# Vancouver Community College
## EDUCATION COUNCIL

### MEETING AGENDA - DRAFT

**January 10, 2017, 3:30 – 5:30 pm, Room 1208 BWY-B**

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td></td>
<td>Todd Rowlatt</td>
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<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>January 10, 2017 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>December 12, 2016 Minutes</td>
<td>Approval</td>
<td>3-10</td>
</tr>
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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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<tr>
<td>a)</td>
<td>Enrollment Plan 17/18</td>
<td></td>
<td>Kathryn McNaughton, Brian Beacham</td>
<td>Draft Enrollment Plan 17-18</td>
<td>Information</td>
<td>11-18</td>
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<tr>
<td>b)</td>
<td>Update on changes to K-12 curriculum</td>
<td>10 min</td>
<td>Dave McMullen</td>
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<td>6.</td>
<td>Committee Reports</td>
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<tr>
<td>a)</td>
<td>Curriculum Standing Committee</td>
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<tr>
<td>i)</td>
<td>TESOL Certificate and Diploma</td>
<td>5 min</td>
<td>Joann Chernen</td>
<td>Decision Note, CDAF, PCGs</td>
<td>Recommendation</td>
<td>19-37</td>
</tr>
<tr>
<td>ii)</td>
<td>UT Math courses</td>
<td>5 min</td>
<td>Costa Karavas</td>
<td>Decision Note, CDAF, course outlines</td>
<td>Recommendation</td>
<td>38-58</td>
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<td>iii)</td>
<td>Culinary Arts Diploma (International cohort)</td>
<td>5 min</td>
<td>Dennis Innes</td>
<td>Decision Note, CDAF, PCG, course outlines</td>
<td>Recommendation</td>
<td>59-162</td>
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<td>iv)</td>
<td>Hairstylist Certificate</td>
<td>5 min</td>
<td>Lucy Griffith</td>
<td>Decision Note, CDAF, PCG, course outlines</td>
<td>Recommendation</td>
<td>163-192</td>
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<td>v)</td>
<td>Visual Communications Design Certificate and Diploma</td>
<td>5 min</td>
<td>Lorena Espinoza</td>
<td>Decision Note, CDAF, PCG</td>
<td>Recommendation</td>
<td>193-226</td>
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<td>b)</td>
<td>Policy Standing Committee</td>
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<tr>
<td>i)</td>
<td>C.3.9 Degree Standards</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy</td>
<td>Recommendation</td>
<td>227-230</td>
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<td>ii)</td>
<td>D.3.10 Aboriginal Education Enrolment</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy, procedures</td>
<td>Recommendation</td>
<td>231-235</td>
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<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>2 min</td>
<td>Debbie Sargent</td>
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<tr>
<td>Item</td>
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<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>2 min</td>
<td>Jo-Ellen Zakoor</td>
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<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
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<td>Information</td>
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<td>Pending Items</td>
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<td>9.</td>
<td>Next meeting:</td>
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<td></td>
<td>February 14, 2017, 3:30-5:30, Room 240 DTN</td>
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<td>Todd Rowlatt</td>
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<td>10.</td>
<td>Adjournment</td>
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<td>Item</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:31 p.m.</td>
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</table>
| 2.   | Adopt Agenda | Motion: Moved by P. Yeung and seconded THAT the agenda be adopted as presented. 

Item 5d - Update on changes to K-12 curriculum removed from the agenda and will put this item in the January 2017 meeting. 

Couple edits were recommended and will be made. 

All in favour of adopting the agenda as amended. **Motion carried.** |
| 3.   | Approve Past Minutes | Motion: Moved by P. Yeung and seconded THAT the minutes of November 08, 2016 be adopted. 

Minor changes were recommended and will be made. 

All in favour of revised minutes. **Motion carried.** |
| 4.   | Enquiries & Correspondence | There were none. |
| 5.   | Business Arising  
   a) Q2 update | K. McNaughton presented the updated Q2 report on 2016/2017 Consolidated Goals, Objectives and Initiatives. 

K. McNaughton mentioned that this report is monitored on a quarterly basis and feeds into next round of planning. The academic plan will be expanded to five year plan rather than a three year which was initially put together for last year’s plan. This will give people more time to accomplish bigger projects. The Leadership Team will be reviewing some of the new ideas and objectives that came through VCC day and these will be summarized for discussion at Education Council. 

T. Rowlatt mentioned that the same presentation was made to the Board. The Board members were impressed to see the amount of work that has been done on educational initiatives by all of the departments. |
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<td>b)</td>
<td>Enrollment Plan update</td>
<td>B. Beacham gave a verbal update on the 2017-18 enrollment plans. Numbers are not quite ready yet and information will be presented to Council at the earliest.</td>
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<tr>
<td>c)</td>
<td>LPN Perioperative Program</td>
<td>J. Gilbert presented the proposal and gave a brief introduction of the new program. The curriculum was originally developed by Vancouver Coastal Health Authority; they have approached VCC to adapt the curriculum as the Ministry of Advanced Education would like to provide this course across the whole Province. VCC received Ministry funding for the first pilot offering. The first intake of the 5 month program is planned for October 2017.</td>
</tr>
<tr>
<td>d)</td>
<td>Update on changes to K-12 curriculum</td>
<td>This Item is delayed to the January 2017 EDCO meeting.</td>
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<td>e)</td>
<td>Update on Open Door partnership</td>
<td>K. McNaughton gave a verbal update on the Open Door partnership. She clarified that it’s an agreement not a partnership, between VCC and Open Door organization regarding using the space in VCC’s Downtown Campus 2nd floor. Full time students will not be eligible for the services that Open Door group provides. A public announcement will be made once the Ministry of Social Development approves this project. T. Rowlatt asked for more clarification on the VCC’s students’ access to the Open Door services. K. McNaughton explained that this organization works with WorkBC, so once the student is no longer in school and is unemployed, then students are eligible for the services that this organization provides.</td>
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<td>f)</td>
<td>Sponsorship Policy</td>
<td>T. Rowlatt presented this policy along with the guidelines for evaluating sponsorship proposals and content for information. K. McNaughton clarified that VCC reserves all rights on how they will use the products that have been provided by the sponsors. A. Candela advised that this policy should be brought to VCC Foundation. This policy will be send to the Policy Committee for more recommendations.</td>
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6. Committee Reports
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<th>Discussion</th>
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<tbody>
<tr>
<td>a)</td>
<td>Curriculum Standing Committee</td>
<td>R. Dilek presented this report for a new Visually Impaired Course – iOS for the Visually Impaired VOV1 0840. This course is self-paced non-credit course covered over 96-hours.</td>
</tr>
<tr>
<td>i)</td>
<td>VOVI 0840 iOS for the visually impaired</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the new Visually Impaired Course: iOS for the Visually Impaired VOV1 0840. All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>ii)</td>
<td>CAD &amp; BIM</td>
<td>B. McGarvie presented the Decision Note for the new CAD and BIM Diploma program and mentioned that this program will replace the current Drafting Diploma program. <strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council recommend the Board of Governors approve the New program: CAD and BIM Technician Diploma. <strong>Discussion:</strong> - P. Yeung questioned about using abbreviations for the title of the program and suggested to keep the full name and abbreviation in the bracket for the title of the program – Computer Aided Drafting &amp; Building Information Modeling (CAD &amp; BIM). B. McGarvie agreed that the full title of this program will be shown on all the PCGs and internet search engines including VCC’s website as well. EDCO members voted and decided that the course title needs to be spelled out in full form. - R. Cyr asked if the students can take this program after completing their high school or if they require any additional education. B. McGarvie answered that students can get in into this program after completing their high school. He also mentioned that after completing this 40 weeks diploma program they can start looking for jobs as well. - A. Candela asked about the transferability from first year to the second year and if other institutions offer first year. - T. Rowlatt noted that new grading chart needs to be entered into the package. <strong>Motion to amend:</strong> Moved by P. Yeung and seconded THAT the program name be changed to Computer Aided Drafting (CAD) and Building Information Modelling (BIM) Technician Diploma.</td>
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<td>Item</td>
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<td>Discussion</td>
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<td>b)</td>
<td>Policy Standing Committee</td>
<td>T. Rowlatt presented the Information notes for the Policies on behalf of M. Tunnah.</td>
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<tr>
<td>i)</td>
<td>C.1.2 Appeal of Final Grade</td>
<td>Motion: Moved by P. Yeung and seconded THAT Education Council approve C.1.2 Appeal of Final Grade Policy and Procedures. Debbie Sargent noted that on page 186, there is wording that needs to be corrected and she noted that the item 29 should be 28c. Minor revisions were made. All in favour. Motion carried.</td>
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<tr>
<td>ii)</td>
<td>D.3.5 Prior Learning Assessment &amp; Recognition</td>
<td>Motion: Moved by T. Rowlatt and seconded THAT 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. Discussion: - D. Branter asked for the clarification on the Course Exemption. T. Rowlatt clarified that the Departments can give a course exemption for a variety of reasons. For example course exemption may be granted for students who have had previous experience in a particular course where they have done similar work. All in favour. Motion carried.</td>
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<td>iii)</td>
<td>Transfer Credit (new policy)</td>
<td>Motion: Moved by T. Rowlatt and seconded THAT Education Council recommends that Transfer Credit be posted for community feedback. D. Branter noted that on page 195 of the Information Note under the section discussion the last sentence is incomplete. The complete sentence is “Transfer Credit and PLAR are both coming at the same time”.</td>
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<td>Item</td>
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<td>Discussion</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>Debbie Sargent gave a verbal report on the subcommittee meeting, which was on December 1st, 2016.</td>
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<tr>
<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>Jo-Ellen Zakoor commented that the Program Review and Renewal Committee has been meeting monthly. Jo-Ellen Zakoor presented and discussed the Information Note and the 2016-2017 Approved Curriculum Development Projects.</td>
</tr>
</tbody>
</table>
| 7.   | Education Council Elections | T. Rowlatt turned over the Chair to the Dean of the School of Arts & Sciences, David Wells, to run the election.  
**Election of EDCO Chair:**  
First call for nominations:  
A. Candela nominated T. Rowlatt. Nomination accepted.  
Second call for nominations:  
There were none.  
Third call for nominations:  
There were none.  
By acclamation, Todd Rowlatt was announced the Chair of Education Council.  
**Election of EDCO Vice Chair:**  
First call for nominations:  
T. Thompson nominated Jo-Ellen Zakoor. Nomination accepted.  
Second call for nominations:  
There were none.  
Third call for nominations:  
There were none.  
By acclamation, Jo-Ellen Zakoor was announced the Vice Chair of Education Council. |
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<th>Item</th>
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<th>Discussion</th>
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|      | Election of Officers of the EDCO Executive (2 positions): | First call for nominations:  
C. Jadranin nominated Paul Yeung. Nomination accepted.  
Second call for nominations:  
T. Rowlatt nominated Taryn Thompson. Nomination accepted.  
Third call for nominations:  
There were none.  
By acclamation, Paul Yeung and Taryn Thompson were announced the Officers of the Executive of Education Council. |
|      | Election of Appeals Committee Chair: | First call for nominations:  
K. McNaughton nominated Debbie Sargent. Nomination accepted.  
Second call for nominations:  
There were none.  
Third call for nominations:  
There were none.  
By acclamation, Debbie Sargent was announced the Chair of the Appeals Committee. |
|      | Election of Curriculum Committee Chair: | First call for nominations:  
A. Candela nominated David Branter. Nomination accepted.  
Second call for nominations:  
There were none.  
Third call for nominations:  
There were none.  
By acclamation, David Branter was announced the Chair of the Curriculum Committee. |
|      | Election of Education Policy Committee Chair: | First call for nominations:  

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<th>Item</th>
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|      |       | J. Zakoor nominated Mike Tunnah. Nomination accepted (via email)  
Second call for nominations:  
There were none.  
Third call for nominations:  
There were none.  

By acclamation, Mike Tunnah was announced the Chair of the Education Policy Committee. |
|      |       | **Election of Program Review & Renewal Committee Chair:**  
First call for nominations:  
K. McNaughton nominated Jo-Ellen Zakoor. Nomination accepted.  
Second call for nominations:  
There were none.  
Third call for nominations:  
There were none.  

By acclamation, Jo-Ellen Zakoor was announced the Chair of the Program Review & Renewal Committee. |

9. | Faculty Report | No report |
10. | Student Representative Report | No report |
11. | Pending Items | Update on changes to K-12 curriculum will be discussed at the January meeting. |
12. | Next meeting | January 10, 2017, 3:30-5:30pm, Room 5025, BWY-A |
13. | Adjournment | The meeting adjourned at 5.27 p.m. |

**ATTENDEES:**
- Todd Rowlatt
- Shaima Jaff
- Kathryn McNaughton
- Andrew Candela
- Jo-Ellen Zakoor
- David Branter
- Kathryn McNaughton
- Andrew Candela
- Janet Theny
- Taryn Thomson
- Elle Ting
- Charly Jadranin
- David Wells
- Jonard Bernardo
- Rick Cyr
- Debbie Sargent
REGRETS:  
Mike Tunnah  
Dave McMullen  
Olivia Bridge  
Steven Botel

GUESTS:  
Bruce McGarvie  
Gordon McIvor  
Rita Dilek  
Julie Gilbert  
Brian Beacham

RECORDING SECRETARY:  
Harwinder Sekhon

Todd Rowlatt, Chair  
VCC Education Council
## 2017-18 Enrolment Plan by School by ORG (FTE) Draft 1.0

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<td>CCS Centre for Continuing Studies</td>
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<td>727.23</td>
<td>624.97</td>
<td>641.30</td>
<td>611.63</td>
<td>605.48</td>
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<td>CIN Center for International Education</td>
<td>253.54</td>
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<td>266.51</td>
<td>273.58</td>
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<td>CTT School of Trades, Technology &amp; Design</td>
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<td><strong>7,913.62</strong></td>
<td><strong>7,843.41</strong></td>
<td><strong>6,967.68</strong></td>
<td><strong>6,239.90</strong></td>
<td><strong>6,324.42</strong></td>
<td><strong>6,543.82</strong></td>
<td><strong>6,564.83</strong></td>
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- CCS Centre for Continuing Studies
- CIN Center for International Education
- SAS School of Arts & Sciences
- SHS School of Health Sciences
- SHP School of Hospitality, Food Studies & Applied Business
- SIE School of Instructor Education
- CTT School of Trades, Technology & Design

### ACTUAL FTE by School by Year

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<td><strong>6,967.68</strong></td>
<td><strong>6,239.90</strong></td>
<td><strong>6,324.42</strong></td>
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<tr>
<td>School</td>
<td>Centre</td>
<td>ORG</td>
<td>ORG Desc</td>
<td>Budgeted Capacity (Registrations)</td>
<td>Budgeted Capacity FTE</td>
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### 2017-18 Enrolment Plan by School by ORG Draft 1.0

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**Overall - Total**

<p>| Budgeted Capacity FTE | 15,205 | 916.45 |</p>
<table>
<thead>
<tr>
<th>School</th>
<th>Centre</th>
<th>ORG</th>
<th>ORG Desc</th>
<th>Budgeted Capacity (Registrations)</th>
<th>Budgeted Capacity FTE</th>
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<tbody>
<tr>
<td>School of Instructor Education</td>
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<td>1500</td>
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<td>Online/eLearning Instruction</td>
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<td></td>
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# 2017-18 Enrolment Plan by School by ORG Draft 1.0

<table>
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<tr>
<th>School</th>
<th>Centre</th>
<th>ORG</th>
<th>ORG Desc</th>
<th>Budgeted Capacity (Registrations)</th>
<th>Budgeted Capacity FTE</th>
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<tbody>
<tr>
<td><strong>School of Trades, Technology &amp; Design</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4202</td>
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<td></td>
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<td>13.33</td>
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<tr>
<td></td>
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<td><strong>VCC Total</strong></td>
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<td>61,243.00</td>
<td>6,564.83</td>
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</table>
DECISION NOTE

3 January 2017

 PREPARED FOR: Education Council

ISSUE: Change to Admission Requirements for TESOL Certificate and Diploma

BACKGROUND:
This proposal, presented by Carrie Leggat, describes an expansion of the admissions requirement regarding English language course requirement for the TESOL credentials. In addition to first year university English the change would allow a university level humanities course to fulfill the requirement as long as the course has a significant writing component or is “language-rich”.

DISCUSSION:
A significant discussion took place on how best to word the humanities course requirement. Committee members pointed out that some humanities courses have writing components that are mainly statistical for instance. The question as to why the change was necessary or positive, since a degree is necessary to enter the TESOL programs and therefore any applicant is almost sure to have first year university English, also came up. In the end “a university level humanities course” was agreed to.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the Change to Admission Requirements for TESOL Certificate and Diploma.

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): TESOL Certificate Program; TESOL Diploma Program


Curriculum Developer: Joann Chernen
Title: ADH
School/Centre: School of Arts and Sciences
Department: EAL
E-mail: jchernen@vcc.ca
Phone/Ext.: 7259

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)
Curriculum Development Approval Form

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: ________________________________

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.

<table>
<thead>
<tr>
<th>Change Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the advice of Denis Seremba of the Registrar’s Office we would like to make a minor change to Program Requirement Language on the TESOL Certificate and TESOL Diploma PCGs that currently says:</td>
</tr>
<tr>
<td><strong>First Year University English with a minimum ‘C+’ or better or equivalent</strong></td>
</tr>
<tr>
<td><strong>Proposed New Language:</strong></td>
</tr>
<tr>
<td><strong>First Year University English or other University level language-rich Humanities course with a minimum ‘C+’ or better.</strong></td>
</tr>
<tr>
<td>Note: Applicants who present a degree from a recognized post-secondary institution without an English or Humanities course may be considered for admission by approval from the Department/Program area.</td>
</tr>
<tr>
<td><strong>Rationale for Change:</strong></td>
</tr>
<tr>
<td>“If this kind of information is added to the PCG and advertised on the website, I believe it will attract more students to your program and also help streamline our admission processes in the RO. Further to that, it will give the program an opportunity to weigh in on some of the admissions decisions, and forecast the likelihood of the applicant’s success” (Denis Seremba).</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOLS</td>
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<tr>
<td>Faculty/Department</td>
<td>√ December 5, 2016</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td></td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL AND STUDENT SERVICES</td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td></td>
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<tr>
<td>Assessment Centre</td>
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<tr>
<td>Centre for Instructional Development</td>
<td>√ December 5, 2016</td>
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<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
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<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Learning Centre</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>√ December 5, 2016</td>
</tr>
<tr>
<td>Related additional Student Services</td>
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<tr>
<td>VCC International and Immigrant Education</td>
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<tr>
<td>FINANCIAL AND OPERATING</td>
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<tr>
<td>Communications and Marketing</td>
<td>√ December 5, 2016</td>
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<tr>
<td>Facilities</td>
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<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Information Technology (IT)</td>
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<tr>
<td>Institutional Research (IR)</td>
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<tr>
<td>Safety and Security</td>
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<tr>
<td>EXTERNAL CONSULTATIONS</td>
<td>FEEDBACK (include date received)</td>
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<tr>
<td>PAC/CEG</td>
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<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
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<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</td>
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</tbody>
</table>
E. Implementation Information

**THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES**

**COMPLETED BY REGISTRAR’S OFFICE:**

1. Course Identifier:

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

2. College Code: ______________ Level: ______________

<table>
<thead>
<tr>
<th>Division Code:</th>
<th>Major:</th>
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</thead>
</table>

**COMPLETED BY FINANCE:**

3. Finance Org Code: ______________


Curriculum Development Approval Form

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.

