proposals and Contents (Appendix I).

2. The Sponsorship Committee will include representation from the Vancouver Community College Foundation to ensure the coordination of sponsorship and fundraising activities.

3. In keeping with the Purchasing Policy, the Sponsorship Committee will evaluate the opportunities based on their value to the College, such as:

   - increased awareness of VCC
   - enhancement of VCC’s image
   - donations/scholarships
   - improved community relations
   - international opportunities
   - student employment opportunities
   - royalties
   - price reductions
   - revenue streams
4. If the Sponsorship Committee approves the sponsorship, a written proposal and recommendation will be forwarded to the Operations Council.

5. VCC will retain control over the content of all opportunities. Content will be congruent with VCC’s mission and values. VCC will not enter into sponsorship agreements which promote the use of alcohol or tobacco. All content will be in accordance with the VCC Human Rights policy and provincial legislation governing advertising. Any questions with respect to content will be referred by the Sponsorship Committee to the Operations Council.

6. All sponsored goods, services and locations will be clearly identified by sponsor name and or agent.

7. The Sponsorship Committee will provide the VCC Board with an annual report on sponsorship activity.

8. VCC recognizes that sponsorship is a fluid and evolving process. Therefore, the policy and guidelines will be reviewed annually.
APPENDIX I

SPONSORSHIP COMMITTEE
GUIDELINES FOR EVALUATING SPONSORSHIP PROPOSALS AND CONTENT

While we recognize that individual proposals should be developed, reviewed and negotiated on a one-on-one basis, the following guidelines apply:

Participation

When evaluating proposals, the Sponsorship Committee* will invite others to participate at various stages, as necessary, depending on the circumstances involved and expertise required.

Companies

We will not exclude any company from presenting sponsorship opportunities to VCC. However, VCC reserves the right to refuse any proposal, including but not limited to, an organization whose activities are felt by the Sponsorship Committee to be incompatible with the College’s mission and goals.

Proposals

The Sponsorship Committee will abide by the VCC Purchasing Policy and evaluate the opportunities fairly based on their value to the College, including:

- increased awareness of VCC
- enhancement of VCC's image
- donations & scholarships
- improved community relations
- international opportunities
- student employment opportunities
- royalties
- price reductions
- revenue streams

The Sponsorship Committee will recommend proposals for approval to Operations Council and ensure that they are channelled through the appropriate governance structure.
If the Sponsorship Committee determines that there is a possibility that a proposal will have an impact on instruction, the proposal will be sent to Education Council for approval before proceeding.

In the event that the Sponsorship Committee determines that a proposal will have an impact on an instructional environment, the appropriate department and, if requested by an Education Council representative on the Committee, Education Council will be consulted.

**Content**

All content of advertising and/or acknowledgement will be congruent with VCC mission and values as outlined in the 1999 Planning Document. The Sponsorship Committee will abide by provincial advertising and human rights legislation, as well as the VCC Human Rights policy. VCC will not advertise tobacco or alcohol products. In the context of being a public educational institution, VCC will not accept the following:

- advertising of tobacco or alcohol products;
- advertising from partisan, sectarian or extremist organizations;
- advertising which perpetuates gender, cultural or racial stereotypes, or which demeans any person or group.

When evaluating content of advertising and/or acknowledgement, at least two members of the Sponsorship Committee, one being the Human Rights Coordinator and another being the Education Council representative (or designate) will form a sub-committee preferably with gender mix. This subcommittee should also review this type of content with the Purchasing representative. Any questions with respect to content of advertising and/or acknowledgement will be referred back to the Sponsorship Committee and, if unresolved, to Operations Council.

**Contracts**

Contractual arrangements will clarify the roles, rights and responsibilities of both parties and protect VCC from unwanted liabilities.

VCC will negotiate a clause that would include the right to terminate the contract when it becomes evident that the organization’s activities are felt by the Sponsorship Committee to be incompatible with the College’s mission and goals.

**Evaluation**

The Sponsorship Committee will ensure that measures are in place to evaluate the effectiveness of the sponsorship. The Sponsorship Committee will prepare a report on sponsorship activity once per year for the Board.
Sponsorship Committee Membership*
Director of International Education and Contract Training (Chair)
Representative, VCC Foundation
Representative, Education (Dean)
Representative, Education Services
Manager of Purchasing
CUPE Representative
VCCFA Representative
CCSA Student Representative
KESA Student Representative
Education Council Representatives (2)
Coordinator of Human Rights and Diversity
Director of Continuing Education

MH/ds  Committee membership revised: November 22, 2001
1. **Policy Sponsor**  
   Vice President, Advancement & College Services

2. **Approvals:**
   
   President _______________________________  Date:____________________
   
   Education Council Chair___________________  Date:____________________
   
   Operations Council Chair__________________  Date:____________________
   
   Board Chair ______________________________  Date:____________________

3. **Amendments**
   
   President _______________________________  Date:____________________
   
   Education Council Chair___________________  Date:____________________
   
   Operations Council Chair__________________  Date:____________________
   
   Board Chair ______________________________  Date:____________________

4. **Review Date**
DECISION NOTE

6 December 2016

PREPARED FOR: Education Council

ISSUE: New Visually Impaired Course: iOS for the Visually Impaired VOVI 0840

BACKGROUND: This proposal, presented by Rita Dilek, creates a new course in response to student demand. iDEvices are being used in the K-12 system by teachers of the visually impaired. The devices have great potential for communications and research for the blind and visually impaired.

DISCUSSION: The possibility of students borrowing devices from the library was raised. Alicia Copp Mokkonen then stated that a course like the one proposed, or any new course, should entail a serious consultation with the library. This consultation has now taken place. Some Course Learning Outcome language changes were requested and have been done.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the new Visually Impaired Course: iOS for the Visually Impaired VOVI 0840.

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): __________iOS for the Visually Impaired_____________________

ANTICIPATED START DATE: __________February 2017______________________________________

Curriculum Developer: __Rita Dilek______ Title: ____Department Head____________________

School/Centre: __School of Arts and Science___________ Department: __Visually Impaired____

E-mail: ___rdilek@vcc.ca________ Phone/Ext.: ________7339________

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: ___iOS for the Visually Impaired___ VOVI 0840

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.

iDevices are small and portable and have accessibility built in. Many teachers of the visually impaired in the K-12 system are already using iDevices with their students. iDevices have the potential of becoming an all-around accessible communications device for the blind and visually impaired, giving access to research, messaging, writing and email. They can easily be used in post-secondary or work settings. However, due to the touch screen, the learning curve is rather steep. Many of our current and former students are purchasing iDevices and have requested a course to learn to use them effectively.

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

$6000.00 (covers 6 iPads at $1,000.00 each). The request for these iPads has already been submitted in installments.
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>X Faculty/Department</td>
<td>School of Arts and Science – October/November 2015</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>Aboriginal Education and Community Engagement (AECE)</td>
<td></td>
</tr>
<tr>
<td>Assessment Centre</td>
<td></td>
</tr>
<tr>
<td>X Centre for Instructional Development</td>
<td>Elle Ting, instructional associate: proofread documents October 28, 2016.</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>X Library</td>
<td>May and November 2016</td>
</tr>
<tr>
<td>X Registrar’s Office / Advising / Recruitment</td>
<td>October 2016</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
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<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td></td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td></td>
</tr>
<tr>
<td>Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td>FEEDBACK (include date received)</td>
</tr>
<tr>
<td>PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>X Affiliation, Articulation and/or Accreditation bodies</td>
<td>BC Vision Teachers Association – May 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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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.

   ___________ Rita Dilek ___________ ___________ ___________________________ ___________ 
   Name                  Sign off                  October 27, 2016                  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
Curriculum Development Approval Form
*** FOR EDUCATION COUNCIL OFFICE USE ***

CURRICULUM COMMITTEE

Date: ________________________

Minor Revision
☐ Approved as presented, proceed with implementation
☐ Approved with additional minor revisions
   ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: ________
☐ Reclassified as a significant change

New Course or Significant Change to a Program/Course
☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional minor revisions
   ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: ______________
☐ Recommend significant changes, return to Department Leader

New Program
☐ Recommend to EDCO as presented, proceed to EDCO
☐ Recommend to EDCO with additional minor revisions
   ☐ Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: ______________
☐ Recommend significant changes, return to Department Leader

EDUCATION COUNCIL

Date: ________________________

Minor Revision
☐ Received as Information
☐ Request review of documentation from Curriculum Committee
☐ Reclassified as major, return to Curriculum Committee

New Course or Significant Change to a Program/Course
☐ Approved as presented, proceed with implementation
☐ Approved with additional minor changes
   ☐ Revisions approved by Curriculum Committee Chair, proceed with implementation Date: ________
☐ Recommend significant changes, return to Department Leader

New Program
☐ Recommend to Board as presented, proceed to Board
☐ Recommend to Board with additional changes
   ☐ Revisions approved by Curriculum Committee Chair, proceed to Board Date: ______________
☐ Recommend significant changes, return to Dean

BOARD OF GOVERNORS

Date: ________________________

New Credential/Program
☐ Approved, proceed to implementation
☐ Not approved (provide reason)

[VCC-CDAF-20150908]
**Course Name:** iOS for the Visually Impaired

**Course Number:** VOVI 0840  
**Number of Credits:** N/A  
**Effective Date:** February 2017

**Course Description:** This course introduces students to Apple's VoiceOver screen reader to access and use their iOS devices. This course is designed to meet the needs of students who are blind or visually impaired and have limited or no experience using iOS devices with the VoiceOver screen reader, such as iPads and iPhones.

**School or Centre:** School of Arts and Science  
**Year of Study:** N/A  
**Course History:** New Course

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

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

**PLAR (Prior Learning Assessment & Recognition)**  
☒ No ☐ Yes (details below):
Instructional Strategies:
Self-paced, individualized instruction

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

1. Describe the physical characteristics and proper use and care of iOS devices
2. Activate VoiceOver screen reader on iOS devices
3. Use VoiceOver and gestures to control the functions of iOS devices
4. Use VoiceOver to interact with a variety of applications and web browsers on iOS devices
5. Use Siri (voice dictation) to control iOS devices
6. Use text editing functions to edit documents
7. Send and receive text messages and voice calls
8. Setup email accounts, organize folders, compose/read email and manage threads
9. Create, edit and review contact information
10. Use the Search tool to locate information on iOS devices
11. Configure and use peripheral devices, such as bluetooth keyboards, headsets, and braille displays
12. Use the on-screen keyboard to perform a variety of functions

Program Learning Outcomes:
N/A
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>70% (Satisfactory)</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></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 100</strong></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>S - Self-paced</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 96</strong></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. Physical layout and care of your iDevice
2. Orientation of the touch screen
3. The VoiceOver Screen Reader
4. Using gestures to control your iDevice
5. Using the on-screen keyboard
6. Using Lock Screen and Home screen
7. Using Notification Centre, Control Center and Applications Switcher
8. Using the Settings Application to control behaviour on the iDevice
9. Using Siri (voice dictation) to control the iDevice and obtain information
10. Using the Notes Application to read/write memos
11. Editing documents
12. Sending and receiving messages
13. Sending and receiving email
14. Managing your contacts
15. Searching the Internet with Safari
16. Making Voice Calls
17. Managing peripherals on your iDevice

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: |
DECISION NOTE

6 December 2016

PREPARED FOR: Education Council

ISSUE: New program: CAD (computer aided drafting) and BIM (building information modelling) Technician Diploma

BACKGROUND: This proposal, presented by Bruce McGarvie, brings the detailed new curriculum documentation for the new CAD and BIM diploma into the governance approval process.

DISCUSSION: Some inconsistencies in course numbering were noted and have been corrected. Some changes to learning outcomes on course outlines were also suggested.

RECOMMENDATION: Curriculum Committee recommends Education Council recommend the Board of Governors approve the New program: CAD and BIM Technician Diploma

Prepared by:
David Branter
Chair, Curriculum Committee
Name of Program: CAD and BIM Technician  
Credential Level: Diploma  
Anticipated Start Date: September 2017  

PART 1: CONCEPT PAPER  
Department Leader: Bruce McGarvie  
Curriculum Developer / Faculty: Bruce McGarvie  
Dean: Brett Griffiths  
Proposal Date: December 13, 2016  

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

A. Purpose and Context  
1. Describe in detail the program’s objectives and a description of the program outcomes, including a list of the occupations or roles that graduates will be prepared for.  

This program will replace the current Drafting Diploma. Graduates of this new program will have further developed and built upon skills gained in the certificate program in Computer Aided Drafting (CAD) and Building Information Modeling (BIM), will have learned to analyze and apply the current practices of a 3D Integrated Design Process (IDP) team, and will be able to contribute to the state of the art design/build team utilizing Integrated Project Delivery (IPD) methods.  

The updated CAD and BIM skills will enable the successful graduate to enter the workforce in many more areas as team members in consulting engineering firms, architectural firms, fabrication and development companies, municipal, provincial or federal offices, as well as in private industry. Graduates will work on a wide variety of structures, highway construction and development work.  

Building on the outcomes for the certificate program, completion of this the second year Diploma program is aimed to comply with the accreditation criteria for the Diploma program by the Applied Science Technologists and Technicians of BC (ASTTBC).  

This redesign of the Diploma program mainly consists of:  

- The introduction of a higher level applied learning component beginning with a nine (9) week Integrated BIM (Building Information Modeling) Project that will simulate the leading edge of today’s technology in project delivery in design firms.  
- The diploma graduate will then acquire the technical skills of a second CAD and BIM specialty which will give the graduate a broader range of knowledge and skill and thus, greater employment prospects. These skills will be applied at a higher level than in the Certificate program by incorporating the BIM processes.
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- Graduates will complete a six (6) week Capstone project to finish the program, designed to apply the skills of both the specialties learned over two years of study, and synthesize a professional design office.

Upon successful completion of the program students will be able to:
- Apply Integrated Design Process (IDP) to integrate people systems and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.
- Employ current Computer Aided Drafting (CAD) and three-dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.
- Apply terminology and conventions used in a project design team.
- Integrate a variety of CAD models from each discipline into a complete final model using CAD drafting, 3D BIM, and related trade skills and knowledge.
- Prepare a comprehensive professional portfolio.
- Contribute as part of a multidisciplinary design team.
- Use critical thinking, team building and interpersonal communication skills to work effectively in a team environment.
- Integrate various BIM software to communicate, collaborate and cooperate with a design team.
- Apply the concepts and processes of a second discipline, and apply those conceptions in a BIM setting.
- Apply qualifications from two disciplines to become more competitive in the job market and adaptive in the work place.
- Complete a Capstone project consisting of creating individual BIM models of each discipline of a modular building that join with other modules to achieve a complete building.
- Apply personal reflection and critical thinking to the relation between the program's learning outcomes and the student's individualized learning.
- Communicate effectively and work collaboratively in a design team setting.

2. Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents.

