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<td>August 28, 2017 Agenda</td>
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<td>Curriculum Standing Committee</td>
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<td>David Branter</td>
<td>Decision Note, CDAF, Appendix, PCG, course outlines</td>
<td>Approval</td>
<td>2-106</td>
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<td>i)</td>
<td>Update: Visual Communications Design</td>
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<td>Lorena Espinoza</td>
<td>Decision Note, CDAF, Appendix, PCG, course outlines</td>
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<td>107-129</td>
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<td>Update: Canadian Business Management</td>
<td>15 min</td>
<td>Dennis Innes/ Al Petrone</td>
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PREPARED FOR: Education Council

ISSUE: Changes to the Visual Communications and Design Certificate/Diploma

BACKGROUND:
This proposal, presented by Lorena Espinoza, describes changes to the Visual Communications and Design programs. Education Council had previously requested there be two PCGs, one for Certificate and one for Diploma. Recently, in discussion at Curriculum Committee and on the advice of the Registrar’s Office, it was agreed that one PCG for programs with multiple exit points would be preferable. This change then reflects what education Council would have requested of the program.

Three courses have been removed and two added. Changes have been made to Course Learning Outcomes and Topics. These are detailed in the VCDP Appendix A in the meeting package. One salient purpose for these changes is to allow for a block transfer agreement to be put in place for VCC students in Visual and Communications Design to ladder to degree programs, specifically at this time, to the University of the Fraser Valley.

DISCUSSION:
Some small-scale changes were discussed, e.g. changing the course name “Certificate Portfolio” to Foundation Portfolio”. Some typos were corrected as well. The serious discussion was around the proposal timeline. The documents had January 2018 as the start date but, L. Espinoza requested the committee seriously consider a September 2017 start date. She felt very strongly that that would be better for all students. There was a good deal of confusion about whether there were continuing students (who, of course, would have the old PCG as their program) but it was finally established that all students were going to enter first year or had applied to ENTER second year as advanced students. J-E. Zakoor suggested holding a special Education Council meeting to present the proposals brought forward at this Curriculum Committee meeting in light of the tight time frame to meet the September 2017 intakes. The Chair agreed to request this meeting.

RECOMMENDATION: That Education Council approve the changes to Visual Communications and Design Certificate/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

ANTICIPATED START DATE: January 2018

Curriculum Developer: Lorena Espinoza (Department Head) lespinoza@vcc.ca

School/Centre: School of Trades, Technology & Design

Department: Visual Communications Design

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

*(YES)* 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)

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

Other: __________________________________________________

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

*(YES)* Program/Course Description

Program Purpose

Recommended Student Characteristics

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

*(YES)* Course Name/Number

*(YES)* 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
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.

We need to update our curriculum not only to respond to changing industry standards but also to make block transfers of our program possible for our students.

Our proposed changes keep the program length and credits the same, with the following structural changes:

1. ONE PCG: We currently have two PCG we are moving forward and proposing one PCG with exit wording for Certificate. We are including program outcomes for Certificate and Diploma. The two PCG’s have been cumbersome to manage from a Registration point of view (students are confused what they signed up for on acceptance) and from a Financial point of view (handling and managing different ORG codes for one program is cumbersome).
2. SEPTEMBER 2017 IMPLEMENTATION: We are suggesting these curriculum changes benefits the students since it would eventually allow a seamless block transfer to UFV. Also there are no students currently underway, we would then avoid the confusion of yet another PCG.
3. REMOVAL OF 3 COURSES: The removal of two courses in first year (Print Production Intermediate and Personal Promo Foundation) and one course in second year (Event Promotion) to make way for the course changes. We assessed all courses to make sure these are the courses that make the most sense to remove.
4. ADDITIONAL 3 COURSES: The addition of two writing courses (required for block transfer), and a second part to Composition (one course is too short for students to synthetize a critical component of design)
5. ADJUSTMENT TO LEARNING OUTCOMES: In order to integrate video and to accommodate a changing digital landscape; the Print Studio in second year now has a focus on Web Content Development and Video has been integrated where it makes sense with the current courses.
6. RE-SEQUENCING: We changed some sequencing after carefully reviewing changes to make sure the program flowed well.

Please refer to Appendix A for full detailed changes.

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

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<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
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<td><strong>SCHOOLS</strong></td>
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</table>
| Faculty/Department                          | Ashlea Spitz, Janet McDonald, Anne Sinclair, Jeannie Patterson Department has reviewed and had input on all program changes.  
**Brett Griffiths**, Dean Trades Tech & Design, has consulted on various 1-1 monthly meetings since March 2017 when I was approached by UFV. Brett was involved in the original writing of the program and understands and supports the changes. |
| Department Support Staff                   | --                               |
| Other Department(s)                        | --                               |
| **EDUCATIONAL AND STUDENT SERVICES**       |                                  |
| Aboriginal Education and Community Engagement (AECE) | --                              |
| Assessment Centre                          | --                               |
| Centre for Instructional Development       | *Marilyn Heaps, Instructional Associate, Centre For Instructional Development, July 28, 2017*  
Review and discussion on learning outcomes for the new writing courses and a review on changes for the courses the changes would affect. |
| Counselling & Disability Services (CDS)    | --                               |
| Financial Aid                              | --                               |
| Learning Centre                            | --                               |
| Library                                    | *Elena Kuzmina* We are currently well supported with resources. Elena will support the new writing courses with materials specifically targeted to web and social media. |
| Registrar’s Office / Advising / Recruitment| Registrar’s Office (July 31, 2017) – *Denis Seremba* – Discussion:  
**Course Numbers** - Denis felt there was no impact, did not feel necessary to change the numbers under discussion, will add new course numbers for three new courses, saw no problems.  
**PCG** - Denis highly recommended that the Diploma PCG be submitted as ONE and the practice of a second PCG should be retired.  
**CREDITS** - Denis reviewed the credits and since there are no changes in total credits to term, year or credential, he did not feel there were any concerns.  
**CONTENT** - Both felt that the content changes would promote the program into a laddering situation for other post-secondaries. They both feel that a laddering possibility would be very attractive for
**Curriculum Development Approval Form**

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<th>Related additional Student Services</th>
<th>incoming students.</th>
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| VCC International and Immigrant Education | **International Team Meeting** (August 2, 2017) DH met with the full team and presented the course changes. In particular discussion was the insertion of the writing courses which they felt would be very beneficial to international students. They also commented that building relationships so that students have more options on graduation is nothing but a positive direction and would greatly benefit international students. |

### FINANCIAL AND OPERATING

| Communications and Marketing | **Matt Capper**, Manager Digital Strategy, Marketing and Communication (May 31, 2017) Matt attended our informal PAC session and took part in the discussion with industry professionals. Please see the PAC notes below for the full content discussion points of that meeting. |
| Facilities | No changes in classroom needs. |
| Finance | No changes in credits, therefore no changes needed from finance in reference to tuition |
| Information Technology (IT) | No changes in technology needs. |
| Institutional Research (IR) | Brain Beecham (has been sent a PCG draft package) |
| Safety and Security | No changes in security needs. |

### EXTERNAL CONSULTATIONS

| PAC/CEG | **Informal PAC Meeting** – May 31, 2017

Robin Russell, Marketing, Canadian Tourism Commission
Jada Stevens, Graphic Artist and Wayfinding Specialist, TransLink
Ben Regan, Branding Marketing Specialist, Juice Group
Daniel Louwe, Senior Web Developer, Freelance Consultant
Cody Jones, Senior UI/UX Designer, Freelance
David Miller, Web & UI Designer, Split Mango
Scott Baldwin, Senior Product Manager, Finning Digital
Jordan Wade, Video Director, StoryHero Media

The discussion revolved around the need for graphic designers to have trained writing skills and familiarity with video, especially for digital applications. All who attended agreed and had input on what content is important as far as the role and importance of these skills in industry. All unanimously agreed on the increased importance of the written language in today’s industry environment. Participants also discussed the increased use of video in content creation across various platforms and the necessity for students to be well versed in the technical abilities. |

| Affiliation, Articulation and/or Accreditation bodies | **Graphic Designers of Canada, Educator’s Round Table** (Saturday March 25th, 2017) DH attended a roundtable discussion that included all graphic design post-secondary department leaders. In attendance were: SFU, UFV, Capilano, KPU, Langara, BCIT, Emily Carr and some privates.  