   [Signature]

   Name

   [Signature]

   Sign off

   Date

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

   [Signature]

   Name

   [Signature]

   Sign off

   Date
TESOL Certificate

Program Content Guide

Effective Date: October 2016
Purpose

The TESOL Certificate Program is designed for students wanting to teach English to speakers of other languages both in Canada and abroad. The program of studies offers, in a one and a half month intensive format, a balanced curriculum featuring both the theory and practice of teaching English. This program examines the instructional methodology used for a communicative approach to listening, speaking, reading and writing skills, pronunciation and grammar. The program includes a practicum.

Goals

- The graduates will acquire the skills and knowledge to instruct adults in English language learning both in Canada and overseas.
- The graduates will have training for instruction at several levels.
- The graduates will have a comprehensive understanding of the theory and the practical application of concepts and skills required in English language instruction.

Activities & Design

This intensive program has been designed to involve the student in a variety of learning environments and instructional delivery methods. The student will participate in lectures, demonstrations, group work, micro-teaching sessions and lesson presentations. There is a supervised practicum.

Program Duration

The Program is 6.5 weeks - 120 hours in length. The TESOL Certificate is offered two times a year.

Evaluation

Students are required to participate in all in-class activities, do all assignments and write an examination. The final examination tests the instructional methodology and theory for teaching English to speakers of other languages. A passing grade of “C” in all assignments and the final examination is needed to successfully complete the program.

In addition, students must successfully complete the practicum assignments and receive a minimum grade of “C” in order to pass the practice teaching component of the program based on two TESOL certificate practicum evaluations which are submitted by the practicum sponsor teacher/supervisor.
Credential

On successful completion of the program, students receive the TESOL Certificate from Vancouver Community College.

Entrance Requirements

1. Bachelor degree or equivalent

2. 1st Year University English with a minimum ‘C+’ or equivalent

3. Applicants whose first language is other than English, who are presenting foreign documents, must achieve the following scores on one of the following English language proficiency tests:
   • A minimum score of 88 on the internet based TOEFL with no score lower than 22; or 230 on the computer based TOEFL or,
   • A Band 6.5 or higher on the International English Language Testing System (IELTS – academic stream) with no band score less than 6.0 with a minimum score of 6.5 on the speaking and listening band
   • A minimum score of 145/200 on the VCC English Language Assessment Test with minimum scores as follows: Listening: 27/30; Speaking: 27/30; Essay: 17/20; Reading: 50/70. The ELA score must be free of a pronunciation recommendation.

Note: Applicants who present a degree from a recognized post-secondary institution without an English course may be considered for admission by approval from the Department/Program area.

Recommended Characteristics

• A solid academic background with an excellent standard of spoken and written English

• An awareness of the English language and approaches to teaching

• An understanding of cross-cultural values and beliefs

• Experience in working or volunteering with people of other cultures

• Experience in learning a second language or volunteering in and ESOL class

• Warmth, empathy and a desire to teach and help others learn English

• Self-discipline and motivation

Course Credits
Course Descriptions

**TESO 1274**  
**Intensive TESOL Training**  
10.0 credits  
The program of studies for this course provides a theoretical and practical foundation for teaching the English language skills of listening, speaking, reading and writing. The course also focuses on how to teach and incorporate pronunciation and grammar to provide integrated, multi-skilled lessons. Other areas such as language and culture, assessment and classroom management are also addressed. Students have the opportunity to do lesson presentations and micro-teaching sessions. A variety of materials useful at different language levels, along with many examples of practical activities and techniques to use in the classroom are included.

**TESOL 1275**  
**TESOL Practicum**  
2.0 credits  
This course provides an opportunity for the student to spend time in an ESL class. The practicum involves observation time and observation assignments. The students will also teach under the supervision of a sponsor teacher.
Transcript of Achievement

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

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

Grading Standard

<table>
<thead>
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<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
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<td>A+</td>
<td>90-100</td>
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<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<td>3.67</td>
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<tr>
<td>B+</td>
<td>76-79</td>
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<tr>
<td>B</td>
<td>72-75</td>
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<tr>
<td>B-</td>
<td>68-71</td>
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<tr>
<td>C+</td>
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<td>2.33</td>
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<tr>
<td>C</td>
<td>60-63</td>
<td>Minimum Pass</td>
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<td>D</td>
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<td>F</td>
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<td>Failing Grade</td>
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<td>70 or greater</td>
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<tr>
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<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
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<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
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<tr>
<td>IP</td>
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<td>Course in Progress</td>
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<tr>
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Course Standings

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<th>Grade Point Equivalency</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

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

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TESOL Diploma

Program Content Guide

Effective Date: September 2016
Purpose
The TESOL Diploma is designed for students who wish to teach English to adult speakers of other languages (TESOL). Applicants may be planning to teach internationally or at post-secondary educational institutions, community agencies, or international schools in Canada.

Program Learning Outcomes
A successful graduate of this Diploma can:
1. Design lesson & unit plans appropriate to the language proficiency level, learning needs and goals of the learner/s using the fundamentals of effective instructional planning.
2. Deliver language lessons according to best practice methodology using appropriate classroom management strategies and resources.
4. Analyse learner’s English language proficiency using a language proficiency framework such as the Canadian Language Benchmarks.
5. Prepare oral and written remedial feedback to learners about their language performance in a constructive and specific manner.
6. Self-assess lesson/unit lesson planning and delivery for effectiveness in meeting teaching goals.
7. Model correct usage of English grammatical structures and pronunciation.
8. Exhibit a professional and responsible attitude with regard to administrative/teaching and collegial responsibilities.

Instructional Activities & Design
This program is offered in face-to-face mode, and has been designed to involve the student in a variety of learning environments and instructional delivery methods. Throughout the program, the student will participate in lectures, demonstrations, peer teaching, group teaching and activities, and individual practice teaching. There may be guest instructors, instructional videos and an opportunity to use computer and audio labs. There is a supervised practice teaching component.

Program Duration
The TESOL Diploma Program is 31.5 credits in total. Students complete the program in ten months.
Intake for the program is once a year: September (finishing in June).

Evaluation of Student Learning
An evaluation of the learning progress of each student is prepared by the instructor. The evaluation is composed of theory examinations, assessment of lesson plans, reading and writing assignments, group and individual projects, and practice teaching. The passing letter grade for each course is C.
Credential
Upon successful completion of the program students will receive a VCC Diploma.

Admission Requirements

1. Bachelor degree or equivalent

2. 1st Year University English with a minimum 'C+' or equivalent

3. Applicants whose first language is other than English, who are presenting foreign documents, must achieve the following scores on one of the following English language proficiency tests:
   - A minimum score of 88 on the internet based TOEFL with no score lower than 22
   - A Band 6.5 or higher on the International English Language Testing System (IELTS – academic stream) with no band score less than 6.0 with a minimum score of 6.5 on the speaking and listening band
   - A minimum score of 145/200 on the VCC English Language Assessment Test with minimum scores as follows: Listening: 27/30; Speaking: 27/30; Essay: 17/20; Reading: 50/70. The ELA score must be free of a pronunciation recommendation.

Note: Applicants who present a degree from a recognized post-secondary institution without an English course may be considered for admission by approval from the Department/Program area.

Prior Learning Assessment & Recognition (PLAR)

- N/A

Recommended Characteristics of Students

- Demonstrated proficiency in the English language with excellent oral and written communication skills

- Personal experience with learning a foreign language

- Motivated and disciplined

- Interest in, respect for and experience with other cultures

- Empathy and patience for those learning a new language and culture
# Course Credits

<table>
<thead>
<tr>
<th>Course#</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESO 1101</td>
<td>TESOL Overview</td>
<td>3</td>
</tr>
<tr>
<td>TESO 1127</td>
<td>Teaching Pronunciation</td>
<td>3</td>
</tr>
<tr>
<td>TESO 1267</td>
<td>Teaching Listening / Speaking</td>
<td>3</td>
</tr>
<tr>
<td>TESO 1168</td>
<td>Teaching Grammar 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESO 1133</td>
<td>Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>TESO 1232</td>
<td>Communication and Culture</td>
<td>3</td>
</tr>
<tr>
<td>TESO 1128</td>
<td>Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>TESO 1169</td>
<td>Teaching Grammar 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESO 1266</td>
<td>Teaching Academic English</td>
<td>2.5</td>
</tr>
<tr>
<td>TESO 1270</td>
<td>TESOL Internship</td>
<td>5</td>
</tr>
</tbody>
</table>

**Program Total:** 31.5 Credits

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESO 1101</td>
<td>TESOL Overview</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>In this course, TESOL Diploma students are introduced to an overview of the theory and best practice instructional methodology used for teaching speaking, listening, reading, writing, grammar and pronunciation in English to speakers of other languages. It also examines the characteristics and needs of the adult learner and the role culture plays in language learning, the fundamentals of lesson planning and the various approaches and methodologies that inform a teacher's decisions when planning lessons. In the course Diploma students will apply the foundational principles, methodology and terminology of ESL/EFL instruction to teaching and learning tasks.</td>
<td></td>
</tr>
<tr>
<td>TESO 1127</td>
<td>Teaching Pronunciation</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>In this course, students will focus on the theory and best practice instructional methodology used for teaching pronunciation. Topics include basic English phonetics and phonology. The students learn to diagnose and correct the pronunciation errors of English language learners. As well Diploma students will design and teach a pronunciation-based lesson plan.</td>
<td></td>
</tr>
<tr>
<td>TESO 1267</td>
<td>Teaching Listening / Speaking</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>In this course, students will focus on the theory and best practice instructional methodology, and resources used for the teaching of listening and speaking skills to English language learners. The course also introduces students to a variety of strategies, resources and skills for enhancing the teaching and learning of listening and speaking skills. Students are introduced to basic assessment tools for the evaluation of speaking and listening skills and the potential uses of technology in the ESL/EFL classroom.</td>
<td></td>
</tr>
<tr>
<td>TESO 1168</td>
<td>Teaching Grammar 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>In this course, students will concentrate on an analysis of English grammar for teaching purposes. Diploma students are also introduced to the theory and best practice methodology as it pertains to the teaching of English grammar to adult learners. In addition, learners are introduced to the teaching skills and techniques for presenting new grammar and organizing subsequent learner practice. Teaching Grammar 1 focuses on beginner through intermediate level grammatical structures.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>TESO 1133</td>
<td><strong>Teaching Reading</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>In this course, students will focus on the theory, best practice instructional methodology, and resources used for teaching reading skills to English language learners. This course also introduces course participants to a variety of approaches to integrated language teaching, reading assessment, and the potential uses of technology in the ESL/EFL reading classroom.</td>
<td></td>
</tr>
<tr>
<td>TESO 1232</td>
<td><strong>Communication and Culture</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>In this course, students will continue the exploration of the theory and best practice instructional methodology used to teach pronunciation. Students will also focus on the development of advanced communication skills. Attention is paid to cross-cultural issues and socio-cultural differences in the language classroom, and speech awareness in terms of fluency, delivery and elements of clarity.</td>
<td></td>
</tr>
<tr>
<td>TESO 1128</td>
<td><strong>Teaching Writing</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>In this course, students will focus on second language writing theory, and best practice instructional methodology used to teach writing skills to English language learners from literacy to advanced levels. This course introduces participants to i) a variety of strategies, resources and skills to help develop writing skills, ii) basic assessment tools for the evaluation of writing skills, and iii) some potential uses of technology in the ESL/EFL classroom.</td>
<td></td>
</tr>
<tr>
<td>TESO 1169</td>
<td><strong>Teaching Grammar 2</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>In this course, students continue the exploration of the theory and best practice instructional methodology used to teach English grammatical structures. This course focuses on the intermediate to advanced level structures. In the course, learners will review and analyze grammatical structures, design learning activities and sequenced lesson plans, and present components of a grammar lesson.</td>
<td></td>
</tr>
<tr>
<td>TESO 1266</td>
<td><strong>Teaching Academic English</strong></td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>In this course, students are introduced to the best practice methodology and resources needed to prepare non-native speakers of English for English-medium post secondary education. This course focuses on the specific instructional methodologies, techniques, and resources used to teach advanced level English as a Second or Other Language students. The course concentrates on the instructional approaches used to teach reading, composition, oral skills, literature and study skills.</td>
<td></td>
</tr>
</tbody>
</table>
TESO 1270  TESOL Internship  5.0
The purpose of the TESOL Internship is to provide Diploma students with the opportunity to put the theory and methodology presented in the program into practice in an English language classroom. The TESOL Internship consists of practice teaching preparation, and observation and supervised practice teaching in an ESL classroom.
Transcript of Achievement

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

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

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>56-59</td>
<td></td>
<td>1.67</td>
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<tr>
<td>D</td>
<td>50-54</td>
<td>Minimum Pass</td>
<td>1.00</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Course Standings

<table>
<thead>
<tr>
<th>Course Standing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
</tr>
</tbody>
</table>

### Grade Point Average (GPA)

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

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

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

---

**VCC Education and Education Support Policies**

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PREPARED FOR: Education Council


BACKGROUND: This proposal, presented by Costa Karavas, creates five (5) new math courses. These courses are ones students in the UT Engineering and Computing Science and Software Systems Certificates take as part of their degree studies at receiving institutions so there is a benefit to offering them at VCC as students could take more credits into their degree studies. These math courses could also fulfill requirements for the possible Associate Degrees.

DISCUSSION: The assessment profile box in the Course Outline calls for two mid-term exams for each course and the query was “is that mathematically possible?” Although apparently confusing or even contradictory, the practice of offering two exams labelled as mid-terms is a widespread practice. An example of a VCC program (Music) giving two mid-terms in certain courses was offered although in that instance the exams are two different types (individual performance skill and written response). The possibilities for the courses fulfilling credential requirements also received some discussion.


Prepared by:
David Branter
Chair, Curriculum Committee
## Course Outline

### Course Name:
Mathematics for Teachers

### Course Number:
MATH 1190

### Number of Credits:
3.0

### Effective Date:
September 2017

### Course Description:
This is a first year course which explores the basic mathematical concepts with the aim of reviewing math curriculum that future BC elementary and middle school teachers require. Students are introduced to the concepts of sets, real numbers, arithmetic operations, geometry of simple objects, elementary probability, and elementary statistical measures and displays.

### School or Centre:
Arts and Sciences

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

### Course History:
New Course

### Course Pre-requisites (if applicable):
Precalculus 11 or Foundations of Mathematics 11 or MATH 0861 and MATH 0871 both with C - or Basic Algebra Assessment test with a 55% or equivalent

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

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

VCC-CD-20150901
Instructional Strategies:
The course uses a combination of lectures, presentations, group work and guest speakers.

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

1. solve addition, subtraction, multiplication and division problems of integers using the real number line, tree diagrams and arrays.
2. apply the properties of the real numbers (e.g. commutative law, associative law, etc.)
3. evaluate expressions involving integer exponents
4. use Venn diagrams to solve elementary probability problems.
5. perform operations using fractions, decimals and percentage and find greatest common factors and least common multiples
6. convert between percents, fractions, decimals and units of measurement.
7. solve simple length, area and volume problems using simple geometric shapes and angles.
8. solve problems that require applying the concepts of symmetry, reflection and translation
9. solve problems related to the geometry of triangles.
10. describe measures of central tendency and interpret statistical graphs.

Program Learning Outcomes:
### Evaluation/Grading System

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>A selection of two to three learning outcomes will be evaluated in the project.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Environment/Type

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

| **Total**        | **60**                    |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Whole Number Operations
Properties of Operations on Sets
Integers and Operations
Divisibility, Primes, Composites and Factorization
Rational Numbers, Operations and Conversions
Decimals and Percent
Integer Exponents
Points, Lines and Planes
2-D and 3-D shapes, Areas and Volumes
Motion Geometry
Elementary Probability and Statistics

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

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Mathematics for the Arts

Course Number: MATH 1210  Number of Credits: 3.0  Effective Date: September 2017

Course Description: This course is intended for students in life sciences, social sciences, business, or economics degree programs. It explores the applications of mathematics through everyday, real-life examples. Students are introduced to the concepts of linear equations and functions, inequalities, systems, linear programming, set and graph theory, elementary probability, Markov processes and descriptive statistics.

School or Centre: Arts and Sciences

Year of Study: 1st Year Post-secondary

Course History: New Course

Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Precalculus 11 or Foundations of Mathematics 11 or MATH 0861 and MATH 0871 both with a C- or Basic Algebra Assessment test with a 55% or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
The course uses a combination of lectures, project work, guest speakers and software demonstrations.

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

1. Set up and solve linear systems and linear inequalities by the methods of graphing, algebraically and by using matrices.
2. Formulate and solve maximum and minimum linear optimization problems by writing a system of linear equations or inequalities from a written description.
3. Perform operations on sets, including unions, intersections, differences, and complements.
4. Model and solve real-world problems using graphs and trees.
5. Calculate simple present and future value of annuities using math formulas.
6. Compute basic probabilities including conditional probabilities using Baye’s Theorem.
7. Solve application problems using combinatorial analysis.
9. Use statistical procedures to analyze data, including measures of center and variation, and the normal distribution.

Program Learning Outcomes:
### 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>
<td>Letter Grades</td>
<td></td>
<td>D</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>
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</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
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</table>

### Learning Environment/Type

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

### Resource Material(s):

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

Algebra and Equations
Graphs, Lines, and Inequalities
Functions and Graphs
Mathematics of Finance
Systems of Linear Equations and Matrices
Linear Programming
Sets and Probability
Counting, Probability Distributions, and Further Topics in Probability
Markov Processes
Introduction to Statistics

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:  

VCC-CD-20150901
## Course Name:
Calculus III

### Course Number:
MATH 2251

**Number of Credits:** 3.0

**Effective Date:** September 2017

## Course Description:
This course explores the calculus of several variables and is intended for students in Science, Engineering and Computer Science degree programs. Students are introduced to the concepts of three-dimensional analytic geometry, vectors, partial differentiation, multiple integration and vector calculus.

It is recommended that MATH 2251 be taken concurrently with or after MATH 1221.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>2nd Year Post-secondary</td>
</tr>
</tbody>
</table>

### Course History:
New Course

### Course Pre-requisites (if applicable):
MATH 1200 with a C- or equivalent

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

### PLAR (Prior Learning Assessment & Recognition)

- **No**
- **Yes (details below):**
Instructional Strategies:
The course uses a combination of lectures, presentations, guest speakers, applied problems, and a computer algebra system for visualization and calculation of multivariable calculus concepts.

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

1. Perform vector operations and obtain vector representation for equations of lines and planes.
2. Use cylindrical or spherical coordinate systems to represent points, curves and surfaces.
3. Solve max/min problems by computing partial derivatives, and characterize motion on a 3 dimensional surface by computing directional derivatives and gradients.
4. Use the method of Lagrange Multipliers to solve optimization problems with constraints.
5. Compute double integrals (over rectangular, general and polar regions), and triple integrals (in cylindrical and spherical coordinates).
6. Change variables in multiple integrals and calculate the Jacobian of a transformation.
7. Determine gradient vector fields and find potential functions.
8. Apply the fundamental theorem of line integrals and use Green’s theorem to evaluate line integrals along simple closed contours on the plane.

Program Learning Outcomes:
### Evaluation/Grading System

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Environment/Type

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

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Review of conic sections and polar coordinates.

Three dimensional coordinate systems, vectors, dot and cross product, equations of lines and planes, cylindrical and quadric surfaces.