The design of this new program supports the College’s Strategic Initiatives and Education Plan, as demonstrated by the following:
- The program is designed to support the BC Government’s “Labour Market 2020” forecast for increased demand in the technical and trades segment for the energy industry infrastructure, LNG and major hydro projects.
- The new program aligns with the learning outcomes outlined in the accreditation standard for Applied Science Technologists and Technicians of BC (ASTTBC) and the Technology Accreditations Canada (TAC); the goal being to have the Diploma program meet the accreditation criteria of these bodies.
- This new program is redesigned and updated to include a higher level of technical knowledge, and a higher level of learning to include application, analysis and design, and to allow our graduates to be more conversant with the ever evolving innovations of engineering and construction.
- With the focus on the student success, this new program has a greater emphasis on Building Information Modeling to address the industry’s increasing need for technicians with modeling training.
- This program addresses the special needs of newcomers to Canada as well as international students looking to gain knowledge in the local industry.
- This program is well suited for students with certain physical disabilities provided the computer work station can be adapted for their use. This reduces barriers for those in wheelchairs or with walking difficulties.
- The focus of this new program is to provide relevant high-quality curriculum that leads to student success, and to maintain a positive reputation in the community.
3. **Identify how the program supports VCC’s mission, core values, and strategic objectives?**

This new program will provide the most current training required by the building and design industry today. Building on the Certificate Programs in the CAD and BIM Technologies Department, our goal is to have ASTTBC accredit the Diploma program, and thus, the Diploma graduates. VCC has many supports for students to facilitate success. The CAD & BIM Technologies Department refers students to these services in support of student success. Several strategies are built into the program to help students gain success.

The CAD & BIM Technologies Department has many partnerships and collaborations. Numerous informal affiliation relationships exist in support of student placement. Many engineering firms, architectural firms and contracting/development companies in the greater Vancouver area seek our graduates for placement. The regulatory body, ASTTBC, and our Program Advisory Committee have been asking VCC to develop an accredited program for some time now. We value the positive partnership we have with these stakeholders. The Drafting program has historically achieved the highest standards of graduates. As such, it is known in the design and building community for its positive reputation. This new design and technological upgrade to the program will continue this tradition in the years to come.

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

This program can be a gateway for students who become interested in a higher level of engineering. Students could enter the first year engineering program if they meet the entrance requirements. Conversely, for those students who enter first year engineering and want a program that is more technically focused, the CAD and BIM Technician Diploma program would be a good option. International students and newcomers to Canada who have completed the ESL program, and local students who have completed the ABE program, can also enter this program after successfully completing one of the three (3) Certificate programs.

**B. Program Need**

5. **What educational gap, if any, is this program intended to fill?**

There is a consistent demand for drafting, CAD and BIM technicians in British Columbia. The drafting program here at VCC has been providing skilled drafters for the engineering and construction industries for over five decades. With this new program, the department will continue to provide highly skilled technicians ready for today’s market place. The CAD and BIM Diploma will be the only such program offered in the Lower Mainland with this concentration in Building Information Modeling and Integrated Project Delivery.
6. What evidence is there of student demand for the program?

The Drafting programs at VCC have been successfully delivered each and every year for over a half a century, producing the drafters that have assisted in building this city and this province over that time. Many of the local companies delivering drafting and CAD services are either owned by former grads, or have former grads in senior management positions. From a purely statistical standpoint, our programs over the past five years have attracted students as shown in the table below:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Architectural</th>
<th>Civil/Structural</th>
<th>Steel Detailing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credential</td>
<td>Credential</td>
<td>Credential</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td>Diploma</td>
<td>Certificate</td>
</tr>
<tr>
<td>2015</td>
<td>20</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
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<td>1</td>
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<td>2013</td>
<td>20</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>2011</td>
<td>18</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Average/year</td>
<td>19</td>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>

Source: VCC Registrar’s Office

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

From Employment and Social Development Canada projection (COPS) June 2016:

“Over the 2013-2022 period, an occupation will be in excess demand (a shortage of workers) if the projected number of job openings is significantly greater than the projected number of job seekers. An occupation will be in excess supply (a surplus of workers) if the projected number of job openings is smaller than the projected number of job seekers. For Technical Occupations In Architecture, Drafting, Surveying And Mapping, over the 2013-2022 period, job openings (arising from expansion demand and replacement demand) are expected to total 16,340 and 10,998 job seekers (arising from school leavers, immigration and mobility) are expected to be available to fill the job openings.”

(Source: http://occupations.esdc.gc.ca/sppc-cops/occupationsummarydetail.jsp?&tid=96)
From BC government’s Work BC “Labour Market Outlook” June 2016:

Included in the “Top 100 High Opportunity Occupations” usually requiring college education, “Drafting technologists and technicians continue to be top opportunity occupations for the Career Outlook in B.C. 2014-2024.”

<table>
<thead>
<tr>
<th>OCCUPATION:</th>
<th>JOB OPENINGS to 2024</th>
<th>MEDIAN WAGE RATE</th>
<th>OCCUPATION Code (NOC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting technologists and technicians</td>
<td>1,900</td>
<td>$22.50</td>
<td>2253</td>
</tr>
</tbody>
</table>
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While BC’s technology sector is growing and technology jobs are becoming strategically critical to our knowledge-based economy, other industrialized nations are also in the hunt for such workers.

In the Manpower Group’s most recent Talent Shortage Survey (2012), they asked employers throughout the world about which jobs they are having the most difficulty filling. The bottom line is that there is extremely strong competition for technical talent, with “top ten” lists dominated by jobs in Science, Technology, Engineering and Mathematics, including skilled trades.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Projected Unfilled Positions by 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geological and mineral technologists</td>
<td>375</td>
</tr>
<tr>
<td>Drafting technologists and technicians</td>
<td>315</td>
</tr>
<tr>
<td>Heavy equipment operators (except crane)</td>
<td>305</td>
</tr>
<tr>
<td>Mapping and related technologists and technicians</td>
<td>280</td>
</tr>
<tr>
<td>Geological engineers</td>
<td>245</td>
</tr>
</tbody>
</table>


C. Competitive Analysis

8. Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?

There are 3 related programs in the lower Mainland, offered by Kwantlen Polytechnic University (KPU) and British Columbia Institute of Technology (BCIT):

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credential</th>
<th>Credits</th>
<th>Cost</th>
<th>Duration</th>
<th>Pass marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPU</td>
<td>CADD DIPLOMA</td>
<td>65</td>
<td>$9114.30*</td>
<td>60 weeks full time</td>
<td>50% per course 65% GPA</td>
</tr>
<tr>
<td>BCIT</td>
<td>Architectural and Building Technology Diploma</td>
<td>143.5</td>
<td>$14,960*</td>
<td>70 weeks full time (Equivalent to VCC 70 credits)</td>
<td>50% per course 65% GPA</td>
</tr>
<tr>
<td>BCIT</td>
<td>Diploma In Civil Engineering Technology</td>
<td>80</td>
<td>$13,580</td>
<td>70 weeks full time (Equivalent to VCC 70 credits)</td>
<td>50% per course 65% GPA</td>
</tr>
</tbody>
</table>

* Includes Student Association fee
9. Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?

Yes, there is an existing articulation committee for this program and this committee is recognized by BCCAT.

10. Is this concept supportable and sustainable with existing and/or available resources?

Yes. The current instructors, equipment and support will not need to change.

11. Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

Yes, this will be a cohort based program.

12. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

The expected length is of the Diploma program 30 weeks, after the completion of the 10 month (40 week) Certificate program (thus 70 weeks total with a 2 month summer break). Maximum time for completion is 4 years.

13. How many students would you expect to enroll in each year of the program?

We would expect 18-20 students in the 2nd year of the CAD and BIM Technician Diploma program.

D. Student Profile

14. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

We have four (4) primary target populations of students.
1. Recent high school graduates or 1st year university/college students looking for a career in the technology design professions.
2. Those in their mid to late twenties who are looking for post-secondary training to obtain a better career.
3. Those trades people who have been hurt or laid-off and are looking for retraining through Work Safe or EI, to use the hands-on knowledge they have gained and combine that with technical training to be able to produce construction drawings.
4. International students

Recruitment activities will include:
• a targeted social media and online campaign
• visiting the area secondary schools and meeting with drafting teachers and counselors
• having teachers visit the college and tour our department
• trade shows
• VCC Info nights
• CAD & BIM Technologies Department information sessions
• hosting high school students on Pro-D days and Spring Break
• discussing with students currently enrolled in the Certificate programs of the CAD & BIM Technologies Department.
Other important characteristics that applicants should have would include:

- The ability to work with a variety of contractors and fabricators from various sectors across the industry
- Professional demeanor with a variety of design professionals
- Excellent English communication skills
- Good mathematical and mechanical comprehension
- Ability to work in imperial and metric units of measurement
- General good health
- Good hand-eye coordination
- Manual dexterity
- Successful work habits
- An ability to work well with others
- Logical reasoning
- Spatial ability
- An interest in all aspects of architecture, engineering, general construction and related fields.

15. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students not meeting the program admission requirements will be able to meet with someone from the Advising Department to determine which courses will help them to best meet the requirements.

16. How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, First Nations)? How will the program address these issues?

Although the engineering and fabrication industry traditionally admits a larger percentage of male applicants than female applicants, females are strongly encouraged to apply. Marketing strategies are being developed to attain more gender balance. The program may be suited for those applicants with physical barriers (wheelchairs, crutches, walkers, etc.) that meet the program requirements as per admissions policy. We are encouraging First Nations students to apply by working closely with the Aboriginal Services Department.

E. Quality

17. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

VCC has been a leader in training drafters for more than 50 years. Our well-respected and longstanding Program is widely recognized by many of the industry leaders with a great number of Department managers and company partners being former graduates of the program.

Historically there has been some attrition within the first month of the program. Based on these past attrition rates, we plan to ‘overfill’ our intake to 20 students. We expect there will be a large interest in the Diploma program due to our anticipated accreditation from ASTTBC. This will motivate students and increase retention.
18. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

Learning is fostered through seminars, lectures, labs, and problem based learning. Students have opportunities to apply knowledge and practice various abilities while entering various design competitions, for example Skills Canada BC AutoCAD competition.

Although the program does not have a formal practicum component as the industry does not lend itself to a consistent placement model, there are frequent practicum positions that are offered to the department by our PAC members firms and industry relationships. The number and frequency varies from year to year as industry conditions vary.

The program is designed to foster the development of professionalism, a commitment to lifelong learning, and dedication to an ethical profession.

19. List all accreditations, affiliations or articulations for this program.

- National Accreditation is granted by Technology Accreditations Canada (TAC).
- Program approval is granted by Applied Science Technologists & Technicians of BC (ASTTBC).
- Articulation for this program is by the British Columbia Council on Admissions & Transfer (BCCAT).
- The program and department is an educational member of the national Canada BIM Council, and is affiliated with many local Architectural, Engineering and Fabrication Firms through our very active PAC.

20. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

The CAD & BIM Technologies Department has a Program Advisory Committee (PAC) which is consulted regularly. In November 2014 and in February and October 2015 the Department presented this new program for feedback. The PAC was in full agreement and encouraged the department to proceed. Faculty members of this department meet regularly and frequently with various architectural, engineering consulting firms, and major steel and concrete fabricators to keep the programs current and learn the newest trends in the industry.

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

As per the VCC Qualifications for Faculty Members policy and procedures, all current faculty members meet the area hiring criteria and have the appropriate balance of employment experience, academic and/or professional/industry credentials, with a commitment to teaching excellence.

F. Admission and Delivery

22. Provide admission requirements, including language proficiency levels and assessment scores.

- VCC’s Architectural, Steel Detailing or Civil/Structural Technician Certificate granted within the last 4 years.
  OR
- Recent Drafting Technician Certificate (any discipline) with Department review and approval.
23. Identify pathways that assist in meeting these requirements.

VCC has many programs to assist students to meet the requirements through the College and Career Access Department or the College Foundation Department.

24. Identify potential courses, if any, that could be developed to assist in meeting these requirements.

The above departments have existing courses that would help in meeting the requirements.

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

The program structure will allow for full time, days and/or evenings, Monday to Friday. If enrollments demand more classes, both a day class and an evening class can run concurrently.

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

The program structure is not suited for multiple entry or exit points.

27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy?

PLAR is not available for this program.
28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

Year 1: 40 week Certificate - Students will gain competency in one CAD and BIM specialty

Year 2:

First 9 weeks:
- Students will complete an integrated team style project applying their 1st specialty and BIM skills at a higher level than Year 1.

Next 15 weeks:
- While learning the essential concepts of a second specialty, the students will be applying their knowledge at a higher level building on and further developing the 3D BIM modeling fundamentals learned in the 1st year.

Last 6 weeks:
- Students will engage in a Capstone BIM project with students taking the lead in applying their 2nd specialty while integrating the knowledge gained with their 1st specialty.

Program Map

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G. Consultation (refer to Appendix A, Consultations)

29. With whom have you consulted internally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback

We have consulted with:

- **Dean, School of Trades, Technology and Design**, Brett Griffiths, has been consulted many times in 2016. Brett has indicated his support and continued guidance to the department during the process.
- **Dean of Health Sciences**, Debbie Sargent on Sept. 1st and 21st, 2015. Debbie has indicated her support as well and has guided the department in the process.
- **Former Dean of Design**, Graham Webber, many times in the 2015. Graham had indicated his support and stated that the VCC PAC has been advocating for this for some time now.
- **Dean for Centre for Instructional Development**, Susie Findlay (several meeting in 2015). Susie has indicated the support of her area to provide assistance required for program development.
- **Instructional Associate for Centre for Instructional Development**, Garth Manning (numerous meetings and continual consulting). Garth has indicated the support of his area to provide assistance required for program development.
- **Director Marketing and Communications**, Karen Wilson (Oct 2nd, 2015). Karen has indicated her support for moving forward with this program.
- **Marketing & Communication Officer**, Kristy Neville (several meetings in the last year). Kristy has indicated her support and is working on new initiatives to support the new program.
- **Student Recruitment Specialist**, Niki Scarfo on Sept. 8th, 2015. Niki has indicated her support and is working on new initiatives to support the new program.
- **Director Institutional Research**, Brian Beacham (Oct 6th, 2015) Brian has indicated the support of his areas and to provide assistance required for proposals.
- **Associate Registrar** Records, Raymond Kaan (Oct 2th, 2015) Raymond has indicated the support of his areas and provides new course names and numbers for the proposal.
- **Supervisor Advising**, Angela Abbinante, and Student Services Asst., Rajesh Kapoor (Sept 2016) indicated their support of this program.
- **Dean, International & Immigrant Education**, Tina Chow (Oct 6th, 2015) Tina has indicated her support for moving forward with this program.
- **Manager International Admission Services**, Cathy Snyder Lowe (Sept 16th, 2016) Cathy has indicated her support for moving forward with these programs.
- **Director, Aboriginal Services**, Kory Wilson (Nov 17th, 2015) Kory has indicated his support for moving forward with this program.
- **Supervisor Assessment Centre**, Rachel Warick (Sept 2016) indicated her support of this program.
- **Department Head Counselling & Disability Services**, Kate Gates (Sept 2016) indicated her support of this program.
- **Supervisor Financial Aid**, Sherry Pidperyhora (Sept 2016) indicated her support of this program.
- **Coordinator Learning Centre**, Francesco Barillaro (Sept 2016) indicated his support of this program.
- **Department Head Library**, Todd Rowlatt, and Library Coordinator, Elena Kuzmina (Sept 2016) indicated their support of this program.
- **Manager Financial Projects**, Stefan Valchev, and Director Financial Services, Jamie Choi (Sept 2016) indicated their support of this program.
- **Chief Information Officer**, Elmer Wansink, and Service Desk Supervisor, Rick Smith (Sept 2016) indicated their support of this program.
- **Facilities Manager**, Steve Horn (Sept 2016) indicated his support of this program.
- **Director Safety, Security & Risk**, Surinder Aulakh (Sept 2016) indicated his support of this program.
- **Associate Director Centre for Excellence in Immigrant Integration**, Tanis Sawkins (Sept 2016) indicated her support of this program.
30. With whom have you consulted externally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of discussions.