LADDERING: The DH had an opportunity to start conversations with leaders concerning bridging agreements. UFV was interested right away and made arrangements for us to meet in April to further discuss a |
more formal arrangement. Langara and Capilano were also interested in a relationship but will talk in Fall 2017 as most were very involved in graduation shows.

WRITTEN COMMUNICATION: The DH did have an opportunity to generally discuss the role of the written language as a course in their program. They all had some written communication in their program.

Karin Jagger, Department Head, Graphic and Digital Design, University of Fraser Valley (two meetings, one at VCC April 3, 2017, another at UFV Mission, April 30, 2017)

LADDERING: UFV currently has a Diploma program and has written a Degree Program to extend their department offering. They are going to PSIPS in the Fall of 2017 and hope to launch the new program in September 2018. Both leaders reviewed in length their course offerings and we both agreed that it would be a perfect fit. Karin would like to work on a block transfer agreement once her program moves though PSIPS. In the meantime she also pointed out that we would need the writing courses and to include video in our PCG in order to have a compatible alignment. We will be moving forward in formulating a more formal relationship in the Fall. We both see this arrangement as a way to allow students to graduate from the VCC Diploma and move into THIRD year of their four year degree.

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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______________ by e-mail_________________ August 21, 2017________
   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
**OBJECTIVE**: We need to make two structural changes; include two writing courses and integrate video into the learning outcomes to increase the student toolbox. We also need to keep the length and the credits the same.

The insertion of the writing courses both aligns with other post secondaries for block transfer and the credits the same.

We need the extra time to absorb this complex content.

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<th>Year 1, Term 1 (update)</th>
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## VISUAL COMMUNICATION DESIGN
### Update YEAR 2

### Year 2, Term 3 (current) | Year 2, Term 3 (update)
--- | ---
VCDP 2310 Adv. Image & Photography (includes lighting) | VCDP 2310 Adv. Image & Photography (includes lighting)
VCDP 2311 Studio Business Practices (prepares for incoming clients) | VCDP 2311 Studio Business Practices (prepares for incoming clients)
VCDP 2320 Adv. Image & Photography (includes lighting) | VCDP 2341 (NEW) Expressive Writing (tone & voice)
VCDP 2330 Editorial Design (multiple page design) | VCDP 2320 Advertising & Art Direction (concept campaigns)
VCDP 2340 Wordpress & E-Commerce (advanced WP) | VCDP 2350 (sequence) UX/UI (mapping experiences)
VCDP 2321 Studio 1 with Advanced Type (deep level InDesign along with client intake) | VCDP 2321 Studio 1 with Advanced Type (deep level InDesign along with client intake)

### Year 2, Term 4 (current) | Year 2, Term 4 (update)
--- | ---
VCDP 2450 UX/UI (mapping experiences) | VCDP 2460 (sequence) Advanced Web Development (advanced code)
VCDP 2460 Advanced Web Development (advanced code) | VCDP 2440 (sequence) Wordpress & E-Commerce (advanced WP)
VCDP 2451 Studio 2 with Web Production (advanced coding, along with client intakes) | VCDP 2451 Studio 2 with Web Production (advanced coding, along with client intakes)
VCDP 2470 Packaging Design (design and dyes) | VCDP 2430 (sequence) Editorial Design (multiple page design)
VCDP 2480 Web Marketing (email & social campaigns) | VCDP 2470 (sequence) Packaging Design (design and dyes)
VCDP 2471 Studio 3 with Print (advanced print techniques, with client intake) | VCDP 2461 (update) Studio 3 with Web Content (content strategy & video, with client intake)
VCDP 2491 (discontinue) Event Promotion (event promotion for show) | VCDP 2480 (sequence) Web Marketing (email & social campaigns)
VCDP 2490 Diploma Portfolio (Portfolio & job skills) | VCDP 2490 Diploma Portfolio (Portfolio & job skills)
VCDP 2500 Practicum | VCDP 2500 Practicum

### YEAR 2 - DISCONTINUED
(Shown in pink)

VCDP 2491 Event Promotion
Although event promotion is important writing is more important. Events are now focused around social media, this becomes a discussion and moves to Web Marketing.

### YEAR 2 - UPDATES
(Shown in yellow)

In order to accommodate new course and some courses have changed sequence. There are no curricular changes.

VCDP 2450 UX/UI (old number)
VCDP 2350 UX/UI (Sequence change with new number)

### YEAR 2 - NEW COURSE
(Shown in green)

VCDP 2341 Expressive Writing
Writing skills concentrating on communicating content strategies using tone and voice.

VCDP 2460 Advanced Web Development (Sequence change only within term)
VCDP 2340 Wordpress & E-Commerce (old)
VCDP 2440 Wordpress & E-Commerce (Sequence change with new number)
VCDP 2430 Editorial Design (Sequence change only within term)
VCDP 2470 Packaging Design (Sequence change only within term)
VCDP 2471 Studio 3 with Print (old)
VCDP 2461 Studio 3 with Web Content (New content requires new course code)
Changed main content emphasis outcome, the studio component remains the same.

VCDP 2491 Event Promotion (event promotion for show)
Visual Communications Design Diploma

Program Content Guide

Effective Date: September 2017
Goal

The goal of this program is to prepare students for a career in the visual communications design industry. Students will study the visual communications design industry via seven key foundational pillars: 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.

Students that have successfully completed the first two terms have the option to exit and are eligible to receive the Visual Communication Design Certificate. See ‘Program Duration’ below for more information on the diploma exit option.
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 B grade or equivalent.

2. Interview with Selection Committee.
   Prior to interview students are required to provide:
   - Personal portfolio*
   - Resume 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*
   - Resume 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 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.

**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
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<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
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<td>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>
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</tr>
<tr>
<td>1</td>
<td>VCDP 1111</td>
<td>Adobe Creative Cloud</td>
<td>3.0</td>
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<td></td>
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<td>Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and 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>
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<tr>
<td>1</td>
<td>VCDP 1120</td>
<td>Image Foundation</td>
<td>3.0</td>
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<td>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>
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</tr>
<tr>
<td>1</td>
<td>VCDP 1121</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.

1 VCDP 1130 Typography Foundation
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.

1 VCDP 1152 Image & Video
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. Students will also be introduced to basic video production, including story boarding, shooting, and editing. 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.

1 VCDP 1132 Writing for Graphic Designers
This course introduces students to the building blocks of effective writing, from overall writing process techniques to details like word choice and sentence structure. Students will be able to identify and correct common writing errors and will practice revision skills like proofreading and
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCDP 1141</td>
<td>Client Designer Management</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.</td>
<td>3.0</td>
</tr>
<tr>
<td>VCDP 1240</td>
<td>Composition Foundation</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. While working through these concepts, students will continue to develop proficiency in Adobe Photoshop, Illustrator and InDesign.</td>
<td>3.0</td>
</tr>
<tr>
<td>VCDP 1250</td>
<td>Brand Identity Foundation</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 and projects.</td>
<td>3.0</td>
</tr>
<tr>
<td>VCDP 1242</td>
<td>Composition Intermediate</td>
<td>In this course, students will integrate type and image, give a layout a clear focus, create relationships between type editing. In addition, students will be introduced to written and verbal communication skills that will help them in business and self-promotion.</td>
<td>3.0</td>
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</tbody>
</table>
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>2</th>
<th>VCDP 1251</th>
<th>Print Production Foundation</th>
</tr>
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<tbody>
<tr>
<td></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>
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<tr>
<th>2</th>
<th>VCDP 1260</th>
<th>Brand Design Intermediate</th>
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</thead>
<tbody>
<tr>
<td></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>
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<thead>
<tr>
<th>2</th>
<th>VCDP 1270</th>
<th>Web Design Foundation</th>
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<tbody>
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<td></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 will explore both historical and current trends in a rapidly changing environment. Students will create design mock-ups to use in the complementary course, Web Development Foundation (1251).</td>
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<thead>
<tr>
<th>2</th>
<th>VCDP 1271</th>
<th>Web Development Foundation</th>
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<tbody>
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<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</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>2</th>
<th>VCDP 1280</th>
<th>Interactive Design Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Contemporary designs must operate elegantly and appropriately on various devices. In this course, students will learn interactive design by understanding audience behaviours and design functionality through visual engagement. A large part of audience consumption occurs typographically as we read content, so students must learn the aesthetic considerations of web typography to 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>
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<table>
<thead>
<tr>
<th>2</th>
<th>VCDP 1282</th>
<th>Wordpress Foundation</th>
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<tbody>
<tr>
<td></td>
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<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 organize 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 projects.</td>
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<tr>
<th>2</th>
<th>VCDP 1290</th>
<th>Portfolio Foundation</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Students will individually select from the year a number of design projects and learn how to effectively showcase their design work through a variety of formats and mediums. They will build and develop their own brand identity to aid in the planning and execution of their portfolios, considering audience and communication avenues throughout. In addition to learning how to write and develop a professional resume and cover letter, students will learn the importance of self-promotion and networking in a global, digital environment while adhering to industry standard professional guidelines.</td>
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</tbody>
</table>