Functions of several variables, partial derivatives, tangent planes and linear approximation, chain rule, directional derivatives and gradient vector, optimization and Lagrange multipliers.

Double integrals over rectangles, iterated integrals, double integrals over general regions and in polar coordinates, applications of double integrals, triple integrals in cylindrical and spherical coordinates, change of variables in multiple integrals.

Vector calculus: vector fields, line integrals, Fundamental Theorem of Line Integrals, Green's Theorem.

VCC Education and Education Support Policies

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

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

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
### Course Name:
Ordinary Differential Equations

### Course Number:
MATH 2310  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

### Course Description:
This course explores the solutions to ordinary differential equations and is intended for students in Science, Engineering and Computer Science degree programs. Students are introduced to the concepts of first order differential equations, second and higher order linear equations, non linear differential equations, series solutions, Laplace transforms, systems of first order linear equations, stability and numerical methods.

### School or Centre:
Arts and Sciences

### Year of Study:
2nd Year Post-secondary

### Course History:
New Course

### Course Pre-requisites (if applicable):
MATH 1200 with a C- and MATH 1221 with a C- or equivalent.

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

### PLAR (Prior Learning Assessment & Recognition)
☐ No  ☑ Yes (details below):
**Instructional Strategies:**
The course uses a combination of lectures, applied problem solving in the physical, biological and social sciences, and software demonstrations.

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

1. Apply first order differential equations (linear, separable autonomous and exact) and systems of first order linear equations to solve application problems in the physical, biological and social sciences.
2. Calculate the Wronskian to characterize the linear dependency or independency of a set of solutions to a differential equation.
3. Analyze electrical and mechanical vibrations using second order linear differential equations.
4. Solve linear differential equations using power series techniques and explore series solutions near ordinary and singular points.
5. Solve initial value problems and integral equations using the Laplace transform.
6. Apply the Euler method to approximate solutions to first-order differential equations.

**Program Learning Outcomes:**
### Evaluation/Grading System

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 100</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Environment/Type

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</thead>
<tbody>
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<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 60</td>
<td></td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
First order differential equations
Second order linear equations
Systems of first order linear equations
Non linear differential equations and stability
Laplace transform
Series solutions of second order linear equations
Numerical methods

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

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Probability and Statistics for Science and Engineering

Course Number: MATH 2700  Number of Credits: 3.0  Effective Date: September 2017

Course Description:
This course explores the mathematical theory of probability and statistics and is intended for students in Science, Engineering, Computer Science and Business degree programs. Students are introduced to the concepts of descriptive statistics, laws of probability, probability distributions for discrete, continuous and jointly distributed random variables, laws of expectation, estimation, hypothesis testing, correlation and regression. It is recommended that students take MATH 2700 concurrently with or after MATH 1200.

School or Centre: Arts and Sciences

Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
MATH 1100 with a C- or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☑ No  ☐ Yes (details below):
Instructional Strategies:
The course uses a combination of lectures, case studies, simulations, presentations, guest speakers and software demonstrations.

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

1. Utilize a comprehensive set of descriptive statistical methods, in order to organize, summarize, display and interpret data.
2. Use probability rules to evaluate the probability of single and complementary events.
3. Calculate the expected value and variance of a discrete and continuous random variables.
4. Use discrete probability distributions (including binomial, geometric, and Poisson) in order to evaluate probability of events;
5. Use continuous probability distributions including the Normal, uniform, gamma, and exponential in order to evaluate probability of events;
6. Construct confidence interval estimates and hypotheses tests for population means, difference of means and proportions from one-sample and two-sample data.
7. Apply the law of large numbers and the central limit theorem.
8. Compute and interpret simple linear regression between two variables.

Program Learning Outcomes:
## Evaluation/Grading System

<table>
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<td>Final Exam</td>
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</tr>
</tbody>
</table>

**Total 60**

### Resource Material(s):

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

Descriptive statistics.
Laws of probability.
Discrete distributions: Variables, expectations, Binomial and Poisson's distributions
Continuous distributions: Normal, gamma and exponential distributions
Normal approximation to Binomial distribution and jointly distributed random variables
Sampling distributions and the Central Limit Theorem.
Estimation and hypothesis testing for one-sample, two-sample and matched pairs data;
Chi-square test for association
Correlation and regression.

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

3 January 2017

Prepared For: Education Council

Issue: New Program: Culinary Arts Diploma (International Cohort)

Background:
This proposal, presented by Collin Gill, creates a new program in culinary arts for international students based significantly on the restructuring of the Culinary Arts Diploma presented at the Education Council meeting of 13 September 2016.

Discussion:
Discussion occurred regarding differences between credit weightings and the addition of Course Learning Outcomes (CLOs) in two Courses (CULI 1506 and 1508) vis-à-vis the courses presented at the 13 September meeting. A discussion took place regarding a Course Learning Outcome that occurs in 15 of 20 courses took place. The question being should it then be a Program Learning Outcome. It has been retained as a CLO. The nature of the availability and delivery of make-up courses was queried. The nature of the “portfolio” part of the assessment profile also received discussion. A dearth of library materials for some of the courses was mentioned and an effort will be made to address this situation.

One item, raised in connection with this proposal, is one Education Council may wish to consider. The grading charts in PCGs vary regarding whether all letter grades are included on the chart when the minimum pass level is higher than a D. The Culinary PCG includes all letter grades and the Visual Communications Design PCG does not for instance.

Recommendation:
Curriculum Committee recommends Education Council recommend the Board of Governors approve the New Program: Culinary Arts Diploma (International Cohort).

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): Culinary Arts Diploma (International Cohort)

ANTICIPATED START DATE: February 2017

Curriculum Developer: Ysabel Sukic  Title: Assistant Department Head
School/Centre: Hospitality, Food Studies and Applied Business  Department: Culinary Arts
E-mail: ysukic@vcc.ca  Phone/Ext.: 8474

A) DEVELOPMENT TYPE (select all that apply)

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

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

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

X Program/Credential
□ Prior Learning Assessment and Recognition (PLAR)
□ Program Admission Requirements
X 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
X Program/Course Credit Hours
X 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)

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

X Program Content Guide

X Course Outline(s)

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

C) RATIONALE

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

The Culinary Arts Diploma (International Cohort) was created in 2013 as a result of rearranging the previous Professional Cook 1 (PC1) and Professional Cook 2 (PC2) courses and adding Modern Cuisine including the Chef’s Table, Asian Culinary and a practicum.

This program has been running for three years and, overall, our students are very satisfied. The Modern Cuisine and Chef’s Table course has boosted the reputation of the VCC culinary program. However, we have received the following feedback from students, agents, the International Education Department and culinary faculty:
   - Students have requested more theory in the first term and a half
   - Students would benefit from more skill development before studying in Quizine
   - Students have requested more time at the Downtown campus and more integration with the domestic students

After listening to this feedback, the Culinary Arts Department decided to integrate the updated PC1 and PC2 curriculum into the international diploma program. This change will give the students stronger theoretical training, more skills development before moving to Quizine, the opportunity to study with domestic students in PC2 and improved learning outcomes.

The updated 17-month program will now be structured as follows:
   - 5 months at the Downtown campus studying blocks 1 to 5 in PC1
   - 4 months at the Broadway campus studying blocks 6/7/8 in PC1
   - 4 months at the Downtown campus in PC2 – integrated with domestic students
   - 3 months at the Broadway campus in Modern Cuisine and the Chef’s Table
   - 1 month in a practicum placement

By applying the new credit policy, the number of credits will increase to 73 from 65.5.

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

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Multiple meetings since September 2016</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Multiple meetings since September 2016</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>Food Services, Baking and Pastry Arts, Asian Culinary Arts, Hospitality – multiple meetings since September 2016</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>N/A</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>There are no changes in entrance requirements</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>CID has been actively involved this project</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>There is no change in this regard from the old to the updated program</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>N/A</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>The international students time will now be split between the Downtown and Broadway campuses. We are expecting the international students will make more use of the Learning Centre at the Downtown campus.</td>
</tr>
<tr>
<td>Library</td>
<td>The Library has been involved in the transition to e-textbooks and in discussions around support material</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>New course names and codes were created</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td>Students in the program were interviewed about the strengths and weaknesses of our program</td>
</tr>
<tr>
<td>VCC International Education</td>
<td>Multiple meetings regarding feedback from students and agents as well as discussions around the length of the program and number of credits in the program</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>These areas have been informed about the changes.</td>
</tr>
<tr>
<td>Facilities</td>
<td>The facility upgrades that we are doing for PC1 and PC2 will support the international students as well. There will be no facility changes needed at the Broadway campus.</td>
</tr>
<tr>
<td>Finance</td>
<td>Multiple conversations about fees and tuition for this program</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>There are no additional IT needs at the Broadway campus</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>In discussions with IR about surveying all graduates of this program</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>As this program does not operate outside of ‘regular ‘hours, so there are no concerns from Safety and Security.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
</table>
Curriculum Development Approval Form

<table>
<thead>
<tr>
<th>PAC/CEG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our PAC was involved in the kick off meeting for the project and was involved in developing the blueprints for PC1 and PC2</td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
</tr>
<tr>
<td>PSIPS</td>
</tr>
<tr>
<td>DQAB</td>
</tr>
</tbody>
</table>

E. Implementation Information

**THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES**

**COMPLETED BY REGISTRAR’S OFFICE:**

1. **Course Identifier:** These have been assigned and are on the PCGs and course outlines.

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

2. **College Code:** ________________  **Level:** ________________

   **Division Code:** ________________  **Major:** ________________

**COMPLETED BY FINANCE:**

3. **Which of the following fee structure applies?**

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

4. **Finance Org Code:**

5. **Tuition for all courses:**  **To Be Determined**

6. **College Initiative fee to be charged?**  **Yes**

7. **Student Society fees?**  **Yes**

**COMPLETED BY INSTITUTIONAL RESEARCH:**

I consulted with IR and was informed that this information will be completed later in the process once the PCGs have been approved.

8. **FTE Divisor:** ________________
Curriculum Development Approval Form

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.

   Collin Gill ____________________
   Name ________________________
   Sign off ______________________
   December 12, 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.

   Dennis Innes ____________________
   Name ________________________
   Sign off ______________________
   December 12, 2016
   Date ________________
### 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) ____________________________________________
Culinary Arts Diploma
(International Cohort)

Program Content Guide

Effective Date: February 2017
Goal

The Culinary Arts International Diploma is designed to prepare students for employment as line cooks or third cooks in hotel kitchens, restaurants, catering companies, airport flight kitchens, trains, cruise ships, camps, and institutional kitchens.

Admission Requirements

- Grade 10 English or equivalent
- Food Safe Level 1 Certificate
- IELTS of 5.5 (no band less than 5), TOEFL iBT 68, Canadian Language Benchmark: Listening 7, Speaking 7, Reading 7 and Writing 6

Prior Learning Assessment & Recognition (PLAR)

n/a

Program Duration

The program is 17 months. Students have a maximum of three years to complete the diploma.

Program Learning Outcomes

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.

3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.

4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.

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

6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
Instructional Activities, Design and Delivery Mode

The International Culinary Arts Diploma focuses on practical skill development and is delivered primarily in VCC kitchens and food service outlets. Students spend a minimum of one month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Culinary theory is taught in a classroom setting and uses a combination of lecture, class discussion, and independent study to promote the development of professional practice in the food industry.

A major emphasis of the diploma program is active student participation. Students are encouraged to become self-directed and responsible for their own learning and to come to class well prepared for active participation in classroom and kitchen activities.

Evaluation of Student Learning

Students are evaluated through written and practical exams, assignments, projects, and portfolios.

Students must receive a **minimum 70%** in each course to receive the Culinary Arts Diploma.

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

Students who meet all the requirements for the Culinary Arts Diploma are eligible to take the ITA’s theoretical and practical exams required for the ITA Certificate of Qualification.

Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following Essential Skills Requirements:

- Ability to communicate effectively in written and spoken English
- Physical condition and stamina to meet the demands of the culinary industry e.g. lift 50lbs.
- Ability to stand for long periods of time e.g. 5 hours or more
- Good motor skill coordination
- Ability to multi-task, with strong and efficient organizational and time management skills
- Strong reading, comprehension and study skills
- Work independently
- Maturity
- Interpersonal communication skills
- Some creativity is an asset
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | CULI 1501 | Kitchen Orientation  
This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies appropriate to the workplace will be introduced and practiced. | 5       |
| 1    | CULI 1502 | Culinary Techniques  
This course provides an introduction to the principles and techniques of basic stocks, sauce and soup cooking. Students learn to prepare stocks, soups and sauces commonly used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control. | 4       |
| 1    | CULI 1503 | Garde Manger & Breakfast  
This course provides the students with the opportunity to develop the skills to identify, handle and process the ingredients required to prepare breakfast, hot and cold sandwiches, garnishes, and accompaniments. Emphasis is placed on communication, teamwork, time management, and critical thinking skills, as well as, efficient work methods and quality control. | 4       |
| 1    | CULI 1504 | Baking Techniques  
This course introduces students to the principles of baking, including new terminology, ingredients, and quality standards specific to baked products. Students prepare quick breads, pies & tarts, yeast breads, fruit & custard desserts. Emphasis is placed on use of time management, communication, teamwork skills, methods of preparation, baking techniques and the quality of the finished products. | 4       |
| 2    | CULI 1505 | Butchery  
This course provides students with the knowledge and skills for identifying, processing and storing beef, poultry and seafood. The course introduces students to the factors to be considered in selecting cooking methods for various types of meat and seafood products. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control. | 4       |
<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>2</td>
<td>CULI 1516</td>
<td>Cook Chill Production Kitchen I</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CULI 1507</td>
<td>Flavour Principles &amp; Menus</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to the basic principles of nutrition and its application in food preparation. This course also examines the study of taste and flavour and introduces students to institutional menus and terminology.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CULI 1518</td>
<td>Short Order Café I</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CULI 2501</td>
<td>Kitchen Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to kitchen management procedures, the basic principles of human resources, and Canadian Labour laws. Students continue to (re)develop their culinary career pathway.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CULI 2502</td>
<td>Purchasing &amp; Receiving</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to storeroom principles and procedures. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control. Students fill requisitions for the service kitchens and outlets in the Professional Cook program.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CULI 2503</td>
<td>Restaurant Customer Service</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In this course students are introduced to the operation of a restaurant dining room and bar service outlet, including ordering, clearing plates, processing cash payments, and promoting the restaurant. Students develop time management, communication, teamwork, and customer service skills by serving food produced by other courses in the Professional Cook program to the general public.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>CULI 2504</td>
<td>Nutritional Menu Development</td>
<td>This course introduces students to the principles of menu planning and nutrition. Students apply these principles to create a table d’hôtel menu.</td>
</tr>
<tr>
<td>3</td>
<td>CULI 2505</td>
<td>Advanced Cookery</td>
<td>This course introduces students to advanced cooking techniques, ingredients, and equipment. Students apply these techniques to prepare specialty soups, sauces, vegetables, and starches. Emphasis is placed on time management, communication and teamwork skills.</td>
</tr>
<tr>
<td>3</td>
<td>CULI 2506</td>
<td>Global &amp; Vegetarian Cuisine</td>
<td>This course introduces students to traditional and ethnic cooking techniques and ingredients. Students apply these techniques to prepare a variety of global and vegetarian dishes.</td>
</tr>
<tr>
<td>3</td>
<td>CULI 2507</td>
<td>Advanced Baking</td>
<td>This course introduces students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.</td>
</tr>
<tr>
<td>3</td>
<td>CULI 2508</td>
<td>Restaurant Line Cooking</td>
<td>This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant line cooking. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.</td>
</tr>
<tr>
<td>3</td>
<td>CULI 2509</td>
<td>Appetizers &amp; Platters</td>
<td>In this course students prepare a variety of appetizers and are introduced to running the pass of a restaurant kitchen. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders. Students build on plating and presentation skills and techniques learned in previous courses.</td>
</tr>
<tr>
<td>CULI 2510</td>
<td>Advanced Butchery-Charcuterie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>This course provides students with the knowledge and skills for identifying, processing and storing pork, lamb, veal, specialty poultry and specialty seafood. Building on previous courses, students identify cooking methods for various types of meat and seafood products. Students prepare a variety of cured and preserved items. Emphasis is placed on time management, communication, and teamwork skills, methods of work, preparation, service techniques and quality control.</td>
<td></td>
<td></td>
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<tr>
<td>CULI 2511</td>
<td>Modern Cuisine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>This course introduces students to a variety of culinary techniques and processes that combine theoretical principles with chemistry and modern technology. Ingredients are prepared using new or adapted methodologies and equipment for molecular gastronomy. Students apply these skills by producing and serving these items in a restaurant setting and, compare traditional to modern production methods. Emphasis is placed on time management, communication and teamwork skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CULI 2512</td>
<td>Culinary Practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>In this course students have the opportunity to apply their newly acquired knowledge and skills in an industrial catering establishment while on a practicum placement. Emphasis is placed on professionalism.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Program Credits:** 73
Transcript of Achievement

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td>Minimum Pass</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-75</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
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Course Standings

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

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This document is not to be copied or transmitted in any form without the consent of VCC ©
Course Name: Kitchen Orientation

Course Number: CULI 1502  Number of Credits: 5  Effective Date: February 2017

Course Description: This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies appropriate to the workplace will be introduced and practiced.

School or Centre: School of Hospitality, Food Studies and Applied Business

Year of Study: 1st Year Post-secondary

Course History: New Course

Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
**Instructional Strategies:**
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

---

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

(a) Describe professional responsibilities, roles, and certifications in the food service industry
(b) Describe the fundamentals of cookery
(c) Assess products for consistency and quality standards
(d) Identify and apply fundamental industry standards and procedures essential for food and kitchen safety
(e) Apply employment strategies to plan personal and career pathways
(f) Identify and describe food production practices in the food industry
(g) Apply selected fundamental knife techniques to a variety of products

---

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
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>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
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Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
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<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam</td>
</tr>
<tr>
<td></td>
<td></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>66</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</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. Orientation to VCC College, Culinary Arts Program, House Guidelines, Student Services, Facilities
2. Professional Practice and Skills
3. Introduction to the Culinary Arts profession – History and Trends
4. Career Planning – Culinary Careers
5. Introduction to Health and Safety – General and Food
6. Introduction to Commercial Kitchen Equipment
7. Food Industry Stewardship
8. Introduction to Recipes – Measurement Systems
9. Introduction to Basic Kitchen Ingredients – Pantry Essentials
10. Introduction to Basic Vegetable Processing and Fabrication – Cutting Techniques
11. Introduction to General principles of Cooking – Heat

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

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Culinary Techniques

Course Number: CULI 1502  
Number of Credits: 4  
Effective Date: February 2017

Course Description:
This course provides an introduction to the principles and techniques of basic stocks, sauce and soup cooking. Students learn to prepare stocks, soups and sauces commonly used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control.

