# Vancouver Community College

**EDUCATION COUNCIL**

**MEETING AGENDA - DRAFT**  
October 9, 2018, 3:30 – 5:30 pm, Room 240 DTN

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<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
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<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>2.</td>
<td>Acknowledgement</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>3.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>October 9, 2018 Agenda</td>
<td>Approval</td>
<td>1-2</td>
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<td>4.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>September 12, 2018 Minutes</td>
<td>Approval</td>
<td>3-10</td>
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<td>5.</td>
<td>Enquiries &amp; Correspondence</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>Information Note</td>
<td>Information</td>
<td>11</td>
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<td>6.</td>
<td>Business Arising</td>
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<td></td>
<td>a) BCCAT Presentation</td>
<td>60 min</td>
<td>Rob Fleming, Mike Winseman</td>
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<td>b) Concept Paper: Provincial Instructor Diploma Program</td>
<td>10 min</td>
<td>Shirley Lew</td>
<td>Concept Paper – CourseLeaf</td>
<td>Information</td>
<td>12-50</td>
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<td>c) Concept Paper: Certificate in Educational Leadership</td>
<td>5 min</td>
<td>Shirley Lew</td>
<td>Concept Paper – CourseLeaf</td>
<td>Information</td>
<td>51-67</td>
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<td>d) Online Learning Strategy</td>
<td>10 min</td>
<td>Shirley Lew</td>
<td>Online Learning Strategy Action Plan</td>
<td>Information</td>
<td>68-72</td>
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<td>7.</td>
<td>Committee Reports</td>
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<td></td>
<td>a) Curriculum Standing Committee</td>
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<td>i) Course Updates: CNSK 1401 and CNSK 1505</td>
<td>5 min</td>
<td>Matt Stevenson</td>
<td>Decision Note, CourseLeaf outlines</td>
<td>Decision</td>
<td>73-83</td>
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<td>ii) Course Updates: MATH 0863 &amp; MATH 0873 and MTSK 0750 &amp; MTSK 0760</td>
<td>5 min</td>
<td>David Wells</td>
<td>Decision Note, CourseLeaf outlines</td>
<td>Decision</td>
<td>84-101</td>
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<td>iii) New Courses: ENGL 0985 &amp; ENGL 0995</td>
<td>5 min</td>
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<td>Decision Note, CourseLeaf outlines</td>
<td>Decision</td>
<td>102-113</td>
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<td>iv) Program Updates: Civil/Structural Technician Certificate</td>
<td>5 min</td>
<td>Brett Griffiths</td>
<td>Decision Note, PCG, CourseLeaf outlines</td>
<td>Decision</td>
<td>114-136</td>
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<td>v) ITA Automotive Program Updates:</td>
<td>10 min</td>
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<td>b)</td>
<td>Policy Standing Committee</td>
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<td>i)</td>
<td>C.1.6 Registration</td>
<td>5 min</td>
<td>John Demeulemeester, Dave McMullen</td>
<td>Policy, procedures, form</td>
<td>Information</td>
<td>307-213</td>
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<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>2 min</td>
<td>Andrew Candela</td>
<td>Verbal report</td>
<td>Information</td>
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<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>2 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Verbal report</td>
<td>Information</td>
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<td>8.</td>
<td>Research Report</td>
<td>5 min</td>
<td>Elle Ting</td>
<td>REB Annual Report</td>
<td>Information</td>
<td>313-321</td>
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<td>9.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
<td>Information</td>
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<td>10.</td>
<td>Student Report</td>
<td>1 min</td>
<td>Vacant</td>
<td>No report</td>
<td>Information</td>
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<td>11.</td>
<td>Elections</td>
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<td>a)</td>
<td>Interim Vice-Chair</td>
<td>10 min</td>
<td>Dave McMullen</td>
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<td>Decision</td>
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<td>b)</td>
<td>Interim Program Review &amp; Renewal Committee Chair</td>
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<td>12.</td>
<td>Next Meeting: November 13, 2018, 3:30-5:30, Room 5025 BWY-A</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>13.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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# Vancouver Community College

## EDUCATION COUNCIL

### MEETING MINUTES - DRAFT

**September 11, 2018, 3:30 – 5:30 pm, Room 5025, BWY**

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<th>Discussion</th>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:31pm.</td>
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<td>2.</td>
<td>Acknowledgement</td>
<td>T. Rowlatt acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.</td>
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<td>3.</td>
<td>Adopt Agenda</td>
<td><strong>Motion</strong>: Moved by P. Yeung and seconded THAT Education Council adopt the September 11, 2018 meeting as presented. All in favour. <strong>Motion carried.</strong></td>
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<td>4.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion</strong>: Moved by J. Theny and seconded THAT Education Council approve the June 12, 2018 minutes as presented. All in favour. <strong>Motion carried.</strong></td>
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<td>5.</td>
<td>Enquiries &amp; Correspondence</td>
<td>There were none.</td>
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| 6.   | Business Arising | **Business Arising**  
   a) Program Renewal Schedule | K. McNaughton presented the Program Renewal Schedule for 2018-2022, noting that the Admin Assistant renewal has been put on hold until next year. Additional renewals may be included for 2019/2020. T. Rowlatt asked for an update on the Music degree renewal. D. Wells explained it is currently in progress and will enter the governance process soon. |
   b) ELPR Website Update | K. McNaughton explained that this long-term project has now reached completion, and will be maintained by the Registrar’s Office. D. McMullen added that student feedback on the new site so far has been very positive. K. McNaughton thanked everyone involved for their work on this project. |
   c) SIE Action Plan | S. Lew and K. Brooke presented the action plan. Completed in March, it outlines the renewal recommendations for both the PIDP and ONEL programs in a three-year action plan. A final renewal report has been produced that summarizes the recommendations from the self-study and external reports. K. Brooke explained that work is well underway on the renewal recommendations, with the concept paper and business case to come forward in October. She noted that the department is currently on track with the action plan progress. K. Brooke gave a brief overview, explaining that two short certificates will feed into the PIDP. A three-course equivalent is also being constructed for Trades with ITA assistance. The department is aiming to have all courses revised by the end of this year. T. Rowlatt asked for an update on PAC development. S. Lew explained that twelve inquiries have gone out to potential members and confirmations are incoming. The department was seeking individuals who have expertise in the industry, practitioners in adult education, online learning facilitation and an ITA representative. K. McNaughton noted that the PIDP renewal was one of the three programs chosen for the Quality Assurance Process Audit in November. |
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<td>d)</td>
<td>Concept Paper: Access to Salon and Spa Citation</td>
<td>B. Griffiths explained that both the new Access to Salon and Spa (September 2019) and Access to Computer Systems Technology (September 2020) have secured funding through Vancouver Foundation in conjunction with VCC Foundation. These will serve as sampler programs for the Deaf and Hard of Hearing community with a cohort size of eight. B. Griffiths explained that the goal is to reuse these types of programs in the future for various special interest groups once funding blocks become available. K. McNaughton asked about the types of resources VCC would need to run these programs. B. Griffiths explained that, currently, the Access to Salon and Spa can be run as-is. B. Griffiths noted that the main resource would be interpreting services, which has already been budgeted.</td>
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<td>e)</td>
<td>Concept Paper: Access to Computer System Technology</td>
<td>See above discussion. The CST department needs to be in place prior to this program running.</td>
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<td>f)</td>
<td>Concept Paper: Transportation Trades Sampler</td>
<td>B. Griffiths explained that this program is similar to the current Access to Transportation Trades. It is a longer 12-week program for high school students, currently ITA-funded and run through Continuing Studies as a pilot. Students will receive forklift training certification by the end of the program. The Royal Bank of Canada has offered funding for the upcoming year to ensure the program is tuition free. K. Crossett confirmed that there are no admission requirements to the program. B. Griffiths confirmed there are none, and explained that the only ITA requirement is that twelve of eighteen students need to be high school aged youth. The remaining seats can be adult learners.</td>
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<td>g)</td>
<td>Concept Paper: Mechanical Technician Certificate</td>
<td>B. Griffiths explained this new program proposal is the result of combined industry feedback and PAC recommendations. He noted there is currently a large gap in B.C. with Mechanical Technician programs, and that this program will allow students to complete the certificate and combine it with BIM training for further specializations. T. Rowlatt enquired about the requirement for another lab space and if this was a significant concern for receiving funding. B. Griffiths explained that the program is still in development, so there is ample time to secure funding for additional space. He noted that the department is open to offering evening and weekend classes if needed. K. McNaughton acknowledged administrative support for finding the requested space.</td>
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<td>7.</td>
<td>Committee Reports</td>
<td><strong>a) Curriculum Committee Reports</strong>&lt;br&gt;i) Professional Cook 1 ITA Youth Consent Resolution This item was included for the record, having passed by consent resolution in July 2018.</td>
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<td>D. Innes explained that an MOU was signed with the Korean Food Promotion Institute to offer this professional upgrading course. The Institute will be funding development, delivery, and both capital and food supplies. Currently, this standalone course is a pilot with the intention to renew and perhaps make it a part of Asian Culinary. The course will be taught at VCC. All in favour. <strong>Motion carried.</strong></td>
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<td>iii)</td>
<td>Program Updates: PC1 Plus &amp; PC2 Admission Requirements</td>
<td><strong>Motion:</strong> Moved by D. Wells and seconded THAT Education Council approves the updates to the admission requirements to Professional Cook 1 Plus and Professional Cook 2. D. Innes presented the updates, explaining that the name change to PC1 Plus was a request from Marketing for internet search purposes. The remaining updates were to add admission requirement language around vaccinations and food allergies. He noted that food allergies can be mitigated in some cases, but the department needs to know ahead of time in order to try to accommodate the student. P. Yeung noted that these new requirements could have significant impact on enrolment since acquiring a TB skin test and immunizations may delay a student’s application. D. Innes acknowledged this possibility. P. Yeung recommended these be a part of the admission requirements, not the application requirements. T. Rowlatt said Curriculum Committee recommended these requirements be placed under an “Upon Admission” section. J-E. Zakoor inquired as to the record type the department will be using, and D. Innes noted that Curriculum Committee recommended Y. Sukic connect with J-E. Zakoor regarding operationalization of these requirements. All in favour. <strong>Motion carried.</strong></td>
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<td>iv)</td>
<td>New Program: Business &amp; Project Management</td>
<td><strong>Motion:</strong> Moved by D. Wells and seconded THAT Education Council approves the curriculum for the new Business &amp; Project Management Post-Degree Diploma, and THAT Education Council recommends the Board of Governors approve the credential for the new Business &amp; Project Management Post-Degree Diploma. D. Innes presented, noting that this is the second post-degree diploma for the Department of Business Management marketed to international students. Going forward, the plan is to have a common first year of courses for all Business Management students, with the second year moving into specializations, such as Business &amp; Project Management. The updated first year of Canadian Business Management will be coming through governance soon to align with the September 2019 start date. K. Crossett asked for clarification on the two intakes of the first year for both programs. D. Innes explained that students will have to register in one program or the other from the outset to preclude</td>
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|      |       | them from jumping between programs.  
A. Candela asked about certification for the Project Management Professional Certification within the program. D. Innes explained the program is intended to give students a good handle on project management fundamentals in order to enter the workplace, but they would not have the required work experience for the certification. T. Rowlatt added that Curriculum Committee cautioned overpromising to international students. D. Innes added this may be something the department looks at providing in the future.  
All in favour. **Motion carried.** |
| b)   | Policy Standing Committee | **Motion:** Moved by J. Demeulemeester and seconded THAT Education Council recommend the Board of Governors approve the revisions to C.1.3 Granting of Credentials.  
J. Demeulemeester reported that the most significant change is the shift from using “citation” to “short certificate.” K. Crossett asked for clarification if Policy Principle 7 regarding maximum duration time will apply if it is not stated in the PCG. T. Rowlatt explained this statement was intended as a guide only.  
Regarding Procedure 6c, K. Crossett asked for clarification on “point of student’s entry to the program,” particularly for reactivated students. After some discussion, it was explained that, for a reactivated insert student, the point of entry to a program would be when they reinsert into the program, not when they first registered in the program. T. Rowlatt noted that there are certain clauses in a handful of policies, such as this point, that should be reviewed simultaneously for clarity.  
All in favour. **Motion carried.** |
|      | ii) Update: C.1.1 Grading, Progression and Withdrawals | **Motion:** Moved by J. Demeulemeester and seconded THAT Education Council approve the revisions to C.1.1 Grading, Progression and Withdrawals policy and procedures.  
J. Demeulemeester explained that the central discussion at Education Policy Committee was regarding the number of times a student could repeat a course and where the approval authority on repeats sits. It was decided that students can repeat a course once, and decisions regarding further repeats lie with the Dean, with a Progression Committee providing recommendations.  
J. Theny asked whether this applies to LINC students. K. McNaughton noted this would be a ministry exemption.  
A. Candela asked how the Registrar’s Office views repeats. D. McMullen explained there are several codes for repeats, but a Drop-Delete (DD) would mean the registration attempt never existed. This code |
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<td>is usually used within the first few days of the course, and an updated Refund policy is coming soon with standardized dates. A. Candela inquired if there was a way to accommodate self-paced courses within these drop dates. D. McMullen noted that there is some degree of flexibility here, but, ultimately, VCC needs to report back to the Ministry. D. Wells noted that this would be a situation the Progression Committee would take into account, and a self-paced student would need to demonstrate commitment. J. Theny asked how long a student would need to wait to reregister. D. McMullen explained that the Ministry will only fund a certain amount of attempts. T. Rowlatt added that this is another aspect a Progressions Committee would consider. D. Wells noted that a student would likely need to attempt the course at another institution before returning to VCC. K. Crossett inquired about the evaluation of attendance requirements and other assessments within self-paced courses. A. Candela noted that attendance tracking depends on the department. D. Wells added that CCA is working towards attendance management, however, data and reporting oddities occur with self-paced courses. K. McNaughton expressed that it is critical students understand their responsibilities and the potential consequences around this clause, whether this is through advising or in class. However, she noted that part of this needs to be students taking on their own responsibility, but it is important they do not approach this blind. A. Candela expressed concern over the time commitment for Department Leaders, Deans and support services. K. McNaughton noted that the people responsible for the decision will recognize that certain times will have higher volume than others, and that a Progression Committee will make the process more fair and inclusive. N. Coles expressed some concern that the need for a Progression Committee and Dean decision occurs so quickly in the process. K. McNaughton explained she is hoping for upfront information regarding the policy to circumvent this. A. Candela expressed concern around how the policy will affect students with disabilities. D. McMullen noted that Duty to Accommodate supersedes any policy language. D. Wells added that all Progression Committee recommendations and Dean decisions must be made on reasonable grounds, as they could be audited by the Ministry. 11 approved, 1 objection, no abstentions. <strong>Motion carried.</strong></td>
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<td>Item</td>
<td>iii) Rescind: C.3.8 Criminal Record Check J. Demeulemeester explained that this policy has been brought forward for rescinding based on the question of necessity. Many other institutions do not have this policy. The language for CRC’s and other</td>
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<td>admission requirements has been included the Admissions policy, as well as included on the website.</td>
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<td><strong>Education Council agreed to send C.3.8 Criminal Record Check policy and procedures out for community feedback.</strong></td>
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<td>iv)</td>
<td>Update: C.3.14 Curriculum Development and Approval</td>
<td>J. Demeulmeester explained that the majority of the changes are to align the policy and procedures with the processes around the new CourseLeaf curriculum management software. K. Crossett requested that the definition of “Start Date” change to “Effective Date.” She will submit further feedback on the policy and procedures via community feedback.</td>
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<td><strong>Education Council agreed to send C.3.14 Curriculum Development and Approval policy and procedures out for community feedback.</strong></td>
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<td>v)</td>
<td>Terms of Reference</td>
<td><strong>Motion:</strong> Moved by D. McMullen and seconded THAT Education Council approve the updates to the Education Policy Terms of Reference. All in favour. <strong>Motion carried.</strong></td>
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<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>No report.</td>
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<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>J-E. Zakoor reported that the QAPA final draft report has been emailed to College stakeholders for a final look, as it will be submitted on Friday, September 14, 2018 in preparation for the on-site audit on November 21-22.</td>
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| i.  | Curriculum Development Fund Report 2018-19 | J-E. Zakoor explained that the documents included in the package outline projects that received funding this year, as well as the final project standing with last year’s funding. P. Fahim is looking into the unspent funding from 2017 to ensure the correct salary codes were used. Due to the unspent funds, the Committee is requesting quarterly progress reports to ensure all funded projects are on target. J-E. Zakoor noted that the big change from 2017’s funding process was the removal of accreditation costs. P. Yeung asked if the remaining amount of unspent funds rolls over into next year. J-E. Zakoor explained the funding does not roll over and returns to the College. J. Demeulmeester asked what happens if a program received funding for renewal, but the renewal gets put on hold, such as the Admin Assistant program. J-E. Zakoor said the Committee will discuss reallocating the funding and placing the Admin Assistant renewal at the top of the funding list for the 2019 allocation. K. McNaughton noted that sometimes things happen, and while money cannot be rolled over to the next year the needs of the department can be recognized and treated accordingly. E. Ting asked if another callout would occur or if the previous submissions be reconsidered. J-E. Zakoor acknowledged this and noted it would be discussed at the next PRRC meeting. A. Candela inquired about the vetting process of the donor-funded programs, and wondered if College members could get involved in the decision. K. McNaughton explained that it may be an idea from the
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<td>community, Foundations, or from an industry partner and discussions would happen in these forums.</td>
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|      |       | J-E. Zakoor reported that the Committee is working on a tracking system to compare Annual Program Review Report progress across several years. Workshops on the Review Report progress, run by CTLR and IR, have been scheduled for late September.  
  P. Yeung asked for an update on the TESOL renewal. D. Wells explained it is in process and the department is working with CTLR to complete the renewal for September 2019. |
| 8.   | Research Report | E. Ting reported that she is currently writing the annual report for the REB, which will come forward to EDCO in October. She noted three new community members have joined, with the REB now totalling sixteen. The first meeting will be held on October 26. For added confidentiality, a Moodle site has been set up for REB business.  
  E. Ting reported that the CFI plan will soon be seeking data regarding research conducted around VCC in the last three years.  
  The next President’s Research Symposium will be held on Thursday, October 11, 2018. More information to follow. |
| 9.   | Chair Report | T. Rowlatt let Council know that there has been significant turnover in the Board of Governors membership, and that a new Board Chair will likely be elected at the end of September.  
  T. Rowlatt spoke with Curriculum Committee regarding Provisional Approval, noting that the Committee liked the idea. He is currently developing a draft Terms of Reference to circulate for discussion.  
  T. Rowlatt thanked J-E. Zakoor for her long service and support as Vice-Chair and Chair of Program Review and Renewal Committee as she moves to her new position as Dean of Health Sciences. |
| 10.  | Student Report | No report. |
| 11.  | Elections | T. Rowlatt turned over the Chair to D. McMullen to run the election.  
  **Election of Appeals Oversight Committee Chair:**  
  First call for a volunteer to stand as Chair:  
  A. Candela volunteered. Nomination accepted.  
  Second call:  
  There were none.  
  Third call:  
  There were none.  
  By acclamation, A. Candela was announced the Chair of Appeals Oversight Committee. |
| 12.  | Next meeting | October 9, 2018, 3:30-5:30, Room 240 DTN |
### Item 13. Adjournment

**Motion:** Moved by K. McNaughton and seconded THAT Education Council adjourn the September 11, 2018 meeting. All in favour. **Motion carried.** The meeting was adjourned at 5:19pm.

<table>
<thead>
<tr>
<th>ATTENDEES:</th>
<th>Jo-Ellen Zakoor</th>
<th>Denise Beerwald</th>
<th>John Demeulemeester</th>
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<tbody>
<tr>
<td>Todd Rowlatt</td>
<td>Kathryn McNaughton</td>
<td>Andrew Candela</td>
<td>David Wells</td>
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<tr>
<td>Dave McMullen</td>
<td>Janet Theny</td>
<td>Nona Coles</td>
<td>Elle Ting</td>
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<td>Paul Yeung</td>
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<td>Karen Crossett</td>
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<tr>
<th>REGRETS:</th>
<th>Robert Kunka</th>
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<td>Taryn Thomson</td>
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<tr>
<th>GUESTS:</th>
<th>Shirley Lew</th>
<th>Karen Brooke</th>
<th>Brett Griffiths (teleconference)</th>
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<tr>
<td>Dennis Innes</td>
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<tr>
<td>Karen Shortt</td>
<td>Tim Conklin</td>
<td>Marilyn Heaps</td>
<td>Sydney Sullivan</td>
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**RECORDING SECRETARY:** Carlie Deans
INFORMATION NOTE

October 2, 2018

PREPARED FOR: Education Council

ISSUE: Decanal Representation on Education Council

This is to advise that the administrative representatives to Education Council for the term January to December 2019 will be:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Representative</th>
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<tbody>
<tr>
<td>Education Council</td>
<td>David McMullen, Registrar</td>
</tr>
<tr>
<td>Education Council</td>
<td>Jo-Ellen Zakoor, Dean, School of Health Sciences</td>
</tr>
<tr>
<td>Education Council</td>
<td>David Wells, Dean, School of Arts &amp; Sciences</td>
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<tr>
<td>Education Council</td>
<td>Kathryn McNaughton, VP Academic, Students &amp; Research</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>Shirley Lew, Dean, Library, Teaching &amp; Learning Services</td>
</tr>
<tr>
<td>Policy Committee</td>
<td>Dennis Innes, Dean, School of Hospitality, Food Studies &amp; Applied Business</td>
</tr>
<tr>
<td>Appeals Oversight</td>
<td>Dennis Innes, Dean, School of Hospitality, Food Studies &amp; Applied Business</td>
</tr>
<tr>
<td>Program Review and Renewal Committee</td>
<td>Shirley Lew, Dean, Library, Teaching &amp; Learning Services</td>
</tr>
<tr>
<td></td>
<td>Brett Griffiths, Dean, Trades, Technology &amp; Design</td>
</tr>
</tbody>
</table>

PREPARED BY:

Kathryn McNaughton
Vice President, Academic, Students & Research
PART 1: CONCEPT

Purpose and Context

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

Proposed Programs:

Train the Trainer Short Certificate
Trades Trainer Short Certificate
PIDP – Provincial Instructor Diploma

The School of Instructor Education is proposing revisions to the Provincial Instructor Diploma (PIDP). We are also proposing two short certificate programs which will lead into the PIDP.

Train the Trainer Short Certificate

We would like to be able to provide a short certificate after the completion of the core courses 3210, 3220, and 3230. Having an official 8-credit credential for 3210, 320, and 3230 would allow us to market our services better to institutions that are interested in providing shorter training programs for their employees. This short certificate can feed into the PIDP for those wishing to continue their professional development.

Trades Trainer Short Certificate
This short certificate will address the unique needs of trades/vocational instructors. It will provide a foundational level of knowledge in the delivery and assessment of learning with a trades focus. This short certificate would also feed into the rest of the PIDP for those wishing to continue, and be considered equivalent to 3220 and 3230.

**PIDP - Purpose of redesign**

The PIDP redesign is intended to address recommendations coming out of the program's recent renewal process, in particular the recommendations to:

- develop pathways that address distinctive needs and interests
- explore the integration of ONEL and PIDP
- integrate online teaching pedagogy into PIDP
- comply with VCC policies C.1.3 Granting of Credentials, and C.1.4 Assignment of Credits to Credentials.
- bring the number of instructional hours into alignment with course credit hour requirements as stated in C.1.4 (assuming a 15:1 credit hour ratio)
- create professional development courses of interest to PIDP alumni and practitioners

**PIDP - Goals and objectives, occupations and roles of graduates**

The PIDP prepares current and future adult educators to work as instructors, trainers, facilitators, instructional designers, and educational consultants. It is appropriate for anyone providing adult learning experiences in a wide variety of fields, including college, university, workplace, and non-profit settings. The PIDP provides participants with the knowledge and skills needed to design, develop, manage and evaluate the instruction of adults. It also provides instructors with an accredited professional development program which ladders into credentials at other institutions.

**Model of revised PIDP**

The revised PIDP will consist of core courses and electives. Students may enter directly into the PIDP, or they may first take the Train the Trainer or Trades Trainer Short Certificate and then enter the PIDP. In the future SIE plans to create an alternate pathway through the PIDP with a focus on online learning.

PIDP 3210: Curriculum Development 3 credits

PIDP 3220: Delivery of Instruction 2 credits

PIDP 3230: Evaluation of Learning 3 credits

Or

PIDP 3210: Curriculum Development 3 credits

NEW COURSE (Vocational) Industry Training Authority Fundamentals 1 credit

NEW COURSE (Vocational) Facilitating the Learning Experience 2 credits

NEW COURSE (Vocational) Student Engagement Techniques 2 credits

NEW COURSE (Vocational) Assessment and Evaluation of Learning 2 credits

And

PIDP 3100: Foundations of Adult Education 3 credits

PIDP 3240: Media Enhanced Learning 3 credits

PIDP 3250: Instructional Strategies 3 credits

PIDP 3260: Professional Practice 3 credits

PIDP 3270: Capstone Projector Portfolio 3 credits

**Plus Electives (additional 5 - 7 credits to equal 30 credits)**

NEW COURSE: Facilitating Learning Online - Fundamentals

NEW COURSE: Cognitive Science
NEW COURSE: Diversity

NEW COURSE: Facilitating Learning Online - Fundamentals

NEW COURSE: Facilitating Learning Online – Design

2. Explain how this program aligns to the principles and priorities as indicated in the College’s integrated, departmental, or ministerial planning documents. Identify how the program supports VCC’s mission and core values.

The PIDP supports the development of instructor excellence throughout all of VCC’s programs. Graduates of the PIDP are prepared to design learning that is student-centered, experiential, and responsive to the needs of diverse students. These skills are key to enacting VCC’s values of student success, excellence, diversity, and stewardship.

The PIDP supports VCC’s Key Success Drivers:

Educational Quality

The PIDP program itself is learner centered, relevant, flexible, and career oriented. The PIDP is offered both face-to-face and online, and our online courses are extremely popular with working professionals.

Operational excellence

Many of our offerings are online, reducing the need for classroom space on campus.

Financial Stability and Sustainability

We are a cost recovery program and have worked to create program delivery models that are financially sustainable.

Reputation Management

The brand identity of the PIDP is strong and recognized throughout the province and across Canada.

Business Development

School of Instructor Education currently has relationships with numerous government, business, and community organizations where the entire program or individual courses are being offered on a contract basis. The redesigned PIDP will allow us to better target particular markets such as online and vocational training and provide opportunities for more partnerships.

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

The PIDP supports all programming at VCC by helping professionals develop the skills to become instructors in their areas of expertise. Participants in the program develop the skills to be able to plan, deliver, and assess learning that is active, experiential, and aligned with program outcomes. The proposed Train the Trainer Short Certificate will also give further training and professional development opportunities to instructors who teach in vocational education. Electives for the PIDP will allow students in the program to focus on areas of interest such as online teaching.

Many VCC programs have the PIDP or willingness to complete it as a hiring criteria. For example the Practical Nursing hiring criteria requires completion of the PIDP or equivalent prior to regularization.

Completion of the PIDP is also recognized in our Collective Agreement. One additional step placement is granted for the completion of the PIDP (Article 5.6.5.2). Instructors must have completed the PIDP or equivalent in order to obtain their 4th salary increment or to reach the top step of the salary scale (Article 5.8.1).

Needs Assessment

4. What educational need is this program intended to meet?

The market for new instructors in public and private post-secondary is expected to remain strong. The ITA has expressed interest in having courses tailored to its own needs for trades instructors, using the curriculum model it uses. Our department head has met with ITA representatives who have provided feedback into the design of the Trades Trainer Short Certificate, and supports its development. As the ITA has a Canada-wide reach, the Trades Trainer Short Certificate will be of interest to trades instructors across the country.

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


Graduates of the current PIDP are employed in the field of adult learning as college instructors, workplace trainers, government service providers, and independent consultants. The current PIDP has been offered at BC Hydro, BC Ferries, and Squamish Nation. The reputation of the program is strong and we continue to be invited to deliver the program in other parts of Canada (e.g. College of the North Atlantic) and internationally (e.g. CNA-Q in Qatar). We anticipate continued demand for trades training in the province, and elsewhere, and the need to provide instructor training for those with industry and technical knowledge but no teaching experience.

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

Demand for the PIDP continues to be strong. Enrollment in online PIDP courses has increased. The current Certificate in Online learning offered by School of Instructor Education is quite popular. Removal of the requirement of first completing the PIDP may attract instructors who primarily teach online to complete the PIDP-Online.

The interest in courses related to instructional skills for online learning has also been shown in the steady interest in the Facilitating Learning Online courses offered by BC Campus.

Competitive Analysis

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

See attached document for a list of competing programs.

VCC manages and delivers the PIDP under a license with the Ministry of Advanced Education, Skills and Training but no longer has exclusive rights to do so. Although there seems to be little interest from other institutions in offering the PIDP, many institutions have started offering in-house training or workshops offered by their own teaching and learning centres.

There are a large number of programs offered throughout BC and online which compete with the PIDP. For prospective students with bachelor’s degrees, there are a number of 30-credit Master’s degrees which may be attractive alternatives to our proposed diploma. There is also a growing number of certificates and diplomas at the graduate and undergraduate level that focus on adult learning, online learning, workplace learning, instructional design, and educational leadership that may be attractive to potential students (see attached list of competing programs).

Our closest competition for the PIDP comes from University of the Fraser Valley’s Bachelor of Arts in Adult Education, and University of Victoria’s Certificate in Adult and Continuing Education (CACE).

Courses at UFV are $159.26 per credit, or $477.78 for a three-credit course. The cost for the entire BA would be $19,080.

Courses in the CACE are 39 hours and $541. The entire program is $4330.

Courses in the current PIDP are $526.91 for 3 credits. The entire program is $4032.01. The proposed changes would to the diploma would result in a cost of $5300 for the 30-credit diploma if the current tuition is kept the same per credit (see attached Business Case).

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

The current PIDP is articulated through the Adult Education Articulation Committee of British Columbia Council on Admissions & Transfer.

Student Profile

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

Applicants to the Trades Trainer Short Certificate will be required to have a trade certification and currently teaching or preparing to teach in a vocational setting.

As most of our current PIDP students meet the proposed admission requirements, we expect students of the revised program will be similar to students currently enrolled in the PIDP. Students in the current program are described in the SIE Renewal Final Report as follows:
Students in the PIDP come from a wide variety of backgrounds and disciplines. The program typically attracts adult educators from VCC and other post-secondary institutions, independent contractors and, corporate trainers.

# More female students than males

# Majority are 40 years of age or greater

# Most have a bachelor or Master’s degree from a Canadian institution

# Vast majority are Canadian citizens

# Majority are taking the PIDP for professional development or to increase marketability for employment as an educator or trainer

(SIE Renewal Final Report, 2018, p21)

10. How do you plan to recruit or attract these students?

New students typically find out about the PIDP through word of mouth or at their workplace.

We plan to continue and expand on other means of promoting our programs. We are developing a marketing strategy with Marketing Department, with the focus on promoting the new curriculum in the coming year. We have prioritized renewing relationships we have had at other institutions, which have waned in recent years due to change in personnel. This year VCC was a presenting sponsor at Festival of Learning where we had a prominent table. We have given guest sessions at other colleges, particularly when faculty is scheduled to teach courses at those locations. We have presented at conferences, where we can increase our exposure. Additional contracts may come out of connections with the Program Development Office at VCC. Finally we are re-establishing the program PAC, inviting representatives across the sector in both public and private spheres.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

The program has a reasonable balance between genders and age groups. The flexibility of the program allows for greater participation from non-traditional students.

Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

The PIDP has articulation and transfer agreements with other educational institutions, as well as a number of service agreements with corporations and community organizations. Increasing the number of credits in the diploma, and the number of hours per course, will allow for better articulation with adult education programs throughout the province.

Articulations and agreements

Graduates of the PIDP can enter the Master of Education degrees at University of the Fraser Valley, Simon Fraser University and University of Calgary without an undergraduate degree.

Selkirk College - Articulation agreement

- Selkirk College IMW 101 Instructional Media Workshop with PIDP 3240 Media Enhanced Learning

Justice Institute of BC – Articulation agreement between JIBC Associate Certificate in Training and Facilitation and VCC PIDP

- NDC-1110 Essential Skills for Training and Facilitation and INDC-1377 Facilitation Fundamentals with PIDP 3220: Delivery of Instruction
- NDC-1211 Tools and Activities for Trainers and INDC-1377 Facilitation Fundamentals with PIDP: 3250 Instructional Strategies
- INDC-1590 Training and Facilitation Capstone and INDC-1211 Tools and Activities for Trainers with PIDP 3270: Capstone Project

Nicola Valley Institute of Technology – Transfer agreements between NVIT for delivery of Native Adult Education Diploma and VCC for PIDP

Okanagan College - Transfer of PIDP courses with Okanagan College's Learner Centred Instructor Certificate

Southern Alberta Institute of Technology - Transfer agreements between SAIT courses and PIDP

Block Transfer
Coast Mountain College (formerly Northwest Community College) - Block transfer of courses from NWCC to PIDP

University of the Fraser Valley - Transfer agreements between PIDP to UFV Bachelor of Adult Education

University of Victoria - Transfer agreement UVIC Certificate in Adult Continuing Education and VCC’s PIDP

Service Agreements

BC Hydro – agreement to provide PIDP to BC Hydro employees (April 1 – June 30, 2017; Sept 1 – Dec 31, 2017; Jan 1 – April 30, 2018)

Squamish Nation – agreement to provide PIDP (Aug 2017 – May 2018)

TRICORP (Tribal Resources Investment Corporation) – agreement to provide 3220 (March 6 – 10, 2017) and PIDP 3210, 3250, 3260 (online)

BC Construction Safety Alliance – Service Agreement – Train the Safety Trainer (ongoing)

BC Ferries – agreement to provide PIDP (Sept 2016 – March 2018)

British Columbia Maritime Employers Association (BCMEA) – agreement to deliver PIDP (April 2017 – March 2018)

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

A PAC is being organized and will meet in the fall of 2018.

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

All faculty have a minimum of a Master’s Degree in Education and extensive teaching, training, and curriculum design experience in post-secondary and industry contexts.

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

The Train the Trainer and Trades Trainer Short Certificates, and the PIDP will include a course in which students teach three 10-minute mini-lessons and receive feedback. The Facilitating Learning Online electives will give students practice facilitating online learning. The proposed changes will involve a Portfolio project with an option of recording a class and receiving feedback on it.

Admission, Delivery, and Design

16. What is the expected length of the program (in months/years)? How many intakes are you expecting per year? How many students per intake?

Students in the current PIDP typically take two years to complete the program, and the addition of seven credits will increase this by about six months. The Train the Trainer courses already exist as part of the PIDP and additional courses are not planned unless the department has contracts to offer them. The Trades Trainer courses will be offered once a year initially.

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Graduates of the PIDP can enter the Master of Education degrees at University of the Fraser Valley, Simon Fraser University and University of Calgary without an undergraduate degree

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

Both the current PIDP and all streams of the redesigned PIDP allow for a great deal of flexibility in delivery methods. With the exception of PIDP 3220, all courses that are offered face-to-face may also be taken online. Face-to-face courses are currently offered both in week-long and weekend format, and this will continue to be the case for the revised courses which will be offered in a blended format.
19. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

Students may enter the program at any time. Online courses are offered on a continuous intake basis, allowing for a great deal of flexibility. There is also quite a bit of flexibility around the order courses are taken in, allowing students to register for face-to-face courses as they are available.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their plan.

The main additional cost will be faculty to teach the additional courses. No additional needs are predicted in terms of support staff, classroom space, IT, or hardware.

21. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

Our department has already secured $60,000 in curriculum development funds for release time to work on the redesign. Faculty have also committed to contributing a portion of their professional development funds to the project.

22. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn’t available for these large scale needs?

We do not expect to have large-scale needs.

Phase In/Phase Out Plan

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

We hope to start offering courses in the revised PIDP in the spring of 2020.

Students who enroll before that date will only have to do the 8 courses which are in the current model. They will have five years to complete their course work after registering.

The courses that exist in the current PIDP will be substantially similar in terms of outcomes. The one course that must be done face-to-face is 3220, which will not change, so students enrolled in the current PIDP will be able to take the course alongside those registered in the new PIDP. Students continuing in the current PIDP will still be able to take all of the other courses online, which will be similar in outcomes and format. If students continuing in the current PIDP do want to take face-to-face courses, they can take the courses in the new format.

Students entering the program will be advised about the upcoming changes as soon as they are approved so that they can complete face-to-face courses in the current format before the changes happen.

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

See attached file

Attach Initial Business Case
PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

Attach documents

Competitive Analysis Competing Programs.pdf
New Program Implementation Plan PIDP.pdf
New Program Implementation Plan Trades Trainer.pdf

Reviewer Comments

Key: 1
Business Case – SIE New Programs

School of Instructor Education is proposing a number of changes to our offerings. The report below outlines the financial impact of these changes over the next four years, and is summarized in the following table:

<table>
<thead>
<tr>
<th></th>
<th>Financial impact on department:</th>
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<tbody>
<tr>
<td>Train the Trainer Short Certificate</td>
<td>New credential</td>
</tr>
<tr>
<td>Trades Trainer</td>
<td>New credential</td>
</tr>
<tr>
<td>PIDP</td>
<td>Addition of 7 credits</td>
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</table>

Train the Trainer Short Certificate (new)

Having an official 8-credit credential for 3210, 320, and 3230 would allow us to market our services better to institutions that are interested in providing shorter training programs for their employees. As we currently provide training to institutions such as BC Hydro, BC Ferries, and BC Maritime Employers Association, this change would not likely have an immediate impact on our revenue or student numbers, but would allow us to provide recognition for anyone who had completed these three courses. This short certificate would lead into the PIDP for those who wished to continue on to the diploma.

Trades Trainer Short Certificate (new)

The Trades Trainer Short Certificate is being proposed as a foundational level introduction to teaching skills required in the trades, as well as the curriculum and assessment methods used by the Industry Training Authority (ITA). In the immediate future we expect some PIDP students to take these courses as an alternative to 3210, 3220, and 3230, with no net gain or loss in student numbers in the initial years. As the ITA training materials are standardized across the country, and as there are currently few options for new trades instructors to become trained in using ITA curriculum and assessments, we are excited at the opportunity to expand our market by attracting trades instructors from across Canada. The Trades Trainer Short Certificate will also feed into the PIDP, possibly resulting in more students for that program.
Rationale for Changes

The PIDP redesign is intended to address recommendations coming out of the program’s recent renewal process, in particular the recommendations to:

- develop pathways that address distinctive needs and interests
- explore the integration of ONEL and PIDP
- integrate online teaching pedagogy into PIDP
- comply with VCC policies C.1.3 Granting of Credentials, and C.1.4 Assignment of Credits to Credentials.
- bring the number of instructional hours into alignment with course credit hour requirements as stated in C.1.4 (assuming a 15:1 credit hour ratio)
- create professional development courses of interest to PIDP alumni and practitioners

The changes will allow the PIDP to align with other programs in terms of credits required for a diploma, and instructional hours required per credit. This will ensure that the diploma will be recognized as such throughout the province and country. The changes will also allow students to take courses more relevant to their roles and interests.

Proposed Changes

Face-to-face courses in the current PIDP are 30 hours of class time followed by a month of study and assignment writing. Face-to-face courses will move to a blended format of 45 hours. This is being done to meet the criteria for 3-credit courses, and to acknowledge the month of work that students and instructors do after the course in the current format.

An additional 7 credits is being added to the PIDP bringing the total credits earned at VCC for the diploma to 30. The intent is for these to be flexible electives. SIE can continue to develop and offer a range of courses based on current topics to meet these electives. Students may also choose to take courses from the Educational Leadership Certificate, or from the Certificate in Online Learning to meet the elective requirements.

The elective courses we plan to design will be on current topics in education and will be of interest to educators already established in their careers, as well as PIDP alumni. We should have some enrolment in these courses in addition to students in the PIDP.
Risks

The revised program will be longer and more expensive, which may have an impact on enrolment. Potential students may decide to do a Master’s degree instead, or may take the Bachelor’s degree in Adult Education at UFV. One way to address this is to ensure students are aware of transfer credit or PLAR for work done at other institutions or other contexts, which can help them complete the diploma in a timely way. Many students already take advantage of an exemption for 3220 given for those who have taken the Instructional Skills Workshop. Students can be further encouraged to submit portfolios of work done for exemptions from other courses, for example by submitting a portfolio of media created for 3240: Media Enhanced Learning.

Another risk is that adding courses to the diploma may reduce student numbers in each course, particularly in face-to-face courses. SIE plans to offer fewer of each face-to-face classes offered through the year so that each is more likely to fill. The continuous intake model of our online courses also ensures that students can take courses at the time they want to, and ensures each course is full to the maximum 20 students per course as a new section is not opened until the previous one reaches a full 20 students.

Competition

The cost of our 3-credit courses is currently in line with those of our closest competition, University of the Fraser Valley’s Bachelor of Arts in Adult Education, and University of Victoria’s Certificate in Adult and Continuing Education (CACE). We would not like to see significant increases in our tuition per credit, as this would put us out of line with these two programs.

<table>
<thead>
<tr>
<th></th>
<th>UFV Bachelor of Arts in Adult Education</th>
<th>VCC - current PIDP</th>
<th>VCC – proposed PIDP</th>
<th>University of Victoria Certificate in Adult and Continuing Education</th>
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<tbody>
<tr>
<td>Length</td>
<td>120 credits total</td>
<td>23 credits</td>
<td>30 credits at VCC</td>
<td>312 hours</td>
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<tr>
<td>Cost per credit</td>
<td>$159.26</td>
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<td>Cost per course</td>
<td>$477.78 per 3 credit course</td>
<td>$526.91 per 3-credit course</td>
<td>$526.91 per 3-credit course</td>
<td>$541.25 per 39-hour course</td>
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<tr>
<td>Total cost</td>
<td>$19,080</td>
<td>$4032.01</td>
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Additional Revenue
Some of the additional courses may be offered in a continuous intake model, as described above, meaning each is filled to 20 students. Others may be offered face-to-face, and potentially run with lower student numbers. Assuming an average of 18 students in each course with seven additional credits being offered a year, and current tuition set to $162.28/credit, would bring an additional $18,175.36 to the department.

\[ 7 \text{ credits} \times 18 \text{ students} \times \$162.28/\text{credit} = \$20,447.28 \]

### Additional Costs

PIDP courses will go from 30 contact hours to 45. This better reflects the work done outside of class by students, and is already accounted for in teacher’s current workload profile. A new workload profile will be needed to reflect the new course structure, and will likely total of 840 contact hours per year, which still fits into the 1005 hours of assigned duty for a faculty year.

An additional seven credits are being added to the diploma, and will probably involve a mix of 1-credit, 2-credit, and 3-credit courses. For the first few years, SIE will probably offer each new course only one time per year, with some being online and some face-to-face.

SIE will be able to run these extra courses with no additional support staff.

The new workload profile in SIE will likely have instructors teaching 840 contact hours per year. Faculty salaries in 2019 will be $91,898, plus and additional 23.75% for benefits, or $117,629.44/year. This means instructor costs will be $140.04/contact hour.

Each credit equals 15 hours of contact time for instructors. Running 7 additional credits per year will cost the department an additional $14,703.68.

\[ 7 \text{ credits/year} \times 15 \text{ hours/credit} \times \$140.04/\text{contact hour} = \$14,703.68 \]

If we add 38% for institutional overhead to these costs, that would bring the additional costs for the program to $20,290.14

### Net financial impact:

If tuition brings in an additional $14,703.68/year, and instructor costs are an additional $18,175.36/year, the department will have a net gain of $5744.28/year, or $157.14 after institutional overhead.
**Competitive Analysis – Related Programs**

The following programs offered online and in the Lower Mainland may compete with the redesigned PIDP and Educational Leadership Certificate.

**UBC**

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEd</td>
<td>MEd in Adult Learning and Education</td>
<td>face-to-face</td>
<td><strong>30 credits</strong> of coursework or 27 credits plus a graduate paper</td>
<td>4-year degree required</td>
</tr>
<tr>
<td>MEd</td>
<td>MEd in Adult Learning and Global Change</td>
<td>online</td>
<td><strong>30 credits</strong> 2 years</td>
<td>4-year degree required</td>
</tr>
<tr>
<td>MEd or MA</td>
<td>MEd or MA in Society, Culture, and Politics in Education</td>
<td>face-to-face (?)</td>
<td><strong>30 credits</strong></td>
<td>4-year degree required</td>
</tr>
<tr>
<td>Diploma</td>
<td>Diploma in Adult Learning and Education</td>
<td>online only</td>
<td><strong>30 credits</strong></td>
<td>undergraduate level, no degree required for entry theoretical, conceptual, and philosophical perspectives of adult education</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Educational Administration &amp; Leadership (EDAL)</td>
<td>mostly face to face</td>
<td><strong>30 credits</strong></td>
<td>educational leaders in a wide variety of settings</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Adult learning and Education</td>
<td>face to face(?)</td>
<td><strong>12 credits</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Technology-Based Distributed Learning</td>
<td>entirely online</td>
<td>one year</td>
<td></td>
</tr>
<tr>
<td>(graduate?) Certificate</td>
<td>SoTL Leadership in Higher Education</td>
<td>In class and online</td>
<td></td>
<td>prepares senior educational leaders to develop expertise in scholarly approaches to,</td>
</tr>
</tbody>
</table>
and the scholarship of curriculum and pedagogical practices in complex higher education settings

**University of the Fraser Valley**

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>Bachelor of Arts in Adult Education</td>
<td>all courses online, with some face-to-face sessions which can be participated in through video teleconferencing</td>
<td></td>
<td>Full time or part time. Extensive PLAR means their program can be comparable to ours in length</td>
</tr>
<tr>
<td>Certificate</td>
<td>Workplace Education Certificate</td>
<td>4 courses of 3-credits, 12 credits total</td>
<td></td>
<td>May be used to ladder into Bachelor’s degree.</td>
</tr>
</tbody>
</table>

**University of Victoria**

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>Certificate in Adult and Continuing Education (CACE)</td>
<td>May be taken entirely online or face-to-face</td>
<td>Four core courses of 39 instructional hours each, and 4 credits of elective courses (1 credit = 39 instructional hours)</td>
<td>requires completion of Grade 12 and 3 years of experience in adult education.</td>
</tr>
</tbody>
</table>

**Thompson Rivers**

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>Graduate</td>
<td>Online? or F2F?</td>
<td>5 * 3-credit</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>Credential</td>
<td>Title</td>
<td>Delivery</td>
<td>Length/credits</td>
<td>Other info</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>----------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate in Online Teaching and Learning</td>
<td>can’t see</td>
<td>courses (total 15 credits)</td>
<td>or another Bachelor’s plus teaching experience required for admission</td>
</tr>
<tr>
<td>Masters</td>
<td>Master of Education</td>
<td>has some F2F requirements</td>
<td>30 credits</td>
<td></td>
</tr>
<tr>
<td>? website doesn’t say</td>
<td>Executive Program for Leadership in Education</td>
<td>? website doesn’t say</td>
<td>? website doesn’t say</td>
<td></td>
</tr>
</tbody>
</table>

### Vancouver Island University

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma</td>
<td>Graduate Diploma in Online Learning and Teaching</td>
<td>online</td>
<td>2 years 10 * 6-week, 3-credit courses (total 30 credits)</td>
<td></td>
</tr>
</tbody>
</table>

### Royal Roads

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>MA in Educational Leadership and Management</td>
<td>online with 2-week residency</td>
<td>2 years, 50+ credits</td>
<td>require 4-year undergraduate degree or 3 years experience in related field</td>
</tr>
<tr>
<td>MA</td>
<td>MA in Higher Education Administration and Leadership</td>
<td>online with 2-week residency</td>
<td>2 years, 50+ credits</td>
<td>require 4-year undergraduate degree or 3 years experience in related field</td>
</tr>
<tr>
<td>Degree Type</td>
<td>Program Title</td>
<td>Format</td>
<td>Duration</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MA</td>
<td>MA in Learning and Technology</td>
<td>fully online for Learning and Technology</td>
<td>2 years, 50+ credits</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Graduate Diploma in Educational Leadership and Management</td>
<td>blended or fully online</td>
<td>12 months, 18 credits</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Graduate Diploma in Higher Education Administration and Leadership</td>
<td>blended or fully online</td>
<td>12 months, 18 credits</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Graduate Diploma in Learning and Technology</td>
<td>blended or fully online</td>
<td>12 months, 18 credits</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>Graduate Diploma in Technology-enhanced Learning and Design</td>
<td>blended or fully online</td>
<td>12 months, 18 credits</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Graduate Certificate in Business Development in International Education</td>
<td>fully online</td>
<td>7 months, 9 credits</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Graduate Certificate in Instructional Design</td>
<td>fully online</td>
<td>7 months, 9 credits</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Certificate

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>Graduate Certificate in Systems Leadership in Higher Education</td>
<td>fully online</td>
<td>7 months, 9 credits</td>
<td>require 4-year undergraduate degree or 3 years experience in related field</td>
</tr>
</tbody>
</table>

**Justice Institute of British Columbia**

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Certificate</td>
<td>Associate Certificate in Training and Facilitation</td>
<td>Face-to-face</td>
<td>11 days, 4 courses, 5.5 credits</td>
<td></td>
</tr>
</tbody>
</table>

**Nicola Valley Institute of Technology**

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>Native Adult Instructor Diploma (NAID)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Okanagan College**

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>Learner-Centred Instruction Certificate</td>
<td>Distance education only</td>
<td>60 hours, 6 courses</td>
<td></td>
</tr>
</tbody>
</table>

**University of Calgary**
## Credential

<table>
<thead>
<tr>
<th>Credential (short?)</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>Adult and Community Education Certificate</td>
<td>online</td>
<td>3 courses, 110 hours</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>Workplace Learning Certificate</td>
<td>online</td>
<td>4 courses, 140 hours</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate in Adult Learning specializing in Adult and Community Education</td>
<td>online</td>
<td>300 hours</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate in Adult Learning specializing in Workplace Learning</td>
<td>online</td>
<td>300 hours</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate in Adult Learning specializing in e-Learning</td>
<td>online</td>
<td>300 hours</td>
<td></td>
</tr>
</tbody>
</table>

## Athabasca University

<table>
<thead>
<tr>
<th>Credential</th>
<th>Title</th>
<th>Delivery</th>
<th>Length/credits</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>Master of Education in Distance Education</td>
<td>Entirely online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Diploma</td>
<td>Post-Baccalaureate Diploma in Distance Education</td>
<td>Entirely online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Type</td>
<td>Program Title</td>
<td>Delivery Model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Diploma</td>
<td>Post-Baccalaureate Diploma in Instructional Design</td>
<td>Entirely online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate</td>
<td>Post-Baccalaureate Certificate in Instructional Design</td>
<td>Entirely online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Baccalaureate Certificate</td>
<td>Post-Baccalaureate Certificate in Technology-based Learning</td>
<td>Entirely online</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Program Implementation Plan – Provincial Instructor’s Diploma

This document is completed during the development of the curriculum for a NEW PROGRAM. It contains a series of guiding questions to help identify elements required for the successful implementation of a new program. Many of the questions will help the completion of the Tuition Costing Plan that must be completed with Finance prior to a program being approved. This completed document must be submitted to Curriculum Committee along with the curriculum documents.

The goal of this plan is to:
1. Identify the needs required to support new programs appropriately, both in the short and long term
2. Improve communication between academic departments and operating and service areas
3. Develop action plans with individuals responsible to ensure supports are in place by the proposed start date of a program, or a long term plan is in development
4. Inform Finance as they develop the Tuition Costing Plan that the cost of program implementation is fully understood prior to tuition being set

It is the responsibility of the program areas to consult with all service areas so that they are aware of needs and requirements, and it is the responsibility of the service areas to review the proposal, engage in discussion to understanding the program needs and to respond in a timely manner. It is recommended that, whenever possible, meetings are arranged with interconnected service areas, to ensure that all key elements of implementation are reviewed and discussed.

For additional information from the Service Areas, please refer to the New Program Implementation Plan Appendix.

Program Name: Provincial Instructor’s Diploma

Proposed Start Date: Spring 2020

Number of students per intake: ___1600 students/year__________
Number of intakes/year: ______N/A_____________________
Campus __Broadway/Online/Off campus

<table>
<thead>
<tr>
<th>Area</th>
<th>Contact</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Action Plan</th>
<th>Who is following up?</th>
<th>Who have you spoken with and when?</th>
<th>Projected funding needs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPERATIONAL AREAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provide detailed explanations that include what needs to be done and when.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities²</td>
<td>Jerry Guspie</td>
<td>1. Are new classrooms/labs required? x</td>
<td></td>
<td></td>
<td></td>
<td>Note</td>
<td>7. Face-to-face courses are offered at the Broadway campus on Friday evenings and all day Saturday.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ext. 8304</td>
<td>2. Do existing classrooms/labs need renovation to be able to deliver this program? x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Contact</td>
<td>Questions</td>
<td>Yes</td>
<td>No</td>
<td>Action Plan</td>
<td>Who is following up?</td>
<td>Who have you spoken with and when?</td>
<td>Projected funding needs</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-----------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------</td>
<td>----------------------</td>
<td>-----------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provide detailed explanations that include what needs to be done and when.</td>
<td></td>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Are computer labs required? If yes, identify usage, number of students, and which existing computer labs you plan to use?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Is there adequate space for faculty/staff?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Is there an impact on program implementation if new facilities requirements cannot be met? If yes, please explain.</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Are there any additional concerns or issues with the space requirements?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Will there be any scheduled activity on the weekends or after 7 pm on weekdays?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Will the classroom/labs require any special equipment?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Will there be a need for a large room for exams or other activities?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Will there be a need for breakout rooms?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Has a capital request been prepared or submitted? Identify projected funding needs for Years 1, 2, 3</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance²</td>
<td>Margaret Otto</td>
<td>1. Has Finance prepared a Costing Summary?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>1, 4. Finance gave input into the business case attached which includes salaries and institutional overhead.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ext. 7301 Andre Duinkerke</td>
<td>2. Has a comparative analysis been done regarding tuition and fees at other institutions?</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ext. 7124</td>
<td>3. Has the costing of capital needs been done to include IT, Facilities, special equipment and furniture</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Contact</td>
<td>Questions</td>
<td>Yes</td>
<td>No</td>
<td>Action Plan</td>
<td>Who is following up?</td>
<td>Who have you spoken with and when?</td>
<td>Projected funding needs9</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-----------</td>
<td>-----</td>
<td>----</td>
<td>-------------</td>
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<td>------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Provide detailed explanations that include what needs to be done and when.</td>
<td></td>
<td></td>
<td>Year 1  Year 2  Year 3</td>
</tr>
</tbody>
</table>

4. Have all Salary & Operating costs being included in the financial budget? Identify projected funding needs for Years 1,2,3

<table>
<thead>
<tr>
<th>Human Resources3</th>
<th>Department HR Advisor</th>
<th>1. Is additional faculty needed? If yes, when are they starting?</th>
<th>x</th>
<th></th>
<th>Note 1. Term instructors may get additional work throughout the year and will be scheduled throughout the year as classes are offered. Additional faculty costs can be seen in the attached Business Case.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Is additional program support staff (program assistant, department assistant etc.) required?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Is lab support staff (lab demonstrator, assistant etc.) required?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Are there any additional concerns or issues relating to human resources e.g. legal, Collective Agreement?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Will a new Workload Profile need to be developed?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Will there need to be a new Department created?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Will there be a need to develop new Area hiring criteria?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Has additional FTE (faculty &amp; staff) been added to the Salary Budget? Identify projected FTE for Years 1,2,3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Technology (IT)4</th>
<th>Elmer Wansink Ext. 7529</th>
<th>1. Will special IT support be required?2A</th>
<th>x</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Or, will normal Helpdesk operating hours be sufficient?2A See the Appendix for Normal Operating hours.</td>
<td>x</td>
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<td>3. Is any new software required?2A</td>
<td>x</td>
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<td>Area</td>
<td>Contact</td>
<td>Questions</td>
<td>Yes</td>
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<tr>
<td>1. Are the codes for government reporting of FTE established?</td>
<td>x</td>
<td>Note</td>
<td></td>
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<tr>
<td>2. Are any surveys or research needed to support the launch of the program?</td>
<td>x</td>
<td>Note</td>
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<tr>
<td>3. Will there be an ongoing need for program/course evaluation support?</td>
<td>x</td>
<td>Note</td>
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<tr>
<td>4. Are any new software licences required?</td>
<td>x</td>
<td>Note</td>
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<tr>
<td>5. Is any new hardware required? (i.e., tablets, projectors, desktops, mobile devices, Apple computers, printers)</td>
<td>x</td>
<td>Note</td>
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<td>6. Can the new hardware or software be supported by VCC’s current requirements and/or standard desktop settings?</td>
<td>x</td>
<td>Note</td>
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<tr>
<td>7. Has a capital request been prepared or submitted for IT costs &gt;$5,000? For expenses &lt;$5,000 have costs been added to the Operating Budget? Identify projected funding needs for Years 1, 2, 3</td>
<td>N/A</td>
<td>Note</td>
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**Institutional Research (IR)**

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<tbody>
<tr>
<td>Brian Beacham</td>
<td>1. Are the codes for government reporting of FTE established?</td>
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**Marketing and Communications**

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<tbody>
<tr>
<td>Matt Capper</td>
<td>1. Has a recruitment plan been developed in coordination with your recruiter?</td>
<td>x</td>
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<td>Ext. 7080</td>
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<tr>
<td>2. Has a marketing plan been developed in coordination with your Marketing and Communications Officer?</td>
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<td>Note</td>
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<td>3. Are there any existing marketing materials that will need updating?</td>
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<td>4. If you need marketing support, has this been included in the budget for the</td>
<td>x</td>
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**Note:**
1. Institutional research has been contacted. (Janet Latter). New codes for the PIDP are not required.
2. Some of this was done during the program renewal process.
<table>
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**Safety and Security**

**Surinder Aulakh**
Ext. 8645

1. Will the program be offered during regular College hours (Mon-Fri, 8-4)  x  
   **Note**
   1. some courses will be offered Friday evening/Saturday, as is already the case.
   
   2. Will special access or additional staffing be required?  x  
   
   3. Will any chemicals/materials be used that require approval?  x  
   
   4. Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students?  x  
   
   5. If specialized labs are needed, has a risk assessment been done? (This will need to be done)  x  

**ACADEMIC SERVICE AREAS**

**Advising**

**Wendy LaFrance**
Ext. 7193

1. Are the program admission requirements clear to Advising?  x  
   **Note**
   Advising sends inquiries about the PIDP to our office
   
   2. Have alternatives to the admission requirements been identified?  x  

**Assessment Centre**

**Rachel Warick**
Ext. 7095

1. Are the standard VCC English assessment tests acceptable to meet English admission requirements for your program --for both EAL and native English speakers?  x  

2. Are the standard VCC Math assessment tests acceptable to meet Math admission requirements for your program?  x  

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**Note**

1. some courses will be offered Friday evening/Saturday, as is already the case.

2. Will special access or additional staffing be required?  x  

3. Will any chemicals/materials be used that require approval?  x  

4. Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students?  x  

5. If specialized labs are needed, has a risk assessment been done? (This will need to be done)  x  

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**Year 1**

**Year 2**

**Year 3**
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<td>3. Are there any specific assessment tests, that support your program, that the Assessment Centre could administer on your behalf? (soft skills, skill specific entrance tests, etc)</td>
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<td>4. Are there any PLAR challenge exams that the Assessment Centre could administer on your behalf?</td>
<td>x</td>
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<tr>
<td>Centre for Instructional Development</td>
<td>Instructional Associates</td>
<td>1. Are the program learning outcomes aligned with teaching practice, assessments, and any institutional learning outcomes?</td>
<td>x</td>
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<td>Note 2. We currently offer many courses online and are experienced at developing these</td>
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<td>2. Are there online or mixed mode courses that need Moodle development support?</td>
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<td>3. Are there new educational technologies being introduced that require support for faculty or students?</td>
<td>x</td>
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<tr>
<td>Counselling</td>
<td>Nona Coles</td>
<td>1. Are there any counselling needs beyond what is currently offered at VCC?</td>
<td>x</td>
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<td></td>
<td>Ext. 8447</td>
<td>2. Are you recruiting high school students or other specialized groups that may include minors? If yes, how are you supporting them?</td>
<td>x</td>
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<td>3. Are you recruiting marginalized or barriered student groups? (e.g. students with a diagnosed mental health issue, students in transition, etc.) If yes, how are you supporting them?</td>
<td>x</td>
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<tr>
<td>Area</td>
<td>Contact</td>
<td>Questions</td>
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<td>Provide detailed explanations that include what needs to be done and when.</td>
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<tr>
<td>Disability Services</td>
<td>Ron Kee</td>
<td>1. What level of support, if any, is needed for students with disabilities?</td>
<td>x</td>
<td></td>
<td>Note 1. Students have accessed Disability Services for accommodations when necessary.</td>
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<td></td>
<td>Ext. 8445</td>
<td>2. Are the teaching faculty familiar with the process for providing disability supports for students?</td>
<td>x</td>
<td></td>
<td>3. We continue to work on making online courses more accessible</td>
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<td>3. Are the selected program materials and activities able to be adapted to meet accommodation needs? (Consult with Disability Services to learn more about what to consider when choosing materials/activities)</td>
<td>x</td>
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</tr>
<tr>
<td>Financial Aid</td>
<td>Murray MacGregor</td>
<td>1. Will students be eligible for student aid?</td>
<td>x</td>
<td></td>
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<tr>
<td>Indigenous Education and Community Engagement (IECE)</td>
<td>Tami Pierce</td>
<td>1. Have you embedded Indigenous knowledge/ways of being, relative to this program, in the curriculum?</td>
<td>x</td>
<td></td>
<td>Notes 1, 2. As new curriculum for the program has not yet been created, we have not yet included additional material on Indigenous topics. Some instructors are already using materials in courses they teach but this is a growth area we need to look at. Tami Pierce has met with us and has requested access to our online courses to give us feedback.</td>
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<td></td>
<td>Ext. 7288</td>
<td>2. Have you included Indigenous resources, i.e. Indigenous texts in reading list, Indigenous organization web links etc.?</td>
<td>x</td>
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<td>3. Will you engage Indigenous experts to facilitate the Indigenous component?</td>
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<td>4. Have you considered alternative assessment/evaluation models that closely</td>
<td>x</td>
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<td>align with Indigenous learning styles?</td>
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<tr>
<td>International Education</td>
<td>Jennifer Gossen Ext. 8766</td>
<td>1. Is the program open to international students, or primarily international? x</td>
<td></td>
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<td>Notes 1. We have had a small number of international students take our online courses.</td>
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<td>2. Do the English proficiency requirements make sense for international students? x</td>
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<td>3. Is the program designed so that international students will be eligible for student visas? x</td>
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<td>4. Is there a practicum and if so, what is the duration? x</td>
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<tr>
<td>Learning Centre</td>
<td>Emily Simpson Ext. 7218</td>
<td>1. Do you expect students in this program to be high users of tutoring support? x</td>
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<td>2. Are there new content areas the Learning Centre does not currently provide where tutoring would be useful to improving student success? x</td>
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<td>3. Is there a high percentage of international students or non-native English speakers in this program who will require support in English and socio-cultural competencies? x</td>
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<tr>
<td>Library</td>
<td>Todd Rowlatt Ext. 7319</td>
<td>1. Does the Library have the appropriate and sufficient resources to support the program assignments? x</td>
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<td>2. Are new materials or any subscription databases needed to provide students with the information they need? x</td>
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3. Are learning outcomes about research and information literacy built into the curriculum? How can the library support these outcomes? **x**

4. Do you plan on using e-textbooks or open educational resources? **x**

5. Have funds being available to support additional library resources? Identify projected funding needs for Years 1, 2, 3 **x**

**Registrar’s Office**

Denis Seremba  
Ext. 7109  
Les Apouchtine  
Ext. 7207

1. Does the program meet the requirements of the Granting of Credentials (C.1.3) policy and procedures? **x**  

   **Note**  
   SIE has its own registration area  
   4. Current transfer agreements should be on file and have not changed.