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>
<tbody>
<tr>
<td>3</td>
<td>VCDP 2310</td>
<td>Advanced Image &amp; Photography&lt;br&gt;In this course, students will participate in technical&lt;br&gt;workshops focusing on photographic techniques and&lt;br&gt;image manipulations. They will concentrate on developing&lt;br&gt;skills for use in photography. Common photographic&lt;br&gt;themes and subjects asked of graphic designers include&lt;br&gt;interiors, portraits and small objects. Both artificial and&lt;br&gt;natural lighting techniques will be explored. Using industry&lt;br&gt;standard Adobe tools, students will learn how to organise,&lt;br&gt;catalogue photoshoots, take advantage of a RAW workflow&lt;br&gt;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.</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>VCDP 2311</td>
<td>Studio Business Practices&lt;br&gt;Students acquire knowledge of the process of&lt;br&gt;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.</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>VCDP 2341</td>
<td>Expressive Writing&lt;br&gt;This advanced writing course gives students a deeper understanding of concept and strategy in verbal and written communication. Students will learn how to analyze the goals of a project and create an effective content strategy to accomplish that goal. Conceptual thinking will be emphasized, with practice in writing content from scratch. Students will also practice creating clear creative briefs and project proposals.</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>VCDP 2320</td>
<td>Advertising and Art Direction&lt;br&gt;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,</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
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<tr>
<td>VCDP 2450</td>
<td>UX/UI and Web Design</td>
<td>The role of a web designer is constantly evolving as new technologies progress. In this course, we will explore the roles that are directly related to the aesthetics of web design and how a designer may collaborate with others in the roles of User Experience Designer (UX) or User Interface Designer (UI), or may need to be responsible for some of these roles as well in smaller agencies. In UX design, students will explore how to map the flow of a specific experience, show how to conduct in-person user tests to observe behavior and create wireframes of screens, storyboards, and sitemaps. A UI designer is particular on how the product is laid out, students will learn the intuitive design of pages, ensuring a consistent visual language. They will learn how to create style guides, pattern libraries and apply consistent design language using Adobe Illustrator and Photoshop.</td>
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</tr>
<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>
<td>7.5</td>
</tr>
<tr>
<td>VCDP 2460</td>
<td>Advanced Web Development</td>
<td>In this course, students will participate in technical workshops which focus on planning and web coding for a multiple page website. Students will take the multiple page publication they have produced in the Editorial Design and repurpose it for the web using HTML5, CSS3 and jQuery. HTML5 will be used in order to structure the website, CSS3 will be used to achieve a fluid and responsive layout, and jQuery will be used to enhance the experience by adding interactivity.</td>
<td>3.0</td>
</tr>
<tr>
<td>VCDP 2440</td>
<td>Wordpress &amp; E-Commerce</td>
<td>Students will learn to register an appropriate domain for</td>
<td>3.0</td>
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</table>
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 Wordpres. 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 Wordpres and fully understand its capabilities.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>VCDP 2451</td>
<td>Studio 2 with Web Production</td>
<td>Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. This course will also have lecture days which will be based on web production topics defined by incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.</td>
<td>5.0</td>
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<tr>
<td>VCDP 2430</td>
<td>Editorial Design</td>
<td>Students in this exciting course will extend their creativity to create a professionally structured magazine from concept to bound product. Through research and case studies, students will inspect magazine design elements, content and how context and message differentiates to varying genres. Students will create covers, logos, a contents page, a feature and department pages. Typography, layout, illustration, photography, info graphics, grids, rubrics, white space, etc., will all become familiar elements in their editorial design vocabulary. How to package editorial material in a smart graphic style that represents your personal aesthetic will be emphasized.</td>
<td>3.0</td>
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<tr>
<td>VCDP 2470</td>
<td>Packaging Design</td>
<td>Students in this course will journey through the inner workings of the entire packaging design process from how to design within a brief, generate conceptual ideation</td>
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<td>Course Code</td>
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<td>Description</td>
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<tr>
<td>13</td>
<td>Program Content Guide</td>
<td>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>4</td>
<td>VCDP 2461 Studio 3 with Web Content</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. Assessments will include but not limited to client feedback forms. This course will also have lecture days which will be based on video production, interactive media and content strategy. Various topics will be discussed focusing on how content strategy defines the direction of a released web project and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.</td>
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<td>4</td>
<td>VCDP 2480 Web Marketing</td>
<td>When a website has been designed, coded and deployed it needs to be found and viewed by interested parties. In this course, you will learn about the tools employed by web marketing professionals as well as how to create a viable email marketing campaign. Students will learn to promote their website through email campaigns, affiliate marketing, social media platforms (Facebook, Twitter, and Instagram) and Google's marketing tools. When their marketing campaigns have commenced, students will monitor their website's performance using Google Analytics. Through these tools and observations they will learn to tailor a website's current content and marketing strategy to achieve maximum search engine ranking results.</td>
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<td>5.0</td>
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<tr>
<td>4</td>
<td>VCDP 2480 Web Marketing</td>
<td>When a website has been designed, coded and deployed it needs to be found and viewed by interested parties. In this course, you will learn about the tools employed by web marketing professionals as well as how to create a viable email marketing campaign. Students will learn to promote their website through email campaigns, affiliate marketing, social media platforms (Facebook, Twitter, and Instagram) and Google's marketing tools. When their marketing campaigns have commenced, students will monitor their website's performance using Google Analytics. Through these tools and observations they will learn to tailor a website's current content and marketing strategy to achieve maximum search engine ranking results.</td>
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<td>Credits</td>
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<td>Course Title</td>
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<tr>
<td>4</td>
<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>4</td>
<td>VCDP 2500</td>
<td>Practicum</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>

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>
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<tr>
<td>B</td>
<td>75-79</td>
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<td>3.00</td>
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<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>
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<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>
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<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
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Course Standings

<table>
<thead>
<tr>
<th>Course Standing</th>
<th>Grade</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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This document is not to be copied or transmitted in any form without the consent of VCC ©
Course Name: Design Foundation

Course Number: VCDP 1110  Number of Credits: 3.0  Effective Date: September 2017

Course Description:
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.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the VCC Visual Communications Design Program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☑ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Describe the role and responsibilities of a graphic designer
- Describe the industry standard design process
- Describe, identify and apply basic design principles and colour theory
- Research and apply graphic design history to projects
- Produce, in a timely manner, visual concepts to communicate and support message

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking 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.
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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:

- Roles and responsibilities graphic designers
- Creative design process
- Design principles
- Colour theory
- History of graphic design
- Brainstorming and idea generating techniques

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Course Name: Adobe Creative Cloud

Course Number: VCDP 1111  Number of Credits: 3.0  Effective Date: September 2017

Course Description:
Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and 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.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☐ No  ☑ Yes (details below):
### Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Apply industry standard software practices and project work-flows
- Identify the different colour systems of RGB and CMYK and their use
- Identify font file formats and develop a font management system
- Explain the impact of different image types on resolution and file size
- Create files for digital, press, and web output.
- Identify elements of the Illustrator user interface and demonstrate their functions
- Create, modify and transform objects through the use of drawing tools in Illustrator

### Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking 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.
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Resource Material(s):

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

- Industry standard softwares (Adobe Suite & Mac OS) practices and project workflows
- Colour systems
- Font file formats and font management systems
- Image types, resolution and file size
- Digital press and web output
- Introduction to Adobe Illustrator, Photoshop, InDesign and Acrobat

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Approved by Curriculum Committee: May 3, 2016
Approved by Education Council: May 10, 2016
**Course Name:** Image Foundation

**Course Number:** VCDP 1120  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
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.

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%).