School or Centre: School of Hospitality, Food Studies and Applied Business

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Apply effective time management, communication, and teamwork skills needed to work in a production kitchen
(b) Describe and apply the fundamental principle practices, skills and techniques to produce stocks, soups, sauces and salads
(c) Assess products for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a production kitchen

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
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<th>Specify Passing Grade:</th>
</tr>
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<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
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## Components and Weighting of the Assessment/Evaluation Plan:

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</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

## Learning Environment/Type

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<tr>
<th>Instruction Type</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>55</td>
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</tbody>
</table>

| **Total**                 | **100**                    |          |

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health and Safety Review
4. Kitchen Equipment Review and Introduction to New Equipment
5. Introduction to Basic Kitchen Math – Recipe Competencies
6. Principles of Cooking Review
7. Introduction to Stocks and The Principles of Stock Production
8. Introduction to Soups and The Principles of Soup Production
9. Introduction to Basic Sauces and The Principles of Sauce Production
10. Introduction to Salads and The Fundamentals of Salad Production

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Garde Manger & Breakfast  

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>CULI 1503</th>
<th>Number of Credits:</th>
<th>4</th>
<th>Effective Date:</th>
<th>February 2017</th>
</tr>
</thead>
</table>

**Course Description:**
This course provides the students with the opportunity to develop the skills to identify, handle and process the ingredients required to prepare breakfast, hot and cold sandwiches, garnishes, and accompaniments. Emphasis is placed on communication, teamwork, time management, and critical thinking skills, as well as, efficient work methods and quality control.

**School or Centre:**  
School of Hospitality, Food Studies and Applied Business

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

**Course Pre-requisites (if applicable):**
Acceptance into the International Culinary Arts Diploma program

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

**PLAR (Prior Learning Assessment & Recognition):**  
[$\square$] No  [$\square$] Yes (details below):
Course Learning Outcomes:

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

(a) Apply effective time management, communication, and teamwork skills needed to work in a cold kitchen and a breakfast outlet
(b) Describe and apply the fundamental principles, skills and techniques for garde manger and production and service of breakfast items
(c) Assess mise en place, breakfast products and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a cold kitchen and breakfast kitchen
(e) Prepare and serve a variety of non-alcoholic beverages

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

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<td>70%</td>
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<td>Portfolio</td>
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<tr>
<td>Final Exam</td>
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<td>Multiple Choice Exam</td>
</tr>
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</table>

Total 100

### Learning Environment/Type

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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>57</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.
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for Breakfast and Garde Manger
4. Commercial Kitchen Equipment for Breakfast & garde Manger
5. Introduction To Cold Kitchen and Cold Kitchen Fundamentals
6. Introduction To Sandwiches and the Fundamentals of Sandwich Production
7. Introduction To The Breakfast Kitchen
8. Breakfast Production
9. Introduction To the Fundamentals of Egg Cookery

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
**Course Name:** Baking Techniques

**Course Number:** CULI 1504  
**Number of Credits:** 4  
**Effective Date:** February 2017

### Course Description:

This course introduces students to the principles of baking, including new terminology, ingredients, and quality standards specific to baked products. Students prepare quick breads, pies & tarts, yeast breads, fruit & custard desserts. Emphasis is placed on use of time management, communication, teamwork skills, methods of preparation, baking techniques and the quality of the finished products.

### School or Centre:

School of Hospitality, Food Studies and Applied Business

### Year of Study:

1st Year Post-secondary

### Course History:

New Course

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

Acceptance into the International Culinary Arts Diploma program

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

### PLAR (Prior Learning Assessment & Recognition)

- ☑ No  
- ☐ Yes (details below):
Course Learning Outcomes:

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

(a) Apply effective time management skills needed to work in baking
(b) Describe and apply the fundamental principles, skills and techniques of baking
(c) Assess baked goods for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in baking
(e) Apply math skills for the production of baked goods

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

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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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<tr>
<td>K - Shop/Teaching Kitchen</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:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for Baking
4. Commercial Kitchen Equipment Review and Introduction to Baking Equipment
5. Introduction to Basic Baking Principles
6. The Science and Chemistry Behind Ingredients in Baking
7. Basic Mixing Principles
8. Introduction to Applied Baking
9. Cookie Production
10. Quick Bread Production
11. Yeast Bread Production

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016
Approved by Education Council: September 13, 2016
**Course Name:** Butchery

**Course Number:** CULI 1505  
**Number of Credits:** 4  
**Effective Date:** February 2017

**Course Description:**
This course provides students with the knowledge and skills for identifying, processing and storing beef, poultry and seafood. The course introduces students to the factors to be considered in selecting cooking methods for various types of meat and seafood products. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

**Course Pre-requisites (if applicable):**
Acceptance into the International Culinary Arts Diploma program

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

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

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

(a) Apply effective time management skills needed to work in butchery
(b) Describe and apply the fundamental principles, skills and butchery techniques to fabricate beef, poultry, and seafood
(c) Assess butchery products for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a butchery kitchen
(e) Apply math skills to determine yields and portions in butchery fabrication
(f) Select appropriate cookery methods for beef, poultry and seafood products
(g) Discuss industry practices in the production of meat, seafood, and poultry

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

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Total 100

### Learning Environment/Type

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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.
1. Orientation to Course Information, Review House Guidelines  
2. Introduction to Butchery - Health And Safety, Butcher Shop Equipment  
3. Commercial Production Practices  
4. Introduction and Fundamentals of Poultry Fabrication  
5. Poultry Cooking Techniques  
6. Introduction and Fundamentals of Poultry Fabrication  
7. Poultry Cooking Techniques  
8. Introduction and Fundamentals of Beef Fabrication  
9. Beef Cooking Techniques  
10. Portion Cutting  
11. Introduction and Fundamentals of Fish and Shellfish Fabrication  
12. Fish and Shellfish Cooking Techniques

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: | September 13, 2016 |
# Course Outline

**Course Name:** Cook Chill Production Kitchen

**Course Number:** CULI 1506  
**Number of Credits:** 8  
**Effective Date:** February 2017

**Course Description:**
Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

**School or Centre:**
School of Hospitality, Food Studies and Applied Business

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

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Acceptance into the International Culinary Arts Diploma program

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

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

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

(a) Apply effective time management, communication, and teamwork skills needed to work in a production kitchen
(b) Describe and apply the fundamental principles and skills of moist and dry heat cooking techniques to a variety of products
(c) Describe and apply principles and skills to the production of a variety of international dishes
(d) Describe and apply the fundamental principles and skills of vegetable gardening
(e) Assess consistency and quality standards of mise en place and products for service in a production kitchen
(f) Apply industry standards and procedures essential for food and kitchen safety to a variety of equipment and products in a production kitchen
(g) Apply math skills required for production in a cook chill kitchen

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
## Evaluation/Grading System

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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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<tr>
<td>K - Shop/Teaching Kitchen</td>
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Total 200

## Resource Material(s):

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

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for a Production Kitchen and Cook Chill
4. Commercial Kitchen Equipment Review and Introduction to New Equipment
5. Introduction to the Cook Chill Production Kitchen
6. Dry and Moist Heat Cooking Methods

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: |
| Approved by Education Council: |
**Course Name:** Flavour Principles & Menus

**Course Number:** CULI 1507  
**Number of Credits:** 1  
**Effective Date:** February 2017

**Course Description:**
This course introduces students to the basic principles of nutrition and its application in food preparation. This course also examines the study of taste and flavour and introduces students to institutional menus and terminology.

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<th>School or Centre:</th>
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<td>1st Year Post-secondary</td>
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**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Acceptance into the International Culinary Arts Diploma program

**Course Co-requisites (if applicable):**
CULI 1508

**PLAR (Prior Learning Assessment & Recognition):**
☑️ No ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Describe the nutritional elements of a healthy diet
(b) Identify and describe the principles of food combinations based on nutrition, taste, and flavour principles
(c) Identify and describe a variety of institutional menus and terminology

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

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

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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:

1. Orientation to Course Information, Review House Guidelines
2. Basic Nutrition
3. Palette Development and Taste & Flavour Principles
4. Introduction to Menus

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<tr>
<td><strong>Course Name:</strong></td>
<td>Short Order Café</td>
</tr>
<tr>
<td>------------------</td>
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<td><strong>Course Number:</strong></td>
<td>CULI 1508</td>
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<tr>
<td><strong>Effective Date:</strong></td>
<td>February 2017</td>
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**Course Description:**
Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

**School or Centre:**
School of Hospitality, Food Studies and Applied Business

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

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Acceptance into the International Culinary Arts Diploma program

**Course Co-requisites (if applicable):**
CULI 1507

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No
- [ ] Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Apply effective time management, teamwork, and communication skills needed for working in a team in a short order kitchen
(b) Apply the fundamental principles, skills and techniques to produce a variety of sandwiches and hot food products in a cafe setting
(c) Apply principles and skills to finishing and serving a variety of international dishes
(d) Assess and modify products and service for consistency and quality standards in a short order cafe
(e) Apply the principles and skills of vegetable harvesting and garden maintenance
(f) Apply industry standards and procedures essential for food and kitchen safety in a production kitchen and short order cafe

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
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Learning Environment/Type

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<td>K - Shop/Teaching Kitchen</td>
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Total 184

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. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for a Short Order Café
4. Introduction to the Short Order Café and Kitchen Stations

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Cook Chill Production Kitchen I

Course Number: CULI 1516  
Number of Credits: 8  
Effective Date: February 2017

Course Description:
Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No  ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:
(a) Apply effective time management, communication, and teamwork skills needed to work in a production kitchen
(b) Describe and apply the fundamental principles and skills of moist and dry heat cooking techniques to a variety of products
(c) Describe and apply principles and skills to the production of a variety of international dishes
(d) Describe and apply the fundamental principles and skills of vegetable gardening
(e) Assess consistency and quality standards of mise en place and products for service in a production kitchen
(f) Apply industry standards and procedures essential for food and kitchen safety to a variety of equipment and products in a production kitchen
(g) Apply math skills required for production in a cook chill kitchen

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:
1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

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**Total 200**

### Resource Material(s):

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

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for a Production Kitchen and Cook Chill
4. Commercial Kitchen Equipment Review and Introduction to New Equipment
5. Introduction to the Cook Chill Production Kitchen
6. Dry and Moist Heat Cooking Methods

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Short Order Café I

**Course Number:** CULI 1518  
**Number of Credits:** 8  
**Effective Date:** February 2017

**Course Description:**
Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

**School or Centre:**
School of Hospitality, Food Studies and Applied Business

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

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Acceptance into the International Culinary Arts Diploma program

**Course Co-requisites (if applicable):**
CULI 1507

**PLAR (Prior Learning Assessment & Recognition):**
[ ] No  [ ] Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Apply effective time management, teamwork, and communication skills needed for working in a team in a short order kitchen
(b) Apply the fundamental principles, skills and techniques to produce a variety of sandwiches and hot food products in a cafe setting
(c) Apply principles and skills to finishing and serving a variety of international dishes
(d) Assess and modify products and service for consistency and quality standards in a short order cafe
(e) Apply the principles and skills of vegetable harvesting and garden maintenance
(f) Apply industry standards and procedures essential for food and kitchen safety in a production kitchen and short order cafe

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

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

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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:

1. Orientation to Course Information, Review House Guidelines  
2. Professional Practice and Skills  
3. Health And Safety Principles for a Short Order Café  
4. Introduction to the Short Order Café and Kitchen Stations

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#### VCC Education and Education Support Policies

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#### FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
## Course Outline

**Course Name:** Kitchen Management  
**Course Number:** CULI 2501  
**Number of Credits:** 1  
**Effective Date:** February 2017

### Course Description:
This course introduces students to kitchen management procedures, the basic principles of human resources, and Canadian Labour laws. Students continue to (re)develop their culinary career pathway.

### School or Centre:
School of Hospitality, Food Studies and Applied Business

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

### Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

### Course Co-requisites (if applicable):
- CULI 2502
- CULI 2503

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

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**VCC-CD-20150901**
Course Learning Outcomes:

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

(a) Demonstrate effective communication skills relevant to human resource management
(b) Describe the B.C. Human Rights Act and Employment Standards Act as it pertains to a cook within the culinary industry and human resource management
(c) Apply financial principles and math skills to determine kitchen operation costs
(d) Identify and describe the resources and best practices for starting a food based business
(e) Assess professional and employment skills to revise and/or develop career pathway

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
Evaluation/Grading System

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Components and Weighting of the Assessment/Evaluation Plan:

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Learning Environment/Type

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Total 12

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. Orientation to Course Information, Review House Guidelines
2. HR Communication Skills
3. The Respectful Workplace
4. Food Service Operations and Business
5. Culinary Career Journey and Life Long Learning

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: | Approved by Education Council:
**Course Name:** Purchasing & Receiving  
**Course Number:** CULI 2502  
**Number of Credits:** 2  
**Effective Date:** February 2017

**Course Description:**  
This course introduces students to storeroom principles and procedures. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control. Students fill requisitions for the service kitchens and outlets in the Culinary Arts Programs.

**School or Centre:** School of Hospitality, Food Studies and Applied Business  
**Year of Study:** 1st Year Post-secondary

**Course History:** New Course

**Course Pre-requisites (if applicable):**  
Acceptance into the International Culinary Arts Diploma program

**Course Co-requisites (if applicable):**  
CULI 2501  
CULI 2503

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

lectures, demonstration, hands-on practice, group work, projects and independent study

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**Course Learning Outcomes:**

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

(a) Apply effective time management, communication, and teamwork skills needed to work in a storeroom
(b) Describe and apply the fundamental principles and skills for maintaining a storeroom and procedures required for purchasing and receiving
(c) Assess products for consistency and quality standards in a storeroom
(d) Apply industry standards and procedures essential for food safety in a storeroom
(e) Apply math skills for storeroom management, including managing inventory, requisitions and stock rotation

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**Program Learning Outcomes:**

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
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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:
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for Purchasing & Receiving
4. Commercial Kitchen Equipment for the Store Room
5. Introduction to Food Store Room Procedures
6. Introduction to Inventory Management

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Restaurant Customer Service

Course Number: CULI 2503  Number of Credits: 2  Effective Date: February 2017

Course Description:
In this course students are introduced to the operation of a restaurant dining room and bar service outlet, including ordering, clearing plates, processing cash payments, and promoting the restaurant. Students develop time management, communication, teamwork, and customer service skills by serving food produced by other courses in the Culinary Arts Program to the general public.

School or Centre: School of Hospitality, Food Studies and Applied Business

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):
CULI 2501
CULI 2502

PLAR (Prior Learning Assessment & Recognition)  □ No  ☑ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, projects and independent study

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

(a) Apply effective time management, communication, and teamwork skills needed to work in a dining room-restaurant front of house
(b) Describe and apply the fundamental principles, skills and techniques for wine, bar, and front of house restaurant service
(c) Assess cocktails, beverages and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in the dining room

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
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Learning Environment/Type

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Resource Material(s):

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Nutritional Menu Development

Course Number: CULI 2504  Number of Credits: 1  Effective Date: February 2017

Course Description:
This course introduces students to the principles of menu planning and nutrition. Students apply these principles to create a table d'hote menu.

School or Centre: School of Hospitality, Food Studies and Applied Business
Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):
CULI 2505
CULI 2506

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, projects and independent study

Course Learning Outcomes:

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

(a) Write a menu applying the principles of menu planning and nutrition
(b) Assess menus for consistency and quality standards

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
Evaluation/Grading System

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<td>J - Classroom/Online (Mixed Mode)</td>
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Total 12

Resource Material(s):

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

1. Orientation to Course Information, Review House Guidelines
2. Introduction to Menu Development
3. Principles of Nutrition

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:  

VCC-CD-20150901
Course Name: Advanced Cookery

Course Number: CULI 2505  Number of Credits: 2  Effective Date: February 2017

Course Description:
This course introduces students to advanced cooking techniques, ingredients, and equipment. Students apply these techniques to prepare specialty soups, sauces, vegetables, and starches. Emphasis is placed on time management, communication and teamwork skills.

School or Centre: School of Hospitality, Food Studies and Applied Business
Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):
CULI 2504
CULI 2506

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Apply effective time management and communication skills needed to produce complex dishes
(b) Apply advanced preparation methods to produce complex products
(c) Assess complex products for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety when creating complex dishes

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
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Total 100

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<tr>
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Total 44

### Resource Material(s):

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

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice (Skills, Safety and New Equipment)
3. Introduction to Specialty Soups
4. Introduction to Advanced Sauces
5. Introduction to Advanced Vegetable Cookery
6. Introduction to Advanced Potato Cookery
7. Introduction to Advanced Pulse and Legume Cookery
8. Introduction to Advanced Cereal and Grain Cookery
9. Introduction to Advanced Rice Cookery

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**Course Description:**
This course introduces students to traditional and ethnic cooking techniques and ingredients. Students apply these techniques to prepare a variety of global and vegetarian dishes.

**School or Centre:**
School of Hospitality, Food Studies and Applied Business

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

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Acceptance into the International Culinary Arts Diploma program

**Course Co-requisites (if applicable):**
CULI 2504  
CULI 2505

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

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

(a) Apply principles, skills and techniques to produce a variety of global and vegetarian food
(b) Assess global and vegetarian products for consistency and quality standards
(c) Apply industry health and procedures essential for food and kitchen safety

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
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### Components and Weighting of the Assessment/Evaluation Plan:

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### Learning Environment/Type

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| **Total** | **44** |

### 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. Orientation to Course Information, Review House Guidelines  
2. Professional Practice (Skills, Safety and New Equipment)  
3. Introduction to Vegetarian Cuisine  
4. Introduction to Global Cuisine

VCC Education and Education Support Policies

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Advanced Baking

Course Number: CULI 2507
Number of Credits: 5
Effective Date: February 2017

Course Description:
This course introduces students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.

School or Centre: School of Hospitality, Food Studies and Applied Business
Year of Study: 1st Year Post-secondary
Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable): 

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

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

(a) Apply effective time management, communication, and teamwork skills needed to work in a restaurant kitchen dessert station
(b) Apply principles, advanced skills, and techniques to baking and dessert production
(c) Assess a variety of advanced baking-pastry products and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in baking and restaurant dessert station
(e) Apply math skills for restaurant desserts and service production levels

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

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

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### Learning Environment/Type

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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:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for the Bakeshop and Restaurant Dessert Station
4. Equipment Use and Maintenance for the Bakeshop and Restaurant Dessert Station
5. Introduction to Artisanal Breads and Production
6. Introduction to Pastries and Production
7. Introduction to Advanced Desserts and Production
8. Introduction to Cakes and Production
9. Introduction to The Dessert Station and Service

VCC Education and Education Support Policies

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: | September 13, 2016 |
Course Name: Restaurant Line Cooking

Course Number: CULI 2508
Number of Credits: 1.5
Effective Date: February 2017

Course Description:
This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant line cooking. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.

Course History:
New Course

School or Centre:
School of Hospitality, Food Studies and Applied Business

Year of Study:
1st Year Post-secondary

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):
CULI 2509
CULI 2510

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Apply effective time management, communication, and teamwork skills needed to work on a restaurant kitchen line
(b) Apply principles, skills and advanced techniques to produce a variety of menu products for restaurant service
(c) Assess a variety of products and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a restaurant kitchen
(e) Apply math skills for restaurant service production levels

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
## Evaluation/Grading System

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Total 100

### Learning Environment/Type

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Total 33

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for the Restaurant Line
4. Equipment Use and Maintenance for the Restaurant Line
5. Introduction to the Restaurant Kitchen
6. Introduction to the Pass and Expediter’s Operating Procedures
7. A la Carte Line Operation and Service

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: ________________________  Approved by Education Council: ________________________
Course Name: Appetizers & Platters

Course Number: CULI 2509  
Number of Credits: 1.5  
Effective Date: February 2017

Course Description: In this course students prepare a variety of appetizers and are introduced to running the pass of a restaurant kitchen. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders. Students build on plating and presentation skills and techniques learned in previous courses.