2. Do the courses meet the requirements of the Assignment of Credits to Courses (C.1.4) policy and procedures? **x**

3. Does this program meet the requirements of the PLAR (D.3.5) policy and procedures? **x**

4. Are there transfer agreements or equivalencies that must be established in the RO? **x**

5. Have course numbers been assigned by the RO? **x**

6. Does the program meet the requirements of the Admissions (D.3.6) policy and procedures, and potentially the Flexible Admissions (D.3.6.1) policy and procedures? **x**

7. Are the admissions requirements clear and **x**
<table>
<thead>
<tr>
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<td>does the RO feel like they can implement them?</td>
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<td>VP Academic Office</td>
<td>Pervin Fahim Ext. 7006</td>
<td>1. Are there special professional fees or accreditation costs required for the program? If yes, has this cost being built into the Operating Budget? Identify projected funding needs for Years 1,2,3</td>
<td>x</td>
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<td>Nicole Degagne Ext. 8592</td>
<td>2. Does this program require Curriculum Development funds? If yes, has a CD funding proposal being submitted? Identify projected funding needs for Years 1,2,3</td>
<td>x</td>
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New Program Implementation Plan – Trades Trainer not done

This document is completed during the development of the curriculum for a NEW PROGRAM. It contains a series of guiding questions to help identify elements required for the successful implementation of a new program. Many of the questions will help the completion of the Tuition Costing Plan that must be completed with Finance prior to a program being approved. This completed document must be submitted to Curriculum Committee along with the curriculum documents.

The goal of this plan is to:
1. Identify the needs required to support new programs appropriately, both in the short and long term
2. Improve communication between academic departments and operating and service areas
3. Develop action plans with individuals responsible to ensure supports are in place by the proposed start date of a program, or a long term plan is in development
4. Inform Finance as they develop the Tuition Costing Plan that the cost of program implementation is fully understood prior to tuition being set

It is the responsibility of the program areas to consult with all service areas so that they are aware of needs and requirements, and it is the responsibility of the service areas to review the proposal, engage in discussion to understanding the program needs and to respond in a timely manner. It is recommended that, whenever possible, meetings are arranged with interconnected service areas, to ensure that all key elements of implementation are reviewed and discussed.

For additional information from the Service Areas, please refer to the New Program Implementation Plan Appendix.

Program Name: _Trades Trainer__________________________________________ Proposed Start Date: Spring 2020

Number of students per intake: ___40 students/year _______________ Number of intakes/year: _____N/A_____________________ Campus __Broadway/Online/Off campus

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<thead>
<tr>
<th>Area</th>
<th>Contact</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Action Plan</th>
<th>Who is following up?</th>
<th>Who have you spoken with and when?</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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</thead>
<tbody>
<tr>
<td>OPERATIONAL AREAS</td>
<td>Jerry Guspie Ext. 8304</td>
<td>1. Are new classrooms/labs required?</td>
<td>x</td>
<td></td>
<td>Note 7. Face-to-face courses may be offered</td>
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<td></td>
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<td>2. Do existing classrooms/labs need renovation to be able to deliver this program?</td>
<td>x</td>
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<td>at the Broadway campus on Friday evenings and all day Saturday. Week-</td>
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<td>3.</td>
<td></td>
<td>Are computer labs required? If yes, identify usage, number of students, and which existing computer labs you plan to use?</td>
<td>x</td>
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<td>Long classes may be offer at VCC once a year, probably in the summer. The classroom space available to us should be enough to meet these needs.</td>
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<td>4.</td>
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<td>Is there adequate space for faculty/staff?</td>
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<td>5.</td>
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<td>Is there an impact on program implementation if new facilities requirements cannot be met? If yes, please explain.</td>
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<td>6.</td>
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<td>Are there any additional concerns or issues with the space requirements?</td>
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<td>7.</td>
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<td>Will there be any scheduled activity on the weekends or after 7 pm on weekdays?</td>
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<td>8.</td>
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<td>Will the classroom/labs require any special equipment?</td>
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<td>9.</td>
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<td>Will there be a need for a large room for exams or other activities?</td>
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<td>10.</td>
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<td>Will there be a need for breakout rooms?</td>
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<td>11.</td>
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<td>Has a capital request been prepared or submitted? Identify projected funding needs for Years 1, 2, 3</td>
<td>N/ A</td>
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**Finance**

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<tr>
<th>Finance</th>
<th>Margaret Otto Ext. 7301 Andre Duinkerke Ext. 7124</th>
<th>1. Has Finance prepared a Costing Summary?</th>
<th>x</th>
<th>Note</th>
<th>1, 4. Finance gave input into the business case attached which includes salaries and institutional overhead.</th>
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<td>2.</td>
<td>Has a comparative analysis been done regarding tuition and fees at other institutions?</td>
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<td>3.</td>
<td>Has the costing of capital needs been done to include IT, Facilities, special equipment and furniture</td>
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<td>Area</td>
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<td>Questions</td>
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4. Have all Salary & Operating costs being included in the financial budget? Identify projected funding needs for Years 1, 2, 3  

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### Human Resources

#### Department HR Advisor

1. Is additional faculty needed? If yes, when are they starting?  
2. Is additional program support staff (program assistant, department assistant etc.) required?  
3. Is lab support staff (lab demonstrator, assistant etc.) required?  
4. Are there any additional concerns or issues relating to human resources e.g. legal, Collective Agreement?  
5. Will a new Workload Profile need to be developed?  
6. Will there need to be a new Department created?  
7. Will there need to develop new Area hiring criteria?  
8. Has additional FTE (faculty & staff) been added to the Salary Budget? Identify projected FTE for Years 1, 2, 3

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### Information Technology (IT)

#### Elmer Wansink Ext. 7529

1. Will special IT support be required?  
2. Or, will normal Helpdesk operating hours be sufficient? See the Appendix for Normal Operating hours.  
3. Is any new software required?
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4. Are any new software licences required?  
5. Is any new hardware required? (i.e., tablets, projectors, desktops, mobile devices, Apple computers, printers)  
6. Can the new hardware or software be supported by VCC’s current requirements and/or standard desktop settings?  
7. Has a capital request been prepared or submitted for IT costs >$5,000? For expenses <$5,000 have costs been added to the Operating Budget? Identify projected funding needs for Years 1, 2, 3

Institutional Research (IR)  
Brian Beacham  
Ext. 7011

1. Are the codes for government reporting of FTE established?  
2. Are any surveys or research needed to support the launch of the program?  
3. Will there be an ongoing need for program/course evaluation support?

Marketing and Communications  
Matt Capper  
Ext. 7080

1. Has a recruitment plan been developed in coordination with your recruiter?  
2. Has a marketing plan been developed in coordination with your Marketing and Communications Officer?  
3. Are there any existing marketing materials that will need updating?  
4. If you need marketing support, has this
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<td>been included in the budget for the program? Identify projected funding needs for Years 1, 2, 3</td>
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<td>Provide detailed explanations that include what needs to be done and when.</td>
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<td>Year 1</td>
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<tr>
<td>Safety and Security</td>
<td>Surinder Aulakh</td>
<td>1. Will the program be offered during regular College hours (Mon-Fri, 8-4)</td>
<td>x</td>
<td></td>
<td>Note 1. some courses may be offered Friday evening/Saturday, as is already the case in our department</td>
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<td>2. Will special access or additional staffing be required?</td>
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<td>3. Will any chemicals/materials be used that require approval?</td>
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<td>4. Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students?</td>
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<td>5. If specialized labs are needed, has a risk assessment been done? (This will need to be done)</td>
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<td>ACADEMIC SERVICE AREAS</td>
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<td>Advising</td>
<td>Wendy LaFrance</td>
<td>1. Are the program admission requirements clear to Advising?</td>
<td>x</td>
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<td>Note Advising sends inquiries about the SIE programs to our office</td>
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<td>2. Have alternatives to the admission requirements been identified?</td>
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<tr>
<td>Assessment Centre</td>
<td>Rachel Warick</td>
<td>1. Are the standard VCC English assessment tests acceptable to meet English admission requirements for your program –for both EAL and native English speakers?</td>
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<td>2. Are the standard VCC Math assessment tests acceptable to meet Math admission requirements for your program?</td>
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<td>3. Are there any specific assessment tests, that support your program, that the Assessment Centre could administer on your behalf? (soft skills, skill specific entrance tests, etc)</td>
<td>x</td>
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<td>Provide detailed explanations that include what needs to be done and when.</td>
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<td>Year 1  Year 2 Year 3</td>
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<td>4. Are there any PLAR challenge exams that the Assessment Centre could administer on your behalf?</td>
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<tr>
<td>Centre for Instructional Development</td>
<td>Instructional Associates</td>
<td>1. Are the program learning outcomes aligned with teaching practice, assessments, and any institutional learning outcomes?</td>
<td>x</td>
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<td>Note 2. We currently offer many courses online and are experienced at developing these</td>
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<td>2. Are there online or mixed mode courses that need Moodle development support?</td>
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<td>3. Are there new educational technologies being introduced that require support for faculty or students?</td>
<td>x</td>
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<tr>
<td>Counselling</td>
<td>Nona Coles Ext. 8447</td>
<td>1. Are there any counselling needs beyond what is currently offered at VCC?</td>
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<td>2. Are you recruiting high school students or other specialized groups that may include minors? If yes, how are you supporting them?</td>
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<td>3. Are you recruiting marginalized or barriered student groups? (e.g. students with a diagnosed mental health issue, students in transition, etc.) If yes, how are you supporting them?</td>
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<td>Disability Services</td>
<td>Ron Kee</td>
<td>1. What level of support, if any, is needed for students with disabilities?</td>
<td>x</td>
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<td>Note</td>
<td>1. Students have accessed Disability Services for accommodations when necessary.</td>
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<td>Ext. 8445</td>
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<td>x</td>
<td>2. We continue to work on making online courses more accessible</td>
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<td>Year 1</td>
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<tr>
<td>Financial Aid</td>
<td>Murray MacGregor</td>
<td>1. Will students be eligible for student aid?</td>
<td>x</td>
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<td>Year 1</td>
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<tr>
<td>Indigenous Education and Community Engagement (IECE)</td>
<td>Tami Pierce</td>
<td>1. Have you embedded Indigenous knowledge/ways of being, relative to this program, in the curriculum?</td>
<td>x</td>
<td></td>
<td>x</td>
<td>Notes 1, 2. As new curriculum for the program has not yet been created, we have not yet included additional material on Indigenous topics. Some instructors are already using materials in courses they teach but this is a growth area we need to look at. Tami Pierce has met with us and has requested access to our online courses to give us feedback.</td>
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<td>2. Have you included Indigenous resources, i.e. Indigenous texts in reading list, Indigenous organization web links etc.?</td>
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<td>3. Will you engage Indigenous experts to facilitate the Indigenous component?</td>
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<td>4. Have you considered alternative assessment/evaluation models that closely</td>
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<td>Questions</td>
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<td><strong>A prerequisite for this program will be a trades designation</strong></td>
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<tr>
<td>International Education</td>
<td><strong>Jennifer Gossen</strong> Ext. 8766</td>
<td><strong>1. Is the program open to international students, or primarily international?</strong></td>
<td>x</td>
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<td><strong>x</strong></td>
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<td><strong>2. Do the English proficiency requirements make sense for international students?</strong></td>
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<td><strong>3. Is the program designed so that international students will be eligible for student visas?</strong></td>
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<td><strong>4. Is there a practicum and if so, what is the duration?</strong></td>
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<tr>
<td>Learning Centre</td>
<td><strong>Emily Simpson</strong> Ext. 7218</td>
<td><strong>1. Do you expect students in this program to be high users of tutoring support?</strong></td>
<td>x</td>
<td></td>
<td><strong>x</strong></td>
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<td>x</td>
<td></td>
<td><strong>2. Are there new content areas the Learning Centre does not currently provide where tutoring would be useful to improving student success?</strong></td>
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<td>x</td>
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<td><strong>3. Is there a high percentage of international students or non-native English speakers in this program who will require support in English and socio-cultural competencies?</strong></td>
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<tr>
<td>Library</td>
<td><strong>Todd Rowlatt</strong> Ext. 7319</td>
<td><strong>1. Does the Library have the appropriate and sufficient resources to support the program assignments?</strong></td>
<td>x</td>
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<td><strong>x</strong></td>
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<td><strong>2. Are new materials or any subscription databases needed to provide students with the information they need?</strong></td>
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<tr>
<td>Area</td>
<td>Contact</td>
<td>Questions</td>
<td>Yes</td>
<td>No</td>
<td>Action Plan</td>
<td>Who is following up?</td>
<td>Who have you spoken with and when?</td>
<td>Projected funding needs</td>
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<td>Provide detailed explanations that include what needs to be done and when.</td>
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<td>3.</td>
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<td>Are learning outcomes about research and information literacy built into the curriculum? How can the library support these outcomes?</td>
<td>x</td>
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<td>4.</td>
<td></td>
<td>Do you plan on using e-textbooks or open educational resources?</td>
<td>x</td>
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<td>5.</td>
<td></td>
<td>Have funds being available to support additional library resources? Identify projected funding needs for Years 1, 2, 3</td>
<td>x</td>
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</tbody>
</table>
| Registrar's Office | Denis Seremba  
Ext. 7109  
Les Apouchtine  
Ext. 7207 | 1. Does the program meet the requirements of the Granting of Credentials (C.1.3) policy and procedures? | x   |    |             |                      |                                     |                        |
<p>|      |         | 2. Do the courses meet the requirements of the Assignment of Credits to Courses (C.1.4) policy and procedures? | x   |    |             |                      |                                     |                        |
|      |         | 3. Does this program meet the requirements of the PLAR (D.3.5) policy and procedures? | x   |    |             |                      |                                     |                        |
|      |         | 4. Are there transfer agreements or equivalencies that must be established in the RO? | x   |    |             |                      |                                     |                        |
|      |         | 5. Have course numbers been assigned by the RO?                            | x   |    |             |                      |                                     |                        |
|      |         | 6. Does the program meet the requirements of the Admissions (D.3.6) policy and procedures, and potentially the Flexible Admissions (D.3.6.1) policy and procedures? | x   |    |             |                      |                                     |                        |
|      |         | 7. Are the admissions requirements clear and x                              | x   |    |             |                      |                                     |                        |</p>
<table>
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<tr>
<th>Area</th>
<th>Contact</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Action Plan</th>
<th>Who is following up?</th>
<th>Who have you spoken with and when?</th>
<th>Projected funding needs*</th>
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<tbody>
<tr>
<td>VP Academic Office</td>
<td><strong>Pervin Fahim</strong>&lt;br&gt;Ext. 7006&lt;br&gt;<strong>Nicole Degagne</strong>&lt;br&gt;Ext. 8592</td>
<td>1. Are there special professional fees or accreditation costs required for the program? If yes, has this cost being built into the Operating Budget? Identify projected funding needs for Years 1,2,3</td>
<td>x</td>
<td></td>
<td>2. CD money has been requested and awarded</td>
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<td></td>
<td>2. Does this program require Curriculum Development funds? If yes, has a CD funding proposal being submitted? Identify projected funding needs for Years 1,2,3</td>
<td>x</td>
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</table>

*Projected funding needs refer to the years as follows:
- Year 1: 2023
- Year 2: 2024
- Year 3: 2025

*Note: The table contains questions and corresponding actions. The 'Yes' and 'No' columns indicate whether the action has been completed or not. The 'Action Plan' column requires detailed explanations of what needs to be done and when. The 'Who is following up?' and 'Who have you spoken with and when?' columns are placeholders for the names and dates of those involved in the project.
CERTIFICATE IN EDUCATIONAL LEADERSHIP

History
1. Oct 2, 2018 by Glenn Galy (ggaly)

Viewing: Certificate in Educational Leadership
Last approved: Tue, 02 Oct 2018 20:48:43 GMT
Last edit: Thu, 20 Sep 2018 20:00:50 GMT

Name of Program:
Certificate in Educational Leadership

School/Centre:
School of Instructor Education

Credential Level:
Certificate

Anticipated Start Date:
September 2019

If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):

Contact(s)
Name E-mail Phone/Ext.
Glenn Galy ggaly@vcc.ca 7510
Doug Mauger dmauger@vcc.ca 7520

PART 1: CONCEPT

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

The School of Instructor Education is proposing to offer a comprehensive 21 credit certificate course in Educational Leadership.

Program Description:

The 21-credit Educational Leadership Certificate (CEL) is designed for any prospective instructor or trainer who is planning to undertake a leadership role within their organization (e.g. Departmental Leader, Training Manager, Director of Learning) or any leader or manager who is currently in a leadership role within their organization and wishes to expand their understanding and ability to lead an organization. This program will help prepare participants to assume leadership and management positions within a variety of education, in-service and training settings. Each course will provide the participant with a variety of different learning experiences, ranging from independent research, reflective writing and related project work. The opportunity exists for participants to develop a customized leadership study and/or to conduct action research within their current program or department.

Participants can choose from a wide variety of elective courses and can also be granted PLAR credits for prior leadership experience.

Program Learning Outcomes:

1. Practice critical reflection
2. Promote critical thinking and analysis
3. Evaluate leadership models, processes and theories
4. Identify, analyze and resolve problems using effective problem-solving techniques

5. Formulate a clear, personal vision of educational leadership

6. Apply basic theories, including systems theory, change theory, organizational theory and leadership theory

7. Implement research literacy skills

Graduates of this program will be prepared to take on such roles as departmental leader, training manager and program supervisor or coordinator within a corporate setting or similar roles in a post-secondary setting such as a college or university.

2. Explain how this program aligns to the principles and priorities as indicated in the College's integrated, departmental, or ministerial planning documents. Identify how the program supports VCC’s mission and core values.

This program aligns with the College’s Key Success Drivers and mission and core values in many ways:

**Educational Quality:**

- All CEL program courses will be based on current research and will be adapted to include current 'hot button' topics, wherever possible. Entry into the program is extremely flexible (self-paced, continuous entry) and learner-centred. Two of the elective leadership courses, for example, feature options to conduct action-research and self-directed study. These two courses should be particularly relevant and of high interest to those managers, directors and supervisors who may be planning to implement projects and/or changes to their programs and/or course offerings.

**Operational Excellence:**

- All of the CEL (Certificate in Educational Leadership) program’s course offerings will be offered online - which will give busy, mid-career managers and educational leaders widened access to continue their academic and professional development. Currently, SIE students take online PIDP courses from all over British Columbia and Alberta, as well as in Qatar - we hope to expand this to include students from many other provinces in Canada.

- All courses are offered on a continuous-entry basis. In other words, students can begin their course studies as soon as they are ready to do so, not when the course is advertised. We have learned through our experience with PIDP students that students are never more ready and motivated to learn than when they contact our office by phone or email. Our continuous-entry online model is very student-centered and is extremely popular with our PIDP students. This feature is quite unique and helps to set the SIE Department apart from other programs in the Vancouver area. Students can literally contact the office on a Thursday, and begin their online studies on Monday.

**Financial Stability and Sustainability**

- The continuous-entry, self-paced online delivery model that is currently employed in the PID Program is financially sustainable. Our online courses are cost-effective, consistently showing a positive revenue flow. We will be utilizing this same, student-centered, approach for all CEL courses.

- Online courses eliminate the need for classroom space, which reduces the strain on space allocation, maintenance as well as our room booking department.

**Reputation Management**

- The brand identity of the PIDP and VCC's School of Instructor Education is quite strong throughout all of British Columbia and southern Alberta.

**Business Development**

The School of Instructor Education has contracts (associated with PIDP) with several large corporations (BC Ferries, BC Hydro, BCMEA). SIE also supports many adult students from companies such as Telus, Rogers, as well as a significant number of private firms, including a large number of credit unions and smaller financial institutions* (over 10). Since many PIDP students may take CEL electives to fulfill PIDP requirements, there is the potential to contract additional leadership courses with these companies and financial institutions on a 'one off' or cohort basis - courses can be provided online or adapted to a classroom format.

*Many of the credit unions require the Provincial Instructor Diploma as a requirement for career promotion.

The Certificate in Educational Leadership can be marketed to non-educational fields in health-related fields (e.g. Fraser Health Authority) and IT (e.g. Amazon) in hopes that a cohort (minimum 16) can enroll in the program.

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

The CEL (Certificate in Educational Leadership) dovetails nicely with the new changes that will soon take place in our Provincial Instructor’s Development Program. Soon, students will have the option of taking elective courses to fulfill their PIDP requirements. Since many of our PIDP
students are mid-career managers, our 11 CEL leadership courses will likely be of high interest, as they prepare to take on more leadership roles within their institutions and companies.

VCC currently has a six credit Leadership Certificate program that is designed for managers, executives and entrepreneurs. It is not the intention of this proposal to compete with this program (as the topics and design of these proposed courses are quite different). Graduates of this VCC program have traditionally been encouraged to ladder into BCIT’s part-time certificate programs in leadership. However, with the addition of the School of Instructor Education’s (CEL) Certificate in Educational Leadership program of courses, graduates of VCC’s Leadership Certificate will no longer be referred to attend another institution as they will be able to ladder directly into our very own VCC CEL Program. Students will receive PLAR credits for their Leadership Certificate, making it easier to segue into more in-depth educational leadership studies.

In 2019, the School of Instructor Education will be proposing a Post Graduate Degree in Adult Education. This degree will be marketed to International students. To fulfill graduation requirements, these international students will be able to take some elective courses, which can include several of our CEL (Certificate of Educational Leadership) courses - which can be taken online and/or in the classroom, in order to fulfill their graduation requirements.

Generally speaking, our CEL program courses will help Departmental Leaders and possibly a few new Deans (especially if they have not taken any previous leadership or managerial courses) in the province to gain a better understanding of organizational culture, the change management process, assessment and evaluation in the improvement process, program evaluation and how to become a better ‘learning leader’ in their educational institution.

Needs Assessment

4. What educational need is this program intended to meet?

The demand for experienced mid-career managers with some form of leadership training is, and will continue to be, quite strong (see market demand below) over the next decade. As ‘baby-boomers’ retire there will be not only a leadership vacuum, but an increasing need for departmental leaders, program managers and directors to have some form of leadership training in how to facilitate change in their organization, how to build a dynamic, learner-centered, organizational culture, how to employ effective managerial skills, as well as how to integrate assessment best practices into the workplace and/or how to conduct effective program evaluations. Mid-career leaders are busy people with many other commitments - many do not have the time or finances to enroll in a Masters level program, making the CEL program more appealing because of its accessibility, flexibility but probably because it will cost less than 50% of a Masters degree.

The CEL Program, for example, may be of particular interest to new Departmental Leaders at VCC. Several of the CEL courses (The Learning Leader; Self-Study in Educational Leadership; Action Research in Educational Leadership) may be particularly helpful for new leaders with limited formal leadership training.

A quick scan of the research indicates that many sectors will require ongoing training and professional development in the area of leadership over the coming years.

In a recent article, for example, Lyons, O. et al (2018) indicated that effective leadership is vital in implementing health improvements at both clinical and system levels and that ineffective leadership has been shown to have adverse effects on team performance and patient outcomes. As a result, many major health institutions have incorporated effective leadership as a core competency skill expected of health professionals. See Lyons, O. et al (2018) Volume 131 Number 1468. A Systematic Review of Leadership Training for Medical Students. The New Zealand Medical Journal.

Saks, A. M. & Haccoun, R. R. (2016) in Managing Performance Through Training and Development, highlighted the demand for leadership training in the financial sector, human resources and many other fields (e.g. police officers) in such topics as organizational learning, learning and motivation, assessment and evaluation and management and leadership development. The authors cite a recent Conference Board of Canada report on learning and development citing that it concluded “continuous learning and the transfer of knowledge are key factors in fostering creativity and promoting organizational excellence.”

In a recent article (Five Mistakes Made by Poor Academic Leaders), in University Affairs (August 30 2018), Clark, A. & Sousa, B highlighted that leadership is vital for academia and that most leaders make mistakes when it comes to decision-making, relationship-building and strategic planning.

Learning outcomes in the CEL program align nicely with the Top 10 Competencies (as outlined by the BC Labour Market, 2017-2027), which focus on critical thinking, people management, complex problem solving and coordinating with others.

In the most recent Horizon Report (2018), Higher Education Edition, leadership skills are frequently highlighted as a key necessity in order to lead cross-institutional collaborative initiatives and partnerships (in order to share best practices), lead academic transformation (EDUCAUSE Learning Initiative 2015) as well as facilitate effective change management (Deloitte, 2016) initiatives.

Lastly, there may be solid interest in these Certificate courses from the K-12 sector. Teachers who are wishing to obtain their PB+15 (which bumps them up into a higher salary category) and/or who are interested in entering school administration may be interested in several of these courses.
5. What evidence is there of labour market, professional or community demand for graduates?

An increasing number of job postings for managerial positions require applicants to have some form of leadership training. For example, a quick scan of Indeed (August 2018), found many postings for directors, associate registrars and managers that required some form of leadership training. These postings included: The City of Richmond (People Development Manager); Easter Seals BC/Yukon (Director of Philanthropy); Langara College (Associate Registrar); Fraser Health (Leadership Team Coach and Talent Development); Rick Hansen Institute (Manager of Development); Lululemon (Leadership position); and WAWAW Crisis Centre.*

*Quite frequently we register PIDP students from Vancouver and Fraser Health - there is potential here to market several of our Certificate in Educational Leadership courses to these two organizations.


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

Based on pre-registration survey results collected by the School of Instructor Education, between 30-40% of our PIDP students are currently in mid-career leadership positions as managers, directors, coordinators and departmental leaders. It would be reasonable to anticipate that this group of adult learners will be interested in taking one or two educational leadership courses as electives, in order to fulfill their Provincial Instructor’s Diploma requirements. A good number of these leaders will be interested in furthering their leadership skills by enrolling in the CEL program, after completing their Provincial Instructor Diploma.

Based on the most recent BC Labour Market statistics, there will be a high demand for people with managerial skills (2017-2027). 19 occupations were identified that required some form of management skills. These included post-secondary education and vocational training (1800), managers in social, community and correctional programs (2,900) human resource managers (3,100), senior managers in construction and transportation (3,500), public relations managers (3,700), financial and business service senior managers (4,500), banking and credit managers (4,700), program leaders in recreation, sports and fitness (4,700).

**Competitive Analysis**

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

Several other institutions in the Lower Mainland offer leadership training, however, most are at the Masters or Executive Level (which require a graduate degree and/or higher tuition fees).

Here is a list of some comparable programs:

a) The Justice Institute offers two leadership training programs. Their Certificate in Applied Leadership consists of a 10 credit, 20 day, program. Cost: $4700 plus a $75 application fee. Their Associate Certificate in Leadership and Conflict Resolution consists of 4 courses (12 days) 6 credits*.

b) Simon Fraser University offers an Executive Leadership Program, consisting of 5 courses. It is not clear how many credits this totals. The cost is $9115 plus a $75 application fee. Note: It is not clear how many credits are allocated for each course of study.

c) UBC’s Sauder Business School offers the most diverse set of leadership courses. These courses target business executives and senior managers, working in corporate environments. Sauder Business School offers 8 certificate programs in such areas as Advanced Leadership, Advanced Management, Advanced Strategy, Management Essentials and Project Management. Most elective courses cost around $1995, however, some cost $2995 and the core 5 day executive course is $8990, which includes meals and supplies.

d) BCIT’s School of Business offers a 21 credit Associate Certificate in Leadership. This program consists of 5 Core courses (each 3 credits) and two elective courses. BCIT’s design is quite similar to our CEL Proposal, however, it tends to emphasize business management practices rather than educational leadership. The cost for this Associate Certificate in Leadership is $3600, which is $171.42 per credit, which is quite close to our $162.38 per course credit. BCIT offers both face-to-face courses as well as online courses, however, they do not offer a continuous entry delivery - so students must register for only courses that are offered at one time, whereas our students can register for any of the available courses, at any time during the year. The focus of this certificate program is designed for the working professional who is considering entering a leadership role.

e) Langara (Continuing Studies) offers a Management Skills Certificate consisting of four (4) 12 hour courses (4.8 CEUs) focusing on conflict management, communication skills and the management of people.

f) McGill offers a summer Executive Institute, or what they call a Mini-MBA institute in Vancouver each day for 8 days. $4695
g) Several private colleges offer leadership courses. These are as follows:

- Train Up offers a wide range of two and three day leadership training courses on such topics as project management ($2395); active leadership for IT managers ($2195); Leadership and Emotional Intelligence ($2545); Coaching and Mentoring ($2195); Transformational Leadership ($1500) as well as many, many other one day courses.

- Prime Learning offers courses that focus on project management and organizational development (strategic planning, restructuring, change management).

- VGC International College offers a 2 week leadership course for international students.

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

Once approved, the Certificate in Educational Leadership courses would be listed with BCCAT.

Student Profile

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

The characteristics of our potential students will likely include:

- Mature, domestic, mid-career professionals, usually over 40 years of age.

- Trainers, instructors, department leaders, who hold a Bachelor's degree or a Trades-related Certificate or Diploma (IT) from all over BC.

- A few who might possess a Master's degree in a specialized field (e.g. Engineering), who have recently been promoted into a leadership or managerial position.

- Some may be foreign-born professionals with post-graduate degrees, who are interested in upgrading and/or procuring a Canadian qualification.

- Many will be taking this course to increase their marketability and/or improve their skills and understanding of leadership approaches in an academic and/or educational setting.

10. How do you plan to recruit or attract these students?

Our target will be mid-career professionals who are planning to enter, or are currently in, leadership roles in an organization.

Step One: We will market to current PIDP students to encourage them to take one or two CEL leadership courses (as electives) in order to meet PIDP Diploma graduation requirements. The idea here is to potentially get our PIDP graduate students to return at a later date in order to complete their Certificate in Educational Leadership.

Step Two: We will market to past PIDP graduates. The School of Instructor Education graduates over 200 students a year, so we will contact all graduates from the past ten years - this will provide us with a pool of 2000+ potential students.

Step Three: Next, we will market to departmental leaders, managers and coordinators in other educational institutions who do not currently offer leadership training programs (e.g. Douglas College), including private colleges such as CDI, Sprott Shaw, Stenberg College, and Brighton College.