The VCC Program Advisory Committee (PAC) was consulted in November 2014 and February 2015 to present this new program for feedback. The PAC encouraged the department to proceed. A follow up meeting to discuss the results of the curriculum development work was held Oct 8th, 2015. The PAC is in full support of the new programs, and feels the new technology additions and program redesign will make the program stronger, more competitive, especially due to the potential for the accreditation from ASTTBC.

Geoff Sale of the ASTTBC attended the college in January 2015 and is also in full support and has encouraged the department to apply for accreditation having determined the proposed new program is aligned with the criteria. Charles Joyner, Registrar of ASTTBC, has forwarded their letter of support which is included with this proposal (see letter of support attached to this submission).

H. Phase In/Phase Out Plan

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

The new program will phase in Sept. 2017 to be in place for the current new first year Certificates starting Sept 2016.

The existing Diploma program will run 2016/17 and will phase out June 2017.
PART 2: IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum.
It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

1. NON-RECURRING COSTS (provide accurate estimates)

### Academic non-recurring start-up costs

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<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program development</td>
<td>N/A</td>
<td>0</td>
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<td></td>
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</tr>
<tr>
<td>Faculty development</td>
<td>N/A</td>
<td>0</td>
<td></td>
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<tr>
<td>Staff development</td>
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<td>0</td>
<td></td>
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<tr>
<td><strong>Sub-total</strong></td>
<td>0</td>
<td>0</td>
<td></td>
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</tr>
</tbody>
</table>

### Capital Costs (Equipment, Renovations, Facilities, Library, Technology)

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Sub-total</strong></td>
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### Totals

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<th>Yr 4</th>
<th>Total</th>
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<tbody>
<tr>
<td>Academic Non-Recurring</td>
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<tr>
<td>Capital Costs</td>
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<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
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<td>0</td>
<td></td>
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</tbody>
</table>

2. ONGOING OPERATING COSTS (provide accurate estimates)

<table>
<thead>
<tr>
<th>Item</th>
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<th>Yr 3</th>
<th>Yr 4</th>
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<tbody>
<tr>
<td>Faculty</td>
<td>Same as current</td>
<td>Approx.. 100,000 with benefits</td>
<td></td>
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</tr>
<tr>
<td>Required service courses</td>
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<td>0</td>
<td></td>
<td></td>
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<tr>
<td>Administrative Support</td>
<td>Same as current</td>
<td>Same as current</td>
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<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>$5000 for new program startup</td>
<td>$2000 per year to support ongoing campaigns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab operating costs - Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### VANCOUVER COMMUNITY COLLEGE
**PROPOSAL FOR NEW PROGRAM**

<table>
<thead>
<tr>
<th>Other (Marketing, Facilities)</th>
<th>$11,511 accounted for in Certificate program budget</th>
<th>Accounted for in Certificate budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-total</td>
<td>11,511</td>
<td>0</td>
</tr>
<tr>
<td>Grand Totals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program. It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

1. REVENUE

What is the source of funding for this program?

Tuition plus base funding.

2. TUITION AND FEES

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Courses</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>17</td>
<td>$5917.00/student</td>
<td>Recommend cost per credit</td>
<td>Thus $5,744 per student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>($147.92/credit)</td>
<td>($191.45)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. SIGN OFF

Dean/Director: Brett Griffiths ________________________________

VP Academic: _________________________________________________

VP Finance: _________________________________________________
CAD and BIM Technician Diploma

Program Content Guide

Effective Date: September 2017
Program Map

Vancouver Community College – (CAD and BIM Technician Diploma)

Program Values: Marketability of graduates in a variety of areas including architectural and engineering consulting firms, government offices, fabricators and private industry.

Entry Requirements
- Architectural, Civil/Structural, or Steel Detailing Technician Certificate
- Recent Drafting Technician Certificate (any discipline) with Department Review and Approval.

Intended Learning Outcomes
- Apply Integrated Design Process (IDP) to integrate people, systems and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.
- Employ current Computer Aided Drafting (CAD) and three-dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.
- Apply terminology and conventions used in a project design team.
- Integrate a variety of CAD models for each discipline into a complete final model using CAD drafting, 3D BIM, and related trade skills and knowledge.
- Prepare a comprehensive professional portfolio.
- Contribute as part of a multidisciplinary design team.
- Use critical thinking, team building, and interpersonal communication skills to work effectively in a team environment.
- Integrate various BIM software to communicate, collaborate and cooperate with a design team.
- Apply the concepts and processes of a second discipline, and apply those conceptions in a BIM setting.
- Apply qualifications from two disciplines to become more competitive in the job market and adaptive in the work place.
- Apply personal reflection and critical thinking to the relation between the program’s learning outcomes and the student’s individualized learning.
- Communicate effectively and work collaboratively in a design team setting.
Purpose

Graduates of this program will further develop the Computer Aided Drafting (CAD) and Building Information Modeling (BIM) skills gained in the certificate program. They will learn to analyze and apply the current practices of a 3D Integrated Design Process (IDP) and contribute to the design/build team utilizing Integrated Project Delivery (IPD) methods. The updated drafting and 3D modeling skills will enable graduates to work as team members in consulting engineering firms, architectural firms, fabrication and development companies, municipal, provincial or federal offices, and in private industry. Graduates will work on a wide variety of structures, highway construction and development work and apply qualifications from two disciplines to become more competitive in the job market and adaptive in the work place.

Program Learning Outcomes

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

- Apply Integrated Design Process (IDP) to integrate people systems and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.
- Employ current Computer Aided Drafting (CAD) and three-dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.
- Apply terminology and conventions used in a project design team.
- Integrate a variety of CAD models for each discipline into a complete final model using CAD drafting, 3D BIM, and related trade skills and knowledge.
- Prepare a comprehensive professional portfolio.
- Contribute as part of a multidisciplinary design team.
- Use critical thinking, team building and interpersonal communication skills to work effectively in a team environment.
- Integrate various BIM software to communicate, collaborate and cooperate with a design team.
- Apply the concepts and processes of a second discipline, and apply those conceptions in a BIM setting.
- Apply personal reflection and critical thinking to the relation between the program's learning outcomes and the student's individualized learning.
- Communicate effectively and work collaboratively in a design team setting.

Instructional Activities, Design and Delivery Mode

This course uses project based learning strategies with instructional presentations and laboratory work using Autodesk Revit Structure, AutoCAD, Tekla Structures, Autodesk Navisworks, and Autodesk Civil 3D software. Students may be required to do assignments at home and lab work outside class time on both theory and individual projects.

Program Duration

This is Thirty (30) weeks/credits of the second year courses to be added to the Forty (40) weeks/credits of the first year Certificate, for a total of Seventy (70) weeks/credits. Candidates have up to 5 years to complete the Diploma from the start of the year one Certificate.

Evaluation of Student Learning

Students are evaluated by theory examinations and assessment of practical projects.

Credential

Students receive a CAD and BIM Technician Diploma upon successful completion of the program.
Admission Requirements

- Architectural, Civil/Structural, or Steel Detailing Technician Certificate granted within the last 4 years. OR
- Recent Drafting Technician Certificate (any discipline) with Department Review and Approval.

Prior Learning Assessment & Recognition (PLAR)

PLAR is available for select courses. See individual Course Outlines for details.

Recommended Characteristics of Students

- Related work experience
- Excellent English communication skills.
- Working knowledge of Windows OS is strongly recommended.
- Good mathematical and mechanical comprehension.
- Ability to work in imperial and metric units of measurement.
- General good health, good hand-eye coordination and manual dexterity.
- Successful work habits and an ability to work well with others.
- Logical reasoning and an ability to visualize objects.
- An interest in all aspects of architecture, engineering, general construction and related fields.
## Program Content Guide
### CAD and BIM Technician Diploma

<table>
<thead>
<tr>
<th>Term/Level</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DRFT 2100</td>
<td>Integrated BIM Project</td>
<td>9.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Architectural</td>
<td>15.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Civil/Structural</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Level 2 of Second Discipline.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil/Structural Discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DRFT 2226</td>
<td>Diploma Construction Drawing Reading</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2280</td>
<td>Diploma Industrial Site Layout</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2281</td>
<td>Diploma Autodesk Civil 3D</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2282</td>
<td>Diploma Road Alignment Detailing</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2283</td>
<td>Diploma Steel Structures</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2284</td>
<td>Diploma Principles of Reinforced Concrete</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2285</td>
<td>Diploma Foundation Design Concepts</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2286</td>
<td>Engineering Statics</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Term 2 Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Architectural Discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DRFT 2270</td>
<td>Diploma Residential Design</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2271</td>
<td>Diploma Site Planning</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2272</td>
<td>Diploma Codes and Regulations 1</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2273</td>
<td>Diploma Construction Assemblies 1</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2274</td>
<td>Diploma Single Family Residence</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2275</td>
<td>Diploma Codes and Regulations 2</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2276</td>
<td>Diploma Construction Assemblies 2</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>DRFT 2277</td>
<td>Diploma Multi Family Residence</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>DRFT 2278</td>
<td>Diploma Drawing Plan Reading</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Term 2 Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
<tr>
<td>3</td>
<td>DRFT 2107</td>
<td>Capstone Project using BIM</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Program Total Credits:</strong></td>
<td><strong>30.0</strong></td>
</tr>
</tbody>
</table>

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.
Course Descriptions

TERM 1

DRFT 2100 Integrated BIM Project 9.0
This course introduces the student to the overall process of developing a BIM project. Students will learn to apply BIM project standards, and create Project Execution Plans.

TERM 2

Level 2 of only one of the following Second Specialities (other than the specialty studied in the student’s Technician Certificate):

CIVIL/STRUCTURAL DISCIPLINE.

DRFT 2226 Diploma Construction Drawing Reading 1.0
In this course, the student will learn the basic skills needed to read, study and understand construction drawings.

DRFT 2280 Diploma Industrial Site Layout 3.0
This course introduces the student to the overall layout of site development, mapping and plotting techniques, cut and fill practices, drainage and sub-surface investigation for the Civil engineering industry.

DRFT 2281 Diploma Autodesk Civil 3D 2.0
In this course, the student will be introduced to using Autodesk Civil 3D Software for road layouts, land subdivision, terrain models, and corridor design.

DRFT 2282 Diploma Road Alignment Detailing 2.0
This course introduces the student to road layouts, horizontal and vertical alignments, and highway intersections.

DRFT 2283 Diploma Steel Structures 3.0
This course introduces the student to framing systems and the layout of steel structure construction drawings and steel drafting conventions.

DRFT 2284 Diploma Principles for Reinforced Concrete 1.0
This course introduces the student to the basic concepts and properties of steel reinforced concrete, characteristics and design principles.

DRFT 2285 Diploma Foundation Design Concepts 1.0
This course introduces the student to concrete foundations
concepts, foundation plans and concrete grade beam drawings.

DRFT 1286 Engineering Statics 2.0
In this course, students are introduced to the relationship between applied loads and the resultant support reactions, and the internal forces developed in statically determinate members and structures.

ARCHITECTURAL DISCIPLINE.

DRFT 2270 Diploma Residential Design 1.0
In this course, students will identify the roles of engineering and architectural professionals. Students will study and apply architectural theory, sustainable development initiatives such as LEED and the development and design processes.

DRFT 2271 Diploma Site Planning 1.0
In this course, students will study site development and follow best practice design required for a typical residence. Students will prepare a site plan following the applicable standards conventions.

DRFT 2272 Diploma Codes and Regulations 1 1.0
In this course, students are introduced to the B.C. Building Code (BCBC), Part 9 and the National Building Code as related to the Canadian Wood-Frame House Construction Guide by CMHC. The student gains knowledge in acceptable building practices and standards of light wood frame construction.

DRFT 2273 Diploma Construction Assemblies 1 1.0
In this course, students are introduced to conventional building assemblies and building envelope design and materials used in the coastal climate of B.C. Students prepare a typical wall section required for course DRFT 1274, Single Family Residence.

DRFT 2274 Diploma Single Family Residence 5.0
In this course students build on architectural residential design practices by applying the appropriate codes and theory of wood framing for residential structures. Students gain knowledge in acceptable standards for preparing a set of framing drawings of a residential wood framed project.

DRFT 2275 Diploma Codes and Regulations 2 1.0
In this course students are introduced to Part 9 of the Vancouver Building Bylaw (VBBL) and to the Zoning and Development Bylaw RM-5 as it applies to residential design for multi-family dwellings.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRFT 2276</td>
<td>Diploma Construction Assemblies 2</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>In this course students build knowledge by applying more advanced methods of building assemblies. Students prepare various assembly views required for course DRFT 1277, Multi Family Residence.</td>
<td></td>
</tr>
<tr>
<td>DRFT 2277</td>
<td>Diploma Multi Family Residence</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>In this course students apply the appropriate codes and zoning requirements as set out in the Vancouver Building Bylaw (VBBL) for multi-family wood framed structures. Using previous courses, DRFT 1275 and DRFT 1276, students follow a typical design workflow process to prepare a set of architectural drawings.</td>
<td></td>
</tr>
<tr>
<td>DRFT 2278</td>
<td>Diploma Drawing Plan Reading</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>In this course, the student will learn the basic skills needed to read, study, and understand construction drawings.</td>
<td></td>
</tr>
<tr>
<td>TERM 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRFT 2107</td>
<td>Capstone Project using BIM</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>During the Capstone Project, students will reflect upon the themes and concepts, key insights and points of learning from each DRFT course and how they understand the integration of these insights in terms of their own work. The students will develop and deepen the reflection of their personal experiences in the program and the implications for their profession and the overall process of developing a BIM project. Last, students will produce a 3D Building Information Model of an assigned portion of a modular building that will required applying all the skills from both disciplines learned in the Diploma program. Finally, the modules will be assembled together with the other Diploma students to form a complete building project.</td>
<td></td>
</tr>
</tbody>
</table>
Transcript of Achievement

All evaluations at completion of semesters are reported to the Student Records Department to produce a Transcript of Achievement. 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>Above Average</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Average</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Minimum pass. May not proceed to next level.</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Failing grade</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Ceased to attend and did not complete requirements.</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory. In accordance with departmental evaluation procedures.</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Unsatisfactory. In accordance with departmental evaluation procedures.</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Audit. No credit</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Exempt. Credit granted</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Incomplete. Contract agreement for extra time. Recorded as “F” if not fulfilled</td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>In progress</td>
<td>N/A</td>
</tr>
<tr>
<td>S</td>
<td>Non-payment of fees</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Required to withdraw</td>
<td>N/A</td>
</tr>
<tr>
<td>V</td>
<td>No grade available at time of printing</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Anecdotal evaluation</td>
<td>N/A</td>
</tr>
<tr>
<td>X</td>
<td>Official withdrawal</td>
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</tr>
<tr>
<td>Y</td>
<td>Required to withdraw</td>
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</tr>
<tr>
<td>Z</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.
Course Name: Engineering Statics

Department Head/Coordinator: Bruce McGarvie

Effective Date: September 2017

School or Centre: School of Trades, Technology and Design

Department: CAD & BIM Technologies

Course History: New Course

Name of Replacing Course (if applicable): 1st Year Post-secondary

Course Number: DRFT 1286

Number of Credits: 2.0

Course Pre-requisites (if applicable):

Completion of all Level 1 Certificate courses: DRFT 1010, 1011, 1012 and 1013

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

Course Description:

In this course, students are introduced to the relationship between applied loads and the resultant support reactions, and the internal forces developed in statically determinate members and structures.
Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:
• Analyze vector forces and what establishes equilibrium.
• Produce force system resultants.
• Analyze two force members and trusses.
• Calculate internal forces.
• Analyze centre of gravity.
• Calculate moments of inertia.