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

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No  
- [ ] Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Adhere to creative commons guidelines and copyright laws when selecting and creating material
• Describe the advantages and disadvantages of vector and raster images
• Identify colour space limitations on image output
• Demonstrate image production techniques for various media
• Demonstrate use of Photoshop’s essential tools
• Use appropriate software for a design-specific need

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking 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.
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Resource Material(s):

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

- Copyright laws and Creative Commons
- Vector and raster images
- Colour space and limitations
- Image production techniques and resolution
- Photoshop essential tools and introduction to selections and masks

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### Course Outline

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<th>Course Name:</th>
<th>Photography Foundation</th>
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<td>Course Number:</td>
<td>VCDP 1121</td>
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</table>

**Course Description:**
This is a project-based course that introduces students to both the theoretical and practical applications of digital photography for graphic designers. Students will learn how to professionally use a DSLR camera and to take advantage of basic photo principles to suit image creation for specific needs. Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use camera RAW Adobe applications to edit photography. Photographic history will be considered with composition image techniques. Image capturing will be applied further in the course as students create original imagery for various projects.

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**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)
**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Use a DSLR Camera while considering how functions affect image
- Use Adobe Photoshop and Camera Raw to edit a custom photo shoot
- Apply photographic theories and practices to image creation
- Create images while considering different properties of light
- Apply photographic history to modern day practice
- Apply elements and aspects of composition as they relate to photography

**Program Learning Outcomes:**
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Predict industry trends to create audience driven visual communications.
- Develop and evaluate valid design rationale using creative problem-solving techniques.
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| **Total** | **56** |

**Resource Material(s):**

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

- Photography history
- DSLR Cameras and basic functions
- Camera Raw essential colour correction and retouching techniques
- Photography theories and practices
  - Depth of field and aperture
  - Movement and shutter speed
  - ISO and noise, night and darker scenes
  - Metering and exposure in relation to image
  - Image size capture for different application
- Properties of light
  - Natural light (sun, shade, cloud)
  - Artificial light (tungsten vs flash)
  - Light temperature
  - Directional light, and recognizing light source
- Photography composition

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| Approved by Curriculum Committee: | May 3, 2016 | Approved by Education Council: | May 10, 2016 |
Course Name: Typography Foundation

Course Number: VCDP 1130  Number of Credits: 3.0  Effective Date: September 2017

Course Description:
Typography is a core element of graphic visual communication. Students will first explore the historical foundations of letterforms and typographic design. Learning to recognize and use classic typefaces and techniques includes the use of kerning, tracking, leading, and line length for their impact on legibility and readability. Students will learn to explain and analyze type anatomy and classification systems and to evaluate contemporary trends and issues of functional versus expressive typography. Through creating typographic style sheets in order to analyze, plan, and implement design strategies based on client needs, students develop skills in working with typographic hierarchy and type pairings in relationship to message and context. Adobe Illustrator and InDesign will be used to explore type design, as well as analogue and lettering techniques. Different font management 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.

School or Centre: School of Trades, Technology and Design

Year of Study: 1st Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

- Explain the historical foundation of the development of letterforms and typographic design
- Apply typesetting techniques using industry standard tools
- Develop a typographic vocabulary and an understanding of typographic terminology and anatomy
- Explore the use of typographic voice, matching type to meaning and type pairing
- Work collaboratively and communicate effectively with a client on a design project

**Program Learning Outcomes:**
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Predict industry trends to create audience driven visual communications.
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Resource Material(s):

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

- History of classic typefaces
- Typesetting techniques using Adobe InDesign and Illustrator
- Typographic grammar
- Type anatomy & classification systems
- Typographic pairing techniques
- Typographic contemporary trends and issues
- Creating typographic style sheets

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<tr>
<td><strong>Course Number:</strong> VCDP 1132</td>
<td><strong>Number of Credits:</strong> 3</td>
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<td><strong>Course Description:</strong> This course introduces students to the building blocks of effective writing, from overall writing process techniques to details like word choice and sentence structure. Students will be able to identify and correct common writing errors and will practice revision skills like proofreading and editing. In addition, students will be introduced to written and verbal communication skills that will help them in business and self-promotion.</td>
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<td><strong>Year of Study:</strong> 2nd Year Post-secondary</td>
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<tr>
<td><strong>PLAR (Prior Learning Assessment &amp; Recognition):</strong> ☑ No ☐ Yes (details below):</td>
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</tbody>
</table>
Instructional Strategies:
Lecture, role-playing, work experience, research projects, and practice.

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

- Describe concepts in clear and expressive written language
- Identify the different requirements for message in different mediums.
- Identify steps involved in creating final copy
- Describe the mechanics of copy writing and editing

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Predict industry trends to create audience driven visual communications.
- Develop and evaluate valid design rationale using creative problem-solving techniques.
- Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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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:

- Learning creative and efficient writing processes
- Understanding the building blocks of effective writing
- Avoiding common writing and grammar mistakes
- Improving written content through proofreading and editing
- Outlining and delivering engaging oral presentations
- Writing professional and effective business letters and emails
- Using communication skills effectively in business and self-promotion

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VCC-CO-20150901
Course Name: Client Designer Management

Course Number: VCDP 1141  Number of Credits: 3.0  Effective Date: September 2017

Course Description:
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 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.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
• Produce a detailed, interactive client brief to clearly define a design project.
• Plan and deliver a professional presentation.
• Work within confines of deadlines and constraints.
• Communicate strategies effectively and professionally in teams.
• Synthesize ideas and create copy for different media.

Program Learning Outcomes:
Graduates of this program will be able to:
• Use critical thinking 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.
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Total 58

## Resource Material(s):

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

- Client briefs
  - Research and identify industry standard elements in a creative brief
  - Design and populate an interactive creative brief
  - Develop own writing style and critical evaluation for content
  - Development of visual branding and messaging
- Presentation design and techniques (visual and verbal deliveries)
- Developing schedules and time lines
- Conceptual process and explanation to a client

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<td>May 3, 2016</td>
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**Course Name:** Image and Video

**Course Number:** VCDP 1152  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
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. Students will also be introduced to basic video production, including storyboarding, shooting, and editing. 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.

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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

**PLAR (Prior Learning Assessment & Recognition):**  
- [ ] No  
- [ ] Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

• Capture, select and edit photographic imagery for design projects while considering size, resolution and colour space.
• Create composite images with non destructive editing.
• Capture, select and edit video imagery for design projects considering narrative.
• Improve image exposure, colour, establish neutrals and correct for colour casts in both photo and video.

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Predict industry trends to create audience driven visual communications.
• Develop and evaluate valid design rationale using creative problem-solving techniques.
• Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
• Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development.
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Total 56

## Resource Material(s):

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

PHOTO
• Planning for image including sketching & planning composites
• Selecting images from a photoshoot
• Sourcing stock photography
• Making image composites
• Non-destructive editing though the use of masks
• Improving basic exposure and tone

VIDEO
• Planning for video including story boarding and narrative planning
• Shooting video including exposure, colour balance and audio
• Selecting and editing video
• Creating video output for different devices

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: | Approved by Education Council:
Course Name: Composition Foundation

Course Number: VCDP 1240  Number of Credits: 3.0  Effective Date: September 2017

Course Description:
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. While working through these concepts, students will continue to develop proficiency in Adobe Photoshop, Illustrator and InDesign.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

- Apply principles of visual composition and organizational layout to reinforce communication of information and concept.
- Positively and confidently engage in group design critiques using appropriate terminology.
- Prepare professional digital files within the limitations of deadlines and constraints.

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Predict industry trends to create audience driven visual communications.
- Develop and evaluate valid design rationale using creative problem-solving techniques.
- Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
- Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development.
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Total 56

Resource Material(s):

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

- Principles of visual composition
- Integrate type and image
  - Give a layout a clear focus
  - Create relationships using type and image
- Design critiques and terminology
- Preparing professional digital files

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Composition Intermediate

Course Number: VCDP 1242  
Number of Credits: 3.0  
Effective Date: September 2017

Course Description:
In this course, students 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.

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Analyze principles of visual composition and organizational layout to reinforce communication of information and concept.
• Compare and contrast the emphasis and hierarchy of visual compositional elements.
• Develop creative concepts that reinforce the connection to meaning.

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Predict industry trends to create audience driven visual communications.
• Develop and evaluate valid design rationale using creative problem-solving techniques.
• Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.
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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.
Steps in concept development
• Researching
• Brainstorming
• Conceptualizing
• Drafting
• Revising
• Finalizing

Semiotics definitions and applications

Integrate type and image
• Create visual and typographic hierarchy
• Express meaning through compositional relationships

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Brand Identity Foundation

Course Number: VCDP 1250  
Number of Credits: 3.0  
Effective Date: September 2017

Course Description:
Creation of a brand identity is one of the integral tasks in design. This creative and dynamic course will give students an in-depth look at the brand identity design process: from research, planning and strategic principles through to design and decision-making. Developing an understanding of the different components of a corporate identity by way of a series of brand case studies, students will explore brand essence and creative approaches to building a brand and identity. Considering how each element of the identity is instrumental to developing a brand perception, each student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral, and presentation materials while maintaining professional graphic standards. Technical skills will also be developed with the use of Adobe Creative Cloud software throughout various in-class assignments and projects.