Step Four: Next we will market to other non-educational sectors. There is potential for many of our students to come from non-educational fields such as health-care (e.g. Fraser Health Authority; First Nations Health Authority, College of Registered Nurses of BC, Canadian Nursing Association), Information Technology (e.g. Amazon), and smaller financial institutions (e.g. Prospera, G&F Financial, Van City) who do not have in-house management training programs.

Step Five: Work with VCC's Partnership Development Office to explore potential new market opportunities for our CEL leadership courses.

Step Six: There might be interest in CEL courses from the K-12 sector. We will 'test the waters' by advertising the CEL program courses through local School Districts (e.g. Vancouver, Burnaby, Richmond, Surrey, Langley). Since a Master’s degree is no longer a requirement for school administration, a Certificate in Educational Leadership may not only be a less expensive route for K-12 teachers to learn about educational leadership, it would also meet the PB+15 salary category, resulting in a $4500 'bump' in annual salary for K-12 teachers.
Other: VCC currently supports new deans and chairs to participate in The Chair Academy ($2500 US plus travel and accommodation expenses). Based on our preliminary feedback, new chairs and new departmental leaders also seem interested in taking a course to help them make the transition to their positions. To meet this need, we have created CEL 3301 Basic Survival Skills for New Leaders - this is a 2-credit course that would be offered in early September and early January - it is a week long course and would be offered face-to-face at VCC. One possibility would be to offer a face-to-face cohort so as to foster networking, team-building and collaboration between departments and departmental leaders.

Long Term: Once our Post-Graduate Diploma in Education (International Students) is up and running in 2020/21, students in this 2 year program will be encouraged to register in two (2) CEL leadership courses as electives.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

The current PIDP program has a reasonable balance between genders (60% female; 40% male) and age groups (average age is 43). We anticipate a similar enrollment pattern in the CEL program.

We have consulted VCC's Indigenous Education and Community Engagement Department (Tami Pierce) for input and have received some suggestions regarding a number of our CEL courses. This Department will also be suggesting a number of publications for possible inclusion in our courses (as textbooks and learning resources).

The flexibility of the program - continuous-entry online courses - will allow for greater access for our adult learners. Our program does not have prerequisites so anyone meeting the minimum requirements can register and take these leadership courses.

We have a PLAR process that will recognize prior leadership experience.

Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

Since this is a new Certificate program, no transfer agreements currently exist.

We hope to establish transfer agreements with other institutions who offer leadership courses - such as the Justice Institute who have two Associate Certificate Programs in the area of leadership.

Students can also PLAR up to three courses (9 credits) and/or receive exemptions (9 credits) for prior course work, as long as there is an 80% match between learning outcomes.

Graduates of the CEL program would also be invited to apply for the VCC/SFU Curriculum and Instruction M.Ed program. Cohorts are scheduled to start in 2020 and every 12-18 months afterwards.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

A PAC is being organized and plans are underway to have a meeting in late 2018.

It is important to network and collaborate with outside agencies in hopes of creating new partnerships - especially in non-educational fields such as health-care and financial services.

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

To begin the program, Glenn Galy PhD will be charged with the responsibility of developing/supervising all in-class and online course materials. Course development will be implemented over two years.

Dr. Galy has a Masters degree in Educational Leadership (UBC) and a PhD in Curriculum and Leadership from Simon Fraser University.

Our faculty have a minimum of a Master's degree in Education as well as extensive years of teaching, training and curriculum design experience in not only the post-secondary field but with many corporate (e.g. Rogers, Telus) and trades-training (e.g. BC Hydro; BC Ferries) sectors. In addition, all of our current full-time faculty have served as departmental leaders at VCC over the past decade.

15. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).
Two of the CEL leadership courses will support the typical profile of our students, which is mid-career manager and educational leader. These two courses are as follows:

CEL 3390 (Self-Directed Study in Educational Leadership), for example, is designed so that current managers and program leaders can conduct more specialized study of a particular topic, related to a leadership topic. There is flexibility here for students to pursue a topic that will help them with a current issue, challenge or change in their particular program. Students will be able to personalize this course of study so that it can align with their current administrative and/or managerial needs. This will help make their studies in leadership not only practical but extremely relevant and motivational.

CEL 3391 (Action Research in Educational Leadership), will provide an opportunity for current educational leaders to conduct small action research projects in their workplace. The design of these action research projects can be qualitative, quantitative and/or mixed methods approach. This course is perfectly suited for the experienced mid-career manager or departmental leader, whether they are working in a public or private educational setting. It will help them design, implement and evaluate an aspect of their educational program.

Admission, Delivery, and Design

16. What is the expected length of the program (in months/years)? How many intakes are you expecting per year? How many students per intake?

Since the program is extremely student-centered (e.g. online, continuous-entry, self-paced course offerings) some participants may choose to fast-track their studies and complete their course work within a year.

Normally, busy mid-career students take 2 courses per year, so the expected length of the program is 3-5 years (maximum 5 years).

Students who are able to PLAR course credits should be able to finish the CEL program within 2 years, possibly within 18 months.

Note: The PIDP is not a pre-requisite for entrance into the CEL. PIDP students can take CEL courses as electives or the CEL Program can be taken separately.

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

There are several pathways to and from this program:

As was mentioned before, graduates of VCC’s Leadership Certificate program (6 credit) can ladder into this Educational Leadership Certificate (21 credit) program, through the PLAR process.

Graduates of the Provincial Instructor’s Diploma Program may be interested in laddering into the CEL program, especially if they have recently been promoted into a managerial or leadership position.

Graduates of the CEL program can apply for entry into the VCC/SFU Curriculum and Instruction M.Ed program that runs approximately every other year at VCC’s Broadway campus.

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

All CEL program courses will be offered online, in a continuous-entry format. In addition, two of the 2-credit introductory Core CEL courses will be offered face-to-face, in a week-long Monday-Friday format. The program is designed as part-time study.

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

This program can be entered at any time during the year, due to its flexible, continuous-entry format. All online courses offer a self-paced option. For example, while two of the introductory courses will be offered face-to-face in classrooms, students in remote locations in BC can also access these same introductory courses online.

All courses are offered online, on a continuous-entry basis. This provides students with multiple entry and exit points. Students will always have the option of ‘fast-tracking’ their course work, which will allow them to complete a 10 or 12 week online course at a much faster pace. It is not uncommon,
for example, for students to complete a 10 week PIDP online course in 8 weeks. In some extreme cases, students have completed their online course in less than a month.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

The implementation of this new program will not involve any large costs. For the most part, courses will be offered online in Moodle similar to how current PIDP courses are offered (e.g. 20-1 ratio). No new classroom space will be required. Two introductory CEL courses will be offered face-to-face, however, these will only be offered once per year, so this should not place too many demands on space allocation. No renovations will be required. Additional library resources might be helpful but current reference material provided by VCC will definitely meet the needs of our students.

Registration will continue to be handled through our SIE office. We anticipate that demand will be light and that the new program will not require additional staffing.

The marketing of the program will be handled primarily through email advertisements. A small budget may need to be allocated if it is decided to hold information sessions or to cover travel expenses for the Departmental Leader to conduct information sessions.

If demand does increase beyond our planned projection, it will be relatively easy to meet this increased demand. One of our term faculty, Dr. Dwayne Harapniuk, has extensive experience in the area of educational leadership and has indicated an interest in teaching and developing some of the online courses. Since registration always demonstrates positive revenue due to its design (as indicated above), the School of Instructor Education would never be at risk. If Dr. Galy needed to dramatically increase his teaching load in the CEL program, other term faculty are prepared to pick up additional PIDP courses.

21. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

Faculty will develop the online Moodle courses (3 new courses per year) until all course materials have been developed. Curriculum development funds have been procured to work on program re-design. No release time is anticipated beyond the re-design process. A project manager will not be required.

There are no current plans to apply for additional CD funds for course development at this time, unless it was determined that the courses needed to be developed at an accelerated pace (to meet demand), then some course release funds would be required.

22. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large scale needs?

We do not anticipate any large scale needs.

Phase In/Phase Out Plan

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

This is a new program, so there will not be a phase-out process.

Phase-in will take 3 years (developing 3-4 new courses per year).

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?
See the attached Business Case.

Attach Initial Business Case

Business Case – Certificate in Educational Leadership.docx

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

Attach documents

New Program Implementation Plan CEL.docx

Reviewer Comments

Kathryn McNaughton (kmcnaughton) (Wed, 26 Sep 2018 15:51:26 GMT): Hi, This is an excellent addition to the current SIE offerings and I am happy to see this go forward. Just a quick note regarding the implementation plan - Matt Capper is no longer with VCC; the person to contact is Amanda Hardy.

Key: 5
Business Case – Certificate in Educational Leadership

School of Instructor Education (SIE)

The Certificate in Educational Leadership (CEL) is designed for departmental leaders in private and public post-secondary institutions as well as managers and coordinators who are supervising educational training within corporate settings.

The CEL will be a low-risk offering for the SIE Department, largely because almost all of the courses will be offered online, using a continuous entry registration approach. Each course, for example, is considered ‘full’ after 20 students have enrolled, meaning that every class is full to the maximum of students. No courses run at a deficit. Instructor pay is tied to the number of students going through the program. This approach is currently employed by the Provincial Instructor’s Diploma Program and it has proven to be low risk and cost-effective.

Additional Revenue:

We expect about 20 new students will enroll per year. We expect to run approximately 3 courses per year.

As this is a new program, tuition will need to be determined. Using the current tuition fee structure per credit (based on PIDP courses) we anticipate that this new Certificate will bring in some additional revenue for the department. If tuition is set at $162.28 per credit for each three-credit course, and the department runs three courses per year with 20 students in each class, then this would bring in an additional $29,210.40 per department:

$162.28 (per credit) X 3 credits = $486.84 = $9,736.80 per course X (3 courses x 20 students) = $29,210.40 per year

Note: Some of the courses are 2-credit courses and some are 4-credit courses. Adjustments would need to be made, to offset 2 credit course offerings. See calculations below:

Hypothetically, if a 2-credit course was to run with 12 students ($324.56 x 12=$3894.72) then this instructor would need to support 9 students who are enrolled in a 4-credit course) so that the totals equal that of the above 3-credit course (with 20 students) scenario.

Additional Costs:

The School of Instructor Education will be able to run this new program with no additional demand on support staff.
The new workload profile in the School of Instructor Education will likely have instructors teaching 840 contact hours per year. Faculty salaries in 2019 will be $91,898, plus an additional 23.75% for benefits, totaling $117,633.

This means that instructor costs will be $104.04 per hour.

If an instructor teaches three, 3-credit courses (45 hours per course), this would total $18,905.40.

If we add 38% for institutional overhead to these instructor costs, the total would be: $26,089.45.

**Net Financial Impact:**

If tuition brings in an additional $29,210.40, and instructor costs are an additional $18,905.40, the department will have a small, net gain of $3,121.47

**Competition:**

The cost of our 3-credit courses is quite similar to the fee structure used by BCIT. Therefore, there is a little, but not a lot, of room for increased tuition for this new program.

Here is a list of some comparable programs:

**BCIT’s School of Business** offers a 21 credit Associate Certificate in Leadership. This program consists of 5 Core courses (each 3 credits) and two elective courses. BCIT’s design is quite similar to our CEL proposal, however, their courses tend to emphasize business management practices rather than educational leadership. The cost for their Associated Certificate in Leadership is $3600, which works out to $171.42 per credit, plus student fees, which is quite similar to our proposed fee structure.

**The Justice Institute** offers two leadership training programs. Their Certificate in Applied Leadership consists of a 10 credit, 20 day, program. Cost: $4700 plus a $75 application fee. Their Associate Certificate in Leadership and Conflict Resolution consists of 4 courses (12 days) 6 credits*.

**Simon Fraser University** offers an Executive Leadership Program, consisting of 5 courses. It is not clear how many credits this totals. The cost is $9115 plus a $75 application fee.

**UBC’s Sauder Business School** offers a diverse set of leadership courses. These courses target business executives and senior managers, working in corporate environments. Sauder Business School offers 8 certificate programs in such areas as Advanced Leadership, Advanced Management, Advanced Strategy, Management
Essentials and Project Management. Most elective courses cost around $1995, however, some cost $2995 and the core 5 day executive course is $8990, which includes meals and supplies.

McGill offers a summer Executive Institute, or what they call a Mini-MBA institute in Vancouver each day for 8 days. $4695

Several private colleges offer leadership courses. However, the most robust private training seems to be offered by Train Up, who offer a wide range of two and three day leadership training courses on such topics as project management ($2395); active leadership for IT managers ($2195); Leadership and Emotional Intelligence ($2545); Coaching and Mentoring ($2195); Transformational Leadership ($1500) as well as many, many other one day courses.

Langara offers some Continuing Studies courses in leadership on the topics of conflict management, communication skills and the management of people. Langara also offers several post-degree diplomas in this area, primarily designed for Health Care professionals.
New Program Implementation Plan

CEL: Certificate in Educational Leadership

1. Operational Areas:

a) Facilities:

In terms of any pressure on the existing facility, we anticipate the demand to be very low, if any, since the proposed CEL program will not require any new classroom space or new equipment, no renovations, or any access to labs, or any weekend classes or no exams will need to be scheduled. The majority of courses will be offered online and if any face-to-face classes are scheduled, these will be accommodated within our current enrolment plan, with no disruption.

Since it is expected that growth will be modest (3 courses per year), no additional space will be needed for faculty. Increased demand will be accommodated within our current workload profile.

b) Finance:

Some comparative analysis has been conducted. BCIT offers the most similar program. BCIT’s fee per course is slightly higher ($171.42 per credit) than our SIE PIDP courses ($162.28), so there is some room for a modest increase in tuition, when the new courses roll out later in 2019.

Meeting with Andre Duinkerke Sept. 20, 2018.

Note: No capital needs are anticipated as special equipment or furniture requests will not be required.

No special funding requests are anticipated over the next 2-4 years.

c) Human Resources:

No additional faculty will be required, as the few additional courses will be supported within existing work profiles. Since we don’t expect huge numbers to sign up for this program, there shouldn’t be too much of a demand on office staff (who handled phone calls and registration).
No lab support is required and we don’t see any additional concerns pertaining to the Collective Agreement.

Given some of the changes that have come about with the new Program Renewal, a new Workload Profile will likely be developed over the next year. CEL online courses will become part of our regular duties.

No new Department will be needed and no new hiring criteria will need to be created at this time.

Additional FTE will not be required. Term Faculty can pick up any additional courses, if registration increases.

d) Information Technology:

No special IT support will be required and the normal Helpdesk support will suffice.

No new software will be required and no software licenses will be required.

No hardware will be required and there no capital request for hardware is planned for this new program.

2. Institutional Research:

Brian Beacham was contacted and this department will calculate FTE for this new program.

The rationale/demand for this new program is multi-faceted. As explained in the Content Guide, a number of forces are at play.

We anticipate, for example, that the demand for these new leadership courses will not come in waves, but will grow incrementally over time for a few reasons. These include:

a) PID Program is undergoing a program renewal which will allow students to take electives, since many of our current students are mid-career managers, they will likely be interested in taking one or two of the new leadership courses as electives;

b) currently CS has a six credit leadership program. This new program is not designed to compete with CS but to dovetail with it. Graduates of this CS program are encouraged, if they are still wishing to expand their knowledge and skills, to complete a certificate in leadership at BCIT – so instead of directing these
students 'away' from VCC, they will be directed to the School of Instructor Education to finish a CEL certificate. PLAR credits would be given for the six credits that they took with CS.

c) The K-12 system has a PB+15 designation – Elementary and Secondary teachers could take these CEL courses to complete this designation and then could use it to springboard into Vice Principalship and Principalship positions in the K-12 system.

d) New Departmental Leaders at VCC could take the introductory course during their first term, to help them prepare for their new role as Dept. Head/Leader.

e) Later, we will be developing a Post Graduate Program, which will attract many international students – these students would also be encouraged to take these CEL as electives (max. 2).

One of the CEL courses, entitled ‘Action Research’ will need to be reviewed by a representative from Institutional Research. Students will need to be made aware of requirements (e.g. Ethics Approval) and the approval process. Policy F.1.01 Ethical Conduct for Research involving Humans policy and procedure, and Policy F.1.02 Ethics and Integrity in Research and Scholarly Activity policy and procedure, and Policy F.1.03 Conflict of Interest Related to Research Procedures policy and procedures will

3. Marketing and Communication:

We plan to market this new program by contacting previous graduates of the PIDP (approximately 2000+) over the past ten years, by advertising to local school districts in hopes of attracting K-12 teachers interested in studying leadership and/or completing their PB+ 15 designation. We will continue to communicate using email as well as our SIE Facebook.

Matt Capper (Marketing) will be contacted to explore other possibilities.

4. Safety and Security:

Since most of the CEL courses are offered online, there will be limited demand on classroom space. No special labs or specialized training will be needed and no special access (e.g. weekends) will be required.

5. Academic Service: Advising

Wendy LaFrance (Advising) will be contacted to review program requirements.
6. Assessment Centre:

This new program will have the same entrance requirement as the Provincial Instructor’s Diploma Program, so things will be status quo for the time being.

7. Centre for Instructional Development

Garth Manning has been extensively involved in the SIE Program Renewal and is informed of this new initiative. There is good alignment between this new program and VCC’s institutional learning outcomes.

Since the majority of courses will be offered online, continued support with Moodle will be needed throughout the year.

Some e-portfolio software (e.g. Behance; Dribbble) will be used in this program, but this should not warrant any support from CID, as these are open source software applications.

8. Counseling:

No counseling needs are anticipated, beyond the current level of support.

9. Disability Services:

We don’t expect any support levels to change over the coming years, since our student profile and associated needs will remain quite similar.

Most students will be online learners. This will mean that some close captioning will be needed for hearing impaired students and that some sign language services will be needed for these students, if they enroll in a face-to-face course.

10. Financial Aid:

Since this is a part-time program, financial aide will not apply (which is similar to PIDP).

11. Indigenous Education:

Tami Pierce, Director of Indigenous Education and Community Engagement has been invited to review the overall design of the program. We are awaiting a
response from this Department and plan to accommodate any recommendations into the course design.

12. International Education:

The CEL Leadership courses are open to international students.

The plan is to develop a Post-Graduate Diploma Program in early 2019 and to start recruiting international students in 2020. As part of their Post-Graduate program, students would be permitted to take one elective course per year in this CEL program. Students could select either a face-to-face course or on

13. Learning Center

We don’t expect these students to be high users of tutoring support and anticipate no extra load on the Learning Center.

14. Library:

A meeting with Todd Rowlatt has been scheduled. We anticipate that the Library may need to order some additional resources to support this program’s emphasis on leadership. Online journals may be of particular use for these students.

Some modest funding should be budgeted to support the Library with this initiative.

15. Registrar’s Office:

A meeting with the Registrar’s Office is scheduled to review requirements related to credits, PLAR, admissions and course numbers.

16. VP Academic

No special fees
VCC Online Learning Strategy

INTRODUCTION
The creation of a VCC Online Strategy Plan was an objective identified by the Learning Management System (LMS) project team. The LMS project team assessed the state of online learning and of Moodle at the college between January 2016 and February 2018.

The major outcomes of the LMS project team were three fold:

1) A decision to retain Moodle as our LMS for the foreseeable future
2) Assign additional resources to support online learning
3) Appoint a small working group to develop an Online Learning Strategy

Throughout this document, “online” refers to the whole spectrum of how online learning is implemented, including blended, web-based instruction, web-conferencing, flipped, fully online, hybrid or mixed-mode delivery of programs and courses.

CURRENT STATE
VCC is committed to Moodle as our learning management system (LMS). We had a year long conversation that identified current state, LMS platform, and gaps.

VCC has no formal policies or standards with regard to online learning.

Online environment is underutilized due to lack of skills and knowledge. A growing number of faculty are interested in developing online courses and programs.

Most faculty are using Moodle as a resource repository. As of 2016, 27.5% of responders to the DL Support Survey are using Moodle as either a blended or a fully online platform for their courses.

All faculty and student training in Moodle is voluntary. Faculty training in online learning design and instruction/facilitation is voluntary.

There are insufficient resources to support users and developers. There are insufficient resources in IT to support and administer Moodle at the network and server level.

The growth of online learning and related technologies at VCC has been driven by individuals and departments; not driven by the college.

VALUES
- Quality
- Flexibility
- Relevance
- Accessibility
- Sustainability
- Scalability (creating a framework that supports growth)
DRIVERS
Why develop an online learning strategy at VCC? The points below identify the key reasons and driving forces for focusing on online learning development at the college.

- Provide greater accessibility and flexibility to education in the community knowing that a large percentage of our learners are working, have families and prior education.
- Maintain a competitive edge over other public and private post-secondary institutions
- Leverage our niche (e.g. diverse/interconnected programming, PIDP, expertise in teaching students with disabilities, etc.)
- Enhance student experience
- Anticipate and meet changing expectations of students
- Be recognized as leaders in online learning

GOALS
The goals below describe our desired future state as a result of the implementation of this online learning strategy.

- Increase and maintain enrolment at the college
- Have a strong reputation for online learning
- Benefit and enhance student learning at VCC within an online environment and use of education technology
- Adequately resource online learning support to achieve objectives
- Be consistent across the college in online course design (look and functionality)
- Greater utilization of Moodle beyond that of a repository
- Drive culture change in regard to online learning at VCC
- Increase proportion of faculty and staff proficient with the delivery of online programming
- Innovate by integrating emerging technologies with modern pedagogy

OBJECTIVES
A number of key objectives have been identified in order to achieve the goals listed above. These objectives focus on priorities for the next 1-3 years and assumes further development of the online learning strategy objectives in future.

I. TRAINING & DEVELOPMENT
- Have an online teaching readiness self-evaluation checklist
- Develop a suite of training options (from computer lab sessions to online resources/training or something that combines these)
- Incentivized training for faculty in the use of Moodle (similar to PIDP and hiring/step placement)
- Institution-wide (coordinated) process for training in online course design and instruction/facilitation
• Support for ongoing professional development for online course and program development and delivery (i.e. community of practice, continuation of Moodle Mini-Moot and promotion of Moodle MOOC; continue to encourage taking advantage of external Moodle training opportunities, )
• Have an online teaching self-reflection tool (identifies challenges experienced during delivery of course)

II. RESOURCES & SUPPORT (INFRASTRUCTURE, HIRING, FUNDING)
• Adequate staffing and resources to support Moodle users
• Adequate IT infrastructure to support online course delivery
• Add an Online Instructional Designer at the college
• Add Moodle support into the job description of support staff
• Video hosting service e.g. Kaltura
• Media and video development studio with adequate equipment and support skills
• Web conferencing software e.g. Blackboard Collaborate
• Process and resources for additional integrated online ancillary educational technology (e.g. Ally, e-portfolio, MyLab, lockdown browser, lecture capture, Moodle plug-ins)
• Funding programs for online course development (e.g. CD Fund for online only)
• Support of the library for copyright information and for accessing and integrating library resources
• Cultivate a community of practice for online practitioners (developers, Moodle administrators, and instructors)
• Create an inventory map (like VIU) of tools available to VCC employees (and level of support) https://vccca-my.sharepoint.com/:i:/g/personal/asellwood_vcc_ca/EdYg70bmgiZOiDCeoyK-KuoBqtMkF0mtJLovGjW1KB052A?e=vmJlrD

III. QUALITY ASSURANCE
• Require that faculty use a specific quality assurance checklist for online courses and programs as part of curriculum development process
• All online courses or programs use student feedback mechanism
• All online courses will include course evaluations (specific questions for courses and programs for formal and informal student surveys)
• Instructor appraisal/evaluation mechanism for online learning

IV. ONLINE LEARNING DEVELOPMENT PROCESS
• Best practices followed for online course and program development that builds on standard curriculum development practices, but takes into account additional considerations such as media development, copyright, online facilitation principles, etc.
• Each department will develop an online learning plan as part of the integrated college plan (develop job aid or have facilitators assist with the development)
• Develop a departmental readiness checklist or self-evaluation to support their online learning plan

V. POLICY & GOVERNANCE
• Policies and procedures for the online learning environment (Moodle administration such as retention and deletion of course shells, guest access, approval of creation of new shells, etc.)
• Education Council guidelines and governance for the development and instruction of online learning, parallel or similar to, standard curriculum proposals

Implementation Plan
Year 1 (April 2018 to March 2019)
Year 1 will be mostly focused on planning, decision making, and identifying required resources.

<table>
<thead>
<tr>
<th>Action</th>
<th>Key Personnel</th>
</tr>
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<tbody>
<tr>
<td>Hire Manager Online Strategy and Design</td>
<td>Shirley Lew</td>
</tr>
<tr>
<td>Identify required software, tools and space to support online course development (media hosting service, webcasting, video production, exam lockdown software)</td>
<td>John Love, Blair Friesen, Norman Chang, Peter Gregorowicz, Shirley Lew, Manager Online Strategy and Design</td>
</tr>
<tr>
<td>Integrate online and blended quality considerations into EdCo policy and procedures (connected to training strategy below)</td>
<td>EdCo Chair, VP Academic, Shirley Lew, IAs, eLearning Support, Manager Online Strategy and Design</td>
</tr>
<tr>
<td>Create training strategy for faculty and staff who want to develop and/or deliver online and blended courses (includes orientation, online teaching self-evaluation checklist, training path, all levels of Moodle training, taking the ONEL or FLO etc...)</td>
<td>eLearning support, IAs, Manager Online Strategy and Design, SIE, VP Academic</td>
</tr>
<tr>
<td>Create online and blended course development process (connected to training strategy above)</td>
<td>Manager Online Strategy and Design, IAs, eLearning Support</td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Party</td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Establish dialogue with HR, VCCFA, and CUPE around online learning towards successful implementation of Online Learning Strategy</td>
<td>VP Academic, Shirley Lew</td>
</tr>
<tr>
<td>Consult with IT to ensure adequate IT infrastructure to support online learning</td>
<td>Norman Chang, Lawrence Ng, John Love, Blair Friesen, Rick Smith</td>
</tr>
<tr>
<td>Develop a process for evaluating and deciding on software and plug-ins that integrate with Moodle</td>
<td>Manager Online Strategy and Design, eLearning Support, Norman Chang, Lawrence Ng</td>
</tr>
</tbody>
</table>

**COMMUNICATION AND FEEDBACK**

The strategy will be shared with relevant stakeholder groups for their information and feedback:

- Senior Executive
- Systems and Technology Executive Coordinating Group
- Education Council
- CUPE, VCCFA and SUVCC

The intention is also to post the document for community feedback through the same communication mechanisms used for college policies and that was use for the Institutional Learning Outcomes.

CTRL will gather and summarize the feedback received. The writing working group and critical friends will meet to consider the feedback received for incorporating into the strategy.
DECISION NOTE

PREPARED FOR: Education Council

DATE: October 9, 2018

ISSUE: Revisions to two Counselling Skills courses: CNSK 1401 and CNSK 1505

BACKGROUND:
Counselling Skills has recently renewed their Foundational Certificate with a planned launch date of September 2019. CNSK 1505 Individual Counselling Skills is a course within this certificate program and CNSK 1401 Basic Counselling Skills is a pre-requisite course to enter the program that introduces the basic concepts and provides an opportunity for students to assess their interest in the field.

DISCUSSION:
Matt Stevenson, the Program Coordinator, presented these proposed revisions at the September Curriculum Committee meeting.

CNSK 1401 has been significantly revised to align with the changes made to the Foundational Certificate program. This included updating the course learning outcomes, evaluation plan, course description, and topics. Curriculum Committee had only small suggestions around some learning outcomes and topics to improve clarity. The proposed Effective Date is January 2019.

CNSK 1505 is a course within the Foundational Certificate. CNSK 1502 Foundations of Counselling was initially a pre-requisite for this course, but the program reconsidered as this would make it difficult for some students to finish the program in one year (often a requirement of funding). Instead, CNSK 1502 would be able to take the course either before or at the same time as they are taking CNSK 1505. Curriculum Committee had no concerns. The proposed Effective Date is September 2019.

RECOMMENDATION:
THAT Education Council approve revisions to CNSK 1401 Basic Counselling Skills and CNSK 1505 Individual Counselling Skills.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 28, 2018
Course Change Request

Date Submitted: 09/04/18 1:35 pm

Viewing: CNSK 1401 : Basic Counselling Skills

Last edit: 09/26/18 10:16 am

Changes proposed by: mstevenson

Course Name: Basic Counselling Skills

Effective Date: January 2019

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills(6093)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Stevenson</td>
<td><a href="mailto:mstevenson@vcc.ca">mstevenson@vcc.ca</a></td>
<td>8392</td>
</tr>
</tbody>
</table>

In Workflow
1. 6093 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 09/04/18 1:37 pm
   Matthew Stevenson (mstevenson): Approved for 6093 Leader
2. 09/05/18 1:25 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 09/05/18 2:03 pm
   Gordon McIvor (gmcivor): Approved for CCS Dean
4. 09/26/18 10:24 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
**Course Description:**
This course is geared towards those interested in the field of counselling and provides an opportunity to assess interest in, and readiness for, working in the counselling field. Students are introduced to the foundational skills required for effective counselling and interviewing. Topics include counselling as a developmental process; the importance of self-awareness; the role of the counselling relationship in effecting change; facilitation of client self-exploration; the importance of counsellor empathy; appreciation of ethics, diversity and personal and professional development. An important focus of this course is to provide participants with experiential learning regarding the client-counsellor relationship. The course examines the nature and process of client-centred counselling; teaches skills foundational to most models of counselling and practice in a supervised setting.

**Course Learning Outcomes (CLO):**

<table>
<thead>
<tr>
<th>CLO</th>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Apply basic empathy skills to a client-centred approach Identify the characteristics of an effective counsellor</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Apply active listening skills in a helping relationship</td>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Explore own assumptions, values, biases, and beliefs in the context of helping relationships</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Recognize the effects of interpersonal communication skills in the context of helping relationships</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Identify elements of cultural safety in the context of helping relationships</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Explain and apply professional and ethical practice as it applies to the field of counselling</td>
</tr>
</tbody>
</table>

Instructional Strategies:

- Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice sessions, transcripts, peer and instructor feedback
- Lecture (may include case studies, video, group work).

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
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Evaluation Plan:

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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https://curriculum.vcc.ca/courseleaf/approve/?role=admin
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<tbody>
<tr>
<td>Assignments</td>
<td>35 20</td>
<td>Transcript Knowledge and skills individual assignments.</td>
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<tr>
<td>Assignments Participation</td>
<td>20 10</td>
<td>Transcript Students are expected to actively participate in class.</td>
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<tr>
<td>Assignments Other</td>
<td>15 30</td>
<td>Journal, other assignments Midpoint Interview Transcription.</td>
</tr>
<tr>
<td>Quizzes/Tests Other</td>
<td>20 40</td>
<td>Final Interview Transcription.</td>
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<td>Participation</td>
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<td>Professionalism</td>
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</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online
  
  **39 35.75**

- Lab, Clinical, Shop, Kitchen, Studio, Simulation

  Practicum

  Self Paced / Individual Learning

**Course Topics**

- **The Helping Relationship (What is Counselling)** Explore Student Counsellor and Client Role
- **Cultural safety** Review Ethics - Self-awareness
- **Nonverbal Communication** The helping/counselling relationship
- **Introduction to the Practice Sessions** What makes an effective counsellor/helper?
- **Giving and Receiving Feedback** Overview of the counselling process
- **Active Listening Skills** Creating an empathic climate
- **Assumptions, Values, and Biases** Reflection of feelings
- **Empathy (why we use it and what it is)** Non-verbal communication and attending
- **Demonstrating and Applying Empathy** Empathy as a skill
- **Active-listening skills, paraphrasing, summarizing, concreteness**
- **Opening and Closing Sessions** How to give feedback
Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Is this the primary proposal?