Program Learning Outcomes:
This course serves the following programs:

• CAD and BIM Technician Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
### 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-</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>70</td>
<td>Minimum of 10 problems set to real world applications of approximately equal value.</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 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>30</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Enter Total Hours 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.
- Define types of forces and force systems.
- Graphically and Mathematically solve force systems.
- Calculate moment of a force system.
- Produce Shear and Moment Diagrams.
- List the conditions of static equilibrium.
- Construct the Free Body Diagram.
- Solve unknown forces in to produce static equilibrium.
- Analyze truss, pulley systems, machines and frames, built-up members.
- Determine Moment of Inertia and Centroid of a Shape.

**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/](http://www.vcc.ca/about/governance--policies/policies/)

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

### Department Head/Coordinator: Bruce McGarvie

### Effective Date: September 2017

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>CAD &amp; BIM Technologies</td>
</tr>
</tbody>
</table>

### Course History:

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Course Number:</th>
<th>Number of Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated BIM Project</td>
<td>DRFT 2100</td>
<td>9.0</td>
</tr>
</tbody>
</table>

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

Architectural Technician Certificate, Civil/Structural Technician Certificate, or Steel Detailing Technician Certificate

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

### PLAR (Prior Learning Assessment & Recognition)

- [ ] No
- [ ] Yes (details below):

### Course Description:

Building Information Modeling (BIM) is a process focused on the development, use and transfer of a digital information model of a building project to improve the design, construction and operations of a project or portfolio of facilities.

This course introduces the student to working within a design team setting to create an integrated building model by applying overall process of developing a BIM project work flow, BIM project standards, and creating Project Execution Plans.
Instructional Strategies:
Lectures, handout materials, video presentations, case studies, seminars and project/problem based learning activities are used

Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:
• Contribute as part of a multidisciplinary design team
• Evaluate and apply a MEA (Model Element Author) table
• Evaluate and apply a LOD (Level of Development) table
• Create a Building Information Model of one of several disciplines within a building.
• Combine individual models of each discipline to create a complete Building Information Model to represent a complete building.
• Apply design BIM software (Autodesk Revit, Civil 3D and Navisworks), along with steel fabrication BIM software (Tekla Structures), to model and integrate the designed spaces.
• Apply Integrated Design Process (IDP) to integrate people, systems, and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.
• Apply Integrated Project Delivery (IPD) processes to improve the cooperation, collaboration and communication throughout the design process.

Program Learning Outcomes:
Graduates of this program will have acquired the skills and knowledge to:
• Apply Integrated Design Process (IDP) to integrate people systems and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.
• Employ current Computer Aided Drafting (CAD) and three-dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.
• Apply terminology and conventions used in a project design team.
• Integrate a variety of CAD models for each discipline into a complete final model using CAD drafting, 3D BIM, and related trade skills and knowledge.
• Prepare a comprehensive professional portfolio.
• Contribute as part of a multidisciplinary design team.
• Use critical thinking, team building and interpersonal communication skills to work effectively in a team environment.
• Integrate various BIM software to communicate, collaborate and cooperate with a design team.
• Apply the concepts and processes of a second discipline, and apply those conceptions in a BIM setting.
• Apply personal reflection and critical thinking to the relation between the program's learning outcomes and the student's individualized learning.
• Communicate effectively and work collaboratively in a design team setting.
### 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>Project</td>
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<td>Minimum of 4 Problem/project-based major assignment and class presentation.</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Participation</td>
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### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>78</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>174</td>
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</tr>
<tr>
<td>E - Seminar</td>
<td>18</td>
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Enter Total Hours: 270

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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 and Sequence Covered:

- Project Execution Plan
- BIM project work flow
- BIM project standards
- Multidisciplinary design team practices
- MEA (Model Element Author) table
- LOD (Level of Development) table
- BIM modeling of assigned specialty discipline
- Export and importing of BIM model for collaboration
- Integration of separate BIM models to create single complete model
- Final project presentation

---

**VCC Education and Education Support Policies**

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[http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

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**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Date Approved by Education Council:</th>
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</thead>
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*Course Outline, June 25, 2014 - [http://cid.vcc.ca/p2-cd/curriccomm.html](http://cid.vcc.ca/p2-cd/curriccomm.html)*
### Course Name:  Capstone Project using BIM

**Department Head/Coordinator:** Bruce McGarvie  
**Effective Date:** September 2017

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>CAD &amp; BIM Technologies</td>
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</tbody>
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</tr>
<tr>
<td>Number of Credits:</td>
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#### Course Pre-requisites (if applicable):

DRFT 2100 and either:

1) Architectural courses (DRFT 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, and 2278) or

2) Civil/Structural courses (DRFT 2226, 2280, 2281, 2282, 2283, 2284, 2285, and 1286)

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

None

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

- [x] No  
- [ ] Yes (details below):

#### Course Description:

During the Capstone Project, students will reflect upon the themes and concepts, key insights and points of learning from each DRFT course and how they understand the integration of these insights in terms of their own work. The students will develop and deepen the reflection of their personal experiences in the program and the implications for their profession and the overall process of developing a BIM project. Last, students will produce a 3D Building Information Model of an assigned portion of a modular building that will required applying all the skills from both disciplines learned in the Diploma program. Finally, the modules will be assembled together with the other Diploma students to form a complete building project.
Instructional Strategies:
This is a self-paced course in which participants work on their own, in consultation with their CAD & BIM Technologies Advisor, to complete the course requirements.

Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:
• Apply overall process of developing a Building Information Model (BIM) project.
• Employ current Computer Aided Drafting (CAD) and three dimensional modeling systems as a tool to produce drawings from data, designs and/or specifications.
• Evaluate and apply a Level of Development (LOD) table.
• Construct individual BIM models of each discipline applying the tools from all the DRFT courses taken.
• Integrate individual BIM models of each discipline of a modular building using BIM software to join with other modules to achieve a complete building.
• Apply Integrated Design Process (IDP) within a design team environment to reduce waste and optimize efficiency through all phases of design, fabrication and construction.
• Assesses and evaluate information gained from course materials and practice and connect with personal experience to reflect and critically evaluate problems/issues.
• Communicate effectively and work collaboratively in a design team setting.

Program Learning Outcomes:
Graduates of this program will have acquired the skills and knowledge to:
• Apply Integrated Design Process (IDP) to integrate people systems and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.
• Employ current Computer Aided Drafting (CAD) and three-dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.
• Apply terminology and conventions used in a project design team.
• Integrate a variety of CAD models for each discipline into a complete final model using CAD drafting, 3D BIM, and related trade skills and knowledge.
• Prepare a comprehensive professional portfolio.
• Contribute as part of a multidisciplinary design team.
• Use critical thinking, team building and interpersonal communication skills to work effectively in a team environment.
• Integrate various BIM software to communicate, collaborate and cooperate with a design team.
• Apply the concepts and processes of a second discipline, and apply those conceptions in a BIM setting.
• Apply personal reflection and critical thinking to the relation between the program's learning outcomes and the student's individualized learning.
• Communicate effectively and work collaboratively in a design team setting.
### Evaluation/Grading System

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

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<th>Type</th>
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<th>Evaluation Plan</th>
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<td>Project</td>
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<td>Capstone project-based major assignment and class presentation.</td>
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<tr>
<td>Assignment</td>
<td>20</td>
<td>Meta-reflective written essay based on DRFT course projects, content and activities</td>
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<tr>
<td>Participation</td>
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Total 100%

### Learning Environment/Type

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<td>S - Self-paced</td>
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</table>

Enter Total Hours 180

### 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 and Sequence Covered:

- Project Execution Plan
- BIM project work flow
- BIM project standards
- Multidisciplinary design team practices
- MEA (Model Element Author) table
- LOD (Level of Development) table
- BIM modeling of assigned specialty discipline
- Export and importing of BIM model for collaboration
- Integration of separate BIM models to create single complete model
- Final project presentation

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</tr>
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</table>

**Course Name:** Diploma Construction Drawing Reading

**Department Head/Coordinator:** Bruce McGarvie

**Effective Date:** September 2016

<table>
<thead>
<tr>
<th>School or Centre:</th>
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</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
<td>CAD &amp; BIM Technologies</td>
</tr>
</tbody>
</table>

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

**Course History:**

- **Course Number:** DRFT 2226
- **Number of Credits:** 1.0

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

DRFT 2100 Integrated BIM Project

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

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

- No

**Course Description:**

In this course, the student will learn the advanced skills needed to read, study and understand construction drawings.
**Instructional Strategies:**
This course comprises of lectures, group work, case studies and quizzes

**Course Learning Outcomes:**
Upon successful completion of this course, the student will be able to:
- Read and interpret a set of construction drawings
- Identify and describe standard symbols used in construction drawings
- Define and interpret standard terminology and abbreviations used in construction drawings
- Use information from a set of construction drawings to produce a construction detail.
- Interpret and identify information specifically from a set of Structural or Civil Engineering construction drawings.
- Apply these concepts and processes at a higher level, in a 3D Building Information Modelling (BIM) setting

**Program Learning Outcomes:**
This course serves the following programs:

- CAD and BIM Technician Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counseling and Advising Services areas.
**Evaluation/Grading System**

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
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<tbody>
<tr>
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<td>C-</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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
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<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>1 SA test of reading a set of Structural &amp; Arch. drawings of a Commercial building</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>1 SA test of reading a set of Structural &amp; Concrete drawings of an Industrial building</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>1 MC/SA test of Terms &amp; Abbreviations</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>1 MC test of reading a set of Architectural Residential drawings</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>15</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

| Enter Total Hours | 30 |

**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 and Sequence Covered:

• Standard symbols used in construction drawings
• Standard terminology and abbreviations used in construction drawings
• Drafting techniques & conventions used in construction drawings

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

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
**Course Name:** Diploma Residential Design

**Department Head/Coordinator:** Bruce McGarvie  
**Effective Date:** September 2017

---

**School or Centre:** School of Trades, Technology and Design  
**Department:** CAD and BIM Technologies  
**Year of Study:** 1st Year Post-secondary

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**Name of Replacing Course (if applicable):**

**Course Number:** DRFT 2270  
**Number of Credits:** 1.0

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

Level 1: DRFT 2100

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

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

☐ No  ☐ Yes (details below):

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**Course Description:**

In this course, students will identify the roles of engineering and architectural professionals. Students will study and apply architectural theory, sustainable development initiatives such as LEED and the development and design processes.
Instructional Strategies:
Lectures, handouts, group/team participation, and videos are used.

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

• Describe the roles of engineering and architectural professionals
• Complete a building permit application form
• Describe various media, reproduction methods and drawing applications
• Complete a set of construction specifications
• Identify design principles used in architecture
• Identify the properties of sustainable design
• Apply these concepts and processes in a BIM setting

Program Learning Outcomes:
This course serves the following programs:

• BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
## 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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<td>C-</td>
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</table>

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

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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Participation</td>
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<td>2 assignments of equal value</td>
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Total 100

### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>20</td>
<td></td>
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</tbody>
</table>

Enter Total Hours 30

## 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.
• Roles of careers and professional practices
• Team responsibilities
• Drafting media and reproduction methods
• Design basics and process
• Construction procedures
• Building permits
• Architectural conventions and standards
• Construction specifications
• Guidelines and required codes that effect building design
• Room relationships and sizes
• Exterior design factors
• Conservation and environmental design and construction (sustainable design)

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Diploma Site Planning

**Department Head/Coordinator:** Bruce McGarvie  
**Effective Date:** September 2017

<table>
<thead>
<tr>
<th>School or Centre:</th>
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</thead>
<tbody>
<tr>
<td>School of Trades, Technology and Design</td>
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<table>
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<th>Course History:</th>
<th>Year of Study:</th>
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<tr>
<td>New Course</td>
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<tr>
<td>Diploma Site Planning</td>
<td>DRFT 2271</td>
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</tbody>
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**Course Pre-requisites (if applicable):**

Level 1: DRFT 2100  
Level 2: DRFT 2270

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑️ No ☐ Yes (details below):

**Course Description:**

In this course, students will study site development and follow best practice design required for a typical residence. Students will prepare a site plan following the applicable standards and conventions.
Instructional Strategies:
Lectures, handouts, worksheets, videos and project/drawing-based problems are used.

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

• Illustrate common survey systems
• Identify and select attributes for proper site orientation
• Name divisions of a section of land
• Identify 10 site plan items found on drawings
• Use graphic conventions to represent building practices and components in drawings
• Construct and assemble a site plan drawing using accurate drafting standards
• Organize and store documents applying the appropriate filing procedures
• Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Program Learning Outcomes:
This course serves the following programs:

• BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes/Tests</td>
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Total 100

## Learning Environment/Type

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<th>Comments</th>
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<tbody>
<tr>
<td>L - Classroom</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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<td></td>
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</table>

Enter Total Hours 30

## 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.
• CAD and Architectural drafting standards
• Site planning
• Legal descriptions
• Site plan requirements
• Site plan layout

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | January 12, 2016 | Date Approved by VCC Board (if applicable): |

**Course Name:** Diploma Codes and Regulations 1

**Department Head/Coordinator:** Bruce McGarvie

**Effective Date:** September 2017

<table>
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<th>School or Centre:</th>
<th>Department:</th>
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<tr>
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<td>CAD and BIM Technologies</td>
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<table>
<thead>
<tr>
<th>Course History:</th>
<th>Year of Study:</th>
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<td>New Course</td>
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**Course Pre-requisites (if applicable):**

Level 1: DRFT 2100  
Level 2: DRFT 2270, 2271

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

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

- **No**  
- **Yes** (details below):

**Course Description:**

In this course, students are introduced to the B.C. Building Code (BCBC) Part 9 and the National Building Code as related to the Canadian Wood-Frame House Construction Guide by CMHC. Students develop knowledge of acceptable building practices and standards of light wood frame construction.
Instructional Strategies:
Lectures, handouts, group/team participation, videos and problem based learning activities are used.