School or Centre: School of Hospitality, Food Studies and Applied Business

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):
CULI 2508  
CULI 2510

PLAR (Prior Learning Assessment & Recognition)  
☑ No  ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Apply effective time management, communication, and teamwork skills needed to expedite orders and work on an appetizer station
(b) Apply principles, skills and advanced techniques to expedite orders and produce a variety of appetizers and platters for restaurant service
(c) Assess products and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a restaurant kitchen
(e) Apply math skills for production of appetizers and platters
(f) Plate and present restaurant menu items

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

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

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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.
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for Food Styling and The Appetizer Station
4. Equipment Use and Maintenance for Food Styling and The Appetizer Station
5. Menu Styling and Presentation
6. Introduction to Appetizers and Production

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:   Approved by Education Council:
Course Name: Advanced Butchery-Charcuterie

Course Number: CULI 2510
Number of Credits: 1.5
Effective Date: February 2017

Course Description:
This course provides students with the knowledge and skills for identifying, processing and storing pork, lamb, veal, specialty poultry and specialty seafood. Building on previous courses, students identify cooking methods for various types of meat and seafood products. Students prepare a variety of cured and preserved items. Emphasis is placed on time management, communication, and teamwork skills, methods of work, preparation, service techniques and quality control.

School or Centre: School of Hospitality, Food Studies and Applied Business

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):
CULI 2508
CULI 2509

PLAR (Prior Learning Assessment & Recognition) ☒ No ☐ Yes (details below):
**Instructional Strategies:**
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

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

(a) Apply effective time management, communication and teamwork skills needed to work in butchery and charcuterie
(b) Apply the principles, skills and butchery techniques to fabricate lamb, pork, veal, specialty poultry and seafood
(c) Describe and apply the fundamental principles, skills and techniques to produce charcuterie
(d) Assess butchery and charcuterie products for consistency and quality standards
(e) Apply industry standards and procedures essential for food and kitchen safety in butchery and charcuterie production

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
## Components and Weighting of the Assessment/Evaluation Plan:

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<th>Type</th>
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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.
Course Topics:
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for Advanced Butchery & Charcuterie
4. Equipment Use and Maintenance for Advanced Butchery & Charcuterie
5. Introduction to Advanced Butchery
6. Introduction to Charcuterie

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: | Approved by Education Council:
Course Name: Modern Cuisine

Course Number: CULI 2511  
Number of Credits: 12.5  
Effective Date: February 2017

Course Description:
This course introduces students to a variety of culinary techniques and processes that combine theoretical principles with chemistry and modern technology. Ingredients are prepared using new or adapted methodologies and equipment for molecular gastronomy. Students apply these skills by producing and serving these items in a restaurant setting and, compare traditional to modern production methods. Emphasis is placed on time management, communication and teamwork skills.

School or Centre: School of Hospitality, Food Studies and Applied Business

Course History: Revised Course

Year of Study: 2nd Year Post-secondary

Name of Replacing Course (if applicable): Modern Cuisine and Restaurant

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable): 

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

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:

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

(a) Apply effective time management, communication, teamwork, and math skills needed to cook and serve food in a modern restaurant
(b) Apply industry standards and procedures essential for food and kitchen safety
(c) Apply procedures essential for handling specialized equipment
(d) Identify, describe and apply scientific methods in exploration of tastes and textures
(e) Apply principles, advanced skills, and modern techniques to fermentation
(f) Apply theoretical principles, advanced skills, and modern techniques to molecular cuisine production
(g) Identify and describe the differences in the results when using traditional versus modern production methods
(h) Assess a variety of gastronomy products for consistency and quality standards

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
Evaluation/Grading System

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Components and Weighting of the Assessment/Evaluation Plan:

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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.
1. Orientation to Course Information
2. Professional Practice
3. Health And Safety Principles
4. Equipment Use and Maintenance
5. Food Reactions
6. Cooking under Pressure
7. Compression
8. Restaurant Service

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Culinary Practicum

Course Number: CULI 2512  
Number of Credits: 3  
Effective Date: February 2017

Course Description:
In this course students have the opportunity to apply their newly acquired knowledge and skills in an industrial catering establishment while on a practicum placement. Emphasis is placed on professionalism.

School or Centre: School of Hospitality, Food Studies and Applied Business

Year of Study: 2nd Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
Acceptance into the International Culinary Arts Diploma program

Course Co-requisites (if applicable):

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

VCC-CO-20150901
Instructional Strategies:  
hands-on practice, projects and independent study

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

1. Apply effective time management, teamwork, and communication skills needed to work in a professional kitchen
2. Assess complex products for consistency and quality standards
3. Apply industry standards and procedures essential for food and kitchen safety
4. Observe workplace culture, norms and expectations
5. Request and reflect on feedback from industry professionals

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
**Components and Weighting of the Assessment/Evaluation Plan:**

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<td>Portfolio</td>
<td>50</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>P - Practicum</td>
<td>100</td>
<td>4 weeks at 5 days/week, 5 hours/day</td>
</tr>
</tbody>
</table>

Total 100

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
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.
ISSUE: Changes to Program Learning Outcomes, Course Learning Outcomes and Course Descriptions for the Hairstylist Certificate

BACKGROUND:
This proposal, presented by Lucy Griffith, describes changes to learning outcomes and course descriptions in the PCG and for three (3) courses to better meet ITA requirements.

DISCUSSION:
The committee asked what has changed. The changes, e.g. Program Learning Outcome 11, deal with cash handling, inventory control and merchandising as stated in the proposal document. Consistent spelling, e.g. “analyze” or “analyse” was requested. The proper credit weighting was also raised and should change to 1.5 from 2 for three courses. The credit weightings for these and, perhaps, other courses will be made as a result of Program Renewal. Maximum time for completion of the credential should be three (3) years.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the changes to Program Learning Outcomes, Course Learning Outcomes and Course Descriptions for the Hairstylist Certificate.

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):  Hairstylist Certificate

ANTICIPATED START DATE:  January 2017

Curriculum Developer:  Lucy Griffith & Linda Brandwood
Title:  Department Head & Instructor
School/Centre:  Trades, Technology & Design
Department:  Hair Design & SBT
E-mail:  lgriffith@vcc.ca
Phone/Ext.:  8331

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: Professional Development - Intro to Salon & Spa Business HAIR1101

Course name and number: Salon Business 2 HAIR1201

Course name and number: Salon Business 3 HAIR1310

(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.

   The 3 courses and the PCG have been updated to better reflect the ITA program requirements. Clarification was needed to ensure students are able to properly handle cash, maintain product inventory and merchandising.

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

   No expects cost changes as a result of this proposal.
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Met with department on Sept 28, Oct 27 &amp; Nov 30</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Currently no support staff in educational unit</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>Emailed Tami Pierce on December 6th 2016 no response</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Emailed Rachel Warick on December 6th 2016. Recommendations included rewording the as “Grade 10 or Equivalent” (Equivalent insert link to England language proficiency test)</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Worked with Garth Manning and Elle Ting on December 6th 2016</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>Brianna Higgins on December 6th 2016 no response</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Murray MacGregor on December 6th 2016 comment that he does not see this affecting Financial aid</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Francesco Barillaro on December 6th 2016 no response</td>
</tr>
<tr>
<td>Library</td>
<td>Todd Rowlatt on December 6th 2016 no response</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Denis Seremba on December 6th 2016 Recommendations included rewording the as “Grade 10 or Equivalent” (Equivalent insert link to England language proficiency test)</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>Jennifer Gossen on December 6th 2016. Jennifer responded on December 17th, asking if the red seal exam was monitoring for international students, I replied by stating it was optional. Jennifer also asked if we would be updating the SBT PCG to reflect the name change, I responded yes, we will be making amendments to the SBT PCG and sending them to EdCo in January 2017 upon approval.</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>Karen Wilson on December 6th 2016 no response</td>
</tr>
<tr>
<td>Facilities</td>
<td>Jerry Guspie on December 6th 2016 no response</td>
</tr>
<tr>
<td>Finance</td>
<td>Jamie Choi on December 6th 2016 no response</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>Elmer Wansik on December 6th 2016 no response</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>Brian Beecham on December 6th 2016 no response</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>Surinder Aulakh on December 6th 2016 no response</td>
</tr>
</tbody>
</table>
Curriculum Development Approval Form

<table>
<thead>
<tr>
<th>EXTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td>Discussed changes with articulation committee on September 30th 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:

   Subject Code: | Course #: | Credits: | Effective Term: |

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

COMPLETED BY FINANCE:

3. Finance Org Code: _________________
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.

   ___________________________ ________________ _____________
   Lucy Griffith               Sign off                Dec 9th, 2016
   Name                       Sign off                Date

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

   ___________________________ ________________ _____________
   ___________________________ ________________ _____________
   Name                       Sign off                Date

   ___________________________ ________________ _____________
   Name                       Sign off                Date
This chart assists in the clarification of changes being presented to Curriculum Committee and Education Council. It highlights the extent and depth of each change by comparing the current wording in curriculum documents (Program Content Guides and Course Outlines) to the new or proposed wording, and also references any changes to course names and/or numbers. Completing the chart as comprehensively as possible will help expedite the approval process.

**PROGRAM NAME:** Hairstylist Level 1 Certificate Program

**Prepared by:** Lucy Griffith

**Date:** November 16th, 2016

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>PCG</th>
<th>Current (old) Wording/Numbers</th>
<th>Proposed (new) Wording/Numbers</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td></td>
<td>Hair Design Certificate Program</td>
<td>Hairstylist Level 1 Certificate Program</td>
<td>To align with ITA definition of trade occupation</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td></td>
<td>Levels</td>
<td>Terms</td>
<td>To prevent confusion with ITA Level description</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td></td>
<td>English language support</td>
<td>Deleted references to this</td>
<td>We no longer have an ESL hair program</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td></td>
<td>PLO – see PCG</td>
<td>PLO – see new revised PCG refined wording, same general course content</td>
<td>To align more closely with ITA OAC (Occupational Analysis Chart) &amp; reflect what is actually being taught currently</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td></td>
<td>HAIR 1101 -Professional Development</td>
<td>HAIR 1101 – Salon Business 1</td>
<td>To communicate ITA requirements at beginning of program and incorporate ITA OAC business management skill training</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td></td>
<td>HAIR 1210-Salon Business 1</td>
<td>HAIR 1210 – Salon Business 2</td>
<td>To eliminate confusion among students as this course is in term 2 not 1, and incorporate ITA OAC</td>
</tr>
<tr>
<td>Course Outline</td>
<td>PCG</td>
<td>Current (old) Wording/Numbers</td>
<td>Proposed (new) Wording/Numbers</td>
<td>Rationale</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HAIR 1310 – Salon Business 3</td>
<td>To eliminate confusion among students as this course is in term 3 not 2. and incorporate ITA OAC business management skills and knowledge</td>
</tr>
<tr>
<td>X</td>
<td>HAIR 1310-Salon Business 1</td>
<td></td>
<td>See proposed new PCG course description wording (same general course content)</td>
<td>To reflect more accurately what is being taught and ensure it aligns with skills required by ITA Level 1 hairstylist trade knowledge &amp; skills</td>
</tr>
</tbody>
</table>

(See PCG for old course old description wording)

(add rows as required to complete the chart)
Hairstylist Certificate

Program Content Guide

Effective Date: January 2017
Goal

The Hairstylist certificate program prepares students for employment in the hairstyling industry by providing them with authentic learning experiences to develop the knowledge, skills and professionalism to be successful in industry.

Admission Requirements

Grade 10 English or equivalent.

Applicants who do not meet the program admission requirements may request an interview with the Department Head or representative.

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available in this program.

Program Duration

This program is 10 months in length and offered over three terms.

Program Learning Outcomes

Graduates of this program will be able to:

1. Perform all duties of a hairstylist in accordance with industry health and safety standards related to hygiene, sanitation and disinfection practices.
2. Use and maintain tools and equipment according to industry standards.
3. Demonstrate professionalism, effective communication and consultation skills when preparing clients for service.
4. Analyse clients’ hair, facial shapes and features to identify skin and scalp disorders and recommend salon products and services.
5. Perform shampooing, conditioning and scalp massaging services using proper manipulations and various haircare products.
6. Perform haircuts using scissors, razors, blending shears, clippers and other haircutting tools.
7. Perform hair styling and finishing services using brushes, blow-dryers, curling irons, flat-irons, rollers, clips and other hairstyling tools.
8. Apply principles of cosmetic chemistry while performing chemical services, such as permanent waving and hair colouring.
9. Apply basic hair colour theory and techniques to perform a variety of hair colouring services.
10. Describe the types and purposes of hair extensions, wigs and hairpieces.
11. Apply fundamental business management knowledge and skills needed to operate a hair salon.
Instructional Activities, Design and Delivery Mode

The Hairstylist Certificate program is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). The Hairstylist program provides a wide range of student learning opportunities in classroom, salon and workplace settings. Students gain hands-on practical experience working with clients in VCC Salon and Spa. Workplace practicums provide students with additional opportunities to apply their knowledge and technical skills in authentic industry workplaces. Classroom instruction is designed for students to develop theoretical knowledge and skills required for success in VCC Spa and Salon and work practicums.

Active student learning and participation is emphasized throughout the program to promote the development of knowledge, skills and attitudes required for success in the industry. Lectures, demonstrations, group work, peer assessment, reflective journaling, and project based learning strategies are used throughout the program to promote student leaning.

Evaluation of Student Learning

Students are evaluated throughout the program on their theoretical and practical skills using a combination of assignments, projects, and exams. Instructors assess students on their practical skills in the VCC Salon and Spa using day-to-day observation and performance evaluation guides.

Students are required to achieve a minimum of 70% in all courses and all theory and practical assessments of each course in order to progress into the next term. Students who do not achieve 70% in all theoretical exams are given the opportunity to rewrite a maximum of two (2) theory exams per term.

Students not achieving 70% in both the theory and practical exams of each course will receive an F grade.

Upon completion of the VCC Hairstylist Certificate Program, students are eligible to write the Industry Training Authority's exam required for the Hairstylist Certificate of Completion.

Recommended Characteristics of Students

- Ability to understand instruction in English;
- Sincere interest in administering personal services;
- Interpersonal and communication skills required for providing customer service;
- Pleasant and outgoing personality;
- Good hand-eye coordination;
- Manual dexterity and creative ability;
- Normal colour vision;
- Good depth perception and ability to perceive line and form;
- Ability to stand for long periods of time;
- Ability to plan and work independently;
- Self-motivated and a sense of responsibility;
- Basic writing and numerical skills.
Candidates considering this program are likely to be most successful as graduates if they are in good health and are aware that health concerns such as asthma, respiratory problems, skin conditions and eczema may be present in this career.

**Courses**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | HAIR 1102 | **Shampoo & Scalp Treatments**  
This course provides knowledge on hair & scalp, the purpose and benefits of shampoo, conditioning and scalp treatment services. Draping, brushing and basic massage manipulations are taught in addition to the chemistry and classification of cosmetic products. Students learn how to prepare the client, analyze the hair & scalp and perform shampoo, conditioning and scalp massage services on salon clients. | 2.0 |
| 1    | HAIR 1103 | **Salon Ecology**  
This course provides a basic foundation of infection control to ensure the safety of stylists and salon clients. Sanitation and disinfection procedures for common trade tools & equipment are practiced to comply with provincial health, hygiene & safety standards. Differentiate between the various types of bacteria, their growth and relationship to disease. General knowledge of first aid and safety. | 1.0 |
| 1    | HAIR 1104 | **Trichology & Skin**  
This course outlines general anatomy and the structures associated with hair & skin. The composition of hair, its parts, functions, growth and loss are studied. General skin theory, its structure, diseases and disorders are reviewed. Students learn about common hair conditions and are able to recognize diseases and disorders of the hair and scalp. | 1.0 |
| 1    | HAIR 1105 | **Haircutting 1**  
This introductory course to haircutting provides an overview of haircutting tools, their safety and basic procedures related to haircutting such as sectioning, finger & head positions, angles, partings and design lines. Students learn and practice blunt, graduated, short and long layered haircuts and men’s basic haircuts on mannequins and training salon clients. Short haircutting techniques such as scissor over comb, clipper over comb and clipper using guards are also introduced in this course. Students learn how to analyze the hair & perform haircutting consultations & services on male and female clients. | 3.0 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAIR 1106</td>
<td><strong>Hairstyling 1</strong></td>
<td>This course provides an introduction to the basic tools &amp; techniques used in hairstyling. General hairstyling theory is covered and students learn practical skills such as blow-drying, use of thermal irons, braiding, wet roller setting, pinincurling and comb-out's on training salon clients. Students are able to analyze the hair, perform styling consultations, perform basic styling services on salon clients in a safe and efficient manner.</td>
<td></td>
</tr>
<tr>
<td>HAIR 1107</td>
<td><strong>Perm 1</strong></td>
<td>This course introduces students to the basic of perming. These basics include an overview of the tools and products used in perming, basic wrapping techniques &amp; explanation of the physical and chemical process involved in perming. Perm wrapping, sectioning and end paper techniques are practiced on mannequins. Students analyze hair and scalp, conduct consultations, select appropriate perm tools and products practice basic perm techniques on training salon clients while following safety precautions.</td>
<td></td>
</tr>
<tr>
<td>HAIR 1108</td>
<td><strong>Haircolour 1</strong></td>
<td>In this first level haircolour course, students will learn the basics of haircolour including the colour wheel, international level system, categories of haircolour and other important theory associated with haircolour. Haircolour products and tools are explored and students learn haircolor techniques such as retouch and virgin colour application methods on mannequins &amp; salon clients. Students learn to conduct consultations, apply temporary, semi-permanent and permanent colour products while following safety guidelines in relation to haircolour services. Haircolour manufacturer partners present professional haircolour brand information.</td>
<td></td>
</tr>
<tr>
<td>HAIR 1109</td>
<td><strong>Salon Business 1</strong></td>
<td>This course introduces students to the fundamental skills and concepts related to operating a salon and spa, including common business operations, product knowledge, health and safety standards, and business software and equipment. Students develop knowledge and practical skills as receptionist in the VCC Salon and Spa where they provide customer service, book appointments, sell retail products, process financial transactions and promote the VCC Salon and Spa services and products. This course also explores the history of hairstyling, the current industry, and career pathways.</td>
<td></td>
</tr>
<tr>
<td>HAIR 1205</td>
<td><strong>Haircutting 2</strong></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HAIR 1206</td>
<td><strong>Hairstyling 2</strong></td>
<td>The principles of hairstyling and suitability to facial shapes and features are explored in this course along with long hair design and long hair preparation techniques. Long hair styling techniques such as backcombing, braiding, pinning, creating loops, twists, etc. are practiced. Various curling techniques with the flat iron and other thermal tools are demonstrated. Introduction to wet hairstyling techniques such as fingerwaves &amp; skipwaves. The purpose and various types of hair extensions and methods of hair extensions are also a part of this course.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAIR 1207</td>
<td><strong>Permanent Waving 2</strong></td>
<td>This course explores techniques for long hair perming such as spiral perming &amp; using hair bendies. Directional, partial and root perm techniques are introduced as is Keratin hair smoothing service, its benefits &amp; technique. Students analyze the hair, conduct consultations and practice these retexturizing services on training salon clients in a safe &amp; efficient manner.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAIR 1208</td>
<td><strong>Haircolouring 2</strong></td>
<td>This second level course in haircolour focuses on lightening products and procedures. Students learn and practice doing foil highlighting, balayage and virgin and retouch bleach and toner services. Students produce the 7 stages of lightening and receive classes in lightening haircolour product usage through the department’s haircolour manufacturer partners. Students analyze hair, conduct consultations and perform various haircolour lightening services on training salon clients in a safe and efficient manner.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HAIR 1215</td>
<td><strong>Salon Work Experience</strong></td>
<td>Students have the opportunity to observe, learn and assist in a professional salon environment of their choice. Instructors explain the purpose of the salon work experience, general salon functions, duties &amp; roles within the salon and communication with the salon mentor or manager. Students can practice learned skills as per salon</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---</td>
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<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2</td>
<td>HAIR 1216</td>
<td><strong>Salon Business 2</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to advanced skills and concepts related to operating a salon and spa business. Students further develop professionalism, customer service skills, product knowledge, and financial skills, as they continue in the role as a receptionist in the VCC Salon and Spa. Inventory selection and control, merchandising and display, and planning and implementation of promotional events are introduced in this course.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HAIR 1305</td>
<td><strong>Haircutting 3</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In this haircutting course, students observe advanced haircutting techniques and review all basic haircutting techniques, texturizing, razor cutting and haircutting terminology while continuing to perform haircutting consultation and services on salon clients. Students analyze photos to determine cutting procedures and design an advanced haircut on a mannequin. Students further demonstrate their haircutting abilities by presenting an accurate and suitable haircut on a male and female model.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HAIR 1306</td>
<td><strong>Hairstyling 3</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course describes the history, purpose and types of wigs, hairpieces and hair additions. The difference between human &amp; synthetic hair is discussed. Wig service and maintenance is reviewed. Students are introduced to competition hairstyling &amp; the 30 point judging system. Students recreate updos from photos and use their hairstyling skills design a creative updo for a class updo competition. Students continue to develop and enhance their styling skills on salon clients.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HAIR 1307</td>
<td><strong>Perm 3 – Relaxing</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to chemical hair relaxing, the various types of chemical hair relaxers &amp; services &amp; safety precautions when relaxing. Techniques for Soft curl permanent (curl reforming) and applying thio relaxer (virgin and retouch applications) are reviewed. Technique for applying base &amp; no base sodium hydroxide relaxer (virgin &amp; retouch applications) are also discussed. The Maintamer product info is explained &amp; procedure practiced in this permanent smoothing service. The Japanese hair straightening method is also discussed. Students continue to refine their perm wrapping technique and efficiency.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>HAIR 1308</td>
<td><strong>Haircolouring 3</strong></td>
<td>In this course the principles of colour correction are covered, students solve common colour correction case studies, perform colour correction on swatches and training salon clients. Artificial colour removal techniques are explored. Students continue working on salon clients using previous and new colour knowledge to consult, formulate and apply haircolour techniques based on client’s needs, eye colour and skin tone. Colour manufacturer partners present current haircolour fashion trends while students create artistic colour design on a mannequin. Students also perform a complementary and fashionable colour on a client/model.</td>
<td></td>
</tr>
<tr>
<td>HAIR 1315</td>
<td><strong>Salon Work Experience &amp; Career Development</strong></td>
<td>Students have another opportunity to observe, learn and assist in a professional salon environment of their choice. Instructors review the purpose of the salon work experience, general salon functions, duties &amp; roles within the salon and communication with the salon mentor or manager. Students practice learned skills as per salon needs and review how to create a great first impression, take initiative, review their career goals and ask questions regarding employment. In the second half of this course, students meet guest speakers representing salon franchises, corporations and single owned salons who meet students and present their hiring criteria and opportunities for a career in their organization. Students practice interviewing and learn how to create an effective cover letter and resume. Discussion of portfolio, social media and networking.</td>
<td></td>
</tr>
<tr>
<td>HAIR 1316</td>
<td><strong>Salon &amp; Spa Business 3</strong></td>
<td>This course introduces students to the various types of salon businesses and outlines and the qualities of a successful salon and spa through in house and in salon practicum. Students are introduced to the concepts of branding, marketing, business plans, basic salon requirements and assistance, floor plans, taxes, financial requirements, rental agreements, insurance, networking, and human resources. Students develop self marketing tools, including a professional portfolio, resume and cover letter.</td>
<td></td>
</tr>
</tbody>
</table>