Course History:
New Course

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Research, identify and design a brand identity
- Identify client’s target audience in brand development while considering client need
- Communicate the brand through the design of a professional stationery package
- Apply consistent visual language that articulates a brand message
- Exercise ethical and moral judgment in relation to the practice

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking 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.
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Total 56

### Resource Material(s):

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

- Branding and Brand Design
- Branding case studies
- Brand Essence
- Brand identity design terminology and principles
- Design a brand identity
- Identify and analyze target audience, cultural and social factors,
- Stationery packages (logo, business card, letterhead, and digital package)
- Visual language and brand message principles

VCC Education and Education Support Policies

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**Course Name:** Print Production Foundation

**Course Number:** VCDP 1251  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
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.

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%).

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

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

☐ No  ☐ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Describe the print production process
• Distinguish between classifications of paper and how they are used.
• Present and prepare a report on a job estimate and specifications.
• Identify limitations in various print production projects
• Demonstrate professional writing skills

Program Learning Outcomes:
Graduates of this program will be able to:

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

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

- Print production process
- Colour separations
- Colour management and ICC profiles
- Trim, art and bleed considerations
- Preflight process
- Differences and implications between PDF/X standards
- Classifications of paper
- Job estimates and specifications
- Transparency, resolutions, links, fonts, colour space, ink manager, PDF/X, trim and bleed, object inspector and overprint preview techniques

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</table>
Course Name: Brand Design Intermediate  
Course Number: VCDP 1260  
Number of Credits: 3.0  
Effective Date: September 2017  

Course Description: 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.

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Course Pre-requisites (if applicable):  
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

Course Co-requisites (if applicable):  

PLAR (Prior Learning Assessment & Recognition)  
[ ] No  [ ] Yes (details below):
**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Create a multipage, illustrated, professional-quality, print booklet.
- Integrate concept, content, and form in designs that are unified and contextually appropriate.
- Apply visual language to create and communicate a corporate brand message.
- Apply compositional principles and organizational strategies to a layout.
- Create a professional brochure.

**Program Learning Outcomes:**
Graduates of this program will be able to:

- Use critical thinking 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.
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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.
• Multipage booklets with InDesign
  - Master Pages
  - Guides and grids
  - Tables
  - Threading text
  - Printer and reader spreads
  - Organizational grid system over multiple layouts
• Corporate brand messaging
• Layout design principles for brochure and multiple page
• Brochure design principles
  - Types of brochures
  - Key elements for brochure design
  - Technical spread for a brochure

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Course Name: Web Design Foundation

Course Number: VCDP 1270

Number of Credits: 3.0

Effective Date: September 2017

Course Description:
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).

Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

• Create web mock-ups considering design and code limitations
• Use grid and wireframes to create web mock-ups
• Use responsive design techniques to create web mock-ups
• Apply typographic technical and aesthetic techniques to design
• Contrast, compare and apply prototypes using different technologies and softwares

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.
• Predict industry trends to create audience driven visual communications.
• Develop and evaluate valid design rationale using creative problem-solving techniques.
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Total 56

Resource Material(s):
Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• History of web design
• Design considerations
  - Creating web mock-ups
  - Colour as appropriate for device and message
  - Typography for message
  - Aligning objects to achieve balance
  - Achieving proportion relevant to device
  - Responsive design techniques
  - Web typography
• Responsive design techniques
• Designing web optimized for mobile, tablet, and desktop screens
• Designing with code considerations in mind

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## Course Outline

**Course Name:** Web Development Foundation  
**Course Number:** VCDP 1271  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

### Course Description:
This course is based on the principles of responsible web design, application of visual composition, and the foundation of web standards code. Using 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.

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

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

### Course History:
New Course

### Course Pre-requisites (if applicable):  
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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

### PLAR (Prior Learning Assessment & Recognition)
- No  
- Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Analyze and apply principles of visual composition and organizational layout as they relate to web design
- Recognize, and apply standards-compliant HTML and CSS
- Plan and produce web pages utilizing a flexible, grid-based layout
- Code using basic HTML5 to build structure for web page
- Use basic CSS to apply styles to web pages including the cascade
- Use web history to give current standards context

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking 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.
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| Total             | 56                      |          |

### Resource Material(s):

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

- Web Design History
- CSS3 Fundamentals: Styles (embedded, linked, imported), ID selector basics, grouped selections, the cascade and inheritance, CSS reset
- CSS3 Layout: Box model, floating & clearing, navigation lists, colour in CSS, background images, positioning, margins and borders
- CSS3 Typography: Typography for the web (Google fonts, other services), style and weight, aligning text, text transformations and decorations
- HTML5 and Production: Structural layout, external and internal links, produce web ready images and graphics
- Code Planning and Trouble Shooting: Naming convention and organization of files. Thinking before you code, planning pages of your HTML on paper. Web tools - chrome inspector, CSS validator, HTML validator

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| Approved by Curriculum Committee: | May 3, 2016 | Approved by Education Council: | May 10, 2016 |
### Course Name:
Interactive Design Foundation

### Course Number:
VCDP 1280

### Number of Credits:
3.0

### Effective Date:
September 2017

### Course Description:
Contemporary designs must operate elegantly and appropriately on various devices. In this course, students will learn interactive design by understanding audience behaviours and design functionality through visual engagement. A large part of audience consumption occurs typographically as we read content, so students must learn the aesthetic considerations of web typography to 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.

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

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

### Course History:
New Course

### Course Pre-requisites (if applicable):
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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

### PLAR (Prior Learning Assessment & Recognition)

- No
- Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

- Apply interaction design fundamentals including planning architecture and content flow
- Apply user interface (UI) design fundamentals when designing prototypes
- Apply user experience (UX) fundamentals when designing web mock-ups

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.
- Predict industry trends to create audience driven visual communications.
- Develop and evaluate valid design rationale using creative problem-solving techniques.
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**Resource Material(s):**

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

• User experience and interface design
  - Personality profiles
  - Develop and deploy survey for specific audience
  - Web architecture and content flow
  - User experience design first
• Design tools
  - Learn how to use Photoshop to create and optimize graphics for web and user interface design.
  - Wireframe designs with grids
  - Typography and usability and readability

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VCC-CD-20150901
**Course Name:** Wordpress Foundation

**Course Number:** VCDP 1282

**Number of Credits:** 4.0

**Effective Date:** September 2017

**Course Description:**
Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will first explore various CMS options available within industry, and then compare and comprehend their divergent roles and applications. Students will learn how to assess the project need, explore and select relevant themes, and then organize 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 projects.

**School or Centre:**
School of Trades, Technology and Design

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

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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

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

- No
- Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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

- Apply principles of visual composition and organizational layout as they relate to web design
- Compare different types of content management systems (CMS)
- Identify advantages and disadvantages of Wordpress and templates
- Use basic Wordpress features with a basic customization on a theme
- Determine proper theme for content, then organize and populate content
- Apply simple customization and troubleshoot website
- Compare and contrast hosting and domain solutions and use file transfer protocol (FTP)

Program Learning Outcomes:
Graduates of this program will be able to:

- Use critical thinking 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.
Evaluation/Grading System

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

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<tr>
<th>Type</th>
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<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Assignments</td>
<td>40</td>
<td>weekly assignments, includes in-class work and group assignments</td>
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<tr>
<td>Project</td>
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</tr>
<tr>
<td>Lab Work</td>
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<td>work in progress, project time management</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
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</tbody>
</table>

| Total        | 100        |

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

| Total          | 78.5        |

Resource Material(s):

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

- Web design principles
- Content management systems (CMS)
- Advantages and disadvantages of Wordpress
- Wordpress development
- Hosting and domain solutions
- File transfer protocol (FTP)

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FOR COMMITTEE USE ONLY

<p>| Approved by Curriculum Committee: | Approved by Education Council: |</p>
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Portfolio Foundation</th>
</tr>
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<tbody>
<tr>
<td>Course Number:</td>
<td>VCDP 1290</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>4.0</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2017</td>
</tr>
</tbody>
</table>

**Course Description:**

Students will individually select from the year a number of design projects and learn how to effectively showcase their design work through a variety of formats and mediums. They will build and develop their own brand identity to aid in the planning and execution of their portfolios, considering audience and communication avenues throughout. In addition to learning how to write and develop a professional resume and cover letter, students will learn the importance of self-promotion and networking in a global, digital environment while adhering to industry standard professional guidelines.