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

• List the stages of construction
• List standard lumber sizes used in wood frame construction
• Describe 3 categories found in Division B of the BCBC
• Identify and list the sections found in Part 9 of the BCBC
• Identify and list definitions used in the BCBC
• Draw sketches of components in assemblies
• Apply these concepts and processes in a BIM setting

Program Learning Outcomes:
This course serves the following programs:

• CAD and BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
### Learning Environment/Type

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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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Enter Total Hours 30

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

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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
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<td>Quizzes/Tests</td>
<td>20</td>
<td></td>
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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 and Sequence Covered:

• B.C. Building Code, Part 9
• Introduction to wood frame construction
• Healthy housing building practices
• The construction process
• Building component and assemblies practices

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | January 12, 2016 | Date Approved by VCC Board (if applicable): |

Course Name: Diploma Construction Assemblies 1

Department Head/Coordinator: Bruce McGarvie  
Effective Date: September 2017

School or Centre: School of Trades, Technology and Design  
Department: CAD and BIM Technologies

Course History: New Course  
Name of Replacing Course (if applicable):  
1st Year Post-secondary  
Course Number: DRFT 2273  
Number of Credits: 1.0

Course Pre-requisites (if applicable):

Level 1: DRFT 2100  
Level 2: DRFT 2270, 2271, 2272

Course Co-requisites (if applicable):

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

Course Description:

In this course, students are introduced to conventional building assemblies and building envelope design and materials used in the coastal climate of B.C. Students prepare a typical wall section required for course DRFT 1274, Single Family Residences.
**Instructional Strategies:**

Lectures, handouts, group/team participation, props, videos and problem based learning activities are used.

**Course Learning Outcomes:**

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

- Identify and list the major building assemblies
- Identify and list materials in the building envelope
- Use residential building codes to create graphical representation of structures
- Identify and list the components in a section view
- Draw and complete a section view using accurate drafting standards
- Apply these concepts and processes in a BIM setting

**Program Learning Outcomes:**

This course serves the following programs:

- CAD and BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
### Evaluation/Grading System

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

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<tr>
<td>Assignments</td>
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<tr>
<td>Project</td>
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<td>Complete and identify all building components in a section view</td>
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<tr>
<td>Quizzes/Tests</td>
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<td>2 quizzes of equal value</td>
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Total: 100

### Learning Environment/Type

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<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tr>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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</table>

Enter Total Hours: 30

### 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 and Sequence Covered:

• Wood framing and Construction
• Residential building codes, BCBC Part 9
• Building assembly systems used in the coastal climate of BC
• Building envelopes
• CAD and Architectural drawing conventions
• Section views

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

| Date Approved by Education Council: | January 12, 2016 | Date Approved by VCC Board (if applicable): |
Course Name: Diploma Single Family Residences

Department Head/Coordinator: Bruce McGarvie

Effective Date: September 2017

School or Centre: School of Trades, Technology and Design

Department: CAD and BIM Technologies

Course History: New Course

Year of Study: 1st Year Post-secondary

Course Name: Diploma Single Family Residences

Course Number: DRFT 2274

Number of Credits: 5.0

Course Pre-requisites (if applicable):

Level 1: DRFT 2100
Level 2: DRFT 2270, 2271, 2272, 2273

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

Course Description:

In this course students build on architectural residential design practices by applying the appropriate codes and theory of wood framing for residential structures. Students develop knowledge in acceptable standards for preparing a set of framing drawings of a residential wood framed residence.

**Instructional Strategies:**
Lectures, handouts, group/team participation, field trip, props, videos and project/problem based learning activities are used.

**Course Learning Outcomes:**
Upon successful completion of this course, the student will be able to:

- Construct residential drawing plans using accurate drafting standards
- Assemble and construct building views using the correct CAD tools and formats
- Use and apply residential building codes to create graphical representations of structures
- Use graphic conventions to represent building practices and components in drawings
- Research vendor suppliers to find correct products for drawings
- Apply vendor specifications to drawings
- Collect and classify a list of components to create schedules in drawings
- Use tables to calculate and select structural framing requirements
- Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

**Program Learning Outcomes:**
This course serves the following programs:

- CAD and BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
### Evaluation/Grading System

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

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**Total** 100%

### Learning Environment/Type

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**Enter Total Hours** 150

### 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 and Sequence Covered:

- CAD and Architectural drafting standards
- Room layouts
- Floor framing methods
- Span and framing tables
- Floor plans
- Foundation plans
- Stairs
- Elevations
- Roof styles
- Door and window schedules

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

| Date Approved by Education Council: | January 12, 2016 | Date Approved by VCC Board (if applicable): |
**Course Name:** Diploma Codes and Regulations 2

**Department Head/Coordinator:** Bruce McGarvie  
**Effective Date:** September 2017

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

Level 1: DRFT 2100  
Level 2: DRFT 2270, 2271, 2272, 2273, 2274

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑️ No ☐ Yes (details below):

**Course Description:**

In this course students are introduced to Part 9 of the Vancouver Building Bylaw (VBBL) and to the Zoning and Development Bylaw RM-5 as it applies to multi-family dwellings. Students develop a preliminary site plan layout to determine the allowable building coverage and size as determined by the VBBL.
Instructional Strategies:
Lectures, handouts, group/team participation, on-line resources, videos, and problem based learning activities are used.

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

- Select and apply the VBBL and the Zoning Bylaw
- Apply zoning bylaw requirements for a plot plan
- Calculate building areas and floor space ratios (FSR)
- Draw and construct building outlines to a plot plan
- Apply these concepts and processes in a BIM setting

Program Learning Outcomes:
This course serves the following programs:

- CAD and BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
### Evaluation/Grading System

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

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<td>Preliminary layout of a plot plan</td>
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Total 100

### Learning Environment/Type

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<th>Instruction Type</th>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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Enter Total Hours 30

### 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 and Sequence Covered:

- Introduction to the VBBL and Part 9
- Introduction to Zoning & Development Bylaw RM-5
- Building areas and floor space ratios (FSR)
- Multi family residential building construction practices
- Plot plan layout

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

| Date Approved by Education Council: | January 12, 2016 | Date Approved by VCC Board (if applicable): |
Course Name: Diploma Construction Assemblies 2

Department Head/Coordinator: Bruce McGarvie

Effective Date: September 2017

School or Centre: School of Trades, Technology and Design
Department: CAD and BIM Technologies

Course History:
New Course
Name of Replacing Course (if applicable): 1st Year Post-secondary
Course Number: DRFT 2276
Number of Credits: 1.0

Course Pre-requisites (if applicable):
Level 1: DRFT 2100
Level 2: DRFT 2270, 2271, 2272, 2273, 2274, 2275

Course Co-requisites (if applicable):

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

Course Description:
In this course students build knowledge by applying more advanced methods of building assemblies. Students prepare various assembly views required for course DRFT 1277, Multi Family Residences.
Instructional Strategies:
Lectures, handouts, group/team participation, props, videos, and problem based learning activities are used.

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

• Identify areas requiring assembly views
• Locate and use the appropriate assemblies from the Best Practice Guide
• Modify assembly views to comply with Part 9 of the VBBL
• Draw and complete detail views using accurate drafting standards
• Interpret sentences from Part 9 of the VBBL into graphical representations
• Apply these concepts and processes in a BIM setting

Program Learning Outcomes:
This course serves the following programs:

• CAD and BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
Components and Weighting of the Assessment/Evaluation Plan:

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Learning Environment/Type

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<td>L - Classroom</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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<td>Enter Total Hours</td>
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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 and Sequence Covered:

• Introduction to CMHC Best Practice Guides
• Typical building assemblies
• VBBL Part 9 requirements
• Section and detail views

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.
**Course Name:** Diploma Multi Family Residences

**Department Head/Coordinator:** Bruce McGarvie  
**Effective Date:** September 2017

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<td>CAD and BIM Technologies</td>
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**Course History:**

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<td>(if applicable)</td>
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**Course Pre-requisites (if applicable):**

Level 1: DRFT 2100  
Level 2: DRFT 2270, 2271, 2272, 2273, 2274, 2275, 2276

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

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

- [ ] No  
- [ ] Yes (details below):

**Course Description:**

In this course students apply the appropriate codes and zoning requirements as set out in the Vancouver Building Bylaw (VBBL) for multi-family wood framed structures. Using previous courses, DRFT 1275 and DRFT 1276, students follow a typical design workflow process to prepare a set of architectural drawings.
Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:

• Apply City of Vancouver building plan requirements
• Apply project requirements within the RM-5 zoning regulations
• Apply project specifications and building codes to residential drawings
• Draw and apply building construction practices used in multi family dwellings
• Design and draw room layouts and spaces in floor plans
• Develop interior elevation views
• Finalize the FSR site area requirements
• Apply various exterior finishes on elevation views
• Research and present a building product for a group presentation
• Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Program Learning Outcomes:
This course serves the following programs:

• CAD and BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
Evaluation/Grading System

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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Other</td>
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<td>Exam</td>
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<td>Project</td>
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Learning Environment/Type

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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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<td>6</td>
<td>Building Trade Show</td>
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<tr>
<td>L - Classroom</td>
<td>12</td>
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<tr>
<td>Enter Total Hours</td>
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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 and Sequence Covered:

- Drawing requirements for the city of Vancouver
- Zoning & Development Bylaw, RM-5
- Typical drawing plan procedure
- Framing methods for multi family residences
- Roof framing methods
- Multi level stair arrangements
- Vancouver Building Bylaw, Part 9
- Room design and layout strategies
- Interior elevations
- Interior and exterior finishes
- Plot plans for multi family zoning
- Wall types and assemblies

VCC Education and Education Support Policies

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**FOR COMMITTEE USE ONLY**

| Date Approved by Education Council: | January 12, 2016 | Date Approved by VCC Board (if applicable): |

---

Course Name: Diploma Drawing Plan Reading

Department Head/Coordinator: Bruce McGarvie

Effective Date: September 2017

School or Centre: School of Trades, Technology and Design

Department: CADD and BIM Technologies

Course History:

New Course

Name of Replacing Course (if applicable): 1st Year Post-secondary

Course Number: DRFT 2278

Number of Credits: 0.5

Course Pre-requisites (if applicable):

Level 1: DRFT 2100
Level 2: DRFT 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

Course Description:

In this course, students are introduced to the basic skills needed to read, study and understand construction drawings.
Instructional Strategies:
Lectures, handouts and resource materials are used.

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

• Read and interpret a set of construction drawings
• Describe and Identify standard symbols used in construction drawings
• Define and interpret standard terminology and abbreviations used in construction drawings
• Interpret and identify information specifically from a set of Architectural construction drawings.
• Apply these concepts and processes in a BIM setting

Program Learning Outcomes:
This course serves the following programs:

• CAD and BIM Technician - Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counselling and Advising Services areas.
### Evaluation/Grading System

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

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<td>Quizzes/Tests</td>
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<td>Reading a set of Structural &amp; Concrete drawings of an Industrial building</td>
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Total 100

### Learning Environment/Type

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<th>Hours Per Instruction Type</th>
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Enter Total Hours 18

### 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 and Sequence Covered:

- Drafting techniques & conventions used in construction drawings
- Standard Symbols used in construction drawings
- Standard Terminology and Abbreviations used in construction drawings

VCC Education and Education Support Policies

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

FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | January 12, 2016 | Date Approved by VCC Board (if applicable): |
**Course Name:** Diploma Industrial Site Layout

**Department Head/Coordinator:** Bruce McGarvie  
**Effective Date:** September 2017

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

DRFT 2100 Integrated BIM Project

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑️ No ☐ Yes (details below):

**Course Description:**

This course introduces the student to the overall layout of site development, mapping and plotting techniques, cut and fill practices, drainage and sub-surface investigation for the Civil engineering industry.
Instructional Strategies:
Lectures, handout materials, video presentations, field work and project/problem based learning activities are used.

Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:
• Solve surveying and related math problems
• Identify and define terminology, abbreviations and symbols
• Interpolate and plot contours using industry accepted practice.
• Locate and measure lines and angles for surveying purposes to provincial standards.
• Layout a traverse based on survey information to provincial standards.
• Layout Profiles and Cross Sections of an industrial site to provincial standards.
• Calculate accurate cut and fill quantities
• Layout and calculate a storm sewer drainage system using industry accepted practice.
• Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Program Learning Outcomes:
This course serves the following programs:

• CAD and BIM Technician Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counseling and Advising Services areas.
### Evaluation/Grading System

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

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<th>Type</th>
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<tr>
<td>Quizzes/Tests</td>
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**Total 100**

### Learning Environment/Type

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<th>Instruction Type</th>
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<tbody>
<tr>
<td>L - Classroom</td>
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</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>40</td>
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</table>

**Enter Total Hours 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 and Sequence Covered:

- Terminology, Abbreviations & Symbols
- Contour Lines and Maps
- Surveying Fundamentals
- Traverse Tables and Property Lines
- Profiles and Cross Sections
- Cut & Fill Calculations
- Site Drainage & Storm Sewer Design

---

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](http://www.bctransferguide.ca).

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**FOR COMMITTEE USE ONLY**

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<tr>
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*Course Outline, June 25, 2014 - [http://cid.vcc.ca/p2-cd/currencmm.html](http://cid.vcc.ca/p2-cd/currencmm.html)*
**Course Name:** Diploma Autodesk Civil 3D  

**Department Head/Coordinator:** Bruce McGarvie  

**Effective Date:** September 2017

<table>
<thead>
<tr>
<th>School or Centre</th>
<th>Department:</th>
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</thead>
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<tr>
<td>School of Trades, Technology and Design</td>
<td>CAD &amp; BIM Technologies</td>
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<table>
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<tr>
<th><strong>Course History</strong></th>
<th><strong>Year of Study</strong></th>
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<tr>
<td>New Course</td>
<td>1st Year Post-secondary</td>
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</table>

**Name of Replacing Course (if applicable):**

- DRFT 2100 Integrated BIM Project

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

- DRFT 2100 Integrated BIM Project

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

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

- ☒ No  ☐ Yes (details below):

**Course Description:**

In this course, the student will be introduced to using Autodesk Civil 3D Software for road layouts, land subdivision, terrain models, and corridor design.
Instructional Strategies:
Reference material, self guided text, video presentations, and lectures are used.

Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:
• Create and manage civil engineering land development drawings.
• Edit & create styles and settings.
• Create, import, analyze, manipulate points.
• Create point groups and create description keys.
• Subdivide land, label points, lines and curves.
• Create, edit and analyze terrain models.
• Create horizontal alignments.
• Create existing and design profiles.
• Create and use assemblies for corridor design.
• Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Program Learning Outcomes:
This course serves the following programs:

• CAD and BIM Technician Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counseling and Advising Services areas.
## Evaluation/Grading System

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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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<tr>
<td>Assignments</td>
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<td>Minimum of 11 project-based assignments of approximately equal value.</td>
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<tr>
<td>Quizzes/Tests</td>
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<tr>
<td>Final Exam</td>
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## Learning Environment/Type

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<tbody>
<tr>
<td>L - Classroom</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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<td>-</td>
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</table>

**Enter Total Hours**: 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 and Sequence Covered:

- Learn the AutoCAD Civil 3D user interface.
- Create and edit parcels and print parcel reports.
- Create points and point groups and work with survey figures.
- Create, edit, view, and analyze surfaces.
- Create and edit alignments.
- Create data shortcuts.
- Create sites, profiles, and cross-sections.
- Create assemblies, corridors, and intersections.
- Create grading solutions.
- Perform quantity takeoff and volume calculations.
- Use plan production tools to create plan and profile sheet.