Total Program Credits: 41.0
Transcript of Achievement

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

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

Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-75</td>
<td>Minimum Pass</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>69-70</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>65-69</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>60-64</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>55-59</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-54</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>53 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td></td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

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

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

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

This document is not to be copied or transmitted in any form without the consent of VCC ©
### Course Name:
Salon and Spa Business 1

### Course Number:
HAIR 1101

### Number of Credits:
2

### Effective Date:

### School or Centre:
School of Trades, Technology & Design

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

### Course History:
Revised Course

### Name of Replacing Course (if applicable):
Professional Development

### Course Description:
This course introduces students to the fundamental skills and concepts related to operating a salon and spa, including common business operations, product knowledge, health and safety standards, and business software and equipment. Students develop knowledge and practical skills as receptionist in the VCC Salon and Spa where they provide customer service, book appointments, sell retail products, process financial transactions and promote the VCC Salon and Spa services and products.
**Instructional Strategies:**
Lecture, demonstration, role play, guest speaker, guided practice

---

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

1. Describe the principles of working in a salon environment
2. Discuss the underlying principles of performing salon operations
3. Describe salon roles and responsibilities
4. Describe salon policies and procedures
5. Describe business laws and regulations, both federal and local
6. Explain liability waivers
7. Describe telephone etiquette
8. Explain customer services
9. Explain the principles of professional presentation
10. Describe principles of product inventory
11. Describe WorkBC requirements
12. Identify and maintain different types of professional tools and equipment used in the salon and spa industry

---

**Program Learning Outcomes:**

1. Perform all duties of a hairstylist in accordance with industry health and safety standards related to hygiene, sanitation and disinfection practices.
2. Use and maintain tools and equipment according to industry standards.
3. Demonstrate professionalism, effective communication and consultation skills when preparing clients for service.
4. Analyse clients’ hair, facial shapes and features to identify skin and scalp disorders and recommend salon products and services.
5. Perform shampooing, conditioning and scalp massaging services using proper manipulations and various haircare products.
6. Perform haircuts using scissors, razors, blending shears, clippers and other haircutting tools.
7. Perform hair styling and finishing services using brushes, blow-dryers, curling irons, flat-irons, rollers, clips and other hairstyling tools.
8. Apply principles of cosmetic chemistry while performing chemical services, such as permanent waving and hair colouring.
9. Apply basic hair colour theory and techniques to perform a variety of hair colouring services.
10. Describe the types and purposes of hair extensions, wigs and hairpieces.
11. Apply fundamental business management knowledge and skills needed to operate a hair salon.
## 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>Percentages</td>
<td></td>
<td>70</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>
<th>(provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>moodle</td>
<td></td>
</tr>
<tr>
<td>Clinical Examination</td>
<td>25</td>
<td>Assessment by Desk Instructor</td>
<td></td>
</tr>
<tr>
<td>Clinical Examination</td>
<td>20</td>
<td>Daily assessment by floor Instructor</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>written exam</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>10</td>
<td>quiz</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>10</td>
<td>tool test</td>
<td></td>
</tr>
</tbody>
</table>

**Total 100**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total 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.
<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of working in a salon environment</td>
</tr>
<tr>
<td>Principles of performing salon operations</td>
</tr>
<tr>
<td>Salon roles and responsibilities</td>
</tr>
<tr>
<td>Salon policies and procedures</td>
</tr>
<tr>
<td>Business laws and regulations, both federal and local</td>
</tr>
<tr>
<td>Liability waivers</td>
</tr>
<tr>
<td>Telephone etiquette</td>
</tr>
<tr>
<td>Customer services</td>
</tr>
<tr>
<td>Principles of professional presentation</td>
</tr>
<tr>
<td>Introduction to product inventory</td>
</tr>
<tr>
<td>WorkBC requirements</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>FOR COMMITTEE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Curriculum Committee:</td>
</tr>
</tbody>
</table>
## Course Name:
Salon and Spa Business 2

### Course Number:
Hair 1216

### Number of Credits:
2.0

### Effective Date:
January 2017

### School or Centre:
School of Trades, Technology & Design

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

### Course History:
Revised Course

### Name of Replacing Course (if applicable):
Salon business 1

### Course Description:
This course introduces students to advanced skills and concepts related to operating a salon and spa business. Students further develop professionalism, customer service skills, product knowledge, and financial skills, as they continue in the role as a receptionist in the VCC Salon and Spa. Inventory selection and control, merchandising and display, and planning and implementation of promotional events are introduced in this course.

### Course Pre-requisites (if applicable):
Completion of all term 1 courses

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

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

---

VCC-CO-20150901
Instructional Strategies:
Lecture, demonstration, role play, guest speaker, guided practice

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

1. Apply salon policies and procedures to perform daily operations
2. Describe scheduling and management of appointment techniques
3. Describe client record management techniques
4. Apply basic math to perform simulated commercial transactions when working in a salon environment
5. Discuss underlying principles of maintaining product inventory
6. Describe how industry changes impact hairstyling business practice
7. Describe how to promote a salon
8. Apply retail techniques to salon products and promote additional services and products.
9. Describe, design, and promote current/future salon promotional events

Program Learning Outcomes:
1. Perform all duties of a hairstylist in accordance with industry health and safety standards related to hygiene, sanitation and disinfection practices.
2. Use and maintain tools and equipment according to industry standards.
3. Demonstrate professionalism, effective communication and consultation skills when preparing clients for service.
4. Analyse clients’ hair, facial shapes and features to identify skin and scalp disorders and recommend salon products and services.
5. Perform shampooing, conditioning and scalp massaging services using proper manipulations and various haircare products.
6. Perform haircuts using scissors, razors, blending shears, clippers and other haircutting tools.
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**Evaluation/Grading System**

<table>
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<th>Specify Passing Grade:</th>
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</thead>
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<td>70</td>
</tr>
</tbody>
</table>

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

<table>
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<tr>
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<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Clinical Examination</td>
<td>25</td>
<td>Assessment by Desk Instructor</td>
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<tr>
<td>Clinical Examination</td>
<td>20</td>
<td>Daily assessment by Floor Instructor</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Salon promotion</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Case study</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Written exam</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>J - Classroom/Online (Mixed Mode)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total 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:

- Scheduling and management of appointments
- Client record management
- Basic math
- Tabulation of daily transactions
- Commissions, taxes, and discounts
- Point of sale equipment
- Money handling techniques
- Introduction to product management and maintenance
- Sales and use of products
- Order points
- Past industry trends
- Current industry practices
- Introduction to salon promotional techniques

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Salon Business 3
Course Number: HAIR 1316  
Number of Credits: 2.0  
Effective Date: January 2017

Course Description:
This course introduces students to the various types of salon businesses and outlines the qualities of a successful salon and spa through in house and in salon practicum. Students are introduced to the concepts of branding, marketing, business plans, basic salon requirements and assistance, floor plans, taxes, financial requirements, rental agreements, insurance, networking, and human resources. Students develop self marketing tools, including a professional portfolio, resume and cover letter.

School or Centre:
School of Trades, Technology & Design

Year of Study:
1st Year Post-secondary

Course History:
Revised Course

Name of Replacing Course (if applicable):
Salon Business 2

Course Pre-requisites (if applicable):
Completion of all term 2 courses

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition):
☒ No  ☐ Yes (details below):
Instructional Strategies:
Lecture, demonstration, role playing, practicum, guest speaker

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

1. Perform monetary transactions by applying basic principles of math
2. Apply salon policies and procedures to maintain a product inventory
3. Employ current practices and techniques to market products and services
4. Create and maintain a professional portfolio
5. Create and maintain a professional resume and cover letter

Program Learning Outcomes:

1. Perform all duties of a hairstylist in accordance with industry health and safety standards related to hygiene, sanitation and disinfection practices.
2. Use and maintain tools and equipment according to industry standards.
3. Demonstrate professionalism, effective communication and consultation skills when preparing clients for service.
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<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>10</td>
<td>WE contract submitted on time</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>WE contract is complete with all required information</td>
</tr>
<tr>
<td>Practicum</td>
<td>50</td>
<td>WE employer evaluation</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>portfolio, resume and cover letter</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>WE evaluation is submitted on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>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>P - Practicum</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>L - Classroom</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>60</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.
Course Topics:

Point of sale equipment operation
Money handling
Physical and electronic management of stock levels
Product ordering
Working with product suppliers
Displays
Client education
Basic marketing
Pricing equipment
Branding
Business plans
Salon design
Rental agreements
Insurance

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

FOR COMMITTEE USE ONLY

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

3 January 2017

PREPARED FOR: Education Council

ISSUE: Change to Admissions Requirements for Visual Communications and Design Certificate and Diploma

BACKGROUND:
This proposal, presented by Lorena Espinoza, essentially corrects an error. The PCG currently reads “English 12 with a B grade or equivalent” and it should read “...with a C grade or equivalent”). There was never an intention to have the admission grade level at a B.

DISCUSSION:
A rationale or explanation for the change in the appropriate place in the CDAF was requested by the committee. This has been done. This change could be considered a minor change but, as it was a change to a PCG, it is before Council.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve the change to Admissions Requirements for Visual Communications and Design Certificate and Diploma.

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

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

**PROGRAM/COURSE NAME(S):** Visual Communications Design Diploma and Certificate

**ANTICIPATED START DATE:** January 2017

Curriculum Developer: Lorena Espinoza
Title: Department Head
School/Centre: Trades, Technology & Design
Department: Visual Communications Design
E-mail: lespinoza@vcc.ca
Phone/Ext.: 778-990-9869

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: PCG-VCD-Certificate-2016

Course name and number: PCG-VCD-Diploma-2016

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.

   “A) Standard Admission Requirements (Year 1):
   1. English 12 with a B grade or equivalent.”

   **Request entrance moves from a B grade to a C grade**
   “A) Standard Admission Requirements (Year 1):
   1. English 12 with a C grade or equivalent.”

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

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Y Faculty/Department</td>
<td></td>
</tr>
<tr>
<td>Department Support Staff</td>
<td></td>
</tr>
<tr>
<td>Other Department(s)</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Y Aboriginal Education and Community Engagement (AECE)</td>
<td>Colin Sanderson: December 12, 2016, we discussed the grades and given his audience he feels a C grade would be more appropriate.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td></td>
</tr>
<tr>
<td>Y Centre for Instructional Development</td>
<td>Marylin Heaps: December 12, 2016, we talked about how from what I recall during development it was a C not a B. A “B” is a much higher grade than what we need, and what we have historically used as a benchmark.</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td></td>
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<tr>
<td>Financial Aid</td>
<td></td>
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<tr>
<td>Learning Centre</td>
<td></td>
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<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Y Registrar’s Office / Advising / Recruitment</td>
<td>Angela Abbinante: December 12, 2016, We discussed the grades, and she brought up the fact that most likely the Hospitality would be a good measure of our student through her experience. Also students coming in from the US have a hard time fulfilling the B requirement.</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>Cathy Snider Lowe: She too feels it’s too difficult for International students to meet the “B” criteria and has the opinion to keep what historically as worked, the “C”</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td></td>
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<tr>
<td>Facilities</td>
<td></td>
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<tr>
<td>Finance</td>
<td></td>
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<tr>
<td>Information Technology (IT)</td>
<td></td>
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<tr>
<td>Institutional Research (IR)</td>
<td></td>
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<tr>
<td>Safety and Security</td>
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<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td><strong>FEEDBACK (include date received)</strong></td>
</tr>
<tr>
<td>PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>Affiliation, Articulation and/or</td>
<td></td>
</tr>
</tbody>
</table>
E. Implementation Information

**THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES**

**COMPLETED BY REGISTRAR’S OFFICE:**

1. Course Identifier:

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

2. College Code: _______________  Level: _______________

   Division Code: _______________  Major: _______________

**COMPLETED BY FINANCE:**

3. Finance Org Code: _______________
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.

   Lorena Espinoza ___________________________ December 12, 2016
   Name   Sign off   Date

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

   _______Brett Griffiths_______ _______Brett Griffiths_______ December 12, 2016
   Name   Sign off   Date
Visual Communications Design Certificate

Program Content Guide

Effective Date: January 2017
Goal

The goal of this program is to prepare students for a career in the visual communications design industry. Students will study the visual communications design industry via seven key foundational pillars. These include: conceptual thinking, workforce, studio practices, client interaction, client-centered project, curriculum, and flexible pathways.

The *Conceptual Thinking* pillar combines brainstorming, research and problem solving with creative and critical thinking. This allows students to work both collaboratively and individually to produce applicable and unique solutions for design problems via a group critique process.

The *Workforce* pillar ensures students graduate with the skills necessary to gain employment in the three common areas of graphic design practices:

- working freelance
- working in in-house corporate environments
- working in advertising, marketing and interactive agencies

The *Studio Practices* pillar provides students an opportunity to train in a program built around a true studio experience.

The *Client Interaction* pillar requires students the opportunity to work directly with clients to experience a diverse range of expectations. Working directly with clients reinforces student understanding of audience and provide opportunities to enrich communication skills to meet client expectations.

The *Client Centered Project* pillar allows students to work on projects that emphasize both conceptual understanding of modern design as well as production skills. The student projects serve as exemplars that will be integrated into a professional portfolio.

The *Curriculum* pillar provides students with built-in complimentary courses to help enhance understanding of graphic material; each block compliments the other concurrently and consequently.

The *Flexible Pathways* pillar affords students the option to gain a solid foundation in visual communication and exit with a certificate after nine months. Other students who may wish to cultivate their skills and ascend to a higher level, can continue to second year and be provided with an enriched client experience paired with advanced courses for a diploma.
Admission Requirements

1. English 12 with a C grade or equivalent

2. Interview with Selection Committee.
   Prior to interview students are required to provide:
   - Personal portfolio*
   - Resumé and letter of intent clearly listing reasons for pursuing the certificate*

* For further information on the above, please view the Visual Communications Design Selection Guidelines available on the VCC website.

Prior Learning Assessment & Recognition (PLAR)

The Visual Communications Design Program does not offer prior learning assessment & recognition at this time.

Program Duration

The Visual Communications Design Certificate consists of 18 courses totalling 56 credits offered over a nine-month duration. This is a full-time, daytime offering. The maximum allowable completion time is four years.

Program Learning Outcomes

Graduates of the Certificate program will be able to:

- Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Research and analyze industry trends to create audience driven visual communications.
- Demonstrate and critique creative problem-solving techniques to produce valid design rationale.
- Design and develop a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
- Apply and maintain professional responsibility and ethics to sustain professional development.
- Apply technical skills using current and emerging technologies relevant to the field of graphic design.
- Describe and apply principles of design in aesthetics, history, typography, and colour theory.
- Communicate and work efficiently and effectively within teams and independently.
- Analyze, plan and implement design while considering client needs and their target audience.
Instructional Activities, Design and Delivery Mode

Both the Visual Communication Certificate and Diploma curricula are designed to provide context and mimic the real-world graphic design industry. Courses in this face-to-face program are delivered through a combination of instructional activities including, but not limited to; lectures, practical labs, seminars, demonstrations, guest lectures, videos, team activities, production simulations, computer labs, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning components.

The Digital Graphic Design lab, located at the downtown campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes in the program take place in a modern computer lab.

Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques and quizzes (both written and performance based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions which can include reflections and client feedback. Professional conduct, which includes collaboration and teamwork, time management, organization, communication, participation and attendance, will also affect the final grade in each section. A minimum grade of C (60-64%) is required to achieve a passing grade in each course and to receive a certificate and/or diploma.