Primary Proposal

Provide a rationale for this proposal:

VCC's Counselling Skills Certificate programs have gone through the program renewal process, resulting in the creation of the Counselling Skills Foundational Certificate program. The Counselling Skills Foundational Certificate program has gone through the VCC governance process, has been approved by the VCC Board of Governors and is planned to launch in September 2019.

As part of the program renewal process, the Senior Program Coordinator of VCC's Continuing Studies department, the Program Coordinator of VCC's Counselling Skills programs, and instructors from VCC's Counselling Skills programs have revised the Basic Counselling Skills pre-requisite course.

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

No

Consultations
Course Change Request

New Course Proposal

Date Submitted: 09/04/18 3:02 pm

Viewing: CNSK 1505 : Individual Counselling Skills

Last edit: 09/26/18 10:22 am
Changes proposed by: mstevenson

Programs referencing this course
115: Counselling Skills Foundational Certificate

Course Name: Individual Counselling Skills
Effective Date: September 2019
School/Centre: Continuing Studies
Is this a non-credit course? No
Department: Counselling Skills(6093)
Contact(s)

In Workflow
1. 6093 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 05/02/18 5:00 pm Matthew Stevenson (mstevenson): Approved for 6093 Leader
2. 05/02/18 5:06 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/02/18 8:01 pm Gordon McIvor (gmcivor): Approved for CCS Dean
4. 05/17/18 9:00 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
5. 06/13/18 10:15 am Todd Rowlatt (trowlatt): Approved for EDCO Chair
6. 08/02/18 2:20 pm Bonnie Chan

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
### Banner Course

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Stevenson</td>
<td><a href="mailto:mstevenson@vcc.ca">mstevenson@vcc.ca</a></td>
<td>8392</td>
</tr>
<tr>
<td>Claire Sauve</td>
<td><a href="mailto:csauve@vcc.ca">csauve@vcc.ca</a></td>
<td>8696</td>
</tr>
</tbody>
</table>

#### Individual Counselling Skills

- **Subject Code:** CNSK - Counselling Skills
- **Course Number:** 1505
- **Year of Study:** 1st Year Post-secondary
- **Credits:** 2.5

---

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course will build upon the knowledge and skills gained in previous courses and introduce students to a broader range of counselling skills.

Course Pre-Requisites (if applicable):

CNSK 1502 Foundations of Counselling must be taken before or at the same time

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of PLAR:

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
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<tbody>
<tr>
<td>CLO #1</td>
<td>Apply a client-centered approach focused on relative safety and trauma informed practice</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Practice fundamental skills that form the basis of counselling</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Recognize the importance of maintaining a self-care practice, fostering resiliency and well-being</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Conduct themselves in a manner according to professional and ethical standards</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe the counselling relationship as informed by the impact of oppression</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice sessions, transcripts, peer and instructor feedback

Evaluation and Grading

Grading System: Letter Grade (A-F)  Passing grade:
C

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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https://curriculum.vcc.ca/courseleaf/approve/?role=admin
<table>
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<tr>
<th>Type</th>
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<td>Assignments</td>
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<td>Assignments</td>
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<td>Preparation for supervision</td>
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<tr>
<td>Project</td>
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<td>Final video, case notes, and process journal</td>
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<td>Project</td>
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<td>Reflective paper</td>
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<tr>
<td>Quizzes/Tests</td>
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<td>Quiz</td>
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<tr>
<td>Participation</td>
<td>15</td>
<td>Professionalism and participation</td>
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</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

39

Lab, Clinical, Shop, Kitchen, Studio, Simulation

6

Practicum

Self Paced / Individual Learning

**Course Topics**

**Course Topics:**

- Active listening
- Introducing therapeutic relationships – “first session”
- Immediacy in counselling
- Self disclosure
- Transference and counter transference
- Stages of Change
- Advanced empathy
- Use of challenging & confrontation
- Ending therapeutic relationships

Resource Material(s)

VCC Education and Education Support Policies
Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Primary Proposal

Provide a rationale for this proposal:

We had to reconsider the prereq for CNSK 1505 because some students will need to take it at the same time as 1502 (which was a prereq) in order to complete the program in one year (a requirement of funding).

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

Consultations

<table>
<thead>
<tr>
<th>Consulted Areas</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Office</td>
<td>Discussed with Bonnie Chan the CS Associate Registrar.</td>
</tr>
</tbody>
</table>

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

Bonnie Chan (bchan) (09/04/18 2:16 pm): Rollback: Update course pre-requisite
DECISION NOTE

PREPARED FOR: Education Council

DATE: October 9, 2018

ISSUE: Four new Math courses: MATH 0863, MATH 0873, MTSK 0750 and MTSK 0760

BACKGROUND:
The College and Career Access (CCA) department is proposing to split two existing courses each into two parts. MATH 0882 Business/Technical Math Grade 11 into MATH 0863/0873 and MTSK 0757 into MTSK 0750/0760. The original courses were large and involved many topics, and, in an attempt to reduce the number of IP “In Progress” grades used, are proposing to split the courses to better reflect student progress through the material.

The Business/Technical Math 11 is an articulated course. The Math 10 Skills courses are non-credit skills courses where students can work on specific areas of need before moving into articulated courses.

DISCUSSION:
Michele McLeod, the Math Coordinator in CCA, presented these proposals. The Registrar’s Office provided new course numbers at the meeting, and Curriculum Committee requested changes to the course learning outcomes for MATH 0863/0873 to use our standard approach to articulated ABE courses by linking to the Articulation Handbook. All changes have been made. The proposed Effective Date is January 2019.

RECOMMENDATION:

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 28, 2018
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 12:35 pm

Viewing: MATH 0863 : Business/Technical Math 11-Pt1

Last edit: 09/26/18 10:48 am
Changes proposed by: mmcleod

Course Name:
Business/Technical Math 11 Part 1

Effective Date: January 2019

School/Centre: Arts & Sciences

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
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<tbody>
<tr>
<td>Michele McLeod</td>
<td><a href="mailto:mmcleod@vcc.ca">mmcleod@vcc.ca</a></td>
<td>7358</td>
</tr>
</tbody>
</table>

Banner Course Name: Business/Technical Math 11-Pt1

Subject Code: MATH - Mathematics
Course Number: 0863
Year of Study: ABE Advanced Level (Grade 11)
Credits: 4

Approval Path

1. 09/18/18 2:55 pm
   KJ Hills (kjhills): Approved for 2004 Leader
2. 09/26/18 10:46 am
   Todd Rowlatt (trowla): Approved for SAS Dean
3. 09/26/18 10:53 am
   Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

In Workflow
1. 2004 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
The goal of Business/Technical Math 11 is to provide the student with practical applications useful in future vocational training, careers, or personal life. MATH 0863 - Part 1 is the first half of Business/Technical Math 11 and covers the core topics of: operations with real numbers, first degree equations and inequalities, and equations and their graphs.

Both MATH 0863 - Part 1 and MATH 0873 - Part 2 must be successfully completed in order to earn a grade for Business/Technical Math 11.

Course Pre-Requisites (if applicable):

VCC MATH 0751 with C-, or Apprenticeship and Workplace Mathematics 10 with a C, or 80% on the VCC Basic Arithmetic Assessment, or placement via College and Career Access Department Algebra 1 assessment.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

|-----|-------------------------------------------------------------------------------------------------|

Instructional Strategies:
Self-paced: one-to-one individualized instruction

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
Passing grade: 50%

Evaluation Plan:
<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>100</td>
<td>3 unit tests, approximately equally weighted</td>
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</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

96

**Course Topics**

**Course Topics:**

Operations with real numbers

First degree equations and inequalities

Equations and their graphs

**Resource Material(s)**

VCC Education and Education Support Policies

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale for this proposal:

In discussions with Dean David Wells he mentioned that the Ministry of Advanced Education want to see more course completions, and that means that grades such as "IP" (In Progress) can be problematic. The original MATH 0882 course was a very large course, encompassing many topics and as a result, most students took two
9/26/2018 MATH 0863: Business/Technical Math 11-Pt1

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

Consultations

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<td>Faculty/Department</td>
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**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

**Michele McLeod (mmcleod) (09/18/18 12:39 pm):** This new course proposal has been created using the new CRN from the Registrar's Office, which replaces the MATH 0882 which was submitted in June 2018. In addition, all indicated edits were incorporated into this form.

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 1:35 pm

Viewing: **MATH 0873 : Business/Technical Math 11-Pt2**

Last edit: 09/26/18 10:52 am

Changes proposed by: mmcleod

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<tr>
<td>Michele McLeod</td>
<td><a href="mailto:mmcleod@vcc.ca">mmcleod@vcc.ca</a></td>
<td>7358</td>
</tr>
</tbody>
</table>

Banner Course Name: Business/Technical Math 11-Pt2

Subject Code: MATH - Mathematics

Course Number: 0873

Year of Study: ABE Advanced Level (Grade 11)

Credits: 4
Course Description:
MATH 0873 covers the optional topics students require in order to complete Business/Technical Math 11. Students must also successfully complete MATH 0863 in order to obtain a grade for Business/Technical Math 11.

The optional topics include: consumer mathematics, financial mathematics, data analysis 1 and 2, geometry and trigonometry. Students must select three or more of the above topics.

Course Pre-Requisites (if applicable):

MATH 0863 with C- or better

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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<th>CLO</th>
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Instructional Strategies:
Self-paced: one-to-one individualized instruction

Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: 50%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tbody>
<tr>
<td>Quizzes/Tests</td>
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<td>6 unit tests, approximately equally weighted</td>
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**Hours by Learning Environment Type**

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

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<th>Course Topics:</th>
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<tbody>
<tr>
<td>1) Consumer Mathematics</td>
</tr>
<tr>
<td>2) Financial Mathematics</td>
</tr>
<tr>
<td>3) Data Analysis 1</td>
</tr>
<tr>
<td>4) Data Analysis 2</td>
</tr>
<tr>
<td>5) Geometry</td>
</tr>
<tr>
<td>6) Trigonometry</td>
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</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No
Primary Proposal
MATH 0863

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

In discussions with Dean David Wells he mentioned that the Ministry of Advanced Education want to see more course completions, and that means that grades such as "IP" (In Progress) can be problematic. The original MATH 0882 course was a very large course, encompassing many topics and as a result, most students took two registrations to complete it. This meant that their first registration ended in a grade of IP. Therefore, in order to prevent this, we have divided MATH 0882 into two parts: MATH 0863 and MATH 0873. This will also give a truer picture of what happens for students with this material, as most will be successful in MATH 0863 within one 4-month registration, and then successful in MATH 0873 with another 4-month registration.

Supporting
documentation:

Reviewer

Comments

Michele McLeod (mmcleod) (09/18/18 1:38 pm): This new course proposal has been created using the new CRN from the Registrar's Office, which replaces the MATH 0892 which was submitted in June 2018. In addition, all indicated edits were incorporated into this form.
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 2:45 pm

Viewing: MTSK 0750 : Math 10 Skills - Pt 1

Last edit: 09/26/18 10:56 am

Changes proposed by: mmcleod

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<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
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<tbody>
<tr>
<td>Michele McLeod</td>
<td><a href="mailto:mmcleod@vcc.ca">mmcleod@vcc.ca</a></td>
<td>7358</td>
</tr>
</tbody>
</table>

Banner Course Name: Math 10 Skills - Pt 1

Subject Code: MTSK - Mathematics Skills

Course Number 0750

Year of Study Grade 10 Equivalency

Credits: 0
Course Description:
This course provides students who wish to take Pre-Calculus Math 11 or Foundations of Math 11 with a refresher in some of the foundational math skills necessary to be successful in Math 11. Topics covered in this course include: fractions, decimals, ratio & proportion, percent, basic equations, real numbers, powers, roots and scientific notation.

Since this is a skills course and not a credit course, students can be assigned any or all of the above topics depending on the results of their College and Career Access Department assessment.

Course Pre-Requisites (if applicable):

Basic Education Math Level 6, or 60% on the VCC Basic Arithmetic Assessment, or successful completion of the Fundamental-Intermediate Math Assessment from either the Basic Ed or CCA departments.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

| CLO #1 | Solve word problems and similar triangle exercises using ratio and proportion. |
| CLO #2 | Solve percent problems, including those involving percent increase and decrease. |
| CLO #3 | Solve algebraic equations with brackets and real numbers. |
| CLO #4 | Calculate basic order of operations questions. |
| CLO #5 | Simplify expressions involving positive and/or negative exponents. |
| CLO #6 | Convert between decimal and scientific notation in order to solve word problems. |

Instructional Strategies:
Self-paced: one-to-one individualized instruction

Evaluation and Grading
Grading System: Satisfactory/Unsatisfactory
Passing grade: 60%

Evaluation Plan:

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<td>Quizzes/Tests</td>
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<td>Unit quizzes</td>
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**Hours by Learning Environment Type**

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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<thead>
<tr>
<th>Course Topics:</th>
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<tr>
<td>Ratio and proportion</td>
</tr>
<tr>
<td>Similar triangles</td>
</tr>
<tr>
<td>Percent, including percent increase and decrease questions</td>
</tr>
<tr>
<td>Simple algebraic equations</td>
</tr>
<tr>
<td>Algebraic equations involving real numbers</td>
</tr>
<tr>
<td>Algebraic word problems</td>
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<td>Basic order of operations expressions</td>
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<td>Positive and negative exponents</td>
</tr>
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<td>Square roots</td>
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<tr>
<td>Scientific notation</td>
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</table>

Resource Material(s)

VCC Education and Education Support Policies
Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

In discussions with Dean David Wells he mentioned that the Ministry of Advanced Education want to see more course completions, and that means that grades such as "IP" (In Progress) can be problematic. The original MTSK 0757 course was a very large course, encompassing many topics and as a result, most students took two registrations to complete it. This meant that their first registration ended in a grade of IP. Therefore, in order to prevent this, we have divided MTSK 0757 into two parts: MTSK 0750 and MTSK 0760. This will also give a truer picture of what happens for students with this material, as most will be successful in Part 1 within one 4-month registration, and then successful in Part 2 with another 4-month registration.

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

No

Consultations

<table>
<thead>
<tr>
<th>Consulted Areas</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Office</td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td></td>
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Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
Michele McLeod (mmcleod) (09/18/18 2:47 pm): This new course proposal has been created using the new CRN from the Registrar's Office, which replaces the MATH 0757 - PART 1 which was submitted in June 2018. In addition, all indicated edits were incorporated into this form.
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 3:24 pm

Viewing: MTSK 0760 : Math 10 Skills - Part 2

Last edit: 09/26/18 10:58 am
Changes proposed by: mmcleod

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<th>Course Name:</th>
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<td>School/Centre:</td>
<td>Arts &amp; Sciences</td>
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Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
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</thead>
<tbody>
<tr>
<td>Michele McLeod</td>
<td>7358</td>
<td></td>
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</tbody>
</table>

Banner Course Name: Math 10 Skills - Part 2

Subject Code: MTSK - Mathematics Skills

Course Number: 0760

Year of Study: Grade 10 Equivalency

Credits: 0

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course provides students who wish to take Pre-calculus Math 11 or Foundations of Math 11 with the necessary background foundation in select topics in introductory algebra, geometry and trigonometry that they will need in order to be successful. Topics covered in this course include: polynomials, graphing, introductory trigonometry, perimeter, area, volume, parallel lines, absolute value, order of operations with nested parentheses, and algebra topics such as: translating word problems to equations, solving the equation and solving simple formulas for one variable.

Since this is a skills course and not a credit course, students can be assigned any or all of the above topics depending on the results of their College and Career Access Department assessment.

Course Pre-Requisites (if applicable):

MTSK 0750 with S, or MATH 0750 with a C-, or 80% on the VCC Basic Arithmetic Assessment, or CCA departmental approval based on results from the Algebra 1 assessment.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

| CLO #1 | Add, subtract, multiply and divide polynomials |
| CLO #2 | Factor polynomials |
| CLO #3 | Graph linear equations using Tables of Values and x- and y-intercepts |
| CLO #4 | Determine the slope of a line |
| CLO #5 | Solve Right Triangles using Pythagoras' Theorem and Sine, Cosine and Tangent ratios where appropriate |
| CLO #6 | Calculate perimeter, area and volume of given shapes |
| CLO #7 | Solve order of operations problems with nested parentheses and absolute values |

Instructional Strategies:
Self-paced: one-to-one individualized instruction
### Evaluation and Grading

**Grading System:** Satisfactory/Unsatisfactory  
**Passing grade:** 60%

**Evaluation Plan:**

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<td>Unit quizzes</td>
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### Hours by Learning Environment Type

- Lecture, Seminar, Online
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
- Practicum
- Self Paced / Individual Learning 96

### Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
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</thead>
<tbody>
<tr>
<td>Polynomials</td>
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<tr>
<td>Graphing</td>
</tr>
<tr>
<td>Introductory Trigonometry</td>
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<tr>
<td>Perimeter</td>
</tr>
<tr>
<td>Area</td>
</tr>
<tr>
<td>Volume</td>
</tr>
<tr>
<td>Parallel Lines and Transversals</td>
</tr>
<tr>
<td>Similar Triangles</td>
</tr>
<tr>
<td>Algebraic operations with real numbers</td>
</tr>
<tr>
<td>Order of Operations</td>
</tr>
</tbody>
</table>
Course Topics:

Absolute Value

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
MTSK 0750

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Michele McLeod (mmcleod) (09/18/18 3:26 pm): This new course proposal has been created using the new CRN from the Registrar’s Office, which replaces the MTSK 0767 - PART 2 which was submitted in June 20018. In addition, all indicated edits were incorporated into this form.
DECISION NOTE

PREPARED FOR: Education Council

DATE: October 9, 2018

ISSUE: New Courses: ENGL 0985 and ENGL 0995

BACKGROUND:
English 12 First Peoples Part 1 and Part 2 are being proposed by the College and Community Access (CCA) department. Together, they are articulated to the ABE Provincial English First Peoples level, and are in line with the First Peoples 12 course established by the First Nations Education Steering Committee (FNESC), an organization of First Nations educators that work in BC to advance quality education for First Nations learners.

DISCUSSION:
David Wells, Dean of Arts and Sciences, presented this proposal, as Jane Parker, the curriculum developer was unable to attend the meeting. Dean Wells confirmed that the course development included consultation with Tami Pierce, Director of Indigenous Education & Community Engagement. Curriculum raised a few issues with the course description, evaluation plan and instructional approaches. The proposed Effective Date is January 2019.

RECOMMENDATION:
THAT Education Council approve new courses: ENGL 0985 English 12 First Peoples Part 1 and ENGL 0995 English 12 First Peoples Part 2.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 28, 2018
Course Change Request

New Course Proposal

Date Submitted: 04/26/18 10:15 am

Viewing: ENGL 0985 : English 12 First Peoples Pt 1

Last edit: 09/26/18 11:34 am

Changes proposed by: trowlatt

Course Name:

   English 12 First Peoples Part 1 (ABE Provincial English First Peoples-Pt 1)

Effective Date: September 2018

School/Centre: Arts & Sciences

Is this a non-credit course?


Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Parker</td>
<td><a href="mailto:jpark@vcc.ca">jpark@vcc.ca</a></td>
<td>7356</td>
</tr>
</tbody>
</table>

Banner Course Name:

English 12 First Peoples Pt 1

Subject Code: ENGL - English

Course Number: 0985

Year of Study: ABE Provincial Level (Grade 12)

Credits: 4

In Workflow

1. 2004 Leader
   Todd Rowla
   (trowlatt): Approved for 2004 Leader

2. SAS Dean
   David Wells
   (dwells): Approved for SAS Dean

3. Curriculum Committee Chair
   Todd Rowlatt
   (trowlatt): Approved for Curriculum Committee Chair

4. EDCO Chair

5. Registrar

6. Banner

Approval Path

1. 05/02/18 3:58 pm
   Todd Rowlatt
   (trowlatt): Approved for 2004 Leader

2. 08/09/18 12:04 pm
   David Wells
   (dwells): Approved for SAS Dean

3. 09/26/18 11:45 am
   Todd Rowlatt
   (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course includes the articulated learning outcomes of 0981 Provincial English, but it is delivered in a class-based format developed through thematic units taken from the FNESC First Peoples 12. It includes experiential learning, collaboration and group work, guest speakers, and field trips to connect students with local Indigenous individuals and groups. It adheres to First Nations protocols and makes explicit Indigenous ways of knowing, intellectual copyright of stories and directly addresses the issue of appropriation.

It includes a variety of texts and connects orality to literacy. It includes origin stories, traditional storytelling, speeches, digital narratives, TED Talks and stand-up comedy. It includes documentaries, songs, and poetry. The themes are family, identity, culture, community, oral history, land claims and land use.

Both English First Peoples 12 Part 1 (ABE Provincial English First Peoples - Part 1) and English 12 First Peoples Part 2 (ABE Provincial English First Peoples - Part 2) are required for completion of ABE Provincial English First Peoples.

This course was developed in consultation with local Indigenous communities.

Course Pre-Requisites (if applicable):
English 11, English 0981 English 12 Part 1 or VCC assessment scores: Reading 60, Grammar 45, writing 0981 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of PLAR:

Course Learning Outcomes (CLO):

| CLO #1 | Students will meet the learning outcomes for ABE Provincial level English (Literature) as stated in the most recent ABE Articulation Handbook: https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/2016-17_abe_guide.pdf

They will also meet the outcomes for Indigenous Studies Provincial Level also in the articulation handbook. |
Instructional Strategies:
Students will do field trips, online assignments, group projects and in-class assignments.

Evaluation and Grading

Grading System: Letter Grade (A-F)
D

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tr>
<td>Assignments</td>
<td>20</td>
<td>reflective learning logs, narrative essay</td>
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<td>Field Experience</td>
<td>20</td>
<td>participation/reflection of field trips</td>
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<tr>
<td>Midterm Exam</td>
<td>15</td>
<td>literary terminology</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>group projects and special events</td>
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<tr>
<td>Participation</td>
<td>10</td>
<td>discussion in class and online in forums</td>
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<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>oral presentation</td>
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</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
96

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics
Course Topics:

- oral traditions storytelling
- andragogy of story-telling
- ownership of/protocols around storytelling oral histories
- memoirs speeches
- multi-media stories songs
- poetry
- poetic devices documentaries
- talking circles/reading circles debating
- respectful disagreement

Resource Material(s)

- VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Primary Proposal

Provide a rationale for this proposal:

As an ally, I believe it is paramount to Indigenize ABE courses at all levels. In the words of Cherie Dimaline, “There is much you can do to be good allies, and so many already are. Let’s start with: buy Indigenous books, support the work of Indigenous writers, and don’t set fires you can’t possibly control”. There has been a tremendous proliferation of Indigenous literary texts, many of which are by young, contemporary Indigenous writers and artists. These texts provide voice to Indigenous people on current issues as well as provide rich content with literary merit. It is time to include published Indigenous authors into the literary canon. It is time to provide the conceptual framework to facilitate discussion and discourse of these texts through an Indigenous literary lens. I will be completing an MA in English with a specialization in Indigenous literature and have attended numerous events showcasing Indigenous writers, film-makers, and educators. I am liaising with our IECE department to ensure all curricular choices I make meet with our Indigenous community’s sense of protocols and specifications.

Are there any expected costs as a...
result of this proposal?
Purchase of film rights, books, anthologies
Possible field trip and guest speaker costs

Consultations

<table>
<thead>
<tr>
<th>Consulted Areas</th>
<th>Consultation Comments</th>
</tr>
</thead>
</table>
| Faculty/Department                       | VP Academic, Dean
Meeting with FNESC fall 2017
Organizing poetry/spoken word event ongoing
Worked on course outlines with department leaders Jan/Feb
Submitted course outlines to CCA/CF recently |
| Other Department(s)                      | CID work on course moodle shell ongoing meet weekly with John Love                     |
| Indigenous Education & Community Engagement (IECE) | Meetings emails conversations with Tami, ongoing                                       |
|                                          | Consultation with John Love weekly
Had meeting with Andy Sellwood April       |
| Learning Centre                          | Discussed group work for Part 1 with Todd
Submitted course outline
Will liaise with learning centre re: literary essay assignment for Part 2 |
| Library                                  | Have asked Virginia Adams to purchase some poetry anthologies
Submitted course outline                  |
| Registrar's Office                       | Have consulted with Denis re: course numbers, equivalents                              |

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer
Comments
KJ Hills (kjhills) (04/30/18 4:24 pm): Overall, this sounds like a very comprehensive and well-thought out course. Just a couple of comments: I believe the marks for assignments don't add up to 100. Also, is it really correct to say that D is a passing grade? I don't know how that is decided, but it seems to me it sets expectations very low.

David Wells (dwells) (08/09/18 12:04 pm): KJ is correct. Assessments add up to 95 and should be amended to 100. Thank you for your work on this
Course Change Request

New Course Proposal

Date Submitted: 04/26/18 10:16 am

Viewing: ENGL 0995 : English 12 First Peoples Pt 2

Last edit: 09/26/18 11:44 am

Changes proposed by: trowlatt

Course Name:
English 12 First Peoples Part 2 (ABE Provincial English First Peoples-Pt 2)

Effective Date: January 2019

School/Centre: Arts & Sciences

Is this a non-credit course?


Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Jane Parker</td>
<td><a href="mailto:jparker@vcc.ca">jparker@vcc.ca</a></td>
<td>7356</td>
</tr>
</tbody>
</table>

Banner Course: English 12 First Peoples Pt 2

Name:

Subject Code: ENGL - English

Course Number: 0995

Year of Study: ABE Provincial Level (Grade 12)

Credits: 4

Approval Path

1. 05/02/18 3:58 pm
   Todd Rowlatt (trowlatt): Approved for 2004 Leader

2. 08/09/18 12:05 pm
   David Wells (dwells): Approved for SAS Dean

3. 09/26/18 11:45 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

In Workflow

1. 2004 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Registrar
6. Banner

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course includes the articulated learning outcomes of 0991 Provincial English, but it is delivered in a blended class-based, self-paced and online format developed through thematic units taken from the FNESC First Peoples 12. It includes experiential learning, collaboration, online and self-paced learning. It includes paper-based and digital texts.

It includes a variety of texts, including video games, role plays, short stories, film, novels, graphic novels and speculative fiction. Students develop research and analysis skills and practice writing using the writing process in terms of brainstorming, organizing, drafting, and editing. Students learn MLA formatting, write a research paper, and create a digital portfolio.

Both English First Peoples 12 Part 1 (ABE Provincial English First Peoples - Part 1) and English 12 First Peoples Part 2 (ABE Provincial English First Peoples - Part 2) are required for completion of ABE Provincial English First Peoples.

This course was developed in consultation with local Indigenous communities.

Course Pre-Requisites (if applicable):

English 11, English 0981 English Part 1 or VCC assessment scores: Reading 60, Grammar 45, writing 0981 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of PLAR:

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Students will meet the learning outcomes for ABE Provincial level English (Literature) as stated in the most recent ABE Articulation Handbook: <a href="https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/2016-17_abe_guide.pdf">https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/2016-17_abe_guide.pdf</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They will also meet the outcomes for Indigenous Studies Provincial Level also in the articulation handbook.</td>
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</tbody>
</table>
Instructional Strategies:
Students will do collaborative activities, online discussion forums, online tests, complete a research paper, and develop a digital portfolio.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System: Letter Grade (A-F)</th>
<th>Passing grade:</th>
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<tbody>
<tr>
<td>D</td>
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**Evaluation Plan:**

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<tr>
<td>Assignments</td>
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<td>Field Experience</td>
<td>10</td>
<td>role plays/video games</td>
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<td>Midterm Exam</td>
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<td>short story test</td>
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<td>Project</td>
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<td>research paper on novel</td>
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<td>Participation</td>
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<td>discussion in online forums</td>
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<td>grammar tests</td>
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**Hours by Learning Environment Type**

Lecture, Seminar, Online

- 96

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

**Course Topics**

Course Topics:
Course Topics:

History and Colonization
Addiction, Grief, Loss
Well-being, resilience, healing
Nurturing, Sharing Responsibility
Transitions
Decision-making
Self-reliance
Dreams/Visions
Transformation
Short fiction, film, graphic novel, speculative fiction

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ENGL 0985

Provide a rationale for this proposal:

Are there any expected costs as a
Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

KJ Hills (kjhills) (04/30/18 5:03 pm): I have the same comment as for part 1. D as a passing grade seems quite low. Other than that, the course looks robust and comprehensive.
DECISION NOTE

PREPARED FOR: Education Council

DATE: October 9, 2018

ISSUE: Revisions to Civil/Structural Technician Certificate program

BACKGROUND:
The Civil/Structural Technician certificate is one of three certificates in the CAD & BIM programs. The Department is proposing replacing two of the courses. DRAFT 1330 Advanced Road Design and DRFT 1331 Civil Utility Services focus more on the complex expectations required for Civil Technicians, while the two courses that are proposed for deactivation (DRFT 1320 Architectural Concepts and DRFT 1386 Residential Wood Framing) focus more on the Architectural side of the program.

DISCUSSION:
Bruce McGarvie, Department Leader of CAD & BIM, and Kelly Wightman, the instructor for the Civil/Structural Technician program, presented. After researching other programs and consultation with the Program Advisory Committee and other industry contacts, the Department feels the residential architectural components fit better in the Architectural Technician program, and that the industry requires higher-level technical Civil courses. The Department identified a gap across post-secondary institutions for these types of courses and believe it will give VCC students an edge. There were a few minor changes to the Program Content Guide as well, included adjustments to the Program Description, Program Outcomes and the maximum time for completion.

Curriculum Committee requested a few minor edits, and those changes have been made. The proposed Effective Date is September 2019.

RECOMMENDATION:
THAT Education Council approve revisions to the Civil/Structural Technician Certificate program, including the creation of two new courses (DRFT 1330 Advanced Road Design and DRFT 1331 Civil Utility Services) and the deactivation of two courses (DRFT 1320 Architectural Concepts and DRFT 1386 Residential Wood Framing).

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 28, 2018
Program Change Request

Date Submitted: 06/27/18 3:37 pm

Viewing: Civil/Structural Technician Certificate

Last approved: 06/21/18 1:43 pm
Last edit: 09/26/18 11:55 am
Changes proposed by: tconklin

Program Name: Civil/Structural Technician Certificate
Credential Level: Certificate
Effective Date: September 2019
School/Centre: Trades, Technology & Design
Department: Drafting(4203)

In Workflow
1. 4203 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 06/29/18 1:21 pm
   Bruce McGarvie (bmcgarvie): Approved for 4203 Leader
2. 09/06/18 9:57 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/26/18 12:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 18, 2017 by clmig-jwehrheim
2. May 14, 2018 by Carlie Deans (cdeans)
3. Jun 21, 2018 by Nicole Degagne (ndegagne)
Program Content Guide

Goal

Graduates of this program will have developed the drafting and 3D Building Information Modeling (BIM) skills that will enable them to work as team members in consulting engineering firms, architectural firms, municipal, provincial or federal offices, as well as in private industry. Graduates will be prepared to work on a wide variety of structures, highway construction and real estate development work.