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

FOR COMMITTEE USE ONLY

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</thead>
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Course Name: Diploma Road Alignment Detailing

Department Head/Coordinator: Bruce McGarvie

Effective Date: September 2017

School or Centre: School of Trades, Technology and Design

Department: CAD & BIM Technologies

Year of Study: 1st Year Post-secondary

Course History:

Name of Replacing Course (if applicable): DRFT 1211 Alignment Detailing

Course Number: DRFT 2282

Number of Credits: 2.0

Course Pre-requisites (if applicable):

DRFT 2100 Integrated BIM Project

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No ☐ Yes (details below):

Course Description:

This course introduces the student to road layouts, horizontal and vertical alignments, and highway intersections.
Instructional Strategies:
Lectures, handout materials, video presentations, and project/problem based learning activities are used.

Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:
• Layout and calculate a horizontal alignment to provincial standards.
• Layout and calculate a vertical alignment and relate it to the associated horizontal alignment to provincial standards.
• Create plan and profile drawings for a road alignment to provincial standards.
• Layout and produce a drawing of a highway intersection to provincial standards.
• Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Program Learning Outcomes:
This course serves the following programs:

• CAD and BIM Technician Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counseling and Advising Services areas.
### Evaluation/Grading System

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<tr>
<td>Project</td>
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<td>Minimum of 4 Problem/project-based major assignments of approximately equal value.</td>
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<td>Final Exam</td>
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Total 100

### Learning Environment/Type

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<th>Instruction Type</th>
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<td>L - Classroom</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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</table>

Enter Total Hours 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 and Sequence Covered:

- Horizontal Alignment for Roads
- Vertical Alignment for Roads
- Highway Intersection layout

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Diploma Steel Structures

Department Head/Coordinator: Bruce McGarvie                  Effective Date: September 2017

School or Centre: School of Trades, Technology and Design          Department: Drafting

Course History: New Course                                      Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Number: DRFT 2283
Number of Credits: 3.0

Course Pre-requisites (if applicable):

DRFT 2100 Integrated BIM Project

Course Co-requisites (if applicable):


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

Course Description:

This course introduces the student to framing systems and the layout of steel structure construction drawings and steel drafting conventions.
**Course Learning Outcomes:**

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

- Identify and describe typical structural steel framing systems and their components to CICS Standards.
- Identify and draw steel framed structures using the standard shapes by applying the industry accepted conventions and techniques.
- Develop and draw simple framed connections using welded and bolted connections.
- Produce detail drawings of steel frame structures using the standards and conventions of the industry in preparing engineering working drawings.
- Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

**Program Learning Outcomes:**

This course serves the following programs:

- CAD and BIM Technician Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counseling and Advising Services areas.
### Components and Weighting of the Assessment/Evaluation Plan:

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<tr>
<th>Type</th>
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<td>Assignments</td>
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<td>Minimum of 4 problem/project-based major assignments of approximately equal value.</td>
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<td>Final Exam</td>
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**Total 100**

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<td>L - Classroom</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
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**Total Hours 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 and Sequence Covered:

- Steel framing systems, terminologies and abbreviations.
- Steel shapes & base plates
- Steel roof and floor plans
- Types of framing and loading
- Welded and bolted connections
- Steel brace elevation drawings
- Structural steel shapes
- Basic steel framed connections
- Steel drafting conventions

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

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |

Course Name:  Diploma Principles of Reinforced Concrete

Department Head/Coordinator: Bruce McGarvie
Effective Date: September 2017

School or Centre: School of Trades, Technology and Design
Department: CAD & BIM Technologies
Year of Study: 1st Year Post-secondary
Course Number: DRFT 2284
Number of Credits: 1.0

Course History:
New Course
Name of Replacing Course (if applicable): DRFT 2100 Integrated BIM Project

Course Pre-requisites (if applicable):
DRFT 2100 Integrated BIM Project

Course Co-requisites (if applicable):

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

Course Description:
This course introduces the student to the basic concepts and properties of steel reinforced concrete, characteristics and design principles.
**Instructional Strategies:**

Lectures, handout materials, video presentations, field trip and project/problem based learning activities are used.

**Course Learning Outcomes:**

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

- Identify and describe typical concrete characteristics and it's components.
- Describe typical steel reinforcing characteristics and how it acts when combined with concrete.
- Explain how reinforcing steel acts when combined with concrete.
- Develop and calculate development and lap lengths for steel reinforcing.
- Detail, identify and describe the components for concrete form work.
- Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

**Program Learning Outcomes:**

This course serves the following programs:

- CAD and BIM Technician Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counseling and Advising Services areas.
### Evaluation/Grading System

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<tr>
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### Learning Environment/Type

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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.
• Concrete Characteristics
• Where and why is reinforcing needed.
• Classification and types of reinforcing.
• Bond and embedment
• Type of splices
• Embedment and Lap Splices
• Use the reinforcing tables to find the embedment and lap lengths
• Formwork for Concrete Structures

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FOR COMMITTEE USE ONLY

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
**Course Name:** Diploma Foundation Design Concepts  

**Department Head/Coordinator:** Bruce McGarvie  

**Effective Date:** September 2017

<table>
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<td>Department Head/Coordinator</td>
<td>Bruce McGarvie</td>
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<td>Effective Date</td>
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**Course Pre-requisites (if applicable):**  
DRFT 2100 Integrated BIM Project

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

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

**Course Description:**  
This course introduces the student to concrete foundations concepts, foundation plans and concrete grade beam drawings.
**Course Learning Outcomes:**

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

- Evaluate appropriate structural information from engineering design notes.
- Apply detailed information from mechanical, piping and equipment vendor’s drawings.
- Use the concepts of reinforced concrete.
- Create detail drawings of foundation components, plans and details to accepted industry standards.
- Apply all the above in the production of a complete set of structural engineering drawings.
- Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

**Program Learning Outcomes:**

This course serves the following programs:

- CAD and BIM Technician Diploma

Please refer to the appropriate Program Content Guide for Program Learning Outcomes. These are available at the Counseling and Advising Services areas.
### Evaluation/Grading System

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**Total** 100

### Learning Environment/Type

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<tbody>
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<td>L - Classroom</td>
<td>10</td>
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<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>20</td>
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</table>

**Enter Total Hours** 30

### 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 and Sequence Covered:

- Principles of Foundation Design
- Design Principles of Concrete Footings
- Principles of Soil Mechanics & Soil Behavior
- Detail drawings of building foundations
- Equipment bases
- Reinforced concrete layout drawings

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**FOR COMMITTEE USE ONLY**

| Date Approved by Education Council: | Date Approved by VCC Board (if applicable): |
DECEMBER 3 2016

PREPARED FOR: Education Council
ISSUE: C.1.2 Appeal of Final Grade Policy and Procedures

BACKGROUND: This policy outlines the process for students to appeal final grades. This policy was worked on in conjunction with C.1.1 Grading, Progression, and Withdrawal to ensure comprehensive grading and appeals language would be in place.

DISCUSSION: Significant work was done by Ed. Policy on ensuring the process made sense and had a logical flow to it. Work was also done on improving the informal process language as a means to avoid lengthy and time consuming formal stages of appeal.

MOTION: MOVE THAT Education Council approve C.1.2 Appeal of Final Grade Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Policy No. C.1.2
Title Appeal of Final Grade
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic, Students & Research
Last Revised/Replaces ** 2016
Effective Date October 11, 2016
Signed by

CONTEXT AND PURPOSE
This policy and its related procedures affirm the right of every Vancouver Community College (VCC; the College) students to appeal a final grade. The appeal may be related to the grade received on one or more assignments, or it may be related to some other aspect of the student’s educational experience that may have had an impact on the final grade.

SCOPE AND LIMITS
This policy applies to students who are, or were, registered in full-time or part-time credit or non-credit courses offered by VCC and addresses appeals relating to educational decisions or circumstances that may have impacted the student’s final grade. Issues not related to a student’s final grade are addressed through separate policies as identified below (see ‘Related Policies and Legislation’).

The scope of this policy does not include:

a. Course content, learning materials, learning resources
b. Physical environment and facilities
c. Professional competence of instructors

Such complaints are dealt with in Policy D.4.2 Student Grievance.

STATEMENT OF POLICY PRINCIPLES

1. VCC encourages open communication between instructors and students about grading throughout the course/program. As a result, the College encourages students, instructors and department leaders to attempt to resolve a concern about evaluative work and/or the final grade on an informal basis before the student files a formal Final Grade Appeal.

2. In order to promote student advancement and student success, and to respect the right to procedural fairness, VCC will provide timely responses to Final Grade Appeals.
3. The purpose of a final grade appeal is to verify the fair assessment of an individual student’s skill or knowledge of the course content;

4. The results of an appeal include raising the grade, lowering the grade, or maintaining the same grade depending on the findings of the appeal process.

5. Individuals who participate in a Final Grade Appeal are expected to treat any information they may receive in the course of the investigation and subsequent proceedings confidentially.

6. Students must file a separate appeal request for each final grade they wish to appeal.

7. Students are encouraged to seek advice about this policy and/or its procedures from VCC employees such as the Arbiter of Student Issues; and/or from the Students’ Union of Vancouver Community College Student Advocate.

DEFINITIONS
Refer to Appeal of Final Grade Procedures (C.1.2).

RELATED POLICIES, LEGISLATION AND PROGRAM/COURSE DOCUMENTATION

Legislation
College and Institute Act, R.S.B.C. 1996, c.52; sections 24(2)(a);(e).

Policies
A.2.1 Appeal to Education Council on Educational Matters
A.3.1 Prevention of Harassment, Discrimination, and Bullying
C.1.1 Grading, Progression and Withdrawal
C.3.14 Curriculum Development and Approval Process
D.3.5 Prior Learning Assessment & Recognition
D.3.6 Admissions
D.4.2 Student Grievance
D.4.5 Student Educational Conduct
D.4.6 Requirements for Student Attendance and Participation

RELATED PROCEDURES
Refer to C.1.2 Appeal of Final Grade Procedures.
DEFINITIONS

Student: A student is a person who is, or was, registered in full-time or part-time credit or non-credit courses offered by VCC.

Final Grade: A letter, designation, or percentile indicating a degree of cumulative achievement for any educational work in a VCC course which may be comprised of multiple evaluative tools with variable weighting (e.g. tests, assignments, attendance requirements) recorded by the Registrar’s office. It is assigned at the completion of a course.

Final Grade Appeal: A final grade appeal investigates a student’s disagreement with the final grade assigned by an instructor.

Dean: the Dean responsible for the course within which the grade is being appealed or delegate.

Appeals Oversight Committee of Education Council: A standing committee charged with ensuring that student appeal proceedings are consistent with approved processes and undertaken in full compliance with educational policies and the legislative requirements of the College & Institute Act.

Final Grade Appeal Committee: The body that may hear evidence about the Final Grade Appeal and make a recommendation about the appeal to the Dean. The Appeal Committee will typically consist of three(3) to five(5) members.

Evaluative Student Work: Student work that is marked by an instructor.

Non-written or Non-recorded Student Work: Graded student work that is neither recorded or written such as practical skill demonstrations in a lab environment, and/or practicum placement experiences. As this type of work is not physically captured, it cannot simply be reassessed by another.
Student Academic File: A record held by the Registrar’s Office that contains a complete record of student academic matters at the college in accordance with prudent and acceptable standards within the field of academic records.

Program/Course Documentation: All material that was used by the instructor for the purpose of determining a final grade. This includes, but is not limited to, the Program Content Guide, the course outline, a syllabus or Student Handbook (if provided), all available original marked assignments, examinations, examination keys, evaluation notes, recordings, etc.

PROCEDURES

Students are encouraged to consult with the Arbiter of Student Issues and/or VCC Students Union advocate throughout the Final Grade Appeal process.

Informal Resolution of a Final Grade Appeal

1. The student and relevant instructor are strongly encouraged to resolve the student’s concern about a final grade on an informal basis by discussing the concerns together prior to the student filing a formal Final Grade Appeal. The student may take concerns to the Arbiter of Student Issues or Students’ Union Advocate who may facilitate the attempt to resolve the matter on an informal basis.

2. If a resolution is reached, the instructor will pursue whatever action is agreed upon.

3. If a resolution is not reached with the instructor, the student is strongly encouraged to take concerns to the Department Leader. The Department Leader will document this discussion and communicate in writing any resolution reached.

4. If a resolution is not reached with the Department Leader, the student may initiate a formal appeal of final grade.

Grade Appeals Filed by Group of Students

5. Should a group of students have similar concerns about their final grade, they may meet as a group with the instructor and/or Department Leader as per the informal process above. However, should these meetings fail to achieve a resolution each student must individually file a Final Grade Appeal.

Submission of Final Grade Appeal Form

6. The student must fully complete a “Final Grade Appeal Form” available from the Registrar’s Office and pay the required fee. The Final Grade Appeal Form must be filed with the Registrar’s Office no later than ten (10) business days from the date that the grade is posted on myVCC.

7. Dean’s may, consider an appeal after the deadline if there are compassionate or extenuating circumstances or if there is evidence that the student actively pursued an informal resolution that delayed the filing of a formal Final Grade Appeal. The student
must provide a written explanation for requesting a discretionary extension of the deadline to appeal.

8. The Registrar’s Office will immediately forward the form and any supporting material to the Dean responsible for the course in which the grade is being appealed.

9. The Dean’s office will confirm receipt of the form and materials in writing to the student and encourage the student to use available resources such as the Arbiter of Student Issues and/or the Students’ Union Advocate. Only fully completed Final Grade Appeal forms will be considered. If a form is incomplete, the Dean will inform the student that the Final Grade Appeal will not proceed until a completed form is received. The form must be completed and submitted to the Dean within 3 days of this notification.

10. The Dean will determine whether or not the grounds on which the appeal is being made fall within section 11.

   If the grounds do not fall within the scope of this policy, the Dean may dismiss the appeal and will so inform the student, the instructor and the Department Leader in writing. The student may then appeal the decision of the Dean through the process outlined in section “Appealing the Decision of the Dean.”

11. Grounds for appeal are limited to the following:

   a. The course outline has not been followed or was not provided by the instructor;
   b. The evaluation criteria have not been applied according to the Grading, Progression and Withdrawal Policy (C.1.1);
   c. The evaluation criteria have not been applied in a reasonable, fair and just manner;
   d. A procedural error related to grade calculation was made (e.g., instructor lost assignments, calculation errors); and/or
   e. There was a violation of VCC policy or procedure that has a direct impact on the final grade.

12. The Dean will notify the instructor and the Department Leader about the appeal as soon as possible after the appeal form is received.

13. The Dean will ensure all efforts are made to complete the formal appeal process within fifteen (15) business days of the appeal being received in the Dean’s office. Where this is not possible, the student will be informed of the delay and given a reasonable estimate of the revised time line.

14. The Dean will collect and review all relevant information and, if necessary, request further information from any of the parties involved.

15. The Dean must provide the student with a reasonable opportunity to meet with the Dean to discuss their case. The student may bring the Arbiter of Student Issues; the SUVCC Student Advocate; or another individual to the meeting.