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

Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%).

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

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

<table>
<thead>
<tr>
<th>No</th>
<th>Yes (details below):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Develop a self-directed schedule for portfolio completion
• Review a portfolio effectively through critiques to gain a better understanding of real-world expectations
• Refine personal work portfolio selections
• Customize personal portfolio selections for multiple media
• Create a personal brand identity and apply to various media
• Design and write a cover letter and resume
• Build a professional network

Program Learning Outcomes:
Graduates of this program will be able to:

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

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

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>40</td>
<td>weekly assignments, includes in-class work and group assignments</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>final project</td>
</tr>
<tr>
<td>Lab Work</td>
<td>20</td>
<td>work in progress, project time management</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>participation and attendance</td>
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</table>

Total 100%

Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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<tbody>
<tr>
<td>L - Classroom</td>
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<td></td>
</tr>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Total 78.5

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
PORTFOLIO
- Portfolio selections for multiple media
- Personal brand identity
- Portfolio design and development
- Web portfolio content development

SELF PROMOTION
- Social media portfolio promotion
- Principles of professionalism and ethics
- Cover letter and resume design

EMPLOYMENT
- Employment search
- Networking
- Interview skills

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VCC Education and Education Support Policies

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**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>
**Course Name:** Expressive Writing

**Course Number:** VCDP 2341  
**Number of Credits:** 3  
**Effective Date:** September 2017  
**Course Description:**

This advanced writing course gives students a deeper understanding of concept and strategy in verbal and written communication. Students will learn how to analyze the goals of a project and create an effective content strategy to accomplish that goal. Conceptual thinking will be emphasized, with practice in writing content from scratch. Students will also practice creating clear creative briefs and project proposals.

**School or Centre:** School of Trades, Technology and Design  
**Year of Study:** 2nd Year Post-secondary  
**New Course**

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

Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No ☐ Yes (details below):
Instructional Strategies:
Lecture, role-playing, work experience, research projects, and practice.

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

• Revise copy based on analysis of concept and communication with client.
• Interpret concepts in clear and expressive written language.
• Adapt messages for different mediums.
• Compose final copy using techniques to illustrate clear language.

Program Learning Outcomes:
Graduates of this program will be able to:

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

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<th>Type</th>
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<td>Quizzes/Tests</td>
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<tr>
<td>Lab Work</td>
<td>20%</td>
<td>work in progress, project time management</td>
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<td>Participation</td>
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</table>

Total 100%

Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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<td>P - Practicum</td>
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</tr>
<tr>
<td></td>
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</tbody>
</table>

Total 54

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
• Writing and structuring creative briefs and project proposals that accurately capture the scope of a project
• Conceptualizing written content for advertising and editorial purposes
• Choosing engaging headlines and call-to-action text
• Understanding content strategy for digital media
• Rewriting written content to create more effective communication
• Writing new content from scratch to meet a project's communication goals

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: 

Approved by Education Council: 
**Course Name:** Studio 3 with Web Content

**Course Number:** VCDP 2471  
**Number of Credits:** 5.0  
**Effective Date:** September 2017

**Course Description:**
Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. Assessments will include but not limited to client feedback forms.

This course will also have lecture days which will be based on video production, interactive media and content strategy. Various topics will be discussed focusing on how content strategy defines the direction of a released we project and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.

**School or Centre:**
School of Trades, Technology and Design

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

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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

**PLAR (Prior Learning Assessment & Recognition):**
☐ No  ☑ Yes (details below):
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

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

• Apply the skills and knowledge of successful visual communication design to projects in various industries
• Communicate effectively and professionally with clients
• Apply entrepreneurial skills in all aspects of project work
• Use critical thinking skills and insights in business situations
• Apply an ethical understanding, perspective and budgetary sustainability to business situations.
• Develop an aesthetic understanding of media production and technical proficiency in video and visual production, writing and digital media development.
• Develop, plan and prioritize a digital content strategy

Program Learning Outcomes:
Graduates of this program will be able to:

• Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms
• Predict industry trends to create audience driven visual communications
• Develop and evaluate valid design rationale using creative problem-solving techniques
• Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies
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**Total 100**

### Learning Environment/Type

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<td>B - Lab (Computer, Chemistry...)</td>
<td>64</td>
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</tr>
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</table>

**Total 104**

### Resource Material(s):  

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
STUDIO
• Visual communication design to projects in various industries
• Effective communication techniques
• Entrepreneurial skills
• Critical thinking insights
• Business ethics

CONTENT STRATEGY
• Develop a digital content strategy
• Content strategy integration with other marketing activities
• Skills, tools, processes and resources required to deliver and manage a content strategy
• Deliver specific, measurable business results

WEB CONTENT PRODUCTION
• Advanced video production techniques
• Production and application of interactive media

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BACKGROUND:
This proposal, presented by Al Petrone, describes changes to the Canadian Business Management Post-Baccalaureate Diploma. As a newly hired Department Head A. Petrone found, after consulting with and researching about similar programs at other institutions, that some changes should be made to the program and these changes should be made for the first intake. The most significant change is to the Practicum course (MGMT 2020). The proposed change is to make the Practicum a full term long and increase the credit weighting from 8 to 14 hours. Other changes were made and are summarized in the “Comparison Chart” in the meeting package. Credit hours for the program remain at sixty.

DISCUSSION:
Some small-scale changes were discussed, e.g. changing the lecture type from Schedule Type A to Schedule Type L in the course outlines. A. Petrone and D. Seremba agreed this should be done.

More serious discussion took place regarding the delivery of the practicum especially regarding placement processes. The committee requested a report on the operationality of the MGMT 2020 (Practicum) to Education Council no later than February 2018. The committee was also extremely uncomfortable with the timeline given that, by the regular schedule, the proposal would come to the Council after students had begun the program. The committee was sympathetic to the Department Head’s situation and took into consideration the fact that the first term is identical with the already approved curriculum. Later in the meeting, in consideration of the same situation in another proposal, the committee agreed that a request for a special Education Council meeting should be made and the Chair agreed to request that meeting.

RECOMMENDATION: That Education Council approve the changes to the Canadian Business Management Post-Baccalaureate 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): Canadian Business Management

ANTICIPATED START DATE: September 5, 2017

Curriculum Developer: Al Petrone
Title: Department Head

School/Centre: Hospitality, Food Studies and Applies Business
Department: Canadian Business Management

E-mail: apetrone@vcc.ca

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: ______________________________________________

X 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: __________________________________________________

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

X 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.)
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: MGMT 1010 Business Sustainability and Ethics

(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 Department Head of Canadian Business Management conducted interviews of the post-secondary institutes in Metro Vancouver that are teaching similar programs to a similar international student demographic. The feedback was that the students wanted a full term practicum, that our program could be a bit too academically challenging and that we need to have a full week of orientation to the Canadian academic environment, living in Canada and working in Canada.
   As a result of this, we decided to:
   - In collaboration with the EAL Department, develop a fulsome orientation week.
   - Expand the Practicum to a full term. This increased the credits for the Practicum from 8 to 14.
   - Eliminate two second-year courses – MGMT 2011 Managerial Accounting and MGMT 2016 Strategic Management. The Department felt these two could be eliminated without any decrease in the quality of our program.
   - Combine Business Sustainability and Canadian Business Ethics. This combination seemed to make the most logical sense and the department sourced a textbook titled Canadian Business & Society: Ethics, Responsibilities and Sustainability.

   The number of credits does not change – 60 credits.

   It was noticed that the incorrect Grading Standard was used in the original PCG. That has been updated.

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

None
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>
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<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
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<tr>
<td>Faculty/Department</td>
<td>Currently the department consists of one faculty member: Al Petrone. Al conducted the research with other post secondary institutes.</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>N/A</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>N/A</td>
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<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>The Indigenous Education and Community Engagement Department has been consulted in this process and indigenous outcomes are included in this new course.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>N/A</td>
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<tr>
<td>Centre for Instructional Development</td>
<td>Consulted when making changes to PCG and course outlines</td>
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<td>Counselling &amp; Disability Services (CDS)</td>
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<td>Financial Aid</td>
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<td>Learning Centre</td>
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<td>Library</td>
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<td>Registrar’s Office / Advising / Recruitment</td>
<td>Consulted about making this change to the cohort starting in September and they supported the decision. Confirmed that we could change the name of MGMT 1010 to Business Sustainability and Ethics.</td>
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<tr>
<td>Related additional Student Services</td>
<td>N/A</td>
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<tr>
<td>VCC International and Immigrant Education</td>
<td>Consulted with the department as this affects international student visa. They are supportive of this decision.</td>
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<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
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<td>Communications and Marketing</td>
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<td>Institutional Research (IR)</td>
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<td>Safety and Security</td>
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<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td>FEEDBACK (include date received)</td>
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<tr>
<td>PAC/CEG</td>
<td>The department head spoke with other colleges and universities in metro Vancouver that offer similar programs to students with similar background.</td>
</tr>
</tbody>
</table>
**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.