Admission Requirements

Grade 12 graduation or equivalent
English Language Proficiency at a grade 12 level or CLB/CLBPT Listening 8, Speaking 7, Reading 8, and Writing 7 Apprenticeship and Workplace Math 11 or equivalent or VCC Math Assessment with 80% Basic Arithmetic and 72% Basic Algebra

Note:
Applicants who do not meet the English language requirement may be admitted at the discretion of the Department

Applicants who have met all the above requirements and have completed high school Drafting 11 and 12 may, with Departmental approval, apply for direct entry into Level 2 of the program.
For assistance with meeting the entrance requirements, please contact Advising Services to schedule an appointment with an Advisor.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Duration: Ten (10) months comprised of three levels.
Maximum Time for Completion: Three (3) years.
Program Learning Outcomes

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

- Use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
- Describe concepts in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
- Employ Computer Aided Drafting (CAD) and three dimensional modelling systems skills to produce drawings from data, designs and/or specifications.
- Demonstrate an understanding of drafting and 3D modeling skills and conventions.
- Develop drafting, 3D Building Information Modeling (BIM) and related trade skills and knowledge.
- Utilize critical thinking, team building and interpersonal communication skills.
- Use concepts of residential building construction and technology to plan and detail a residential building in accordance with local bylaws and the BC Building Code.
- Apply concepts of civil technology and planning to produce drawings and three dimensional models for the development of a civil and industrial site.
- Use structural engineering theories and BIM practices to prepare engineering drawings for three dimensional models of structures, which incorporate reinforced concrete and structural steel.
- Prepare a comprehensive professional portfolio.
- Prepare a résumé and letters of application and perform other related job search skills.

Instructional Strategies, Design, and Delivery Mode

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

Evaluation of Student Learning

Students are evaluated by:
- Practical projects
- Exams
- Drawings
- Presentations
Recommended Characteristics of Students

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

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>DRFT 1010</strong> CAD Drafting Fundamentals</td>
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<tr>
<td><strong>DRFT 1011</strong> CAD Drafting Applied</td>
<td>3</td>
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<tr>
<td><strong>DRFT 1012</strong> Office &amp; Construct Site Safety</td>
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<tr>
<td><strong>DRFT 1013</strong> Construction Mathematics</td>
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<tbody>
<tr>
<td><strong>DRFT 1226</strong> Construction Drawing Reading</td>
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<td><strong>DRFT 1280</strong> Industrial Site Layout</td>
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<td><strong>DRFT 1281</strong> Autodesk Civil 3D</td>
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<tr>
<td><strong>DRFT 1282</strong> Road Alignment Detailing</td>
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<td><strong>DRFT 1283</strong> Steel Structures</td>
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<td><strong>DRFT 1285</strong> Foundation Design Concepts</td>
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<td><strong>DRFT 1327</strong> Revit Structures</td>
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<tr>
<td><strong>DRFT 1330</strong> Advanced Road Design</td>
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<tr>
<td><strong>DRFT 1331</strong> Civil Utility Services</td>
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<td><strong>DRFT 1370</strong> Technical Communications</td>
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</tr>
<tr>
<td><strong>DRFT 1380</strong> AutoCAD 3D and Assemblies</td>
<td>2</td>
</tr>
<tr>
<td><strong>DRFT 1381</strong> Miscellaneous Steel</td>
<td>1</td>
</tr>
<tr>
<td><strong>DRFT 1383</strong> Quantity Take Offs</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>DRFT 1384</strong> Concrete Slab on Grade Flr Sys</td>
<td>2</td>
</tr>
</tbody>
</table>
DRFT 1385 Reinforced Concrete Struct Comp 3

DRFT 1386

<table>
<thead>
<tr>
<th>Credits</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>39</td>
</tr>
</tbody>
</table>

Transcript of Achievement

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

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

## Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>71-75</td>
<td></td>
<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>60-65</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>56-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-55</td>
<td>Minimum Pass</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Audit. No Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td></td>
<td>Exempt. Credit Granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td></td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Rationale and Consultations

Provide a rationale for this proposal.

After researching the curriculum of many other colleges in Western Canada, we see an opportunity for our graduates to be more competitive in the workplace without adding any length to the existing program. We have reviewed the current program with industry professionals and our PAC and have identified an area of the Civil portion of the program that can be improved with the addition of more advanced Civil modelling curriculum. The short Architectural portion is covered in the Architectural Certificate Program and available to students in the CAD & BIM Technician Diploma. These 4 weeks were identified by the PAC as better utilized to add content to the expanding Civil Engineering Technical field.

For the Civil/Structural students, this new curriculum would align with the complex industry expectations for Civil Technicians and will apply the technical knowledge in a higher-level Building Information Modeling (BIM) application. The PAC has identified that the Architectural portion of the program does not enhance the graduates of the Civil/Structural program and replacing this curriculum with higher-level technical Civil courses would be to the advantage of our graduates, meeting increased industry demands. The PAC has identified the existing Civil Project as not in alignment with the current complexities of today's market and high technical skills.

By replacing the two, 4-week Architectural courses, DRFT 1320 and DRFT 1386, with the two new Civil courses of the same hours and credits, VCC graduates will have the advantage needed to be fully competent in today's fast moving sophisticated technology.

To develop changes to the Program, revisions to the Program Learning Outcome are as follows:

A. Remove PLO Number 7 from the Program Content Guide:

"Use concepts of residential building construction and technology to plan and detail a residential building in accordance with local by-laws and the BC Building Code."
B. Revise number 8 as follows:

Apply concepts of civil technology and planning to produce drawings and three dimensional models for the development of a "Civil" site.

By implementing this revision to the PCG Program Learning Outcomes, I will be able to implement the higher level technical Civil courses.

These revised courses will:

- Achieve higher levels of quality by meeting accreditation standards
- Improve graduate outcomes and student satisfaction
- Increase in employer satisfaction with program graduates
- Contribute to the projected skills shortage
- Enhance graduate reputation with employers
- Create new learning opportunities that will enhance the student’s chances of gaining employment.
- Offer quality training in the field of Civil drafting that has a growing demand for 3D building information modeling.
- The focus of the new courses is to provide high-quality curriculum that leads the student to success and maintain an admirable reputation in the industry

Upon further review with Advising and RO it was determined the language and math requirements in our February 2018 EDCO submission for BC High School graduates were more stringent than our intention and created an unwarranted barrier to admission. This proposal addresses this and is more aligned with our intention.

Are there any expected costs to this proposal.

No.

Consultations

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>June 5, 2018 Department meeting. Reviewed Course Outlines</td>
</tr>
<tr>
<td></td>
<td>Department supports initiative</td>
</tr>
<tr>
<td></td>
<td>March 2018</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>June 5, 2018 Met with Tim Conklin, Department Assistant. He is in support of Course changes March 2018</td>
</tr>
<tr>
<td>Consulted Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>June 21, 2018 Met with Rajesh Kapoor, Wendy LaFrance, Les Apouchtine to discuss changes to the program, deletion of 2 existing courses and addition of 2 courses. They had no concerns and all are in full support. Discussed how these changes could affect the Diploma Program and the will be affect to future or past students. March 14 – Mar 20, 2018 Consultation meeting &amp; emails.</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>June 21, 2018 Met with Rajesh Kapoor, Wendy LaFrance, Les Apouchtine to discuss changes to the program, deletion of 2 existing courses and addition of 2 courses. They had no concerns and all are in full support. Discussed how these changes could affect the Diploma Program and the will be affect to future or past students. March 14 – Mar 20, 2018 Consultation meeting &amp; emails.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>June 21, 2018 Met Rachel Gysbers to discuss changes to the program, deletion of 2 existing courses and addition of 2 courses, she had no concerns and is in full support. Discussed how these changes could affect the Diploma Program and the will be affect to future or past students. May 29, 2018</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>E-mail to be sent June 22.</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Update (September 14, 2018): Response received September 11, 2018 from Emily Simpson. Minor formatting edits were suggested. May 29, 2018</td>
</tr>
<tr>
<td>Library</td>
<td>E-mail to be sent June 22</td>
</tr>
<tr>
<td>PAC/CEG</td>
<td>January 30, 2018 Discussed changes to the Civil portion of the program. Advancing the Civil Project to conform to current Industry standards. Feedback was unanimous and positive to Increase Civil Structure and remove the 2 Architectural Courses.</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer
Comments

Key: 33
Course Change Request

New Course Proposal

Date Submitted: 06/27/18 3:47 pm

Viewing: DRFT 1330 : Advanced Road Design

Last edit: 09/26/18 12:01 pm

Changes proposed by: tconklin

Programs referencing this course

33: Civil/Structural Technician Certificate

In Workflow

1. 4203 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 06/29/18 1:22 pm
   Bruce McGarvie (bmcgarvie):
   Approved for 4203 Leader

2. 09/06/18 9:57 am
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean

3. 09/26/18 12:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce McGarvie</td>
<td><a href="mailto:bmcgarvie@vcc.ca">bmcgarvie@vcc.ca</a></td>
<td>8536</td>
</tr>
</tbody>
</table>

Banner Course Name:
Advanced Road Design

Subject Code: DRFT - Drafting

Course Number: 1330

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
Using Civil 3D software, students will apply sophisticated Civil Drafting techniques to advance the Site and Road design modules from the previous level. They will create drawings for a subdivision using advanced Corridor Modeling that will meet municipal and industry design standards.

Course Pre-Requisites (if applicable):

- DRFT 1280 Industrial Site Layout, DRFT 1281 Autodesk Civil 3D and DRFT 1282 Road Alignment Detailing

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Design Urban Municipal Land Parcels</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Apply BC Supplement to Geometric Design Guidelines to model road corridor</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create Advanced Road Assemblies &amp; Sub assemblies</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Design Road Intersection</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Preform Quantity take-offs for road design</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Produce combined Cross Section</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Generate Drawing Production Sheets for Road Cross Sections</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Generate Plan &amp; Profile Drawing Production Sheets for Roads</td>
</tr>
</tbody>
</table>

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

Instructional Strategies:
Lectures, handout materials, video presentation, on-line activities, and project/problem based learning activities are used.
Evaluation and Grading

Grading System: Letter Grade (A-F)
Passing grade: C-

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Practical and written quizzes</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Practical exam</td>
</tr>
<tr>
<td>Project</td>
<td>50</td>
<td>Minimum of 3 project-based assignments of approximately equal value (20%, 15% and 15%)</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
20

Lab, Clinical, Shop, Kitchen, Studio, Simulation
40

Practicum
Self Paced / Individual Learning

Course Topics

Course Topics:
Course Topics:

Create Single family land Parcels
Create Parcel site for industrial building
Create Parcel Site for Green space
Work with Generic Subassemblies
Work with Conditional Subassemblies
Model Corridor
Model Road Intersection
Compute Quantities for Road Design
Create Plan-Profile Sheet Production
Label Cross Sections
Cross Section Sheet Production

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
Civil Structural Technician Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer
Comments
Course Change Request

New Course Proposal

Date Submitted: 06/27/18 3:49 pm

Viewing: DRFT 1331: Civil Utility Services

Last edit: 09/26/18 12:03 pm
Changes proposed by: tconklin

Programs referencing this course
33: Civil/Structural Technician Certificate

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce McGarvie</td>
<td><a href="mailto:bmcgarvie@vcc.ca">bmcgarvie@vcc.ca</a></td>
<td>8536</td>
</tr>
</tbody>
</table>

In Workflow
1. 4203 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 06/29/18 1:22 pm
   Bruce McGarvie (bmcgarvie):
   Approved for 4203 Leader
2. 09/06/18 9:57 am
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 09/26/18 12:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Courses referencing this course
33: Civil/Structural Technician Certificate

Course Name:
Civil Utility Services

Effective Date: September 2019

School/Centre: Trades, Technology & Design

Department: Drafting(4203)

Contact(s)

Banner Course Name:
Civil Utility Services

Subject Code: DRFT - Drafting

Course Number: 1331
Course Description:
Building on the Advanced Road Design course, students will expand their knowledge and skill of pipe networks by creating drawings for a subdivision storm and sanitary system. Additionally, students will model profiles and cross sections applicable to municipal and industry design standards.

Course Pre-Requisites (if applicable):

DRFT 1280 Industrial Site Layout, DRFT 1281 Autodesk Civil 3D and DRFT 1282 Road Alignment Detailing

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

- CLO #1 Create Data Shortcuts
- CLO #2 Publish Data Shortcuts File
- CLO #3 Create pipe Networks for Storm & Sanitary
- CLO #4 Generate Plan & Profile Drawing Production Sheets for Road Design and Underground Utilities
- CLO #5 Produce Combined Cross Sections (Original ground, Design Ground, Utilities)
- CLO #6 Generate Design Reports for all aspects of the Design, Alignments, Profiles, Surface Model and Utilities
- CLO #7 Generate drawing exchange files to be shared with other software

Instructional Strategies:
Lectures, handout materials, video presentation, on-line activities, and project/problem based learning activities are used.
Grading System: Letter Grade (A-F)
C-

Passing grade:

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Practical and written quizzes</td>
</tr>
<tr>
<td>Exam</td>
<td>25</td>
<td>Practical exam</td>
</tr>
<tr>
<td>Project</td>
<td>50</td>
<td>Minimum of 3 project-based assignments of approximately equal value (20%, 15% and 15%)</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

- Lecture, Seminar, Online
  - 20
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
  - 40
- Practicum
- Self Paced / Individual Learning

Course Topics:

- Creating Data Shortcuts Project folder
- Publishing Data Shortcuts
- Designing a Storm Sewer Network
- Creating Pipe Network
- Drawing and Editing Pipe Networks
- Labeling Pipes
- Cross sections Sheet Production
- Project Object to Section View
- Reports Manager

Resource Material(s)
**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Civil Structural Technician Certificate

Provide a rationale
for this proposal:

Are there any expected costs as a consultation?

---

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 06/21/18 2:20 pm

In Workflow
1. 4203 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 06/25/18 9:08 am
   Bruce McGarvie (bmcgarvie): Approved for 4203 Leader
2. 09/06/18 9:57 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/26/18 12:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Viewing: DRFT 1320: Architectural Concepts

Last edit: 06/21/18 2:20 pm

Changes proposed by: mheaps

In The Catalog Description:

Other Courses
referencing this
course

In The Catalog Description:

Course Name: Architectural Concepts

Effective Date: September 2019

School/Centre: Trades, Technology & Design

Department: Drafting(4203)

Banner Course Name: Architectural Concepts

Subject Code: DRFT - Drafting

Course Number: 1320

Year of Study: 1st Year Post-secondary

Credits: 3

Course Description:
This course introduces students to architectural drafting practices, architectural construction and the building codes used in architectural projects.
This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>Layout of an Architectural drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce a residential architectural floor plan to accepted industry standards</td>
</tr>
<tr>
<td>Produce a residential architectural plot or site plan to accepted industry standards</td>
</tr>
<tr>
<td>Produce a residential architectural building section drawing to accepted industry standards</td>
</tr>
<tr>
<td>Produce a residential architectural building elevation drawing to accepted industry standards</td>
</tr>
<tr>
<td>Identify and apply building practices &amp; components in the production of build code compliant drawings</td>
</tr>
</tbody>
</table>

Instructional Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

| C- |

Passing grade:

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>70</td>
<td>Minimum of 4 problem/project-based major assignments of approximately equal value.</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Quizzes/Tests</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online
  - 30
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
  - 60
- Practicum
- Self Paced / Individual Learning

**Course Topics**

- **Course Topics:**
  - Architectural drafting techniques
  - Floor plans
  - Plot plans
  - Sections and details
  - Elevations
  - Construction practices and building codes

**Resource Material(s)**

- VCC Education and Education Support Policies

---

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?
Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 06/21/18 2:44 pm

Viewing: DRFT 1386: Residential Wood Framing

Last edit: 06/21/18 2:44 pm
Changes proposed by: mheaps

In Workflow
1. 4203 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 06/25/18 9:09 am
   Bruce McGarvie (bmcgarvie):
   Approved for 4203 Leader
2. 09/06/18 9:57 am
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 09/26/18 12:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

Effective Date: September 2019

School/Centre: Trades, Technology & Design

Department: Drafting(4203)

Contact(s)

Banner Course Name: Residential Wood Framing

Subject Code: DRFT - Drafting

Course Number: 1386

Year of Study: 1st Year Post-secondary

Credits: 1

Course Description:
In this course, students build on the architectural residential design of Architectural Concepts by applying the code and theory of Wood Framing for Residential Structures, and preparing layout and detail drawings to complete a full residential wood framed project.
This course is part of the full-time Architectural Technician, Civil/Structural Technician, Steel Detailing Technician Certificate Programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply correct span tables to size framing members.</td>
</tr>
<tr>
<td>Properly use industry convention symbols used in wood-frame construction documents.</td>
</tr>
<tr>
<td>Create floor and roof framing plans, complete with load transfers.</td>
</tr>
<tr>
<td>Produce wood connection details using fasteners commonly used in industry.</td>
</tr>
<tr>
<td>Apply knowledge of wood framing theory.</td>
</tr>
</tbody>
</table>

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

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
Passing grade: C-

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</thead>
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</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Quizzes/Tests</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online
  - 10
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
  - 20
- Practicum
- Self Paced / Individual Learning

**Course Topics**

**Course Topics:**

- Use of CMHC framing tables.
- Review wood framing design handbook
- Layout of floor joist, roof rafters or trusses.
- Layout of post & beam and load bearing transfers.
- Detail of beam-post connections, hangers and post bases.

**Resource Material(s)**

- VCC Education and Education Support Policies

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?
DECISION NOTE

PREPARED FOR: Education Council

DATE: October 9, 2018

ISSUE: ITA-mandated revisions to Auto Collision Repair, Auto Refinishing Prep, and Auto Paint & Refinishing programs and apprenticeships

BACKGROUND:
The Industry Training Authority (ITA) is the provincial body that governs our trade programs. The ITA has mandated a series of changes to the Auto Collision Repair Technician Certificates, the Auto Collision Repair Apprentice, the Auto Refinishing Prep Technician Certificate, the Auto Refinishing Prep Technician Apprentice, and the Auto Paint & Refinishing Technician Apprentice.

There was an extensive reorganization of program goals and outcomes, along with changes to admission requirements, and a restructuring of course outcomes to align with the new program outcomes. The changes to course content is not as significant. The department also took the opportunity to update their course outlines to meet VCC standards.

The department is expecting another series of major updates in two to three years as these program go through a national harmonization process.

DISCUSSION:
Robin Popow was the lead curriculum developer and presented with David Cross, the Department Leader for these programs. Most of the language is mandated by the ITA, so areas like program learning outcomes cannot be changed.

Most of the changes recommended were to the three Certificate programs. Major changes were:
• Adjusting the name of the Auto Collision Repair Technician Certificate (High School cohort) to match the College’s typical naming practice. These students receive the same credential as students attending VCC’s facilities.
• Adjusting the admission requirements to use standard language.
• Course lists were updated to reflect the changing course numbers proposed by the RO.

All the changes have been made. The proposed Effective Dates are January 2019.

RECOMMENDATION:
There are three motions:
THAT Education Council approve revisions to the program content guide and courses for the Auto Collision Repair Technician Certificate and the Auto Collision Repair Technician Certificate (High School Cohort) programs.

THAT Education Council approve revisions to five apprentice courses: ACAP 1001 Auto Collision Repair Technician Apprentice Level 1, ACAP 2001 Auto Collision Repair Technician Apprentice Level 2, ACAP 3001 Auto Collision Repair Technician Apprentice Level 3, ARAP 1001 Auto Refinishing Prep Technician Apprentice, and APAP 1001 Auto Paint and Refinishing Technician Apprentice.

THAT Education Council approve revisions to the program content guide and courses for the Auto Refinishing Prep Technician Certificate program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 28, 2018
Program Change Request

Date Submitted: 09/07/18 1:29 pm

Viewing: Auto Collision Repair Technician Certificate

Last approved: 12/15/17 11:28 am
Last edit: 09/28/18 10:41 am
Changes proposed by: rpopow

Program Name: Auto Collision Repair Technician Certificate
Credential Level: Certificate
Effective Date: January 2019
School/Centre: Trades, Technology & Design
Department: Automotive Collision Repair(4301)

In Workflow
1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 08/28/18 2:58 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:34 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:51 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:42 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:54 am
   Todd Rowla (trowla): Approved for Curriculum Committee Chair

History
1. Dec 15, 2017 by clmig-jwehrheim

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Cross</td>
<td><a href="mailto:dcross@vcc.ca">dcross@vcc.ca</a></td>
<td>7543</td>
</tr>
<tr>
<td>Robin Popow</td>
<td><a href="mailto:rpopow@vcc.ca">rpopow@vcc.ca</a></td>
<td>778-838-6292</td>
</tr>
</tbody>
</table>

Program Content Guide

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Goal

This program is designed for people who wish to obtain employment in the Automotive Industry as an Automotive Collision Repair Technician. Automotive Collision Repair Technicians restore the structural integrity of damaged vehicles by straightening vehicle structure, repairing or removing damaged sections and priming and preparing and applying refinishing products to repaired surfaces. As an Automotive Collision Repair Technician, you will also repair and/or replace glass and interior and exterior components of the vehicle. Duties also include verifying dimensional accuracy, system functions, passenger protection, proper alignment and proper handling.

Upon successful completion of the program, students may receive first year auto collision apprenticeship technical credit from the British Columbia Industry Training Authority equal to Level 1 of apprentice technical training for the Automotive Collision Repair Technician program and 625 Work-Based Training hours credit. Towards their first year apprenticeship work-based hours. Through work experience, qualified students will be able to integrate the theoretical knowledge gained in the classroom with practical experience of the workplace.

Admission Requirements

Applicants must have graduated from an appropriate career preparatory program or meet the English and Math requirements by successfully completing the following:
- English 10 or equivalent; and
- Communications 11 or equivalent.

Apprentice and Workplace
- Math 10 or equivalent; or
- 80% on the VCC Basic Arithmetic Assessment.

PLAR is not available in this program.

Program Duration & Maximum Time for Completion

This full-time program is 8 months in duration (32 weeks) and must be completed within 3 years.

Program Learning Outcomes

Upon completion of this program, graduates will be able to:
- Apply the skills and knowledge necessary to perform as a Level 1 Automotive Collision Repair Technician as per the Industry Training Authority of British Columbia, provincial program standards;
- Evaluate completed repairs for consistency, accuracy and quality according to industry specifications and standards;
- Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles;
- Practice professional etiquette in a team environment;

Instructional Strategies, Design, and Delivery Mode

This program provides a wide range of opportunities for student learning in classroom, shop and workplace settings. In addition to hands-on practical experience at VCC’s own state of the art automotive collision repair and refinishing facility instructional activities such as lectures, demonstrations, group work, peer assessment, reflective journaling, and project-based learning strategies may be used throughout the program.

The major portion of the class time is devoted to theory which is presented by means of lectures, demonstrations, and occasional guest speakers and field trips. Students work both individually and in groups. Students are required to apply and demonstrate collision repair skills in our collision shop in a manner that conforms to industry standards. A segment of the program time is normally set aside for student work experience. The objective of the work experience is to place students temporarily in a challenging work environment requiring the application of the skills learned in the program.

Evaluation of Student Learning

Evaluation: An evaluation of the learning progress of each student is prepared by the instructor. Evaluation is a combination of assessment of practical assignments, projects, theory exams, exam, and/or practical exams, exam.
Recommended Characteristics of Students

Personal hygiene, grooming and appearance acceptable to a service industry;
Good hand dexterity for operating equipment and machines;
Command of oral and written English;
Ability to understand and follow oral and written instruction;
Good general health and respiratory condition;
Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program;
Ability to tolerate noise and vibration;
Mechanical aptitude and interest;
Good hand-eye coordination;
Good eyesight and colour vision;
Good line, form and depth perception;
Possession of valid BC driver’s license.

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRT 1110 Occupational Skills and Safety 1</td>
<td>2.5</td>
</tr>
<tr>
<td>ACRT 1111 Tools and Equipment 1</td>
<td>1.5</td>
</tr>
<tr>
<td>ACRT 1112 Oxy-Acetylene Welding 1</td>
<td>1</td>
</tr>
<tr>
<td>ACRT 1113 MIG Welding 1</td>
<td>2</td>
</tr>
<tr>
<td>ACRT 1114 Sheet Metal Repair 1</td>
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<tr>
<td>ACRT 1115 Plastics and Composites 1</td>
<td>1</td>
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<td>ACRT 1116 Surface Preparation 1</td>
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<tr>
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<tr>
<td>ACRT 1120 Welding, Heating and Cutting Steel 13</td>
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<tr>
<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Term Two</th>
<th>Credits</th>
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<td>ACRT 1210 Occupational Skills and Safety 2</td>
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<td>ACRT 1211 Tools and Equipment 2</td>
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<tr>
<td>ACRT 1212 Oxy-Acetylene Welding 2</td>
<td>1</td>
</tr>
<tr>
<td>ACRT 1213 MIG Welding 2</td>
<td>2</td>
</tr>
<tr>
<td>ACRT 1214 Sheet Metal Repair 2</td>
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<tr>
<td>ACRT 1215 Plastics and Composites 2</td>
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<tr>
<td>ACRT 1216 Surface Preparation 2</td>
<td>2</td>
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<tr>
<td>ACRT 1217 Construction and Components 2</td>
<td>1</td>
</tr>
<tr>
<td>ACRT 1218 Automotive Detailing 2</td>
<td>1</td>
</tr>
<tr>
<td>ACRT 1230 Welding, Heating and Cutting Steel 22</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>
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 Description</th>
<th>Grade Point Equivalency</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
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</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-75</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>67-70</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>60-66</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>55-59</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Course Standings**

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

**Grade Point Average (GPA)**

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

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

**Rationale and Consultations**

Provide a rationale for this proposal. The purpose of the proposed changes is to update this program and associated high school program and apprenticeship courses according to changes in our industry and to align to updated provincial curriculum (ITA Program Outline). Additionally, we aim to update all PCGs and COs to the current VCC standard. All current ITA exams are based on updated provincial curriculum and so the need for a mass submission.

Submissions referencing this proposal include:

Auto Collision Repair Technician Certificate program
Program courses:
Term 1
ACRT 1110 Occupational Skills and Safety 1  
ACRT 1121 Automotive Detailing  
ACRT 1111 Tools and Equipment 1  
ACRT 1120 Welding Heating Cutting Steel 1  
ACRT 1114 Sheet Metal Repair 1  
ACRT 1115 Plastics and Composites 1  
ACRT 1116 Surface Preparation 1  
ACRT 1117 Construction and Components 1  

Term 2  
ACRT 1222 Transition to Industry  
ACRT 1210 Occupational Skills and Safety 2  
ACRT 1211 Tools and Equipment 2  
ACRT 1230 Welding Heating Cutting Steel 2  
ACRT 1214 Sheet Metal Repair 2  
ACRT 1215 Plastics and Composites 2  
ACRT 1216 Surface Preparation 2  
ACRT 1217 Construction and Components 2  

Auto Collision Repair Technician Certificate High School program  
Program courses:  
Term 1  
ACRT 1110 Occupational Skills and Safety 1  
ACRT 1121 Automotive Detailing  
ACRT 1111 Tools and Equipment 1  
ACRT 1120 Welding Heating Cutting Steel 1  
ACRT 1114 Sheet Metal Repair 1  
ACRT 1115 Plastics and Composites 1  
ACRT 1116 Surface Preparation 1  
ACRT 1117 Construction and Components 1  
Term 2  
ACRT 1220 Occupational Skills and Safety 2  
ACRT 1221 Tools and Equipment 2  
ACRT 1240 Welding Heating Cutting Steel 2  
ACRT 1224 Sheet Metal Repair 2  
ACRT 1225 Plastics and Composites 2  
ACRT 1226 Surface Preparation 2  
ACRT 1227 Construction and Components 2  

Stand-alone apprentice courses:  
ACAP 1001 Auto Collision Repair Technician Apprentice Level 1 (Course)  
ACAP 2001 Auto Collision Repair Technician Apprentice Level 2 (Course)  
ACAP 3001 Auto Collision Repair Technician Apprentice Level 3 (Course)  

*Please see attached form regarding detail and explanation of course changes for the Auto Collision Repair Technician Certificate and Auto Collision Repair Technician High School Certificate programs.  

Note: In 2020 all auto collision repair and refinishing programs will undergo extensive changes due to a national curriculum harmonization project.  

No direct costs however, some faculty will likely utilize PD to prepare for delivery of some new modules.  

Are there any expected costs to this proposal.  

Consultations  

<table>
<thead>
<tr>
<th>Consulted Area</th>
<th>Consultation Comments</th>
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</thead>
<tbody>
<tr>
<td>Registrar's Office</td>
<td>PCG and COs Re-submitted to address concerns of Karen Crossett, and Asc. Registrars.</td>
</tr>
</tbody>
</table>
### Additional Information

Provide any additional information if necessary.

| Supporting documentation: | Detail of Changes - Auto Collision Repair Aug 2018 (1).doc |

<table>
<thead>
<tr>
<th>Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Popow (rpopow) (09/06/18 7:54 am)</td>
<td>As suggested by Denis Sambra (Asc. Reg) we will change Admission requirement &quot;Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.&quot; to a note at the end of this section. This applies to the High School program as well.</td>
</tr>
<tr>
<td>Robin Popow (rpopow) (09/06/18 7:55 am)</td>
<td>Sorry, that was Denis Seremba...</td>
</tr>
<tr>
<td>Robin Popow (rpopow) (09/07/18 8:10 am)</td>
<td>Department has agreed to add the following to Admission Requirements and will develop a formal pre-assessment to support it: &quot;Relevant trade experience will be considered by department approval.&quot;</td>
</tr>
<tr>
<td>Carlie Deans (cdeans) (09/07/18 12:51 pm)</td>
<td>Rollback: Rolled back for edits, as requested.</td>
</tr>
</tbody>
</table>
Program Change Request

Date Submitted: 09/07/18 1:29 pm

Viewing: Auto Collision Repair Technician Technician High School Certificate (High School Cohort)

Last approved: 12/15/17 11:30 am

Last edit: 09/28/18 10:46 am

Changes proposed by: rpopow

Program Name: Auto Collision Repair Technician Technician High School Certificate (High School Cohort)

Credential Level: Certificate

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow
1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 08/28/18 2:59 pm David Cross (dcross): Approved for 4301 Leader
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6. 09/28/18 10:54 am Todd Rowlatt (trowla): Approved for Curriculum Committee Chair
Program Content Guide

Goal

This program is designed for people who wish to obtain employment in the Automotive Industry as an Automotive Collision Repair Technician. Automotive Collision Repair Technicians restore the structural integrity of damaged vehicles by straightening vehicle structure, repairing or removing damaged sections and priming and preparing and applying refinishing products to repaired surfaces. As an Automotive Collision Repair Technician, you will also repair and/or replace glass and interior and exterior components of the vehicle. Duties also include verifying dimensional accuracy, system functions, passenger protection, proper alignment and proper handling.

Upon successful completion of this program students may receive credit from the British Columbia Industry Training Authority equal to Level 1 of apprentice technical training for the Automotive Collision Repair Technician program and 625 Work-Based Training hours credit.

This eight (8) month program offers training in a wide range of skills appropriate to today’s advanced automotive collision repair industry. This program offers an industry partnership eight (8) week work experience segment. A modern facility, equipment and techniques are features of this eight-month program. Graduates receive first year auto-collision apprenticeship technical credit and 480 hours towards their first year apprenticeship work-based hours. A certificate is granted upon successful completion of the program. Through the 8-week work experience, qualified students will be able to integrate the theoretical knowledge gained in the classroom with practical experience of the workplace.
Admission Requirements

Applicants do not apply to VCC directly. Interested BC secondary school students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Train in Trades Program website for details (http://youth.itabc.ca/programs/train/).

Note:
Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.
Applicants must have graduated from an appropriate career preparation program or meet the English and Math requirements by successfully completing the following: English 11 or Communications 12 or equivalent Math 10 or equivalent Relevant trade experience will be considered.

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available in this program.

Program Duration & Maximum Time for Completion

This full-time program is 8 months in duration (32 weeks) and must be completed within 3 years.