16. If the grade being appealed would otherwise prevent the student from continuing with the program of studies or attending the next level of a course or program, the College
will allow the student to continue with their studies during the period of the appeal process unless the student’s practice, knowledge or theory base is deemed unsafe. In this instance the instructor or Department Leader will provide a written rationale for the student academic file and provide the student with a copy.

**Formal Investigation**

17. If the grounds are established, then the Dean will make a determination as to how the grade appeal will be resolved, and a written rationale will be provided to the student, Department Leader and instructor. The Dean may select any or all of the following course(s) of action:

a. Order a re-marking of written or recorded work as outlined by the process below;

b. Order a review of non-written or non-recorded work by the process outlined below;

c. Convene a Final Grade Appeal Committee, which will review any non-evaluative claims and recommend a decision to the Dean; and/or

d. Some other process at the discretion of the Dean, in consultation with the Department Leader and instructor.

18. In order to make this determination, the Dean may:

a. Ask the instructor to verify that the body of work submitted by the student is authentic, accurate and complete.

b. Ask the instructor to submit any additional course work completed by the student that was not returned to the student and any additional instructional materials provided to the student.

c. Seek any other relevant information. If the appeal requires the Dean to investigate the matter, the Dean must provide an opportunity for the student to meet with the Dean to provide further information.

19. If there is a delay past the 15 (fifteen) business day period, the Dean will inform the student of the delay and give a revised time line.

**Re-marking of Written or Recorded Work**

20. Evaluated student work that is written, audio-recorded, video-recorded, photographed or otherwise captured, may be re-marked provided that the work contains all the information necessary for re-marking as determined by the testing rubric and/or relevant guidelines.

21. If the re-marking of the written or recorded work is ordered, then the Dean, in consultation with the Department Leader, will appoint two independent reviewers, (i.e., who have not been involved with the student during the course being appealed), drawn from faculty members in the same or related disciplines. The reviewers will review independently the student’s work to determine whether or not a change in grade is
warranted.

22. Each of the independent reviewers will be provided with copies of the written or recorded work that the student has requested be reviewed.

   a. For written work, any student names, marks, comments or notations made by the original instructor will be removed from the work; if necessary, the work will be retyped by the Dean’s office. The reviewers may, at any point in the review, request from the Dean permission to see all of the body of work relevant to the grade appeal completed by the student (also free of marks, comments and notations). However, this request would not require the reviewer to re-evaluate the additional course work. If permission is granted, the Dean will include this information in the written rationale of their final decision.

   b. For recorded work where removal of the identity of the student is impossible due to the nature of the medium (e.g., video or audio-recording) or the re-evaluation requires direct observation of the actions of the student (e.g., practical skills demonstration), the independent reviewers will continue the evaluation without requiring an attempt to hide the identity of the student.

23. The independent reviewers will review the work and arrive at an assessment within five (5) business days of receipt of the appeal material. An extension of time will be considered only if there are extenuating circumstances to warrant the extension. The reviewers will, independently and in writing, submit the reasons for the grade determination on the re-marked work and forward this to the Dean. Neither reviewer will share or discuss their findings with the other reviewer.

Re-evaluation of Non-written or Non-recorded Work

24. This section applies when evaluative elements of courses are non-written or non-recorded, or have limited written or recorded material (e.g., practical skill demonstrations, practicum placement experiences).

25. If the course, program or department has a written published protocol for handling the review of such work either throughout the course (e.g., multiple attempts to pass a practical demonstration) or after the course (e.g., final comprehensive practical exam), or by other means, this protocol is to be followed in the review of the student’s work. The Dean may investigate and determine whether the protocol was followed correctly and if the protocol itself is fair and reasonable. The Dean may decide whether the student appeal should be upheld or denied based on the outcome of this review.

26. Where there is not a course, program or departmental published protocol for review of such work, the Dean may rule in favour of the student based on an investigation or may refer the matter to the Final Grade Appeal Committee who may consider all aspects of the student appeal in reaching a recommendation.

Convening a Final Grade Appeal Committee

27. The Dean may convene a Final Grade Appeal Committee to review any claims other than re-marking or re-evaluation of student work that leads to a decision. The Committee will make a recommendation to the Dean.
28. The Final Grade Appeal Committee will typically be composed of the following:

   a. The Dean as Final Grade Appeal Committee Chair (“Chair”);
   b. Two (2) faculty members or Continuing Studies instructors from a program other than the program of the appealing student (this can include one Department Head); and

29. Two (2) student members, with one (2) student members from a program other than the program of the student pursuing the appeal Final Grade Appeal Committee members are required to disclose any actual, potential or perceived conflict of interest to the Committee for discussion and determination of suitability for the Final Grade Appeal Committee. The Dean will not participate where there is a conflict of interest and instead appoint a Dean from another area.

30. The Dean will select faculty members for the Final Grade Appeal Committee from a list provided by the Chair of the Appeals Oversight Committee of Education Council or will select faculty who have previously participated in appeal hearings. The Dean will request student representation from the Students Union of VCC.

31. The names of the Final Grade Appeal Committee members will remain confidential, and only be provided to the participants at the time of the hearing.

32. When necessary to convene, the Final Grade Appeal Committee hearing will be attended by:

   a. Members of the Final Grade Appeal Committee;
   b. The student. The student is expected to fully participate in the hearing and answer any direct factual questions asked by the Committee;
   c. The relevant instructor(s);
   d. The relevant Department Leader;
   e. The relevant Dean/Director (or delegate if not chairing the Committee);
   f. Other persons as indicated below may attend the hearing:
      i. a VCC Students’ Union Advocate
      ii. a support person may accompany the student, Department leader or instructor. The support person may not speak during the Committee hearing. The name of the support person must be provided to the Chair five (5) business days before the Committee meeting.
      iii. The Arbiter of Student Issues is notified of every appeal, and will be invited to attend as an observer.
      iv. Witnesses. The student and/or the instructor may call in witnesses to the hearing. Any witnesses will remain outside the hearing until called in by the Chair and will leave when directed by the Chair.

33. The student may request accommodations needed to fully participate in the Committee hearing (e.g., interpreter) and must inform the Chair of such requirements at least five (5) business days before the Committee hearing.

34. The student or the instructor may request one 5 minute caucus discussion with their support person.
35. The Chair will compile the student and instructor packages and distribute to the Committee attendees at least 2 business days prior to the hearing date.

36. The Final Grade Appeal Committee hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.

37. During the hearing, the Chair will ensure that due process is followed. The Chair will begin by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues from the student’s perspective. The instructor or Department Leader will be given the same opportunity. Committee members may ask questions of the parties and any witnesses. All parties may ask questions through the Chair.

38. Members of the Committee and other employees of the College involved are required to maintain the confidentiality of the proceedings.

39. Immediately after the Committee proceedings end, the members will deliberate in private and make a recommendation regarding the Appeal.

40. The recommendation is made by majority vote.

41. The Chair will summarize the recommendation of the Committee.

42. All Appeal Committee hearings will be recorded, and written and/or audio records will be maintained by Registrar’s Office in the Student Academic File for at least one (1) year after the Committee date. These records will remain confidential.

Rendering a Final Decision

43. The Dean will consider all information uncovered during the course of the investigation including the results of re-marking or review by independent reviewers, and/or recommendations from the Final Grade Appeal Committee to render a final decision.

44. The Dean may
   a. Let the original grade stand;
   b. Substitute a new grade (up or down);
   c. Retroactively withdraw the student from the course without academic penalty; or
   d. Proceed with other action as appropriate.

45. The Dean will communicate the final decision, with rationale, in writing to the student with a copy to the Department Leader and Student Records in the Registrar’s Office. This decision will be included in the Student Academic File.

Consequence of Failed or Successful Final Grade Appeal

46. If the student’s grade appeal is successful, the grade is changed and corrected in the student academic file and transcript. If the student has been prevented from progressing in a course or program pending the appeal, the student will be allowed to proceed with the program. If not possible, other options for continuation will be provided. The student will also be refunded the fee for the Final Grade Appeal.
47. The student remains responsible for any academic, personal or financial consequences of a final grade appeal excluding the following:

a. If the student continues in classes which require the appealed course as a prerequisite pending the outcome of the appeal, and the appeal fails, the student will be retroactively withdrawn from the course(s) and the course specific tuitions and related fees will be refunded.

b. If the student fails to register for classes for which the appealed course is a prerequisite, and the appeal is successful, the student’s grades will be adjusted but no other extraordinary measures will be taken (e.g., given priority course registration in the future).

c. If the decision is to retroactively withdraw a student from the course whose final grade the student is appealing, the student will not suffer academic penalty. The student may remain responsible for tuition and other course related fees paid during the time the class was taken. Exception to this is at the sole discretion of the Dean based on medical and compassionate considerations.

Appealing the Decision of the Dean

A student may appeal the Dean’s decision through an Appeal to Education Council on Academic Matters Policy (A.2.1). During this appeal, the same restrictions/permissions (e.g., class attendance) that apply during the Dean level of the appeal also apply during an appeal to Education Council.

Grounds for appeals to Education Council are limited to the following:

a. the prior Formal Appeal lacked due process;

b. there is relevant new information that was not available when the prior Formal Appeal decision was made and that may have influenced the outcome.

RELATED POLICY
Refer to C.1.2 Appeal of Final Grade Policy
BACKGROUND:
Prior Learning Assessment and Recognition (PLAR) is an important policy that serves to improve student access for those with non-traditional backgrounds. Given that VCC has a wide range of programs that permits many different types of students it is important to have policy and procedures that support the use of PLAR across programs and courses.

DISCUSSION:
The procedures outline the conditions that must be met for a student to go through the PLAR process. It was determined that the procedures should remain more general in nature and not prescriptive. A scan of the post-secondary sector in BC determined that institutions with active PLAR use have established and comprehensive operational support. We inserted definitions for course exemption and transfer credit in an effort to differentiate between them. Since September 2016 EDCO meeting we have revised the definition of course exemption.

RECOMMENDATION:
Education Policy Committee provides D 3.5 Prior Learning Assessment and Recognition policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
D.3.5 Prior Learning Assessment & Recognition

Policy No. D.3.5
Title Prior Learning Assessment & Recognition
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic, Students and Research
Last Revised/Replaces Prior Learning Assessment & Recognition (Flexible Assessment on PLAR) Policy dated October 5, 2004
Effective Date
Signed by

CONTEXT AND PURPOSE
VCC (the College) recognizes that students may have attained significant learning at a post-secondary level from work, training, and other experiences outside the formal post-secondary education system. Credit for such learning should be formally acknowledged if the student is able to demonstrate specific knowledge and/or skills reflective of the learning outcomes of a course at the same level and scope. The use of Prior Learning Assessment and Recognition (PLAR) could also potentially shorten the length of time required to complete a program and/or reduce program costs for students.

SCOPE AND LIMITS
Each program or course whether part of a program or otherwise will determine whether PLAR is an acceptable route to acquire formal College credit. In addition, each program will determine the amount of PLAR that will be acceptable for that program, up to a maximum of 75% of a program. This maximum may be impacted by credit(s) received through the Transfer Credit Policy. In no case, will the combination of PLAR and Transfer Credit exceed 75% of a program.

This policy applies to all current or prospective VCC students requesting formal assessment of their prior learning experiences for College level credit.

STATEMENT OF POLICY PRINCIPLES
1. VCC will follow best practices established for PLAR within acceptable standards in the British Columbia Post-Secondary context.
2. VCC supports PLAR initiatives by providing information and assistance to students through the Registrar’s Office and by ensuring faculty and staff are adequately trained in PLAR processes.
3. The use of PLAR promotes increased access to education through validation of non-traditional learning and industry experience.

4. PLAR is conducted through valid and reliable means and by a qualified specialist.

5. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program or course not part of a program.

6. Where prior learning can be equated to the learning outcomes or objectives of a course at VCC, credit will be granted and a grade noted on a student’s transcript in accordance with policy C.1.1 Grading, Progression and Withdrawal.

7. Experts in the curriculum area will assess prior learning. The standards applied will be equivalent but not necessarily identical to those applied to students enrolled in the course for which credit is requested. Not all evaluation methods and related percentages outlined in the Program Content Guide (PCG) may be required as such methods are established to give a student feedback over time on their progress within a course.

8. The chosen assessment methods must be:
   a. appropriate for the subject or skill area,
   b. targeted to the learning outcomes or objectives,
   c. related to competencies and skills required of the course, and
   d. reflective of the level of achievement expected of any student in that course.

RELATED POLICIES & LEGISLATION

LEGISLATION
College and Institute Act, (RSBC 1996) Chapter 52

POLICIES
C.1.1 Grading, Progression and Withdrawal
C.1.2 Appeal of Final Grade
C.1.3 Granting of Credentials
C.2.1 International Education Enrolment
C.2.2 Eligibility for Domestic Fees
D.3.6 Admissions
D.3.6.1 Flexible Admissions
D.3.8 Criminal Record Check
D.3.10 Aboriginal Education Enrolment
D.4.1 Students with Disabilities
New Transfer Credit

RELATED PROCEDURES
Refer to D.3.5 Prior Learning Assessment Recognition Procedures
DEFINITIONS

Prior Learning Assessment and Recognition (PLAR): is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College.

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript. Refer to Transfer Credit policy.

Course Exemption: refers to the waiving of a perquisite or required course. Although direct transfer credit for the course has not been assigned, an exemption granted with unassigned transfer credit will allow students to take courses for which the exempted course is a prerequisite. Because credit for the exempted courses is not earned directly, students may be required to replace the exempted course with an alternate in order to meet program requirements.

Course Outline: The official document that contains the essential features of a course as outlined in an approved template. Such a template generally includes the course name and number, credits, course description, admission requirements, course learning outcomes, grading standard, and information regarding student evaluation methods.

Program Content Guide (PCG): The official document that contains the general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.
PROCEDURES
1. PLAR availability will be identified in the PCG and/or individual course outlines.
2. Students requesting PLAR must apply and meet all the entrance requirements of a program or be accepted into a program prior to requesting PLAR.
3. Students must consult with the PLAR advisor in the Registrar’s Office and/or the Department Leader to determine suitability for PLAR.
4. To initiate the PLAR process students must complete the application form available through the Registrar’s Office.
5. Assessment fees will be levied for PLAR and are posted on the college website.

Assessment Process
6. Students will be assessed by one of the following methods as selected by the program.
7. If PLAR is successful then the student transcript will be updated with a grade of S, which will count as credits attempted and taken but not toward GPA calculations.
8. If PLAR is unsuccessful there will be no listing on the transcript and students will be advised by a letter.
9. The Appeal of Final Grade policy (C.1.2) will apply to Prior Learning Assessment and Recognition.
10. Once a student has registered and paid for PLAR assessment, withdrawal is not permitted.
11. The College recognizes the following methods of prior learning assessment
   a. **Challenge Exam:** A test or exam (written or oral) that is designed to validate the knowledge of the candidate as it relates to the learning objectives/outcomes of the course.
   b. **Standardized Test:** Although similar to a Challenge Exam this test is usually developed by someone other than the assessor. It is focused around widely recognized standards that are equivalent to the course objectives.