   Al Petrone ___________________________ August 8, 2017  
   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.

   Dennis Innes  
   Name Sign off Date
<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
<th>Course</th>
<th>Name</th>
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<td>Management Skills for Supervisors</td>
<td>3</td>
<td>MGMT 2013</td>
<td>Management Skills for Supervisors</td>
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<tr>
<td>MGMT 2015</td>
<td>Entrepreneurship</td>
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<td>Canadian Business Law</td>
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<td>Canadian Business Ethics</td>
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<td>Preparation for the Canadian Workplace</td>
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<td>MGMT 2019</td>
<td>Workplace Practicum</td>
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**Notes:**
- MGMT 2012 is removed from the program.
- MGMT 2013 is incorporated into MGMT 1010.
- MGMT 2014 is incorporated into MGMT 1010.
- MGMT 2015 is incorporated into MGMT 1010.
- MGMT 2016 is incorporated into MGMT 1010.
- MGMT 2017 is incorporated into MGMT 1010.
- MGMT 2018 is incorporated into MGMT 1010.
Canadian Business Management
Post-Degree Diploma

Program Content Guide

Effective Date: September 1, 2017
Goal
This program is being designed for international students who already hold a bachelor’s degree in any discipline and are interested in business studies in a Canadian context. The Canadian Business Management Post-Degree Diploma provides students with a solid foundation in business management and prepares them for employment in Canada. Students will be prepared to seek employment in the areas of business, finance and administration.

This program will provide students with the knowledge, skills and experience necessary to manage the human, physical and financial resources and complex strategic and practical management issues that are present in today’s business environment.

Admission Requirements
The admission requirement is an undergraduate degree from an accredited university.

If the degree was not granted by a university in an English speaking country, applicants will be required to have one of the following tests written within the last 24 months:

1. IELTS – A minimum 6.5 score overall and no score less than 6.0 on the Academic version
2. TOEFL – An 84 score overall and a minimum score of 21 in reading, listening, writing and speaking

Prior Learning Assessment & Recognition (PLAR)
PLAR will not be available to students enrolled in this diploma.

Program Duration
The program is designed with four academic terms, each four months long, and may be delivered over two academic years or in an accelerated format of four academic terms in 16 months.

Each cohort will have a capacity of 20 students. The cut-off number will be determined by the financial return required to run the program.

Regular Delivery Option 1: Students enroll in a September start date and complete the program in two academic years of study.

Accelerated Delivery Option 2: Students enroll in a September or January start date and complete the program in 16 months of accelerated study.

Program Learning Outcomes
Graduates of the Canadian Business Management Post-Degree Diploma will be able to:

- Communicate effectively and respectfully as business professionals
- Work with others to solve problems and manage projects
- Apply core leadership competencies in the business sector
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Improve business procedures by applying up-to-date principles of operations management
- Apply critical thinking and problem-solving techniques to make sound management decisions and recommendations
- Manage cross-culturally with adaptability, flexibility, openness and confidence
- Manage basic human relations issues in a business setting
- Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
- Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
- Employ sustainable decision-making and practices in their work as business professionals

**Instructional Activities, Design and Delivery Mode**

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, presentations and guest speakers. A strong emphasis will be placed on using recent case studies from Canadian businesses to highlight the theoretical material. During the final 14 weeks of the program, students will be placed in a practicum with a local business.

**Evaluation of Student Learning**

Evaluation of courses is determined by the instructors and may include a combination of assignments, projects, case studies, theory and/or practical exams. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum cumulative grade point average of C+ (2.33) upon completion of all program courses to successfully graduate, and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

**Recommended Characteristics of Students**

- A strong foundation in mathematics and English.
- Motivated and disciplined.
- Well-developed analytical and critical thinking skills.
- Experienced in word processing and use of spreadsheets
Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | MGMT 1001  | **Business Mathematics**  
This course introduces basic business mathematics used in commerce and industry. Students develop skill in using basic arithmetic functions and algebraic equations to solve practical financial and mathematical problems encountered in business. Problems relating to retail operations, discounts, simple and compound interest and annuities are used to contextualize mathematical applications. | 3.0     |
| 1    | MGMT 1002  | **The Canadian Economy**  
This course will examine both micro and macroeconomic topics within the context of the Canadian economy. Students will focus on gaining a broad understanding of economic theory and its application to contemporary Canadian economic issues including the impact of free trade agreements and the rapid growth of Canada's Indigenous community as a driver in the community. | 3.0     |
| 1    | MGMT 1003  | **Principles of Management**  
This course involves detailed study of management principles, concepts and techniques. Students will examine applications and problems from actual business cases and focus on management practices that can be applied in a regional, national or global environment. | 3.0     |
| 1    | MGMT 1004  | **Communications in the Canadian Workplace**  
This course is intended to introduce students to the theories and practices of contemporary communications in the Canadian workplace. Attention will be devoted to the ethical and relational implications of communication in the workplace as well as the development of clarity in communications. The practical focus of this course will include business letters, memoranda, resumes, reports and visual presentations. | 3.0     |
<table>
<thead>
<tr>
<th></th>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MGMT 1005</td>
<td>Organizational Behaviour</td>
<td>This course focuses on individual, group, and organizational behaviour. This course is designed to help students develop an understanding of organizational behavior theory as it applies in the business workplace. Students will learn skills and techniques to help organizations function more effectively and efficiently.</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>MGMT 1006</td>
<td>Fundamental of Marketing</td>
<td>This course engages students in a detailed study of basic marketing principles and functions and their application to a variety of industry sectors. Students develop a conceptual understanding of strategic marketing planning, product development, positioning, and pricing. All elements of the marketing mix, including communications channels and personal selling are examined. Current and emerging trends in social media marketing and the use of data analytics, their use and importance in business are discussed.</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>MGMT 1007</td>
<td>Financial Accounting</td>
<td>This course introduces students to the basic terminology, concepts and principles of accounting including the preparation, analysis and interpretation of financial statements. Students work through a full accounting cycle using accounting software.</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>MGMT 1008</td>
<td>International E-Commerce</td>
<td>E-commerce is rapidly changing the world of Canadian and international commerce. This course explores the increasingly intertwined relationship between information and communication technology and the world of business. Students will develop an understanding of the practices and principles of using the internet and social media to market goods and services. Selected Canadian case examples will be used to illustrate critical issues that have arisen as a result of the introduction of e-commerce practices in the marketplace.</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>MGMT 1009</td>
<td>Visual Analytics for Business</td>
<td>In the business world, it is vitally important to turn ever-increasing amounts of data into something that can be easily seen and understood. In this course students will learn the fundamental principles and practices of business data analysis and how to communicate business intelligence in visual formats. Working with a variety of data sources and Tableau software, students will learn make sense of quantitative business data by discerning meaningful patterns, trends, relationships and exceptions that reveal business performance, potential problems and opportunities.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 1010</td>
<td>Business Sustainability and Ethics</td>
<td>This course focuses on the relationship between business, sustainability and ethics. The course will introduce concepts relating to business sustainability, including systems thinking, complexity and resilience, corporate responsibility, Indigenous business relations, material and energy flows and transformations, economic and market mechanisms. The course also explores the relationship between business and society, and examines the moral and ethical challenges faced by various business stakeholders including the Indigenous community. Students will be encouraged to examine their own personal ethics and think critically about the application of sustainable / ethical concepts and theories to authentic Canadian business cases.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2012</td>
<td>Human Resources Management</td>
<td>This course helps students develop a fundamental understanding of human resources theory and practice. It focuses on the critical issues that concern managers in business organizations including employee relations, recruiting and selection, employment standards and challenges and trends in today’s workplace.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2013</td>
<td>Management Skills for Supervisors</td>
<td>This course describes the business management skills needed by supervisors and leaders and explains a learning model for developing such skills. The course is designed to enable students to realize the importance of managerial and leadership skills, and to help them apply these skills effectively in the dynamic and challenging environment of today’s business workplace.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Description</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>MGMT 2014</td>
<td>Financial Management</td>
<td>In this course students develop an understanding of how business organizations use financial management to manage their operating and fixed costs and provide funding for them with a combination of debt and equity financing.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2015</td>
<td>Entrepreneurship</td>
<td>This course introduces students to entrepreneurship and innovation. This course employs a clear and informative how-to-approach to the challenging process of designing, launching and running a new business in today’s dynamic business environment. This course also explores the issues, challenges and implications of Social Entrepreneurship and the innovative strategies used by Indigenous entrepreneurs in the Canadian marketplace.</td>
<td>3.0</td>
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<tr>
<td>MGMT 2017</td>
<td>Canadian Business Law</td>
<td>This course provides an overview of the Canadian legal system and the laws and statutes that affect businesses operating in the province of British Columbia. The course examines the legal principles pertaining to torts, contracts, commercial transactions, employment, agency, business ownership, Indigenous business law, consumer protection, personal, real and intellectual property and electronic commerce. Business case decisions from the Canadian and BC court systems will be examined to help students develop an appreciation of how the legal system works in practice.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2019</td>
<td>Preparation for the Canadian Workplace</td>
<td>This course is designed to prepare students for practicum placement in the Canadian business workplace. Students will develop and practice job search, interview and communications skills. Students will examine the professional expectations of the Canadian business workplace and prepare personal resumes and profiles for on-line recruitment sites.</td>
<td>1.0</td>
<td></td>
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</tbody>
</table>
| 4 | MGMT 2020 | **Workplace Practicum**  
The 14-week workplace practicum provides students with an opportunity to apply the skills and knowledge from the classroom in a Canadian business workplace. Students will work with program faculty and prospective placement sites to apply for a practicum assignment that best meets their personal learning and career development goals. During the practicum assignment students will learn new business skills, develop their capacity to communicate effectively in the workplace and begin to build a network of key employer contacts that can help them with their goal of securing permanent employment in the business community. | 14.0 |