Program Learning Outcomes

Upon completion of this program, graduates will be able to:
Apply the skills and knowledge necessary to perform as a Level 1 Automotive Collision Repair Technician as per the Industry Training Authority of British Columbia, provincial program standards;
Evaluate completed repairs for consistency, accuracy and quality according to industry specifications and standards;
Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles;
Practice professional etiquette in a team environment;
Instructional Strategies, Design, and Delivery Mode

This program provides a wide range of opportunities for student learning in classroom, shop and workplace settings. In addition to hands-on practical experience at VCC’s own state of the art automotive collision repair and refinishing facility instructional activities such as lectures, demonstrations, group work, peer assessment, reflective journaling, and project based learning strategies may be used throughout the program.

The major portion of the class time is devoted to theory which is presented by means of lectures, demonstrations, and occasional guest speakers and field trips. Students will work both individually and in groups. Written evaluation of course content will be required of all students. Students are required to apply and demonstrate collision repair skills in our collision shop in a manner that conforms to industry standards. A segment of the program time is normally set aside for student work experience. The objective of the work experience is to place students temporarily in a challenging work environment requiring the application of the skills learned in the program. A Program Advisory Committee meets periodically to monitor training needs and examine requirements of industry.

Evaluation of Student Learning

The instructor prepares an evaluation of the learning progress of each student. Evaluation is a combination of assessment of practical assignments, projects, theory exams, and/or practical exams. A certificate is granted upon successful completion of the program.

Recommended Characteristics of Students

Personal hygiene, grooming and appearance acceptable to a service industry;
Good hand dexterity for operating equipment and machines;
Command of oral and written English;
Ability to understand and follow oral and written instruction;
Good general health and respiratory condition;
Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program;
Ability to tolerate noise and vibration;
Mechanical aptitude and interest;
Good hand-eye coordination;
Good eyesight and colour vision;
Good line, form and depth perception;
Possession of valid BC driver's license.

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
<th>Credits</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRT 1110</td>
<td>Occupational Skills and Safety 1</td>
<td>2.5</td>
</tr>
<tr>
<td>ACRT 1111</td>
<td>Tools and Equipment 1</td>
<td>1.5</td>
</tr>
<tr>
<td>ACRT 1112</td>
<td>Oxy-Acetylene-Welding 1</td>
<td>1</td>
</tr>
<tr>
<td>ACRT 1113</td>
<td>MIG-Welding 1</td>
<td>2</td>
</tr>
<tr>
<td>ACRT 1114</td>
<td>Sheet Metal Repair 1</td>
<td>4.5</td>
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<tr>
<td>ACRT 1115</td>
<td>Plastics and Composites 1</td>
<td>1</td>
</tr>
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<td>ACRT 1116</td>
<td>Surface Preparation 1</td>
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<td>ACRT 1117</td>
<td>Construction and Components 1</td>
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<td>ACRT 1118</td>
<td>Automotive-Detailing 1</td>
<td>1</td>
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<tr>
<td>ACRT 1120</td>
<td>Welding, Heating and Cutting Steel 13</td>
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<td>ACRT 1121</td>
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<td></td>
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Term Two

<table>
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<td>ACRT 1222</td>
<td>Oxy-Acetylene-Welding 2</td>
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<td>ACRT 1223</td>
<td>MIG-Welding 2</td>
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<tr>
<td></td>
<td>Total Credits</td>
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</table>

Transcript of Achievement

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

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

**Grading Standard**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>70-75</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>0-69</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td></td>
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</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
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</tr>
<tr>
<td>U</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Course Standings**

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

**Grade Point Average (GPA)**

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

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**

---

**Rationale and Consultations**

Provide a rationale for this proposal.

*Refer to Auto Collision Repair Technician Certificate PCG proposal*
Are there any expected costs to this proposal.

Consultations

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Office</td>
<td>PCG and COs Re-submitted to address concerns of Karen Crossett, and Asc. Registrars.</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

**Carlie Deans (cdeans) (09/07/18 12:52 pm):** Rollback: Rolled back for edits, as requested.
Detail of Proposed Changes to Auto Collision Repair Programs and Apprentice Training Courses

Auto Collision Repair Technician Certificate

PCG Changes:
- Overall format update and changes to language throughout
- Change Effective Date from September 2007 to January 2019
- Change Admission Requirements

  From:
  - English 11 or Communications 12 or equivalent
  - Math 10 or equivalent
  - Relevant trade experience will be considered.

  To:
  Applicants may choose to apply to one of two tracks: (1) Foundation Program or (2) Youth Train in Trades Program (formerly ACE-iT).

  1. Foundation Program:
  - English 10 or equivalent;
  - Apprentice & Workplace Math 10 or equivalent;
  - Relevant trade experience will be considered;
  - Minimum basic computer skills and access to an internet-connected computer/mobile device.

  2. Youth Train in Trades Program:
  - For details on this program please refer to the Auto Collision Repair Technician High School Certificate

Auto Collision Repair Technician High School Certificate

PCG Changes:
- Overall format update and changes to language throughout
- Change Effective Date from September 2007 to January 2019
- PLO’s added to show alignment to provincial curriculum
- Change Admission Requirements

  From:
  - English 11 or Communications 12 or equivalent
  - Math 10 or equivalent
  - Relevant trade experience will be considered.

  To:
  Applicants do not apply to VCC directly. Interested students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Train in Trades Program website for details (http://youth.itabc.ca/programs/train/).
  - Student must have minimum basic computer skills and access to an internet-connected computer/mobile device.

Apprenticeship Training Courses:
ACAP 1001 Auto Collision Repair Technician Apprentice Level 1, ACAP 2001 Auto Collision Repair Technician Apprentice Level 2, and ACAP 3001 Auto Collision Repair Technician Apprentice Level 3
- Overall format update and changes to language throughout
- Change Effective Date from September 2007 to January 2019
- Language updated throughout
- No changes to duration/credits
## Auto Collision Repair Technician Certificate

Course Changes: Note: All CO’s changed to reflect current VCC standards (including credit updates to reflect current credit policy).

### TERM 1

<table>
<thead>
<tr>
<th>Current Course #</th>
<th>Current Course Name</th>
<th>Current Cr.</th>
<th>Action</th>
<th>Proposed Course #</th>
<th>Proposed Course Name</th>
<th>Proposed Cr.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRT 1110</td>
<td>Occupational Skills and Safety 1</td>
<td>1.0</td>
<td>Revise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACRT 1111</td>
<td>Tools and Equipment 1</td>
<td>1.0</td>
<td>Revise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACRT 1112</td>
<td>Oxy-Acetylene Welding</td>
<td>1.0</td>
<td>Replace</td>
<td>ACRT 1120</td>
<td>Welding, Heating &amp; Cutting Steel 1</td>
<td>3.0</td>
<td>New: Removed outdated content from ACRT 1112 and ACRT 1113 and combined remaining content. Added missing material (Heating)</td>
</tr>
<tr>
<td>ACRT 1113</td>
<td>MIG Welding 1</td>
<td>2.0</td>
<td>Replace</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ACRT 1114</td>
<td>Sheet Metal Repair 1</td>
<td>5.0</td>
<td>Revise</td>
<td></td>
<td></td>
<td>4.5</td>
<td>Duration changed from 5 to 4 weeks to better reflect time required to teach</td>
</tr>
<tr>
<td>ACRT 1115</td>
<td>Plastics and Composites 1</td>
<td>1.0</td>
<td>Revise</td>
<td></td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>ACRT 1116</td>
<td>Surface Preparation 1</td>
<td>2.0</td>
<td>Revise</td>
<td></td>
<td></td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>ACRT 1117</td>
<td>Construction and Components 1</td>
<td>2.0</td>
<td>Revise</td>
<td></td>
<td></td>
<td>3.0</td>
<td>Duration changed from 2 to 3 weeks to better reflect time required to teach</td>
</tr>
<tr>
<td>ACRT 1118</td>
<td>Automotive Detailing 1</td>
<td>1.0</td>
<td>Replace</td>
<td>ACRT 1121</td>
<td>Automotive Detailing</td>
<td>1.0</td>
<td>New: Combine these two course into one and condense course materials Offer in early Term 1 to help students acquire skills to gain entry level employment early in program</td>
</tr>
<tr>
<td>ACRT 1218</td>
<td>Automotive Detailing 2</td>
<td>1.0</td>
<td>Replace</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>TERM 1 Total</strong></td>
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### TERM 2

<table>
<thead>
<tr>
<th>Proposed Course #</th>
<th>Transition to Industry Cr.</th>
<th>New Course Aimed to empower students to reflect and take control of their own learning. Students to develop learning portfolio and their own learning plan to ensure they achieve all competencies by end of program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRT 1210</td>
<td>OCC 1222</td>
<td>Transition to Industry 2.0</td>
</tr>
<tr>
<td>ACRT 1211</td>
<td>OCC 1230</td>
<td>New course aimed to empower students to reflect and take control of their own learning. Students to develop learning portfolio and their own learning plan to ensure they achieve all competencies by end of program.</td>
</tr>
<tr>
<td>ACRT 1212</td>
<td>OCC 1223</td>
<td>New course aimed to empower students to reflect and take control of their own learning. Students to develop learning portfolio and their own learning plan to ensure they achieve all competencies by end of program.</td>
</tr>
<tr>
<td>ACRT 1213</td>
<td>OCC 1224</td>
<td>New course aimed to empower students to reflect and take control of their own learning. Students to develop learning portfolio and their own learning plan to ensure they achieve all competencies by end of program.</td>
</tr>
<tr>
<td>ACRT 1214</td>
<td>OCC 1225</td>
<td>New course aimed to empower students to reflect and take control of their own learning. Students to develop learning portfolio and their own learning plan to ensure they achieve all competencies by end of program.</td>
</tr>
<tr>
<td>ACRT 1215</td>
<td>OCC 1226</td>
<td>New course aimed to empower students to reflect and take control of their own learning. Students to develop learning portfolio and their own learning plan to ensure they achieve all competencies by end of program.</td>
</tr>
<tr>
<td>ACRT 1216</td>
<td>OCC 1227</td>
<td>New course aimed to empower students to reflect and take control of their own learning. Students to develop learning portfolio and their own learning plan to ensure they achieve all competencies by end of program.</td>
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<tr>
<td>ACRT 1217</td>
<td>OCC 1228</td>
<td>New course aimed to empower students to reflect and take control of their own learning. Students to develop learning portfolio and their own learning plan to ensure they achieve all competencies by end of program.</td>
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<td><strong>Program Total</strong></td>
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<td><strong>32</strong></td>
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</table>
## Auto Collision Repair Technician High School Certificate

Course changes: Note: All CO’s changed to reflect current VCC standards (including credit updates to reflect current credit policy).

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>Course #</td>
<td>Course Name</td>
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<tr>
<td>ACRT 1110</td>
<td>Occupational Skills and Safety 1</td>
</tr>
<tr>
<td>ACRT 1111</td>
<td>Tools and Equipment 1</td>
</tr>
<tr>
<td>ACRT 1112</td>
<td>Oxy-Acetylene Welding</td>
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<tr>
<td>ACRT 1113</td>
<td>MIG Welding 1</td>
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<tr>
<td>ACRT 1114</td>
<td>Sheet Metal Repair 1</td>
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<tr>
<td>ACRT 1115</td>
<td>Plastics and Composites 1</td>
</tr>
<tr>
<td>ACRT 1116</td>
<td>Surface Preparation 1</td>
</tr>
<tr>
<td>ACRT 1117</td>
<td>Construction and Components 1</td>
</tr>
<tr>
<td>ACRT 1118</td>
<td>Automotive Detailing 1</td>
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<td>ACRT 1228</td>
<td>Automotive Detailing 2</td>
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<tr>
<td>ACRT 1221</td>
<td>Occupational Skills and Safety 2</td>
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<tr>
<td>ACRT 1222</td>
<td>Tools and Equipment 2</td>
</tr>
<tr>
<td>ACRT 1222</td>
<td>Oxy-Acetylene Welding 2</td>
</tr>
<tr>
<td>ACRT 1223</td>
<td>MIG Welding 2</td>
</tr>
<tr>
<td>ACRT 1224</td>
<td>Sheet Metal Repair 2</td>
</tr>
<tr>
<td>ACRT 1225</td>
<td>Plastics and Composites 2</td>
</tr>
<tr>
<td>ACRT 1226</td>
<td>Surface Preparation 2</td>
</tr>
<tr>
<td>ACRT 1227</td>
<td>Construction and Components 2</td>
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<td>ACRT 1290</td>
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<td>TERM 2</td>
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<td>ACRT 1226</td>
<td>Occupational Skills and Safety 2</td>
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<tr>
<td>ACRT 1222</td>
<td>Oxy-Acetylene Welding 2</td>
</tr>
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<td>ACRT 1223</td>
<td>MIG Welding 2</td>
</tr>
<tr>
<td>ACRT 1224</td>
<td>Sheet Metal Repair 2</td>
</tr>
<tr>
<td>ACRT 1225</td>
<td>Plastics and Composites 2</td>
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<td>ACRT 1226</td>
<td>Surface Preparation 2</td>
</tr>
<tr>
<td>ACRT 1227</td>
<td>Construction and Components 2</td>
</tr>
<tr>
<td>ACRT 1290</td>
<td>Industry Work Experience</td>
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<tr>
<td>TERM 2 Total</td>
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<tr>
<td>PROGRAM Total</td>
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</table>

Note: Yellow indicates course common to both programs and green indicates courses specific to High School program.
Course Change Request

Date Submitted: 09/07/18 1:49 pm

Viewing: ACRT 1110: Occupational Skills & Safety 1

Last edit: 09/28/18 10:46 am

Changes proposed by: rpopow

Programs referencing this course

21: Auto Collision Repair Technician Certificate
22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:

Occupational Skills and Safety 1

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 2:59 pm David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:35 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:53 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:22 am David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am Todd Rowlatt (trowla): Approved
Banner Course Name: Occupational Skills & Safety 1

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1110

Year of Study: 1st Year Post-secondary

Credits: 2.5

Course Description:

Students learn in-depth occupational safety from legal obligations to practical applications and procedures. The course focuses on general shop safety practices, Workplace Hazardous Materials Information Systems (WHMIS), fire prevention, personal protective equipment (PPE), emergency procedures and environmental safety such as hazardous material handling, storage and disposal. Throughout the first week the students are introduced to safe workshop practices such as WHMIS (Workplace Hazardous Materials Information Systems), fire prevention, personal protective equipment (PPE), emergency procedures and environmental safety such as hazardous material handling, storage and disposal. Students are also introduced to the Safety Demerit Program, which is applied to ensure safety while working in the VCC shop.

This course is part of the full-time Auto Automotive Collision Repair Technician Certificate and Auto Collision Repair Technician Certificate programs. Programs: 

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

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

**CLO #1**  Apply the skills and knowledge necessary to perform as a Level 1 Automotive Collision Repair Technician as per the Industry Training Authority of British Columbia, provincial program standards;

**CLO #2**  Evaluate completed repairs for consistency, accuracy and quality according to industry specifications and standards;

**CLO #3**  Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles;

**CLO #4**  Apply occupational essential skills outlined by Essential Skills Development Canada in the Essential Skills profile for Motor Vehicle Body Repairers;

**CLO #5**  Practice professional etiquette in a team environment.

**Evaluation and Grading**

Grading System:  
 Percentages  Letter Grade (A-F)  Passing grade:  
70  

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Formative theory (quizzes and assignments)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Summative theory</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>Performance evaluations</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Active participation, teamwork, attendance and safety demerits</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
40  

---

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Health and Safety</strong></td>
</tr>
<tr>
<td><strong>Hazardous Materials</strong></td>
</tr>
<tr>
<td><strong>WHMIS</strong></td>
</tr>
<tr>
<td><strong>Fire Safety</strong></td>
</tr>
<tr>
<td><strong>Safety Demerit Overview</strong></td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

---

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**Yes**

Is this the primary proposal?

**No**

Primary Proposal

*See Auto Collision Repair Technician PCG proposal*

**Additional Information**

Provide any additional information if necessary.
Supporting documentation:

Reviewer

Comments

Carlie Deans (cdeans) (09/07/18 12:53 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 1:56 pm

Viewing: ACRT 1111: Tools and Equipment 1

Last edit: 09/28/18 10:47 am

Changes proposed by: rpopow

Programs referencing this course:
- 21: Auto Collision Repair Technician Certificate
- 22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name: Tools and Equipment 1

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 2:59 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:35 pm
   Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:53 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowlatt (trowlatt): Approved
Banner Course Name: Tools and Equipment 1
Subject Code: ACRT - Auto Collision Repair Tech
Course Number: 1111
Year of Study: 1st Year Post-secondary
Credits: 1.5

Course Description:
Students identify automotive fasteners and learn the operation, organization and maintenance of hand, electric, pneumatic, and hydraulic tools.

This course is part of the full-time Auto Automotive-Collision Repair Technician, Automotive Collision Repair Technician Certificate and Auto Collision Repair Technician -High School Certificate programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

CLO #1 Describe collision repair hand tools
CLO #2 Identify power tools
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Identify fasteners</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Use hand and power tools</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Use organizational techniques to increase productivity and workplace safety</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: 70

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<td>Summative theory</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Performance evaluations</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Active participation, teamwork, attendance and safety demerits</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online  
15 13.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation  
10

Practicum

Self Paced / Individual Learning
### Course Topics:

- Hand Tools
- Electric and Pneumatic Tools
- Hydraulic Equipment
- Hand Tools for Collision Repair
- Fasteners
- Organizational Skills

## Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**Yes**

Is this the primary proposal?

**No**

Primary Proposal  
[Refer to Auto Collision Repair Technician Certificate PCG proposal](#)

### Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer  
Comments

**Carlie Deans (cdeans) (09/07/18 12:53 pm):** Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 2:04 pm

Viewing: ACRT 1114 : Sheet Metal Repair 1

Last edit: 09/28/18 10:48 am

Changes proposed by: rpopow

Programs referencing this course
21: Auto Collision Repair Technician Certificate
22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:

**Sheet Metal Repair 1**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 2:59 pm
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   Brett Griffiths (bgriffiths): Approved for CTT Dean
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4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowlatt (trowla): Approved
Banner Course Name: Sheet Metal Repair 1

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1114

Year of Study: 1st Year Post-secondary

Credits: 4.5

Course Description:

This course introduces students to the characteristics of sheet metal, types of sheet metal damage and sheet metal tools and equipment. Students will also perform minor sheet metal damage repairs.

Students learn the fundamentals of fitting and adjusting automobile parts and components including adjusting, shimming, bending and jacking techniques. Students are also exposed to complex properties of steel including an in-depth look at strength characteristics and stress effects on steel and how to analyze damage to determine proper repair methods. This course is part of the full-time Auto Automotive Collision Repair Technician, Automotive Collision Repair Technician Certificate and Auto Collision Repair Technician - High School Certificate programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe the characteristics of sheet metal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe the types of basic sheet metal damage</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify and use sheet metal repair tools and equipment</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform minor sheet metal damage repairs</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System:

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
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</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
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<td>30</td>
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</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Active participation, teamwork, attendance and safety demerits</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

50 60

Lab, Clinical, Shop, Kitchen, Studio, Simulation

50

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of Sheet Steel</td>
</tr>
<tr>
<td>Sheet Metal Damage</td>
</tr>
<tr>
<td>Sheet Metal Repair Techniques</td>
</tr>
<tr>
<td>Measuring</td>
</tr>
<tr>
<td>Corrosion Protection</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

---

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**Yes**

Is this the primary proposal?

**No**

Primary Proposal

See Auto Collision Repair Technician PCG proposal

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

Carlie Deans (cdeans) (09/07/18 12:53 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 2:13 pm

Viewing: **ACRT 1115 : Plastics and Composites 1**

Last edit: 09/28/18 10:48 am

Changes proposed by: rpopow

Programs referencing this course

21: Auto Collision Repair Technician Certificate
22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:

**Plastics and Composites 1**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 2:59 pm
   David Cross (dcross): Approved for 4301 Leader

2. 08/28/18 3:35 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean

3. 09/07/18 12:54 pm
   Carlie Deans (cdeans): Rollback to Initiator

4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader

5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean

6. 09/28/18 10:55 am
   Todd Rowlatt (trowla): Approved
This course introduces students to automotive plastics identification, operate hot air and airless welding equipment and perform an adhesive plastic-repair tools and equipment and using industry standard-repair techniques. Students perform adhesive and weld repairs to rigid and flexible plastic interior and exterior parts.

This course is part of the full-time Auto Automotive Collision Repair Technician, Automotive Collision Repair Technician Certificate and Auto Collision Repair Technician –High School Certificate programs.

Course Pre-Requisites (if applicable): 

Course Co-requisites (if applicable): 

PLAR (Prior Learning Assessment & Recognition)  
No

Course Learning Outcomes (CLO):

| CLO #1 | Describe plastic repair tools and equipment |

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

<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Describe hot-air and airless welding procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #3</td>
<td>Describe adhesive plastic repair techniques</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform interior and exterior plastic repairs</td>
</tr>
</tbody>
</table>

Instructional Strategies:

*Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.*

**Evaluation and Grading**

Grading System:  

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
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<td>Participation</td>
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</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>12.5</td>
</tr>
</tbody>
</table>

Lab, Clinical, Shop, Kitchen, Studio, Simulation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>12.5</td>
</tr>
</tbody>
</table>

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of Plascs and Composites</td>
</tr>
<tr>
<td>Adhesive Repairs</td>
</tr>
<tr>
<td>Weld Repairs</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Collision Repair Technician PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

Carlie Deans (cdeans) (09/07/18 12:54 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 2:15 pm

Viewing: **ACRT 1116 : Surface Preparation 1**

Last edit: 09/28/18 10:49 am

Changes proposed by: rpopow

Programs referencing this course

- **21: Auto Collision Repair Technician Certificate**
- **22: Auto Collision Repair Technician Certificate (High School Cohort)**

Course Name:

**Surface Preparation 1**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 2:59 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:35 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:54 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowlatt (trowla): Approved
Banner Course Name: Surface Preparation 1

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1116

Year of Study: 1st Year Post-secondary

Credits: 1

Course Description:

Students are introduced to automotive refinishes and the refinish process. This course focuses on equipment used in refinishing as well as preparation for the application of undercoat materials.

Students begin by learning correct surface cleaning techniques and procedures used prior to the start of repairs. Students also learn about abrasives, abrasive construction, sandpaper types, sanding techniques and primer technologies and application techniques. This course is part of the full-time Auto Automotive Collision Repair Technician, Automotive Collision Repair Technician Certificate and Auto Collision Repair Technician High School Certificate programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

- CLO #1 Describe spray gun use
- CLO #2 Identify air supply and purification equipment
- CLO #3 Identify various spray booths
- CLO #4 Describe preparation for application of undercoats/primers

**Instructional Strategies:**

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

**Evaluation and Grading**

Graduation System: **Percentages** Letter Grade (A-F)  
Passing grade: **70**

**Evaluation Plan:**

<table>
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**Hours by Learning Environment Type**

Lecture, Seminar, Online  
**12.5 25**

Lab, Clinical, Shop, Kitchen, Studio, Simulation  
**12.5**

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refinishing Equipment</td>
</tr>
<tr>
<td>Surface Prep and Masking</td>
</tr>
<tr>
<td>Undercoat Application</td>
</tr>
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</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Automotive Collision Repair Technician PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

Carlie Deans (cdeans) (09/07/18 12:54 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 2:16 pm

Viewing: **ACRT 1117: Construction and Components 1**

Last edit: 09/28/18 10:49 am

Changes proposed by: rpopow

Programs referencing this course

- 21: Auto Collision Repair Technician Certificate
- 22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:

**Construction and Components 1**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 2:59 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:35 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:54 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowlatt (trowla): Approved
Banner Course Name: Construction and Components 1

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1117

Year of Study: 1st Year Post-secondary

Credits: 3.0

Course Description:

This course provides an in-depth look at the construction student learn about the evolution and basic components of various types of automobiles with a focus on body panels the automobile and structure. how to service interior and exterior vehicle components. Students will learn how automobiles are manufactured and will service various parts and components to assist repair processes.

This course is part of the full-time Auto Automotive Collision Repair Technician, Automotive Collision Repair Technician Certificate and Auto Collision Repair Technician —High School Certificate programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

CLO #1 Identify auto body construction types
Upon successful completion of this course, students will be able to:

| CLO #2 | Describe panel alignment methods |
| CLO #3 | Describe body component servicing procedures |
| CLO #4 | Describe automotive tempered glass |
| CLO #5 | Describe automotive laminated glass |

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages Letter Grade (A-F) Passing grade: 70

Evaluation Plan:

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</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

25

Lab, Clinical, Shop, Kitchen, Studio, Simulation

50

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
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<tbody>
<tr>
<td>Evolution of the Automobile</td>
</tr>
<tr>
<td>Basic Components</td>
</tr>
<tr>
<td>Vehicle Identification, Estimation Systems and Terminology</td>
</tr>
<tr>
<td>Trim and Hardware</td>
</tr>
<tr>
<td>Bolted-On Parts Replacement</td>
</tr>
<tr>
<td>Movable Glass</td>
</tr>
<tr>
<td>Stationary Glass</td>
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</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

---

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Automotive Collision Repair Technician PCG proposal

---

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:54 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 2:11 pm

Viewing: **ACRT 1120 : Weld Heat Cut Steel 1**

Last edit: 09/28/18 10:49 am

Changes proposed by: rpopow

Programs referencing this course:

- 21: Auto Collision Repair Technician Certificate
- 22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:
- Welding, Heating and Cutting Steel 1

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 3:00 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:56 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:23 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:44 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowlatt (trowla): Approved
Banner Course Name: Weld Heat Cut Steel 1

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1120

Year of Study: 1st Year Post-secondary

Credits: 3.0

Course Description:
Students begin this course learning to safely perform Oxyacetylene welding, cutting and heating operations to establish basic skills as a foundation for additional welding processes. Then, students learn to perform gas metal arc welding processes as well as troubleshooting, equipment maintenance and safe welding practices. The course concludes with an industry standard weld performance qualification.

This course is part of the full-time Auto Collision Repair Technician Certificate and Auto Collision Repair Technician High School Certificate programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe oxyacetylene safety</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Perform oxyacetylene procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #3</td>
<td>Describe Gas Metal Arc Welding (GMAW) safety</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe the GMA welding process</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Perform various GMA welds on sheet steel</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe and use plasma arc cutters</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages

<table>
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Evaluation Plan:

Hours by Learning Environment Type

Lecture, Seminar, Online

25

Lab, Clinical, Shop, Kitchen, Studio, Simulation

50

Practicum

Self Paced / Individual Learning

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
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<tbody>
<tr>
<td>Straightening Steel</td>
</tr>
<tr>
<td>Oxyacetylene Welding &amp; Cutting</td>
</tr>
<tr>
<td>Steel Unitized Structures, Technologies and Repairs</td>
</tr>
<tr>
<td>Steel GMA Welding</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

---

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Collision Repair PCG proposal

---

**Additional Information**

Provide any additional information if necessary.

This course replaces ACRT 1112 and ACRT 1113

Supporting documentation:

Reviewer Comments

**Carlie Deans (cdeans) (09/07/18 12:56 pm):** Rollback: Rolled back for edits, as requested.
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 2:24 pm

Viewing: ACRT 1121 : Automotive Detailing

Last edit: 09/28/18 10:50 am

Changes proposed by: rpopow

Programs referencing this course

21: Auto Collision Repair Technician Certificate
22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:
Automotive Detailing

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

Approved Path

1. 08/28/18 3:00 pm
   David Cross (dcross): Approved for 4301 Leader

2. 08/28/18 3:36 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean

3. 09/07/18 12:56 pm
   Carlie Deans (cdeans): Rollback to Initiator

4. 09/10/18 8:23 am
   David Cross (dcross): Approved for 4301 Leader

5. 09/10/18 8:44 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean

6. 09/28/18 10:55 am
   Todd Rowlatt (trowlatt): Approved
Banner Course Name: Automotive Detailing

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1121

Year of Study: 1st Year Post-secondary

Credits: 1.0

Course Description:
This course introduces students to the polishing process, exterior vehicle cleaning, interior vehicle cleaning, and over spray removal.

This course is part of the full-time Auto Collision Repair Technician Certificate and Auto Collision Repair Technician High School Certificate programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Perform finish polishing processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform exterior vehicle cleaning processes</td>
</tr>
</tbody>
</table>

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

CLO #3 Perform interior vehicle cleaning processes
CLO #4 Perform overspray removal processes
CLO #5 Perform quality control inspection

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Percentages</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
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<tr>
<td>Exam</td>
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</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Active participation, teamwork, attendance and safety demerits</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen, Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics
**Course Topics:**

- Surface Defect Removal
- Exterior Cleaning
- Interior Cleaning
- Overspray Removal
- Quality Control Inspections

**Resource Material(s):**

- VCC Education and Education Support Policies

---

### Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

**Primary Proposal**

See Automotive Collision Repair PCG

---

### Additional Information

Provide any additional information if necessary.

- Replaces ACRT 1118 and ACRT 1218 - To be taught early in Term 1

**Supporting documentation:**

**Reviewer Comments**

*Carlie Deans (cdeans) (09/07/18 12:56 pm):* Rollback: Rolled back for edits, as requested.*
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 2:28 pm

Viewing: ACRT 1205: Transition To Industry

Last edit: 09/28/18 10:50 am

Changes proposed by: rpopow

Programs referencing this course

21: Auto Collision Repair Technician Certificate

Course Name:
Transition To Industry

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
   David Cross (dcross): Approved for 4301 Leader

2. CTT Dean
   Brett Griffiths (bgriffiths): Approved for CTT Dean

3. Curriculum Committee Chair
   Carlie Deans (cdeans): Rollback to Initiator

4. EDCO Chair
   Todd Rowlatt (trowla): Approved

Approval Path

1. 08/28/18 2:59 pm
   David Cross (dcross): Approved for 4301 Leader

2. 08/28/18 3:35 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean

3. 09/07/18 12:54 pm
   Carlie Deans (cdeans): Rollback to Initiator

4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader

5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean

6. 09/28/18 10:55 am
   Todd Rowlatt (trowla): Approved

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Banner Course Name: Transition To Industry

Subject Code: ACRT - Auto Collision Repair Tech

Course Number 1205

Year of Study 1st Year Post-secondary

Credits: 2.0

Course Description:
This course is designed to empower students to take control of their own learning by assessing their own abilities as well as their peers, relevant to industry standards and develop and execute a plan to become competent in those skills that may be lacking. Students are also introduced to the use of quality control criteria and self assess their repair quality throughout the term. This course provides prepares students for the Project-Integrated Performance Evaluations of Term 2.

This course is part of the full-time Auto Collision Repair Technician Certificate program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning
Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Develop a simple portfolio to document work progress and acquired competencies</td>
</tr>
<tr>
<td>#2</td>
<td>Develop a learning plan</td>
</tr>
<tr>
<td>#3</td>
<td>Implement quality control standards</td>
</tr>
<tr>
<td>#4</td>
<td>Competently apply knowledge and skills relevant to Level 1 Automotive Collision Repair Technician as per the Industry Training Authority of British Columbia, provincial program standards</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages
Passing grade: 70

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>Self/peer/instructor assessment of knowledge and skills specific to learner</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Learning Plan</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Learning Portfolio</td>
</tr>
<tr>
<td>Participation</td>
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<td>Active participation, teamwork and attendance</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
25

Lab, Clinical, Shop, Kitchen, Studio, Simulation
25
Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer/Self Assessment to Develop a Learning Plan</td>
</tr>
<tr>
<td>Developing a Learning Portfolio</td>
</tr>
<tr>
<td>QUA01 Inspecting Repairs for Quality Control</td>
</tr>
<tr>
<td>Overview of Project-Integrated Performance Evaluations</td>
</tr>
</tbody>
</table>

Resource Material(s)
VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Automotive Collision Repair Technician PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:
Reviewer
Comments
Robin Popow (rpopow) (08/23/18 4:15 pm): Change course number to 1222 to reflect Term 2
Robin Popow (rpopow) (08/28/18 9:06 am): This course number should change to 1222 to reflect that it is offered in Term 2.
Carlie Deans (cdeans) (09/07/18 12:54 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 2:32 pm

Viewing: **ACRT 1210 : Occupational Skills & Safety 2**

Last edit: 09/28/18 10:50 am
Changes proposed by: rpopow

Programs referencing this course

21: Auto Collision Repair Technician Certificate
22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:

**Occupational Skills and Safety 2**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 2:59 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm
   Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:54 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowlatt (trowlatt): Approved
Course Description:

Upon successful completion of this course, students will be able to adhere to industry health and safety standards in the repair and reconditioning of automobiles including alternate fuel vehicles such as electric, hybrid/electric, LPG and natural gas.