Components of learning assessments c-h to be determined by the Department Leader or delegate

   c. **Products/Portfolio:** Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment. These may include, but are not limited to, reports, computer printouts, videos, illustrations, prototype models, or an artist’s portfolio. Students may be asked to demonstrate abilities or answer questions about the portfolio by the assessor.
   d. **Demonstration:** Simulation or actual presentation of a candidate’s abilities, which may be live, recorded, or videotaped. The demonstration may include, but is not limited to such activities as presenting a speech, role-playing a situation, creating a document on computer, giving a musical performance, performing a lab experiment, interviewing a client, operating equipment, or completing a procedure.
e. **Interview:** Oral questioning. The PLAR interview is focused around course objectives and may include techniques such as open-ended questions, case studies, and prepared analyses. The interview is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.

f. **Worksite Assessment:** Similar to a demonstration. The candidate is observed performing tasks as a part of normal work routine, or as specifically assigned, in the place or work. Assessment is normally made by faculty assigned to a candidate, but may also be made by a work supervisor or field expert. If performed by an external assessor, it may be followed up by a self-assessment and/or interview with a faculty assessor.

g. **Self-assessment:** Assessment performed by the candidate, usually with the aid of an established form or questionnaire. Normally requires a parallel assessment by a field expert and/or faculty assessor.

h. **External Evaluation:** Assessment provided by an expert other than VCC faculty. Assessment method may include, but is not limited to, performance evaluation, letter of validation, or worksite assessment, and may require follow-up by a faculty assessor.

**RELATED POLICY**
Refer to D.3.5 Prior Learning Assessment Recognition Policy
BACKGROUND:
VCC recognizes that students may have completed course work at another institution or through various means that result in transfer credit opportunities. This policy is reflective of the mobile nature of students through the BC post-secondary system.

DISCUSSION: This policy and procedures came before Education Council in September. It was decided at that time Transfer Credit would be tabled and be moved through governance in tandem with the revised PLAR policy. Transfer Credit and PLAR are both coming

RECOMMENDATION:
Education Policy Committee provides NEW Transfer Credit policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
## POLICY

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## CONTEXT AND PURPOSE

VCC (the College) recognizes that students may have successfully completed course work at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript.

## SCOPE AND LIMITS

Under the College & Institute Act Section 25(1) Joint approval of the Board of Governors and the Education Council is required concerning the following matters: curriculum evaluation for determining whether courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs or course credits, at the institution, or if courses or programs, or course credits from one part of the institution are equivalent to courses or programs or course credit in another part of the institution.

This policy applies to all current or prospective VCC students requesting equivalency of completed course work.

## STATEMENT OF POLICY PRINCIPLES

1. VCC will, when requested by a student and in accordance with established articulation agreements and/or affiliation agreements and/or foreign credential assessment and/or approved course equivalency in a VCC course outside the program area grant credit for a course successfully completed.

2. Only transferable courses with a passing grade equated to the VCC grading system can be applied towards the requirements for a VCC credential. Some programs may require a higher grade than a Pass grade.
3. The College will be guided by the Principles and Guidelines for Transfer endorsed by the British Columbia Council on Admissions & Transfer (BCCAT) and published in the British Columbia Transfer Guide.

4. Transfer credit in combination with PLAR will not exceed a maximum of 75% of a program. Individual programs may set different maximum standards.

5. Receiving transfer credit(s) may impact a student’s course load and affect their full-time program status and eligibility for financial support or scholarships and awards.

6. Courses transferred from another institution are not included in the calculation of the institutional grade point average (GPA). However, the transfer of credits and the transfer of GPA become part of the student’s permanent record at VCC.

RELATED POLICIES & LEGISLATION

LEGLISLATION
College and Institute Act

POLICIES
C.1.1 Grading, Progression and Withdrawal Policy
C.1.3 Granting of Credentials Policy
C.2.1 International Education Enrolment Policy
C.2.2 Eligibility for Domestic Fees
D.3.5 Prior Learning Assessment & Recognition Policy
D.3.6 Admissions Policy
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.4.1 Students with Disabilities Policy
NEW Flexible Admissions Policy

RELATED PROCEDURES
Refer to the Transfer Credit Procedures.
PROCEDURES

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<tr>
<td>Title</td>
<td>Transfer Credit</td>
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<tr>
<td>Approving Jurisdiction</td>
<td>Education Council</td>
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<tr>
<td>Policy Sponsor</td>
<td>Vice President Academic, Students and Research</td>
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<tr>
<td>Last Revised/Replaces</td>
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<td>Effective Date</td>
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DEFINITIONS

BC Transfer Guide: Many credit courses offered at recognized post-secondary institutions in BC have been evaluated for equivalency by British Columbia Council on Admissions and Transfer (BCCAT). These equivalencies are published in the BC Transfer Guide.

Prior Learning Assessment and Recognition (PLAR): is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College. Refer to D.3.5 PLAR policy.

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript.

PROCEDURES

1. Students are responsible for initiating the transfer credit process.
2. Students must complete a transfer credit request form available from the Registrar’s Office.
3. Deadlines for transfer credit applications will be established by each program and be listed on the college website.
4. Department Leaders will have discretion for overriding the deadline should a student be admitted after.
5. All courses completed outside of the BC transfer system (not in the BC transfer guide) must be assessed to determine whether they are eligible for transfer credit.
6. The Registrar’s Office will keep a record of all courses assessed for transfer credit.
If courses are from a BC institution:

7. Once an official transcript has been forwarded in a sealed envelope directly from the issuing institution to VCC, or via electronic transcript exchange service where applicable, the transfer credit will be assessed by the Office of the Registrar, if the course has been assessed already and appears in the BC Transfer Guide.

8. If a course has previously been assessed and a record of this exists within the Registrar’s Office, the credit will be granted.

9. In the event the course is not in the BC Transfer Guide, course outlines must be provided by the student to determine if transfer credit is suitable.

10. The outlines must be from the year and/or semester in which the courses were taken and be evaluated by faculty with expertise in the area.

11. Course outlines/syllabus must include the following information: comprehensive description of material covered, total number of hours, length of term, texts used and grading profile for each course.

If courses are from outside BC but within Canada:

12. Students must submit an official transcript from the sending institution in a sealed envelope. In addition, course outlines from the year and/or semester in which the courses were taken should also be submitted. It is strongly recommended that students submit all required documentation as soon as possible.

13. If a course has previously been assessed and a record of this exists within the Registrar’s Office, the credit will be granted.

14. Course outlines/syllabus must include the following information: comprehensive description of material covered, total number of hours, length of term, text used and grading profile for each course.

If courses are from outside Canada:

15. Students must forward an official transcript to VCC. In the event the transcript is from outside North America, we will return the original copy.

16. Official transcripts should be in the language of the country where the institution is based, and an authenticated English language translation of the transcript must be provided.

17. Course outlines/syllabus must also be provided and should include the following information: comprehensive description of material covered, total number of hours, length of term, text used and grading profile for each course.

18. Students should also provide an authenticated English language translation of associated course descriptions.
RELATED POLICY
Refer to Transfer Credit Policy.
BACKGROUND:

The Program Review and Renewal Committee has been meeting monthly since their first meeting on September 27, 2016. The committee has been working on setting up processes for their duties as outlined in the terms of reference.

DISCUSSION:

Program Reviews:

The committee has been discussing the process for receiving and tracking the program reviews that will be coming to the committee by the Deans and Department Heads starting in January 2017. The committee wants to ensure that 2014 program summaries provided by Judith McGillivray are followed through on as well as the current action plans that will come to the committee.

Curriculum Development Funds:

The Program Review and Renewal committee will be the committee reviewing the curriculum development fund proposals and will provide advice to the VP Academic, Students and Research. Other members outside of the committee will be added to these meetings as needed. For example the Curriculum Committee Chair. As well the committee will be reviewing the progression of the curriculum projects on a regular basis to ensure the projects are on target with the spending of their funds. Included in the package is an update on the 2016/17 Approved Curriculum Development Projects.

Program Renewals:

The committee met on the afternoon of the EDCO planning day and spent time reviewing the current process for program renewals both in the base funded programs and in Continuing Studies. Moving forward the committee will be doing research nationally on how other colleges approach the program renewal process to assist with determining if our process is the best approach or are there other systems that we can learn from. Once we complete this work we can then work on revising the program review and renewal policy and procedure.

Prepared by:

Jo-Ellen Zakoor
Chair Program Review and Renewal Committee
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<tr>
<td>1 ABE Access/Pathway project to create &quot;pathways&quot; within ABE that will provide more direct and accessible routes into other post-secondary programs at the college</td>
<td>Taryn Thomson, David Wells</td>
<td>20-S170</td>
<td>$15,000</td>
<td>$2,893</td>
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<tr>
<td></td>
<td>Course outlines and PCG submitted to Curriculum Committee for Oct 2016 meeting</td>
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<td>2 University Transfer Environmental Studies Certificate: development of a new UT Environmental Studies Certificate Program with transfer options to SFU's Bachelor of Environmental Science</td>
<td>Jacqueline Shehadeh, Costa Karavas, Wayne Avery, David Wells</td>
<td>20-S171</td>
<td>$17,000</td>
<td>$3,567</td>
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<td></td>
<td>PCG and course outlines were passed through governance, program ready for implementation Sep 2017</td>
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<td>3 Career Literacy Foundations: to design a new Career Literacy Foundations course to be offered by Basic Education</td>
<td>Andrew Candela, David Wells</td>
<td>20-S172</td>
<td>$6,000</td>
<td>$7,058</td>
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<td>Career exploration, planning and success tools and teacher guides under development, expect to be completed by Feb 2017</td>
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<td></td>
<td>$38,000</td>
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<td>$13,518</td>
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<tr>
<td>4 Culinary Arts curriculum revision and realignment: Final phase of the project</td>
<td>Collin Gill, Dennis Innes</td>
<td>20-S173</td>
<td>$60,000</td>
<td>$30,429</td>
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<td>Program has passed EDCO; high level Assessment tools, recipe input to food track, and other high level lesson planning needs to be completed before implementation in January 2017.</td>
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<td>5 Bachelor of Hospitality Management: development of 7 courses for Term 7 and 8 (2016-17) for new degree. This is a continuation of work started in 2015/16</td>
<td>Monique Paassen, Dennis Innes</td>
<td>20-S174</td>
<td>$40,000</td>
<td>$33,096</td>
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<td>Some new courses in the degree have been fully developed and are being taught at present. Additional CD funds will be required to complete remaining courses.</td>
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<td>Administrative Assistant Program - review and revise materials for 7 courses as the College is upgrading to Microsoft Office 2013</td>
<td>Helen Roberts, Dennis Innes</td>
<td>20-S175</td>
<td>$15,000</td>
<td>$18,832</td>
<td>Review of software requirement and textbook completed for Excel; assignment rubrics need to be developed. Updates to Word and Access underway</td>
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<tr>
<td>Compressed Natural Gas (CNG) Training course: Project started in 2015/16. Finish the development of a teacher and student manual for a CNG Training Course</td>
<td>Rick Cyr, Brett Griffiths</td>
<td>20-S176</td>
<td>$10,000</td>
<td>$33,341</td>
<td>Update not received as yet; Project over budget. Department will need to reallocate $23,300 to department account</td>
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<tr>
<td>Auto Service Tech: Create new course outlines, assessment tools and Moodle resources which will match the newly harmonized AST apprenticeship outcomes</td>
<td>Robert Kunka, Brett Griffiths</td>
<td>20-S177</td>
<td>$10,000</td>
<td>$-</td>
<td>ITA textbook gap analysis completed; learning tasks identified; continue to work on alignment as ITA information becomes available</td>
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<tr>
<td>Auto Collision and Refinishing I-Car Curriculum Integration</td>
<td>David Cross, Brett Griffiths</td>
<td>20-S178</td>
<td>$6,000</td>
<td>$-</td>
<td>Project requires 15 days of word processing function; waiting on HR to fill the position</td>
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<td>New CAD &amp; BIM Certificate and Citation Programs: to complete the current in-progress project to redesign the first year drafting certificate programs in preparation to launch in September 2016</td>
<td>Bruce McGarvie, Brett Griffiths</td>
<td>20-S179</td>
<td>$35,000</td>
<td>$27,906</td>
<td>Teaching and learning materials developed for Level 1. Level 2 &amp; 3 in-progress</td>
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<tr>
<td>Visual Communication Diploma - development of 32 new courses for new Diploma program</td>
<td>Lorena Espinoza, Brett Griffiths</td>
<td>20-S180</td>
<td>$30,000</td>
<td>$20,913</td>
<td>Work underway in re-working learning materials for new Diploma</td>
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<td>Skin &amp; Body Therapy Program revision and expansion</td>
<td>Lucy Griffith, Brett Griffiths</td>
<td>20-S181</td>
<td>$7,000</td>
<td>$-</td>
<td>No update received as yet</td>
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<tr>
<td><strong>TRADES, TECHNOLOGY &amp; DESIGN</strong></td>
<td></td>
<td></td>
<td><strong>$115,000</strong></td>
<td><strong>$82,357</strong></td>
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<td><strong>CONTINUING STUDIES</strong></td>
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<td><strong>$98,000</strong></td>
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<td><strong>$82,160</strong></td>
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<td>13 Renewal of Counselling Skills Certificate Programs: This project will include updating the admission requirements and process, program structure, curriculum, and delivery methods</td>
<td>Claire Sauve, Gordon McIvor</td>
<td>20-S182 $13,000</td>
<td>$2,817</td>
<td>Needs assessment underway; PAC input will be sought; staffing change has delayed project; expect to have curriculum in place by Sep 2017.</td>
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<tr>
<td>14 Renewal of Fashion Design and Production Diploma</td>
<td>Claire Sauve, Andrea Korens, Gordon McIvor</td>
<td>20-S183 $16,000</td>
<td>$3,487</td>
<td>Course blueprint and syllabi almost complete for courses that are in progress. Materials need to be developed for remaining new courses.</td>
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<tr>
<td>15 Curriculum revision of Acute Care Skills for Health Care Assistants program</td>
<td>Judy Christie, Debbie Sargent</td>
<td>20-S184 $5,000</td>
<td>$</td>
<td>Project work delayed until Jan 2017 until Ministry update on curriculum changes</td>
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<tr>
<td>16 Bachelor of Applied Science in Dental Hygiene [New BScDH]-</td>
<td>Denise Beerwald, Debbie Sargent</td>
<td>20-S185 $40,000</td>
<td>$13,169</td>
<td>Workshops with CID to start drafting 26 course blueprints completed; expected to present curriculum to governance Nov/Dec 2016.</td>
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<tr>
<td>17 LPN to BScN Bridging Term: The objective of the project is to update the existing Transitions Program to become a Bridging Term.</td>
<td>Suzanne Touahria, Debbie Sargent</td>
<td>20-S186 $10,000</td>
<td>$5,831</td>
<td>No update received as yet</td>
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<tr>
<td>18 Health Accreditation expenses: OPTA, Pharmacy Technician, BScN Mental Health Nursing course, HCA &amp; HCA-ESL</td>
<td>Debbie Sargent</td>
<td>20-3915 $65,000</td>
<td>$13,568</td>
<td>Accreditation updates provided for OPTA, Pharmacy Tech, HCA and HCA ESL</td>
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<td><strong>Grand Total</strong></td>
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<td><strong>$400,000</strong></td>
<td><strong>$216,907</strong></td>
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