**Total Program Credits:** 60.0
Transcript of Achievement

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

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

**Grading Standard**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
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</thead>
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<tr>
<td>A+</td>
<td>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
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<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td></td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>81-85</td>
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<td>3.33</td>
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<tr>
<td>B</td>
<td>76-80</td>
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<tr>
<td>B-</td>
<td>71-75</td>
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<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>66-70</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>61-65</td>
<td>Minimum Pass. May not proceed to next level</td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>56-60</td>
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<td>1.67</td>
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<tr>
<td>D</td>
<td>50-55</td>
<td>Failing Grade</td>
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<tr>
<td>F</td>
<td>0-49</td>
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<td>S</td>
<td>70 and above</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards.</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>
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<td>Course in Progress</td>
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<tr>
<td>W</td>
<td>Withdrawal</td>
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<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.

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**VCC Education and Education Support Policies**

There are a number of [Education and Education Support](http://www.vcc.ca/about/governance--policies/policies/) 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:** Business Sustainability and Ethics  
**Course Number:** MGMT 1010  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
This course focuses on the relationship between business, sustainability and ethics. The course will introduce concepts relating to business sustainability, including systems thinking, complexity and resilience, corporate responsibility, Indigenous business relations, material and energy flows and transformations, economic and market mechanisms. The course also explores the relationship between business and society, and examines the moral and ethical challenges faced by various business stakeholders including the Indigenous community. Students will be encouraged to examine their own personal ethics and think critically about the application of sustainable / ethical concepts and theories to authentic Canadian business cases.

**School or Centre:** Centre for Continuing Studies  
**Year of Study:** N/A

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Admission to the program

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

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
Instructional Strategies:
Lectures, presentations, assigned readings, discussions, case studies, field trips, guest speakers.

Course Learning Outcomes:
At the end of this course, successful students will be able to:
1. Explain what it means to be a sustainable and ethical business and the relationship of profitability to sustainability and ethics
2. Recognize the barriers that businesses can encounter in adopting sustainable and ethical practices
3. Explain how sustainable and ethical business practice can be a source of competitive advantage
4. Discuss the key interrelationships among human, earth, and natural systems and why these are important
5. Explain how public policies and government influence markets
6. Identify ways that different stakeholders can influence the operating context of businesses
7. Explain the moral and ethical issues that arise in Canadian Business
8. Develop an awareness of their own code of ethics
9. Describe the consultation process required with Indigenous communities impacted by business or resource development
10. Explain green marketing strategy and how to best incorporate a green strategy into a company's vision
11. Describe how operations management that incorporates sustainability principles can reduce costs and improve profits
12. Explain socially responsible investing (SRI) and its relationship to sustainability

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals.
2. Work with others to solve problems and manage projects.
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise.
5. Improve business procedures by applying up to date principles of operations management.
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations.
7. Manage basic human relations issues in a business setting.
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership.
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector.
11. Employ sustainability decision-making and practices in their work as business professionals.
**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>
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<td>D (50%)</td>
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**Components and Weighting of the Assessment/Evaluation Plan:**

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<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
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<tr>
<td>Other</td>
<td>10</td>
<td>Group Project</td>
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<tr>
<td>Project</td>
<td>30</td>
<td>Business Case Study</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
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<tr>
<td></td>
<td>Total 100</td>
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</table>

**Learning Environment/Type**

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

| Total                           | 45                         |          |

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. The Relationship between Business and Society
2. Sustainable Business Core Concepts and Frameworks
3. Ethics of Business: The Theoretical Basis
4. The Science of Sustainability and Ethics in Business
5. Government, Public Policy, and Sustainable Business
6. Corporate Social Responsibility: Concepts and Practice
7. Sustainable Business Marketing, Entrepreneurship and Investing
8. Sustainability and Ethical considerations for business and resource development in indigenous communities
9. Sustainable Supply Chain Management and Operations Management
10. Ethics and Responsibilities in the Workplace and Marketplace

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

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

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 15, 2017 | Approved by Education Council: |  |
**Course Name:** Workplace Practicum  
**Course Number:** MGMT 2020  
**Number of Credits:** 14.0  
**Effective Date:** September 2017

**Course Description:**
The 14-week workplace practicum provides students with an opportunity to apply the skills and knowledge from the classroom in a Canadian business workplace. Students will work with program faculty and prospective placement sites to apply for a practicum assignment that best meets their personal learning and career development goals. During the practicum assignment students will learn new business skills, develop their capacity to communicate effectively in the workplace and begin to build a network of key employer contacts that can help them with their goal of securing permanent employment in the business community.

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Completion of all courses in the first three semesters of the Post-Degree Diploma in Canadian Business Management

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No  ☐ Yes (details below):
**Instructional Strategies:**
Practicum placement in an appropriate business setting with on-site supervision from workplace supervisor and VCC Faculty supervisor. Weekly practicum mentoring sessions on campus.

**Course Learning Outcomes:**

Successful students will be able to:
1. Communicate effectively both verbally and in written formats in the business environment
2. Demonstrate a professional and ethical manner of interacting in the business environment
3. Work effectively as a team member in the business environment
4. Develop self management skills related to punctuality, time management, work organization and stress management

**Program Learning Outcomes:**

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
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>-</td>
<td></td>
<td>Practicum journal* (S or U based on rubric)</td>
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<td>-</td>
<td></td>
<td>Practicum self assessment* (S or U based on rubric)</td>
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<td>-</td>
<td></td>
<td>Workplace supervisor evaluation* (S or U based on rubric)</td>
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<tr>
<td>-</td>
<td></td>
<td>VCC supervisor evaluation* (S or U based on rubric)</td>
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<tr>
<td>-</td>
<td></td>
<td>*Students must attain a satisfactory grade on all components to achieve &quot;S&quot;</td>
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Total

Learning Environment/Type

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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
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<tbody>
<tr>
<td>P - Practicum</td>
<td>420</td>
<td>Fourteen practicum weeks in business placement</td>
</tr>
<tr>
<td>E - Seminar</td>
<td>14</td>
<td>Weekly mentoring group on campus</td>
</tr>
</tbody>
</table>

Total 434

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. Practicum Selection and Placement
2. Practicum Learning objectives
3. Workplace Culture, Norms and Expectations
4. Effective Business Communication
5. Professional and Ethical Behaviour in the Workplace
6. Working as a Team member
7. Self management Skills
8. Self Assessment
9. Dealing with Constructive Criticism

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