Recommended Characteristics of Students

- Ability to work well in a fast paced deadline driven environment
- Ability to work effectively in a team and independently with confidence
- Customer service-oriented outlook and ability to work well with a wide variety of people
- Ability to give and receive feedback
- Motivation, curiosity, and research-orientation
- Excellent oral and written communication skills
- Enthusiastic, positive attitude
- Initiative and self-starter work habits
- Flexibility and adaptability
- A basic understanding of Mac computers is strongly recommended
### Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VCDP 110</td>
<td>Design Foundation In this foundational course, students will learn design principles as they apply to graphic designers. Students will begin by exploring and identifying the roles and responsibilities of a creative team and the role of the graphic designer within that team. They will also develop informed use of colour schemes and harmonies, and then analyse different uses and functions of colour within a design project. Through the exploration of history, students will learn how to identify the main influential visual movements, which influence contemporary graphic designers. By critiquing their own and each other's work, students will develop terminologies and methodologies to analyze design. Design process and theories will be the focal points of this course.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>VCDP 111</td>
<td>Adobe Creative Cloud Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and their appropriate project use for Adobe applications. The course will then focus on the main Adobe Cloud graphic applications, such as Photoshop and InDesign, before concentrating on Illustrator to help create, modify and transform objects for use across multiple media through various hands-on projects.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>VCDP 112</td>
<td>Image Foundation Part of a graphic designer's toolbox must include the careful and competent use of images in designs. Students will learn how to source and select images with consideration of copyright laws, as well as develop proficiency in Adobe Photoshop essential tools. Additionally, students will explore mixing and recognizing colour limitations in different colour spaces, making educated choices in resolution size and cropping for various applications, making basic selections and retouching, and exploring layers. Through hands-on projects, students will work from simple guided experimentation towards the assembly of multiple images in a single document.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>VCDP 112</td>
<td>Photography Foundation</td>
<td>3.0</td>
</tr>
</tbody>
</table>
This is a project-based course that introduces students to both the theoretical and practical applications of digital photography for graphic designers. Students will learn how to professionally use a DSLR camera and to take advantage of basic photo principles to suit image creation for specific needs. Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use camera RAW Adobe applications to edit photography. Photographic history will be considered with composition image techniques. Image capturing will be applied further in the course as students create original imagery for various projects.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>VCDP 1130</td>
<td><strong>Typography Foundation</strong></td>
<td>Typography is a core element of graphic visual communication. Students will first explore the historical foundations of letterforms and typographic design. Learning to recognize and use classic typefaces and techniques includes the use of kerning, tracking, leading, and line length for their impact on legibility and readability. Students will learn to explain and analyze type anatomy and classification systems and to evaluate contemporary trends and issues of functional versus expressive typography. Through creating typographic style sheets in order to analyze, plan, and implement design strategies based on client needs, students develop skills in working with typographic hierarchy and type pairings in relationship to message and context. Adobe Illustrator and InDesign will be used to explore type design, as well as analogue and lettering techniques. Different font management software and sourcing practices will be introduced. Students will develop communication skills and will be guided in applying oral and visual presentation techniques to specific projects.</td>
</tr>
<tr>
<td>VCDP 1131</td>
<td><strong>Intermediate Image</strong></td>
<td>Students will be introduced to image art direction, including planning and producing professional solutions for advertising briefs considering visual message. Learners will recognize when it is best to create and/or have images created towards an implicit message. Students will use images creatively to communicate a single frame narrative using composites. They will further explore Photoshop techniques including non-destructive editing, retouching, filters, and various techniques for more advanced selections. All learning will take place through the execution of various projects that will require the consideration of both conceptual thinking and technical image planning in order to produce final image composites.</td>
</tr>
<tr>
<td></td>
<td>VCDP 1140</td>
<td>Composition</td>
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<tr>
<td>1</td>
<td></td>
<td>In this course, students will learn how to apply traditional design principles and client communication objectives confidently to a variety of compositions. They will learn to identify the key factors that determine a designer’s selection, and the use and treatment of type and image within design projects under the consideration of compositional design principles. They will integrate type and image, give a layout a clear focus, create relationships between type and image and create a visual and typographic hierarchy. Some projects are based on semiotics in order to create meaning through perceived visual, illustrated, and typographic relationships. While working through these concepts, students will continue to develop proficiency in Adobe Photoshop, Illustrator and InDesign.</td>
</tr>
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<thead>
<tr>
<th></th>
<th>VCDP 1141</th>
<th>Client Designer Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Client relationships, expectations, and management are a foundation of any project. A graphic designer is not a graphic designer without a client; therefore, this course is an essential stepping stone to a career in the industry. In this course, students will learn how to communicate by researching, identifying and producing both standard and interactive creative briefs towards the development of a visual branding and messaging. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects. Students will work in teams in situations that mimic real industry experiences in order to develop their understanding of real graphic design project obligations. They will learn to how to present design projects, explain the steps of the conceptual process, and effectively sell their designs and concepts to clients. Basic copywriting skills, voice, and written message will be explored. Finally, students will identify key aspects of, and successfully navigate through, client-designer contractual relationships, both in an entrepreneurial setting and a studio one.</td>
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<tr>
<th></th>
<th>VCDP 1250</th>
<th>Brand Identity Foundation</th>
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<tbody>
<tr>
<td>2</td>
<td></td>
<td>Creation of a brand identity is one of the integral tasks in design. This creative and dynamic course will give students an in-depth look at the brand identity design process: from research, planning and strategic principles through to design and decision-making. Developing an understanding of the different components of a corporate identity by way of a series of brand case studies, students will explore brand essence and creative approaches to building a brand and identity. Considering how each element of the identity is instrumental to developing a brand perception, each</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>2 VCDP 1251</td>
<td>Print Production Foundation</td>
<td>Students will explore the life cycle of a print job while applying industry standard design software tools, such as InDesign and Acrobat Professional. Terminology of the printing process, as well as identifying classifications of paper, printing methods, and sourcing suppliers, are emphasized to help students understand layout and design strategies. Through practical assignments and a tour of a local print shop, students will learn to create, check, and export designs to PDF for examination inside Acrobat Professional and to print successfully.</td>
</tr>
<tr>
<td>2 VCDP 1260</td>
<td>Brand Design Intermediate</td>
<td>Students in this course will develop creative thinking skills in order to communicate strategies clearly and build a successful brand. They will develop an understanding of the different components of corporate identity through the design of a brand style guide. The course projects will further exercise the technical aspects of layout design using Adobe InDesign, Illustrator and Photoshop. Students will apply visual language to create and communicate a corporate brand message through the development of multiple-page projects and brochures.</td>
</tr>
<tr>
<td>2 VCDP 1261</td>
<td>Print Production Intermediate</td>
<td>In today’s fast-moving digital world, variations and requirements of projects that need printing are often complex. Students will explore the technical processes essential to developing and managing intricate design projects across a variety of media. Multiple-page documents, colour management, preflight process, and differences and implications across PDF standards are the core concepts of this course. Students will gain the strong technical understanding needed to maximize “usable” creativity against print production limitations.</td>
</tr>
<tr>
<td>2 VCDP 1270</td>
<td>Web Design Foundation</td>
<td>The principles of design (such as contrast, unity, and balance) are applied to the creation of websites and web design aesthetics: in doing so, the designer must understand limitations while taking advantage of design flexibility and learn how colour theory is applied to contrast and legibility on screen and in creating depth. Through the use of emphasis and hierarchy with shapes, patterns, and borders, students will be able to unify their designs. They</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<td>-------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2 VCDP 1271</td>
<td>Web Development Foundation</td>
<td>This course is based on the principles of responsible web design, application of visual composition, and the foundation of web standards code. Using the web standards technologies of HTML5 and CSS3, students will sustainably design and deliver cross-device and platform visual layouts. They will learn the importance of planning and explore the limitations and flexibility of media in terms of message, content, design and technology. Students will also learn how to create structure and to plan and produce flexible grid-based layouts while working with text, images, and video. Emphasis will be placed on learning the responsible use of the cascade within the CSS and HTML suites and the proper use of HTML5 tags and their meanings. The major underpinnings of technical and design considerations will be usability, accessibility, sustainability, and performance through various hands-on-projects.</td>
</tr>
<tr>
<td>2 VCDP 1280</td>
<td>Interaction Design Foundation</td>
<td>Contemporary designs must operate elegantly and appropriately on various devices. In this course, students will learn interactive design by understanding audience behaviours and design functionality through visual engagement. A large part of audience consumption occurs typographically as we read content, so students must learn the aesthetic considerations of web typography to enhance legibility and readability. They will explore various methods of prototyping, including wireframes and mockups, using various technologies based on project needs. Through various real-world simulations and gathering of content, students will apply basic user experience and interfaces (UX and UI) to projects.</td>
</tr>
<tr>
<td>2 VCDP 1281</td>
<td>Wordpress Foundation</td>
<td>Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will first explore various CMS options available within industry, and then compare and comprehend their divergent roles and applications. Students will learn how to assess the project need, explore and select relevant themes, and then organise and populate content in a Wordpress site. They will be able to use Wordpress features to customize a theme through basic coding techniques. Finally, they will</td>
</tr>
<tr>
<td>2</td>
<td><strong>VCDP 1290</strong> Certificate Portfolio</td>
<td>Students will individually select and complete a number of design projects and thereby learn how to effectively showcase their design work through a variety of formats and media. They will build and develop their own brand identity to aid in the planning and execution of their portfolios, considering audience and communication avenues throughout. This will promote the development of the skills, methods, and collateral necessary to obtain employment in the industry.</td>
</tr>
</tbody>
</table>

| 2 | **VCDP 1291** Personal Promotion Foundation | Students will begin the transition to employment in the graphic design industry. They will build on the skills required to promote themselves and their portfolio to a targeted demographic with an emphasis on gaining employment in the industry. In addition to learning how to write and develop a professional resume and cover letter, students will learn the importance of self-promotion and networking in a global, digital environment while adhering to industry standard professional guidelines. |

Total Certificate Program Credits: 56.0
Transcript of Achievement

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>90-94</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>85-89</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>75-79</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-74</td>
<td>Minimum Pass</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>65-79</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
<td>Minimum Pass</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Course Standings

- R: Audit. No Credit
- EX: Exempt. Credit granted
- TC: Transfer Credit

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

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

The goal of this program is to prepare students for a career in the visual communications design industry. Students will study the visual communications design industry via seven key foundational pillars: conceptual thinking, workforce, studio practices, client interaction, client-centered project, curriculum, and flexible pathways.

The Conceptual Thinking pillar combines brainstorming, research and problem solving with creative and critical thinking. This allows students to work both collaboratively and individually to produce applicable and unique solutions for design problems via a group critique process.

The Workforce pillar ensures students graduate with the skills necessary to gain employment in the three common areas of graphic design practice:

- working freelance
- working in in-house corporate environments
- working in advertising, marketing and interactive agencies

The Studio Practices pillar provides students an opportunity to train in a program built around a true studio experience.

The Client Interaction pillar requires students the opportunity to work directly with clients to experience a diverse range of expectations. Working directly with clients reinforces students’ understanding of their audience and provides opportunities to enrich communication skills necessary to meet client expectations.

The Client-Centered Project pillar allows students to work on projects that emphasize both conceptual understanding of modern design as well as production skills. The student projects also serve as exemplars that will be integrated into a professional portfolio.

The Curriculum pillar provides students with built-in complimentary courses to help enhance understanding of graphic material; each block complements the other concurrently and consequently.

The Flexible Pathways pillar affords students the option to gain a solid foundation in visual communication and exit with a certificate after nine months. Students who wish to cultivate their skills and ascend to a higher level of achievement can continue to second year, where they will be provided with an enriched client experience paired with advanced courses for a diploma.
Admission Requirements

Applications are accepted on a continuous basis throughout the year, and students are admitted on a competitive selection basis. Applicants can apply to meet either the Standard Admission Requirements or the Advanced Admission Requirements for the program.

A) Standard Admission Requirements (Year 1):

1. English 12 with a C grade or equivalent.

2. Interview with Selection Committee.
   Prior to interview students are required to provide:
   - Personal portfolio*
   - Resumé and letter of intent clearly listing reasons for pursuing the diploma*

B) Advanced Admission Requirements (Year 2):


   or

2. Completion of Visual Communications Design Certificate equivalent from another recognized institution as determined by the program Department Head.

   and

Interview with Selection Committee.
   Prior to interview students are required to provide:
   - Professional portfolio*
   - Resumé and letter of intent, clearly listing reasons for pursuing the diploma*
   - Three references from people who have worked with the applicant in a relevant professional environment*

* For further information on the above, please view the Visual Communications Design Selection Guidelines available on the VCC website.

Prior Learning Assessment & Recognition (PLAR)

The Visual Communications Design Program does not offer prior learning assessment & recognition at this time.

Program Duration

The Visual Communications Design Diploma is two years (four semesters) in length and a total of 33 courses totalling 111 credits.

1) Certificate Program Exit: This is a full-time, daytime offering. After successfully completing 18 courses for 56 credits in Year One, students will have the option of exiting the program with a Certificate in Visual Communications Design. The maximum allowable completion time is four years for the certificate.
2) Diploma Program: Students continuing into Year Two and those who have been accepted with Advanced Standing into Year Two will apply skills to both advanced design courses and have the opportunity through a mentored lab to take on clients. Students will successfully complete 18 courses for 56 credits in Year 1 and 15 courses for 55 credits in Year 2 for a total of 111 credits. At the end of the program, students will be required to complete a 120-hour practicum, and graduate with a Visual Communications Design Diploma. The maximum allowable completion time is four years for the diploma.

Program Learning Outcomes

Graduates of the Diploma program will be able to

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
- Predict industry trends to create audience driven visual communications
- Develop and evaluate valid design rationale using creative problem-solving techniques
- Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies
- Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development
- Use and integrate technical skills with current and emerging technologies relevant to the field of graphic design
- Synthesize the principles of history, colour theory, and typography towards design aesthetics
- Apply interpersonal and professional communication skills while working in teams and independently to anticipate and meet client needs
- Analyze, plan, and implement design solutions that meet client expectations and appeal to target audiences

Instructional Activities, Design and Delivery Mode

Both the Visual Communication Certificate and Diploma curricula are designed to provide context and mimic the real-world graphic design industry. Courses in this face-to-face program are delivered through a combination of instructional activities including but not limited to lectures, practical labs, seminars, demonstrations, guest lectures, videos, team activities, production simulations, computer labs, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning components.

The Digital Graphic Design lab, located at the downtown campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes have a capacity of 18 students per class. All courses take place in a modern computer lab.

Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques, and quizzes (both written and performance-based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions, which can include reflections and client feedback. Professional conduct (which includes collaboration and teamwork, time management, organization, communication, participation and attendance) will also affect the final grade in each
section. A minimum grade of C (60-64%) is required to achieve a passing grade in each course and to receive a certificate and/or diploma.

**Recommended Characteristics of Students**

- Ability to work well in a fast-paced, deadline-driven environment
- Ability to work effectively in a team and independently with confidence
- Customer service-oriented outlook and ability to work well with a wide variety of people
- Ability to give and receive feedback
- Motivation, curiosity, and research-orientation
- Excellent oral and written communication skills
- Enthusiastic, positive attitude
- Initiative, self-starter work habits
- Flexibility, adaptability
- A basic understanding of Mac computers is strongly recommended
## Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VCDP 110</td>
<td><strong>Design Foundation</strong>&lt;br&gt;In this foundational course, students will learn design principles as they apply to graphic designers. Students will begin by exploring and identifying the roles and responsibilities of a creative team and the role of the graphic designer within that team. They will also develop informed use of colour schemes and harmonies, and then analyse different uses and functions of colour within a design project. Through the exploration of history, students will learn how to identify the main influential visual movements, which influence contemporary graphic designers. By critiquing their own and each other’s work, students will develop terminologies and methodologies to analyze design. Design process and theories will be the focal points of this course.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>VCDP 111</td>
<td><strong>Adobe Creative Cloud</strong>&lt;br&gt;Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and their appropriate project use for Adobe applications. The course will then focus on the main Adobe Cloud graphic applications, such as Photoshop and InDesign, before concentrating on Illustrator to help create, modify and transform objects for use across multiple media through various hands on projects.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>VCDP 112</td>
<td><strong>Image Foundation</strong>&lt;br&gt;Part of a graphic designer’s toolbox must include the careful and competent use of images in designs. Students will learn how to source and select images with consideration of copyright laws, as well as develop proficiency in Adobe Photoshop essential tools. Additionally, students will explore mixing and recognizing colour limitations in different colour spaces, making educated choices in resolution size and cropping for various applications, making basic selections and retouching, and exploring layers. Through hands-on projects, students will work from simple guided experimentation towards the assembly of multiple images in a single document.</td>
<td>3.0</td>
</tr>
<tr>
<td>1</td>
<td>VCDP 1121</td>
<td><strong>Photography Foundation</strong>&lt;br&gt;This is a project-based course that introduces students to both the theoretical and practical applications of digital photography.</td>
<td>3.0</td>
</tr>
</tbody>
</table>
photography for graphic designers. Students will learn how to professionally use a DSLR camera and to take advantage of basic photo principles to suit image creation for specific needs. Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use camera RAW Adobe applications to edit photography. Photographic history will be considered with composition image techniques. Image capturing will be applied further in the course as students create original imagery for various projects.

<table>
<thead>
<tr>
<th></th>
<th>VCDP 1130</th>
<th>Typography Foundation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Typography is a core element of graphic visual communication. Students will first explore the historical foundations of letterforms and typographic design. Learning to recognize and use classic typefaces and techniques includes the use of kerning, tracking, leading, and line length for their impact on legibility and readability. Students will learn to explain and analyze type anatomy and classification systems and to evaluate contemporary trends and issues of functional versus expressive typography. Through creating typographic style sheets in order to analyze, plan, and implement design strategies based on client needs, students develop skills in working with typographic hierarchy and type pairings in relationship to message and context. Adobe Illustrator and InDesign will be used to explore type design, as well as analogue and lettering techniques. Different font management software and sourcing practices will be introduced. Students will develop communication skills and will be guided in applying oral and visual presentation techniques to specific projects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>VCDP 1131</th>
<th>Intermediate Image</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students will be introduced to image art direction, including planning and producing professional solutions for advertising briefs considering visual message. Learners will recognize when it is best to create and/or have images created towards an implicit message. Students will use images creatively to communicate a single frame narrative using composites. They will further explore Photoshop techniques including non-destructive editing, retouching, filters, and various techniques for more advanced selections. All learning will take place through the execution of various projects that will require the consideration of both conceptual thinking and technical image planning in order to produce final image composites.</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
<th>VCDP 1140</th>
<th>Composition</th>
</tr>
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</table>
|   |           | In this course, students will learn how to apply traditional design principles and client communication objectives confidently to a variety of compositions. They will learn to
identify the key factors that determine a designer’s selection, and the use and treatment of type and image within design projects under the consideration of compositional design principles. They will integrate type and image, give a layout a clear focus, create relationships between type and image and create a visual and typographic hierarchy. Some projects are based on semiotics in order to create meaning through perceived visual, illustrated, and typographic relationships. While working through these concepts, students will continue to develop proficiency in Adobe Photoshop, Illustrator and InDesign.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCDP 1141</td>
<td><strong>Client Designer Management</strong></td>
<td>Client relationships, expectations, and management are a foundation of any project. A graphic designer is not a graphic designer without a client; therefore, this course is an essential stepping stone to a career in the industry. In this course, students will learn how to communicate by researching, identifying and producing both standard and interactive creative briefs towards the development of a visual branding and messaging. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects. Students will work in teams in situations that mimic real industry experiences in order to develop their understanding of real graphic design project obligations. They will learn to how to present design projects, explain the steps of the conceptual process, and effectively sell their designs and concepts to clients. Basic copywriting skills, voice, and written message will be explored. Finally, students will identify key aspects of, and successfully navigate through, client-designer contractual relationships, both in an entrepreneurial setting and a studio one.</td>
</tr>
<tr>
<td>VCDP 1250</td>
<td><strong>Brand Identity Foundation</strong></td>
<td>Creation of a brand identity is one of the integral tasks in design. This creative and dynamic course will give students an in-depth look at the brand identity design process: from research, planning and strategic principles through to design and decision-making. Developing an understanding of the different components of a corporate identity by way of a series of brand case studies, students will explore brand essence and creative approaches to building a brand and identity. Considering how each element of the identity is instrumental to developing a brand perception, each student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral, and presentation materials while maintaining professional graphic standards. Technical skills will also be developed with the use of Adobe Creative Cloud software throughout various in-class assignments</td>
</tr>
</tbody>
</table>
| 2 | VCDP 1251 | **Print Production Foundation**  
Students will explore the life cycle of a print job while applying industry standard design software tools, such as InDesign and Acrobat Professional. Terminology of the printing process, as well as identifying classifications of paper, printing methods, and sourcing suppliers, are emphasized to help students understand layout and design strategies. Through practical assignments and a tour of a local print shop, students will learn to create, check, and export designs to PDF for examination inside Acrobat Professional and to print successfully. | 3.0 |
| 2 | VCDP 1260 | **Brand Design Intermediate**  
Students in this course will develop creative thinking skills in order to communicate strategies clearly and build a successful brand. They will develop an understanding of the different components of corporate identity through the design of a brand style guide. The course projects will further exercise the technical aspects of layout design using Adobe InDesign, Illustrator and Photoshop. Students will apply visual language to create and communicate a corporate brand message through the development of multiple-page projects and brochures. | 3.0 |
| 2 | VCDP 1261 | **Print Production Intermediate**  
In today’s fast-moving digital world, variations and requirements of projects that need printing are often complex. Students will explore the technical processes essential to developing and managing intricate design projects across a variety of media. Multiple-page documents, colour management, preflight process, and differences and implications across PDF standards are the core concepts of this course. Students will gain the strong technical understanding needed to maximize “usable” creativity against print production limitations. | 3.0 |
| 2 | VCDP 1270 | **Web Design Foundation**  
The principles of design (such as contrast, unity, and balance) are applied to the creation of websites and web design aesthetics: in doing so, the designer must understand limitations while taking advantage of design flexibility and learn how colour theory is applied to contrast and legibility on screen and in creating depth. Through the use of emphasis and hierarchy with shapes, patterns, and borders, students will be able to unify their designs. They will explore both historical and current trends in a rapidly changing environment. Students will create design mock-ups to use in the complementary course, Web Development Foundation (1251). | 3.0 |
| 2 | VCDP 1271 | **Web Development Foundation**  
This course is based on the principles of responsible web | 3.0 |
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</table>
|   | VCDP 1280 | **Interaction Design Foundation**  
Contemporary designs must operate elegantly and appropriately on various devices. In this course, students will learn interactive design by understanding audience behaviours and design functionality through visual engagement. A large part of audience consumption occurs typographically as we read content, so students must learn the aesthetic considerations of web typography to enhance legibility and readability. They will explore various methods of prototyping, including wireframes and mockups, using various technologies based on project needs. Through various real-world simulations and gathering of content, students will apply basic user experience and interfaces (UX and UI) to projects. |
| 2 | VCDP 1281 | **Wordpress Foundation**  
Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will first explore various CMS options available within industry, and then compare and comprehend their divergent roles and applications. Students will learn how to assess the project need, explore and select relevant themes, and then organise and populate content in a Wordpress site. They will be able to use Wordpress features to customize a theme through basic coding techniques. Finally, they will learn to troubleshoot simple issues on a live server, choose hosting solutions, and use FTP on client-centered projects. |
| 2 | VCDP 1290 | **Certificate Portfolio**  
Students will individually select and complete a number of design projects and thereby learn how to effectively showcase their design work through a variety of formats and media. They will build and develop their own brand identity to aid in the planning and execution of their
portfolios, considering audience and communication avenues throughout. This will promote the development of the skills, methods, and collateral necessary to obtain employment in the industry.

| 2  | VCDP 1291 | **Personal Promotion Foundation**  
Students will begin the transition to employment in the graphic design industry. They will build on the skills required to promote themselves and their portfolio to a targeted demographic with an emphasis on gaining employment in the industry. In addition to learning how to write and develop a professional resume and cover letter, students will learn the importance of self-promotion and networking in a global, digital environment while adhering to industry standard professional guidelines. | 4.0 |

Total Certificate Program Credits: 56.0
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 3    | VCDP 2310 | **Advanced Image & Photography**  
In this course, students will participate in technical workshops focusing on photographic techniques and image manipulations. They will concentrate on developing skills for use in photography. Common photographic themes and subjects asked of graphic designers include interiors, portraits and small objects. Both artificial and natural lighting techniques will be explored. Using industry standard Adobe tools, students will learn how to organise, catalogue photoshoots, take advantage of a RAW workflow for editing and correcting multiple images. Finally, students will apply more advanced Adobe Photoshop techniques, images will be edited by improving exposure, painting colour and light with masks, converting to black and white and using creative filters. | 3.0     |
| 3    | VCDP 2311 | **Studio Business Practices**  
Students acquire knowledge of the process of understanding client expectations and project responsibilities, from intake to final delivery, and how they will manage clients in a studio setting. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects coming into the studio. Students will work both individually and in teams during projects. They will learn to how to present design projects, explain the steps of the conceptual process and effectively sell their designs and concepts to studio clients. Finally, students will identify key aspects of how to successfully navigate through client-designer contractual relationships and deliver final projects. | 3.0     |
| 3    | VCDP 2320 | **Advertising and Art Direction**  
In advertising design, there is a definitive difference between a creative concept and an idea. In this course, students will explore these differences then create advertising campaigns using type and image. They will create images that effectively communicate visual messages, and address the needs and preferences of clients and their target audiences. They will learn how to conceptualize the theme and story for a single page narrative, apply the idea through multiple advertisements, and then cater and customize visuals for different medias. | 3.0     |
| 3    | VCDP 2330 | **Editorial Design**  
Students in this exciting course will extend their creativity to create a professionally structured magazine from concept to bound product. Through research and case studies, students will inspect magazine design elements, content and how context and message differentiates to varying genres. Students will create covers, logos, a contents page, a feature and department pages. Typography, layout, | 3.0     |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCDP 2340</td>
<td>Wordpress &amp; E-Commerce</td>
<td>Students will learn to register an appropriate domain for their website and deploy it to a server as well as learn about the differences between hosting packages and variables to consider when choosing a domain and host company. Additionally, students will delve into more depth with Wordpress and create a functioning e-commerce storefront by using plugins and a merchant account. After completion of this course students will be well versed in the multiple uses of Wordpress. Different industries have different needs, students will learn to identify them and choose appropriate plugins and themes to meet project goals. Website needs can include restaurant menus, appointment calendars, image galleries, and shopping carts. Take control of Wordpress and fully understand its capabilities.</td>
</tr>
<tr>
<td>VCDP 2321</td>
<td>Studio 1 with Advanced Type</td>
<td>Students will explore the historical intricacies of letterforms and typographic design and will learn to differentiate and apply typographic hierarchy, voice, scale and texture. They will create a typographic publication which will showcase typography as both a design and communication element through various layouts using Adobe Illustrator and InDesign. This course will explore advanced typographic techniques in conjunction with client studio intake projects. Additionally, students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements.</td>
</tr>
</tbody>
</table>
| VCDP 2450   | UX/UI and Web Design | The role of a web designer is constantly evolving as new technologies progress. In this course, we will explore the roles that are directly related to the aesthetics of web design and how a designer may collaborate with others in the roles of User Experience Designer (UX) or User Interface Designer (UI), or may need to be responsible for some of these roles as well in smaller agencies. In UX design, students will explore how to map the flow of a specific experience, show how to conduct in-person user
tests to observe behavior and create wireframes of screens, storyboards, and sitemaps. A UI designer is particular on how the product is laid out, students will learn the intuitive design of pages, ensuring a consistent visual language. They will learn how to create style guides, pattern libraries and apply consistent design language using Adobe Illustrator and Photoshop.

<table>
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<tr>
<th>4</th>
<th>VCDP 2460</th>
<th>Advanced Web Development</th>
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<tbody>
<tr>
<td>In this course, students will participate in technical workshops which focus on planning and web coding for a multiple page website. Students will take the multiple page publication they have produced in the Editorial Design and repurpose it for the web using HTML5, CSS3 and jQuery. HTML5 will be used in order to structure the website, CSS3 will be used to achieve a fluid and responsive layout, and jQuery will be used to enhance the experience by adding interactivity.</td>
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<tr>
<th>4</th>
<th>VCDP 2451</th>
<th>Studio 2 with Web Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. This course will also have lecture days which will be based on web production topics defined by incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.</td>
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<tr>
<th>4</th>
<th>VCDP 2470</th>
<th>Packaging Design</th>
</tr>
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<tbody>
<tr>
<td>Students in this course will journey through the inner workings of the entire packaging design process from how to design within a brief, generate conceptual ideation to developing an idea through packaging. Through a series of case studies and practical experiences, students will explore the boundaries of designing for packaging and learn the foundational concepts, principles and strategies. The goal of this course is the fulfillment of a final assembled package design in relation to a merchandised retail space. Students learn how to work in a three-dimensional space, make a product stand out on a shelf and make the packaging layout fit to the die. They also develop an understanding of the hierarchy of information in a branding and packaging context.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>VCDP 2480</td>
<td>Web Marketing</td>
<td>When a website has been designed, coded and deployed it needs to be found and viewed by interested parties. In this course, you will learn about the tools employed by web marketing professionals as well as how to create a viable email marketing campaign. Students will learn to promote their website through email campaigns, affiliate marketing, social media platforms (Facebook, Twitter, and Instagram) and Google's marketing tools. When their marketing campaigns have commenced, students will monitor their website's performance using Google Analytics. Through these tools and observations they will learn to tailor a website's current content and marketing strategy to achieve maximum search engine ranking results.</td>
</tr>
<tr>
<td>VCDP 2471</td>
<td>Studio 3 with Print</td>
<td>Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. This course will also have lecture days which will be based on print production topics pending on incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.</td>
</tr>
<tr>
<td>VCDP 2490</td>
<td>Diploma Portfolio</td>
<td>Students will select design projects, in a variety of formats and mediums, to finalize their portfolios in preparation for exhibition and graduation. As they polish and refine their brand identity to promote the development of the skills, methods and collateral necessary to obtain employment in the industry, they learn the art of persuasion in their creative vision. Students will complete the program with various portfolios for different uses; a web portfolio, an ePub portfolio, printed booklet and an interactive PDF. Simulated portfolio presentations will support students in being persuasive and the value of their experiences and creative vision.</td>
</tr>
<tr>
<td>VCDP 2491</td>
<td>Event Promotion</td>
<td>Through the Grad Event, students will realise and understand all of the definitive components involved in organizing, promoting and executing a large scale event. In addition, they will update and refine their professional resume and cover letter. Students learn to enhance the</td>
</tr>
</tbody>
</table>
importance of self promotion and networking in a global, digital environment while adhering to industry standard professional guidelines.

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<thead>
<tr>
<th></th>
<th>VCDP 2500</th>
<th><strong>Practicum</strong></th>
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<tr>
<td>4</td>
<td></td>
<td>A practicum bridges the gap between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will prepare an employment search plan with instructor support and gain industry experience through a mentorship placement in a professional environment. These opportunities can include working with a freelancer, working in in-house corporate environments or working in advertising, marketing and interactive agencies.</td>
</tr>
</tbody>
</table>

|   |   | 4.5 |

Total Diploma Program Credits: 111.0
Transcript of Achievement

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>90-94</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>85-89</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>75-79</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-74</td>
<td>Minimum Pass</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
<td>Minimum Pass</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:

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

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DEcision Note

January 3 2017

Prepared for: Education Council

Issue: Elimination of C.3.9 Degree Standards Policy

Background: This policy was recently reviewed and deemed to be redundant due to the development of other policies which cover all aspects of C.3.9. In an effort to avoid this duplication and confusion C.3.9 is being brought forward for community feedback to eliminate this policy.

Discussion: The elimination of C.3.9 has followed the same governance process as the approval of revised policies. So far there has been no feedback received about its elimination.

Motion: Move that Education Council recommends the Board of Governors rescind C.3.9 Degree Standards Policy.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
Degree Standards Policy

Purpose
To ensure all Bachelor Degrees, whether new or revised, further the strategic plan (goals) of VCC, produce student outcomes of appropriate standards, and meet relevant education objectives and current Ministry Guidelines.

Policy
The development, revision and approval of degree programs at VCC will follow a transparent and consistent process to ensure that programs are educationally viable and meet appropriate standards.

Applies to
Students, Faculty, Department Heads, Deans, Vice-Presidents

Responsibility
Vice-President Education, Registrar

Procedures
A Degree Standards Committee, reporting to the Vice-President, Education, will be established to be responsible for the review of all degree proposals. The committee will assist with the development of all degree proposals, and review and advise on proposals prior to submission to the Curriculum Committee. The Committee will set standards for degrees that would include but not be limited to:

- residency requirements
- admission and advanced standing
- core, mandatory and elective courses
- the total number of credits
- the designations of lower level and upper level courses
- depth and breadth of the curriculum
- instructor qualifications
- prior learning assessment approaches
- special services required by education areas
- an appropriate degree audit process that assures that all degree requirements have been met before each student graduates
The Committee will determine a formal process for graduation that would include but not be limited to:

- student’s application to graduate
- Registrar’s Office process
- the role of the Degree Standards Committee
- notification to College Board
- official VCC ‘grantor’ of the degree

The Degree Standards Committee will consist of but not be limited to:

- Registrar or Designate
- A Dean responsible for applied programs
- Dean of Arts and Sciences
- Dean for the Centre for Instructional Development (Committee Chair)
- Chair, Education Council
- One Instructor from a VCC degree program

Definitions
Replaces

Related to:

C.1.3 Granting of Credentials
C.1.4 Assignment of Credits to Courses Policy
C.1.1 Course/Program Grading Policy
New Curriculum Development at VCC
1. **Policy Sponsor**: VP Education

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**
BACKGROUND:
VCC has a strong tradition of working with the indigenous community by enhancing pathways and access to college programs and courses. This revised policy is presented as a continuation and emphasis of that work.

DISCUSSION:
This policy was recently sent out for community feedback and none was received. This revised policy includes a provision guaranteeing aboriginal student’s enrolment in VCC programs so long as they meet the admission requirements. Aboriginal students on waitlists will also be given priority admission. This revised proposal was created in consultation with the Indigenous Education and Community Education department.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve D.3.10 Aboriginal Education Enrolment Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Policy No. D.3.10
Title ABORIGINAL EDUCATION ENROLMENT POLICY
Approving Jurisdiction Education Council, Board of Governors
Policy Sponsor Vice-President Academic
Last Revised/Replaces May, 2008
Effective Date October 12, 2016
Signed by

CONTEXT AND PURPOSE
The intent of this Policy and related procedures is to increase and facilitate Aboriginal participation and enrolment in educational activities at Vancouver Community College (VCC; the College). VCC serves a large segment of the Canadian Aboriginal population, which is under-represented in post-secondary education. In order to address historically exclusionary practices and to address access issues identified in the Truth and Reconciliation Commission, the College has chosen to make reserved seating for Aboriginal students mandatory for all programs and courses. Candidates are encouraged to self-identify when applying for admission.

This policy meets the Education Council’s legislated responsibility under the College & Institute Act Section 23 (1) which states “An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters: ... (m) qualifications for admission policies.”

SCOPE AND LIMITS
This policy applies to all prospective Aboriginal students as recognized under Bill C-3: An Act to Promote Gender Equality in Indian Registration.

Aboriginal students who self-identify will be eligible for reserved seating. Individual student applications must be supported by the Director, Indigenous Education & Community Engagement.

STATEMENT OF POLICY PRINCIPLES
1. VCC supports Aboriginal students through the Indigenous Education & Community Engagement department (IECE). Support includes a range of services such as program advising, assistance with applications, and transition support.

2. Priority registration will be offered to 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.
3. In situations where there is a demand for existing or new programs or courses from Aboriginal students, the College will encourage and seek out opportunities for funding that will permit the creation of new programs/courses or additional sections of existing programs/courses.

4. To increase and facilitate Aboriginal participation VCC will consider alternative forms of delivery such as distributed learning and distance education where there are sufficient resources and demand.

RELATED POLICIES & LEGISLATION

LEGISLATION
Bill C-3: An Act to Promote Gender Equality in Indian Registration

POLICIES
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.1 Course/Program Grading
C.1.3 Granting of Credentials
D.3.8 Criminal Record Check
D.3.5 Prior Learning Assessment and Recognition
D.3.6.1 Flexible Admissions
D.4.1 Students with Disabilities
D.4.2 Student Grievance

RELATED PROCEDURES
Refer to Policy D.3.10 Aboriginal Education Enrolment Procedures
PROCEDURES

Policy No.  D.3.10
Title  ABORIGINAL EDUCATION ENROLMENT POLICY
Approving Jurisdiction  Education Council, Board of Governors
Policy Sponsor  Vice President Academic
Last Revised/Replaces  May 2008
Effective Date  October 12, 2016
Signed by

October 12, 2016

Procedure for Reserving and Releasing Aboriginal Seats:

1. Students are encouraged to self-identify during the application process and/or through the Registrar’s Office or Indigenous Education and Community Engagement office.

2. All programs and courses reserve two seats for Aboriginal Students. The limit on seating is a minimum not a maximum.

3. To help increase access and engagement of these students, the Registrar’s Office will work closely with Indigenous Education and Community Engagement Department (“IECED”) to ensure that seats are held and time is given for students to access band funding.

4. Reserved seats not in use need to be released by Registrar’s Office with enough time to fill seats with non-Aboriginal students. In most programs, reserved seats are held until two months before the program commences. The Registrar’s Office in consultation with the IECED will release seats earlier where the seats do not look as though they will fill.

5. Aboriginal students on waitlists will be given priority access to any seats that become available in a program.

Timelines for program registration:

6. If an Aboriginal Student declines their reserved seat before the two month deadline, the seat may be filled by the next eligible Aboriginal student, provided the next student was on the wait list prior to the start of the program or course.

7. For programs that require a submission of a portfolio, or an audition, seats will be reserved until the submission deadline or audition date.
Timelines for course registration:
8. Registration for Aboriginal Students into all courses will be scheduled two days before other students are allowed to register.
9. The IECED will invite students to the early registration session.

Funding:
10. When an Aboriginal student is accepted, the IECED must be notified.
11. The IECED will support and follow-up with the students to ensure the process for funding is underway.
12. Additional time is often required for Aboriginal Students to secure funding. Tuition payments will be delayed to allow time for funding to be in place provided that the applicant meets all required prerequisites and documentation for the program they are applying to.
13. Admissions Clerks should not withdraw Aboriginal Students from programs or courses until they have confirmed with the IECED that the student is not receiving funding. IECED will follow up with these students and will notify the Associate Registrar, the Admissions Supervisors, and the Admissions Clerk on status of student funding.

RELATED POLICY
D.3.10 Aboriginal Education Enrolment Policy