During term two, students apply their knowledge of safe workshop practices. This course is part of the full-time Auto Automotive-Collision Repair Technician Certificate and Auto Collision Repair Technician High School Certificate programs.

Course Learning Outcomes (CLO):

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

- **CLO #1** Describe safety considerations for alternate fuel vehicles in the collision repair process.
- **CLO #2** Work in compliance with industry health and safety standards in the repair and reconditioning of automotive vehicles.

### Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

### Evaluation and Grading

Grading System: **Percentages** Letter Grade (A-F)  
**Passing grade:** 70

#### Evaluation Plan:

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</table>

### Hours by Learning Environment Type

- Lecture, Seminar, Online  
  **12.5**
- Lab, Clinical, Shop, Kitchen, Studio, Simulation  
  **12.5**
- Practicum
- Self Paced / Individual Learning

Course Topics

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Topics:

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Demerit Program Review</td>
</tr>
<tr>
<td>Alternative Fuel Vehicle Damage Analysis and Safety</td>
</tr>
<tr>
<td>Insurance Practices and Workplace Liability</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Collision Repair Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

This course revised for Auto Collision Repair Technician Certificate and added to Auto Collision Repair High School Certificate to replace ACRT 1220

Supporting documentation:

Reviewer

Comments

Robin Popow (rpopow) (08/13/18 2:36 pm): Must add "Successful completion of..." to prerequisite section.

Carlie Deans (cdeans) (09/07/18 12:54 pm): Rollback: Rolled back for edits, as requested.

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Change Request

Date Submitted: 09/07/18 3:08 pm

Viewing: **ACRT 1214: Sheet Metal Repair 2**

Last edit: 09/28/18 10:51 am

Changes proposed by: rpopow

Programs referencing this course

21: Auto Collision Repair Technician Certificate

### Course Name:

**Sheet Metal Repair 2**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

### Approval Path

1. 08/28/18 2:59 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:54 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:22 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowlatt (trowla): Approved
Banner Course Name: Sheet Metal Repair 2

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1214

Year of Study: 1st Year Post-secondary

Credits: 4.0

Course Description:

This course builds on ACRT 1114 and introduces students to sheet metal repairs on structural sheet metal panels. Students learn about additional considerations for performing such repairs on automotive parts and components including the effects of heat, structural alignment and adhesive bonding. Adjusting, shimming, bending and jacking techniques and also analyze damage to determine correct repair techniques.

This course is part of the full-time Auto Collision Repair Technician Certificate program.

Course Pre-Requisites (if applicable):

Successful completion of ACRT 1114 Sheet Metal Repair 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe the characteristics of sheet metal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe the types of basic sheet metal damage</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify and use sheet metal repair tools and equipment</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform minor sheet metal damage repairs</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Perform adhesive panel bonding procedures</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

**Evaluation and Grading**

Grading System: **Percentages** Letter Grade (A-F)  
Passing grade: **70**

Evaluation Plan:

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</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

25

Lab, Clinical, Shop, Kitchen, Studio, Simulation

75

Practicum

Self Paced / Individual Learning
Course Topics:

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhesive Bonding</td>
</tr>
<tr>
<td>Advanced Straightening Steel</td>
</tr>
<tr>
<td>Advanced Measuring</td>
</tr>
<tr>
<td>Applying Corrosion Protection</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

---

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Collision Repair Technician PCG proposal

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments:

**Carlie Deans (cdeans) (09/07/18 12:54 pm):** Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 3:40 pm

Viewing: **ACRT 1216: Surface Preparation 2**

Last edit: 09/28/18 10:52 am

Changes proposed by: rpopow

Programs referencing this course

21: Auto Collision Repair Technician Certificate

Course Name:

**Surface Preparation 2**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 3:00 pm David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:55 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:22 am David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am Todd Rowlatt (trowla): Approved
Building on ACRT 1116 this course focuses on the actual preparation and application of undercoats/primers and corrosion protection techniques. Students perform various surface cleaning, sanding, masking and primer application techniques. This course is part of the full-time Auto Automotive Collision Repair Technician Certificate program.

Course Description:

Successful completion of ACRT 1216 Surface Preparation 1

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Prepare vehicles for the application of undercoats and primers</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Apply undercoats and primers</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #3 | Identify corrosion protection techniques |

Instructional Strategies:

*Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.*

**Evaluation and Grading**

**Grading System:**

<table>
<thead>
<tr>
<th>Percentages</th>
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<tbody>
<tr>
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**Evaluation Plan:**

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<th>Percentage</th>
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</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

| 10 |

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

| 40 |

Practicum

Self Paced / Individual Learning

**Course Topics**

- Preparing Plastics
### Course Topics:

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Surface Prep and Masking</td>
</tr>
<tr>
<td>Advanced Corrosion Protection</td>
</tr>
</tbody>
</table>

### Resource Material(s)

VCC Education and Education Support Policies

---

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**Yes**

Is this the primary proposal?

**No**

**Primary Proposal**

See Auto Collision Repair Technician PCG proposal

### Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

- **Robin Popow (rpopow) (08/13/18 2:52 pm):** Remove I-CAR PLA03 from Course Topics section
- **Carlie Deans (cdeans) (09/07/18 12:55 pm):** Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 3:41 pm

Viewing: **ACRT 1217 : Construction and Components 2**

Last edit: 09/28/18 10:52 am

Changes proposed by: rpopow

Programs referencing this course

21: Auto Collision Repair Technician Certificate

Course Name: **Construction and Components 2**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 3:00 pm David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:55 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:23 am David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am Todd Rowlatt (trowlatt): Approved

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Building on ACRT 1117 this course continues the in-depth look at the construction and components of various types of automobiles with a focus on mechanical components and basic structural repairs. Students will learn how automobiles are manufactured and will service various parts and components as part of real repair procedures. Additionally, students will be introduced to basic troubleshooting of electrical circuits and components and wind and water leak troubleshooting.

During this course, students perform service and maintenance to interior and exterior vehicle components. This course is part of the full-time Auto Automotive Collision Repair Technician Certificate program.

Course Pre-Requisites (if applicable):

**Successful completion of ACRT 1117 Construction and Components 1**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Identify damage to auto body parts and components</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform body component servicing procedures</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Align various parts and components</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Service non-structural glass</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Troubleshoot electrical problems</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Perform leak repairs</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System:   Percentages Letter Grade (A-F)   Passing grade:

| 70 |

Evaluation Plan:

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Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Learning Environment Type</th>
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</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>25</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>75</td>
</tr>
<tr>
<td>Practicum</td>
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Course Topics

<table>
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<tr>
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<tbody>
<tr>
<td>Electrical Circuits and DVOM Usage</td>
</tr>
<tr>
<td>Lighting, Charging, and Starting Systems</td>
</tr>
<tr>
<td>Wind Noise and Water Leaks</td>
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Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Collision Repair Technician PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:55 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 3:55 pm

Viewing: ACRT 1224 : Sheet Metal Repair 2

Last edit: 09/28/18 10:52 am

Changes proposed by: rpopow

Programs referencing this course

22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:

Sheet Metal Repair 2

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 3:00 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm
   Bre Griffiths (bgriffiths):
   Approved for CTT Dean
3. 09/07/18 12:55 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:23 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowlatt (trowla): Approved
Banner Course Name: Sheet Metal Repair 2

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1224

Year of Study: 1st Year Post-secondary

Credits: 3.0

Course Description:

This course builds on ACRT 1114 and introduces students to sheet metal repairs on structural sheet metal panels. Students learn about additional considerations such as performing such repairs automotive parts and components including the effects of heat, structural alignment and adhesive bonding. Students also learn about performing repairs of performing such repairs automobile parts and components including the effects of heat, structural alignment and adhesive bonding. Students also learn about performing repairs of performing such repairs automobile parts and components including the effects of heat, structural alignment and adhesive bonding.

This course is part of the full-time Automotive Collision Repair Technician –High School Certificate program.

Course Pre-Requisites (if applicable):

Successful completion of ACRT 1114 Sheet Metal Repair 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

| CLO #1 | Describe the characteristics of sheet metal |
| CLO #2 | Describe the types of basic sheet metal damage |
| CLO #3 | Identify and use sheet metal repair tools and equipment |
| CLO #4 | Perform minor sheet metal damage repairs |
| CLO #5 | Perform adhesive panel bonding procedures |

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: 70

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
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<td>Performance evaluations</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Active participation, teamwork, attendance and safety demerits</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online  
25

Lab, Clinical, Shop, Kitchen, Studio, Simulation  
50

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhesive Bonding</td>
</tr>
<tr>
<td>Advanced Straightening Steel</td>
</tr>
<tr>
<td>Advanced Measuring</td>
</tr>
<tr>
<td>Applying Corrosion Protection</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Refer to Auto Collision Repair Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:55 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 4:06 pm

Viewing: **ACRT 1226 : Surface Preparation 2**

Last edit: 09/28/18 10:53 am

Changes proposed by: rpopow

Programs referencing this course

- **22: Auto Collision Repair Technician Certificate (High School Cohort)**

---

Course Name:

**Surface Preparation 2**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

---

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Popow</td>
<td><a href="mailto:rpopow@vcc.ca">rpopow@vcc.ca</a></td>
<td>604-313-0556</td>
</tr>
</tbody>
</table>

Banner Course Name: Surface Preparation 2

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1226

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

Building on ACRT 1116 this course focuses on the actual preparation and application of undercoats/primers and corrosion protection techniques.

Students perform various surface cleaning, sanding, masking and primer application techniques. This course is part of the full-time Automotive Collision Repair Technician – High School Certificate Program.

Course Pre-Requisites (if applicable):

Successful completion of ACRT 1216 Surface Preparation 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Prepare vehicles for the application of undercoats and primers</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Apply undercoats and primers</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify corrosion protection techniques</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System:  

Percentages Letter Grade (A-F)  

Passing grade:  70

Evaluation Plan:
Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
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<tr>
<td>Assignments</td>
<td>30</td>
<td>Performance evaluations</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Active participation, teamwork, attendance and safety demerits</td>
</tr>
</tbody>
</table>

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing Plastics</td>
</tr>
<tr>
<td>Advanced Surface Prep and Masking</td>
</tr>
<tr>
<td>Advanced Corrosion Protection</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?
No

Primary Proposal

*See Auto Collision Repair Technician PCG proposal*

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 09/07/18 4:09 pm

Viewing: ACRT 1227: Construction & Components 2

Last edit: 09/28/18 10:53 am
Changes proposed by: rpopow

Programs referencing this course
22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:
Construction and Components 2

Effective Date: January 2019
School/Centre: Trades, Technology & Design
Department: Automotive Collision Repair(4301)
Contact(s)

In Workflow
1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 08/28/18 3:00 pm David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:55 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:23 am David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am Todd Rowlatt (trowlatt): Approved
Course Description:

Building on ACRT 1117 this course continues the in-depth look at the construction and components of various types of automobiles with a focus on mechanical components and basic structural repairs. Students will learn how automobiles are manufactured and will service various parts and components as part of real repair procedures. Additionally, students will be introduced to basic troubleshooting of electrical circuits and components and wind and water leak troubleshooting.

During this course students perform service and maintenance to interior and exterior vehicle components. This course is part of the full-time Auto Automotive Collision Repair Technician – High School Certificate program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

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

| CLO #1 | Identify damage to auto body parts and components |
| CLO #2 | Perform body component servicing procedures |
| CLO #3 | Align various parts and components |
| CLO #4 | Service non-structural glass |

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Letter Grade (A-F)
Passing grade: 70

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
25

Lab, Clinical, Shop, Kitchen, Studio, Simulation
25

Practicum

Self Paced / Individual Learning
## Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auto Body Parts and Components</strong></td>
</tr>
<tr>
<td><strong>Servicing and Aligning Body Components</strong></td>
</tr>
<tr>
<td><strong>Servicing Non-Structural Glass</strong></td>
</tr>
</tbody>
</table>

### Resource Material(s)

VCC Education and Education Support Policies

## Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**Yes**

Is this the primary proposal?

**No**

### Primary Proposal

Refer to Auto Collision Repair Technician Certificate PCG proposal

### Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

**Carlie Deans (cdeans) (09/07/18 12:55 pm):** Rollback: Rolled back for edits, as requested.
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 3:06 pm

Viewing: ACRT 1230 : Weld Heat Cut Steel 2

Last edit: 09/28/18 10:53 am
Changes proposed by: rpopow

Programs referencing this course
21: Auto Collision Repair Technician Certificate

Course Name:
Welding, Heating and Cutting Steel 2

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow
1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 08/28/18 3:00 pm David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:55 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:23 am David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am Todd Rowla (trowla): Approved
Banner Course Name: Weld Heat Cut Steel 2

Subject Code: ACRT - Auto Collision Repair Tech

Course Number 1230

Year of Study 1st Year Post-secondary

Credits: 2.0

Course Description:
This course builds on the GMAW processes of ACRT 1120 adding vehicle structural welding. Then, students learn various ways to heat and cut steel using oxyacetylene and induction heating equipment. Finally, students will be introduced to the Squeeze Type Resistance Spot Welding (STRSW) process and equipment.

This course is part of the full-time Auto Collision Repair Technician Certificate program.

Course Pre-Requisites (if applicable):
Successful completion of ACRT 1120 Welding, Heating and Cutting Steel 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Perform various GMA welds on sheet steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe and use various methods to heat metals</td>
</tr>
</tbody>
</table>

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

CLO #3 Describe and use resistance spot welders

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages
Passing grade: 70

Hours by Learning Environment Type

Lecture, Seminar, Online
20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
30

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Squeeze-Type Resistance Spot Welding
Course Topics:

- Review Straightening Steel
- Review Oxyacetylene Welding & Cutting
- Review Steel Unitized Structures, Technologies and Repairs
- Review Steel GMA Welding Theory

Resource Material(s)

VCC Education and Education Support Policies

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Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Collision Repair Technician PCG proposal

---

Additional Information

Provide any additional information if necessary.

Replaces ACRT 1212 and ACRT 1213

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:55 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 3:53 pm

Viewing: ACRT 1240 : Weld Heat Cut Steel 2

Last edit: 09/28/18 10:54 am

Changes proposed by: rpopow

Programs referencing this course

22: Auto Collision Repair Technician Certificate (High School Cohort)

Course Name:
Welding, Heating and Cutting Steel 2

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow
1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 08/28/18 3:00 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:55 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:23 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowla (trowla): Approved
Banner Course Name: Weld Heat Cut Steel 2

Subject Code: ACRT - Auto Collision Repair Tech

Course Number 1240

Year of Study 1st Year Post-secondary

Credits: 1.0

Course Description:
This course builds on the GMAW processes of ACRT 1120 adding vehicle structural welding. Then, students learn various ways to heat and cut steel using oxyacetylene and induction heating equipment. Finally, students will be introduced to the Squeeze Type Resistance Spot Welding (STRSW) process and equipment.

This course is part of the full-time Auto Collision Repair Technician High School Certificate program.

Course Pre-Requisites (if applicable):

Successful completion of ACRT 1120 Welding, Heating and Cutting Steel 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

CLO #1 Perform various GMA welds on sheet steel
CLO #2 Describe and use various methods to heat metals
Upon successful completion of this course, students will be able to:

CLO #3 Describe and use resistance spot welders

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages
Passing grade: 70

Evaluation Plan:

<table>
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<tr>
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<td>Participation</td>
<td>20</td>
<td>Active participation, teamwork, attendance and safety demerits</td>
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</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
10

Lab, Clinical, Shop, Kitchen, Studio, Simulation
15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Squeeze-Type Resistance Spot Welding
Course Topics:

Steel Unitized Structures, Technologies and Repairs

Resource Material(s)

VCC Education and Education Support Policies

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Collision Repair Technician Certificate PCG proposal

**Additional Information**

Provide any additional information if necessary.

New course to replace ACRT 1222 and ACRT 1223

Supporting documentation:

Reviewer Comments

**Carlie Deans (cdeans) (09/07/18 12:55 pm):** Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 4:14 pm

Viewing: **ACRT 1290 : Industry Work Experience**

Last edit: 09/28/18 10:54 am

Changes proposed by: rpopow

Programs referencing this course

- **22: Auto Collision Repair Technician Certificate (High School Cohort)**

Course Name:

**Industry Work Experience**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 3:00 pm
   David Cross (dcross): Approved for 4301 Leader
2. 08/28/18 3:36 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:56 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:23 am
   David Cross (dcross): Approved for 4301 Leader
5. 09/10/18 8:44 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:55 am
   Todd Rowla (trowla): Approved
Banner Course Name: Industry Work Experience

Subject Code: ACRT - Auto Collision Repair Tech

Course Number: 1290

Year of Study: 1st Year Post-secondary

Credits: 7.0

Course Description:
During this course students enter a body shop for an eight-week work experience period. Students are working side by side with a certified auto collision journey person.

This 8-week work practicum provides students opportunities to apply practical skills and knowledge learned in Terms 1 and 2 in an authentic and active working environment. Opportunities are provided by; students working in industry in a sponsor shop, working in the VCC training shop, or a combination of both based on the individual students situation.

This course is part of the full-time Automotive Collision Repair Technician –High School Certificate program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Popow</td>
<td><a href="mailto:rpopow@vcc.ca">rpopow@vcc.ca</a></td>
<td>604-313-0556</td>
</tr>
</tbody>
</table>
Instructional Strategies:

Students are provided opportunities for hands-on practical work experience in an authentic refinishing facility at VCC or in industry. A Workplace Evaluation Guide is issued in alignment with practical assignments issued in the program.

Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: 70

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50</td>
<td>Students are graded on active participation, reliability and efficiency (evaluation rubric)</td>
</tr>
<tr>
<td>Assignments</td>
<td>50</td>
<td>Checklist of required practical tasks (Workplace Evaluation Guide) based partly on employer feedback</td>
</tr>
</tbody>
</table>
Practicum 200
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
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</thead>
<tbody>
<tr>
<td>Workplace Evaluation Guide</td>
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</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Refer to Auto Collision Repair Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

Carlie Deans (cdeans) (09/07/18 12:56 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 5:20 pm

Viewing: **ACAP 1001 : Auto Coll Rep Tech Appr Lvl 1**

Last edit: 09/26/18 1:37 pm
Changes proposed by: rpopow

Programs referencing this course

96: Auto Collision Repair Technician Apprenticeship

Course Name:

**Auto Collision Repair Technician Apprentice Level 1**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Apprenticeship(4314)

Contact(s)

In Workflow

1. 4314 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 3:01 pm
   David Cross (dcross): Approved for 4314 Leader

2. 08/28/18 3:35 pm
   Bre Griffiths (bgriffiths): Approved for CTT Dean

3. 09/07/18 12:53 pm
   Carlie Deans (cdeans): Rollback to Initiator

4. 09/10/18 8:28 am
   David Cross (dcross): Approved for 4314 Leader

5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean

6. 09/26/18 1:43 pm
   Todd Rowlatt (trowlatt): Approved
Banner Course Name: Auto Coll Rep Tech Appr Lvl 1

Subject Code: ACAP - Auto Collision Repair Apprentice

Course Number: 1001

Year of Study: 1st Year Post-secondary

Credits: 5.5

Course Description:

This course provides the Level 1 technical training component of the provincial Motor Vehicle Body Repairer (Automotive Collision Repair Technician) apprentice program.

Topics focus on occupational safety, shop tools, oxy-acetylene and equipment, welding/cutting/heating processes, sheet metal repair, plastic repair techniques, auto body components and plastics repair construction and replacement in addition to automobile construction and surface refinishing preparation.

Students achieving a blended VCC / ITA (level exam) grade of 70% or greater are eligible to advance to Level 2 Technical Training and to receive 150 hours Work-Based Training credit.

Course Pre-Requisites (if applicable):

Students must be registered with the Industry Training Authority of BC (ITA) and have received an Apprentice Identification number.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No
<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>A1-A6 Describe occupational skills and safety in the collision repair industry</td>
</tr>
<tr>
<td>#2</td>
<td>B1-B4 Describe tools, equipment and fasteners</td>
</tr>
<tr>
<td>#3</td>
<td>B4-AC Access and Interpret OEM specifications and repair procedures</td>
</tr>
<tr>
<td>#4</td>
<td>C1-C2-AC Perform Oxyacetylene procedures in a safe manner</td>
</tr>
<tr>
<td>#5</td>
<td>D1-D3-AC Perform Gas Metal Arc (MIG) welding procedures according to industry standards and manufacturers recommendations</td>
</tr>
<tr>
<td>#6</td>
<td>D4 Describe plasma arc cutting</td>
</tr>
<tr>
<td>#7</td>
<td>D5 Perform resistance spot welding (STRSW) procedures according to industry standards and manufacturers recommendations</td>
</tr>
<tr>
<td>#8</td>
<td>E1 Describe the characteristics of sheet metal</td>
</tr>
<tr>
<td>#9</td>
<td>E2 Describe the types of basic sheet metal damage</td>
</tr>
<tr>
<td>#10</td>
<td>E3 Identify sheet metal repair tools and equipment</td>
</tr>
<tr>
<td>#11</td>
<td>E4-AC Perform minor repairs to sheet metal damage</td>
</tr>
<tr>
<td>#12</td>
<td>F1-F3-AC Perform plastic repair techniques</td>
</tr>
<tr>
<td>#13</td>
<td>G1-G4-AC Prepare surfaces for undercoats/primers</td>
</tr>
<tr>
<td>#14</td>
<td>G5-AC Apply undercoats/primers to prepared surfaces</td>
</tr>
<tr>
<td>#15</td>
<td>G6 Identify corrosion protection techniques</td>
</tr>
</tbody>
</table>

Upon successful completion of this course, students will be able to:
This course provides a wide range of opportunities for student learning in classroom and shop settings. In addition to hands-on practical experience at VCC’s own state of the art automotive collision repair and refinishing facility learning activities such as lectures, demonstrations, individual and group project based learning strategies may be used throughout the course.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Percentages</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
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<th>Brief description of assessment activity</th>
</tr>
</thead>
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<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Formative theory (20-26)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
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</tr>
<tr>
<td>Assignments</td>
<td>50</td>
<td>In-shop practical evaluations (12-18)</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Learning Environment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>75</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>50</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**

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

CLO #16: H1 Identify automobile construction types

CLO #17: H2-AC Perform panel alignment procedures

CLO #18: H3-H6 Describe servicing procedures for vehicle components
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Skills and Safety</td>
</tr>
<tr>
<td>Tools and Equipment</td>
</tr>
<tr>
<td>Oxyacetylene Procedures</td>
</tr>
<tr>
<td>Welding</td>
</tr>
<tr>
<td>Sheet Metal Repair</td>
</tr>
<tr>
<td>Plastics and Composites</td>
</tr>
<tr>
<td>Surface Preparation</td>
</tr>
<tr>
<td>Auto Body Construction and Components</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**No**

Provide a rationale for this proposal:

**Course changes required to align with updated ITA provincial curriculum. Credit adjusted to conform to policy.**

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

**No. Changes are primarily re-organizing. No major additions or duration changes required.**

Consultations

**Additional Information**
Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:53 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 5:21 pm

Viewing: ACAP 2001 : Auto Coll Rep Tech Appr Lvl 2

Last edit: 09/07/18 5:21 pm
Changes proposed by: rpopow

Programs referencing this course

96: Auto Collision Repair Technician Apprenticeship

Course Name:

Auto Collision Repair Technician Apprentice Level 2

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Apprenticeship(4314)

In Workflow
1. 4314 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 08/28/18 3:01 pm
   David Cross (dcross): Approved for 4314 Leader
2. 08/28/18 3:35 pm
   Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:53 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:28 am
   David Cross (dcross): Approved for 4314 Leader
5. 09/10/18 8:43 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/26/18 1:43 pm
   Todd Rowlatt (trowlatt): Approved
Course Description:

This course provides the Level 2 technical training component of the provincial Motor Vehicle Body Repairer (Automotive Collision Repair Technician) apprentice program.

Students learn the theoretical and practical components of MIG welding on aluminum, advanced sheet metal repair, metal adhesive bonding processes on fiberglass and SMC-repair procedures for plastic composites and fibre reinforced plastics. In addition, this course focuses on students learning about the workings of electrical and electronics components, airbags, seat belt assemblies, vehicle operating systems, cooling systems, and air conditioning operations.

Students achieving a blended VCC / ITA (level exam) grade of 70% or greater are eligible to advance to Level 2 Technical Training and to receive 150 hours Work-Based Training credit.

Course Pre-Requisites (if applicable):

Students must be registered with the Industry Training Authority of BC (ITA), have received an Apprentice Identification number and received ITA credit for Auto Collision Repair Technician Apprentice Level 1 Technical Training.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No
### Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>D6 Describe setup procedures for MIG welding aluminum</td>
</tr>
<tr>
<td>CLO #2</td>
<td>D7-AC Perform various aluminum MIG welds</td>
</tr>
<tr>
<td>CLO #3</td>
<td>E5 Describe productive organizational skills</td>
</tr>
<tr>
<td>CLO #4</td>
<td>E6 Describe complex damage analysis procedures</td>
</tr>
<tr>
<td>CLO #5</td>
<td>E7 Describe roughing procedures for repairing sheet metal</td>
</tr>
<tr>
<td>CLO #6</td>
<td>E8 Describe plastic filler procedures for damage to complex sheet metal areas</td>
</tr>
<tr>
<td>CLO #7</td>
<td>E9-AC Perform a complex sheet metal repair</td>
</tr>
<tr>
<td>CLO #8</td>
<td>E10 Describe panel replacement and repair techniques</td>
</tr>
<tr>
<td>CLO #9</td>
<td>E10-AC Perform a partial/simulated door skin replacement</td>
</tr>
<tr>
<td>CLO #10</td>
<td>E11 Describe the characteristics of aluminum</td>
</tr>
<tr>
<td>CLO #11</td>
<td>E12 Describe basic sheet aluminum repairs</td>
</tr>
<tr>
<td>CLO #12</td>
<td>F4 Describe fibreglass and sheet mold compound repair equipment</td>
</tr>
<tr>
<td>CLO #13</td>
<td>F5 Describe repair procedures for repairing fibreglass and sheet mold compound</td>
</tr>
<tr>
<td>CLO #14</td>
<td>F6-AC Perform two-sided fibreglass and sheet mold compound repairs</td>
</tr>
<tr>
<td>CLO #15</td>
<td>I1 Identify seat belt assemblies</td>
</tr>
<tr>
<td>CLO #16</td>
<td>I2 Identify airbag system components</td>
</tr>
<tr>
<td>CLO #17</td>
<td>I3 Describe engine cooling systems</td>
</tr>
<tr>
<td>CLO #18</td>
<td>I4 Describe air conditioning system components and servicing</td>
</tr>
<tr>
<td>CLO #19</td>
<td>I5 Identify vehicle systems</td>
</tr>
<tr>
<td>CLO #20</td>
<td>I6 Identify electrical/electronics on-board procedures</td>
</tr>
<tr>
<td>CLO #21</td>
<td>I6-AC Repair a damaged wire maintaining acceptable circuit resistance</td>
</tr>
</tbody>
</table>

### Instructional Strategies:

This course provides a wide range of opportunities for student learning in classroom and shop settings. In addition to hands-on practical experience at VCC’s own state of the art automotive collision repair and refinishing facility learning activities such as lectures, demonstrations, individual and group project based learning strategies may be used throughout the course.
Evaluation and Grading

Grading System: Percentages

Passing grade: 70

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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<td>In-shop practical evaluations (7-10)</td>
</tr>
</tbody>
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Hours by Learning Environment Type

Lecture, Seminar, Online

75

Lab, Clinical, Shop, Kitchen, Studio, Simulation

50

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aluminum Welding</strong></td>
</tr>
<tr>
<td><strong>Sheet Metal Repair</strong></td>
</tr>
<tr>
<td><strong>Plastics and Composites</strong></td>
</tr>
<tr>
<td><strong>Mechanical Components</strong></td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies
Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale for this proposal:

Changes required to align to updated provincial curriculum (ITA Program Outline). Please note the large number of CLOs in effort to show evidence of alignment to ITA curriculum for practicality in grades reporting. Credit adjusted to conform to current policy.

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

None

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:53 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 5:22 pm

Course Name: **Auto Collision Repair Technician Appreance Level 3**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Apprenticeship(4314)

Contacts

- 4314 Leader
- CTT Dean
- Curriculum Committee Chair
- EDCO Chair
- Records
- Banner

Approval Path

1. 08/28/18 3:01 pm
   David Cross (dcross): Approved for 4314 Leader

2. 08/28/18 3:35 pm
   Bre Griffiths (bgriffiths): Approved for CTT Dean

3. 09/07/18 12:53 pm
   Carlie Deans (cdeans): Rollback to Initiator

4. 09/10/18 8:28 am
   David Cross (dcross): Approved for 4314 Leader

5. 09/10/18 8:43 am
   Brett Griffths (bgriffiths): Approved for CTT Dean

6. 09/26/18 1:43 pm
   Todd Rowlatt (trowlatt): Approved

Programs referencing this course:

- **96: Auto Collision Repair Technician Apprenticeship**

Viewing: **ACAP 3001: Auto Coll Rep Tech Appr Lvl 3**

Last edit: 09/07/18 5:22 pm

Changes proposed by: rpopow
Course Description:

This course provides the Level 3 technical training component of the provincial Motor Vehicle Body Repairer (Automotive Collision Repair Technician) apprentice program.

Course topics include The final year of technical training for the automotive collision repair technician apprentice involves structural repair procedures and measurement procedures, identifying the various components of suspension and steering systems, systems and surface preparation and refinishing techniques. The course also focuses on repair estimates and business relations, and provides a review of levels 1 and two in preparation for the interprovincial exam (Red Seal).

Students achieving a grade of 70% or greater are eligible to write the ITA interprovincial Red Seal exam and to receive 180 hours Work-Based Training credit. How to use an estimating manual and work with customers and insurers are also included.

Course Pre-Requisites (if applicable):

Students must be registered with the Industry Training Authority of BC (ITA), have received an Apprentice Identification number and received ITA credit for Auto Collision Repair Technician Apprentice Level 1 and Level 2 Technical Training.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
## Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>J1 Identify the various structural designs</td>
</tr>
<tr>
<td>#2</td>
<td>J2 Identify collision theory concepts</td>
</tr>
<tr>
<td>#3</td>
<td>J3 Identify damage assessment techniques</td>
</tr>
<tr>
<td>#4</td>
<td>J4 Identify measuring theory and gauging equipment</td>
</tr>
<tr>
<td>#5</td>
<td>J4-AC Perform tram gauge measurement procedures to determine structural conditions with accuracy</td>
</tr>
<tr>
<td>#6</td>
<td>J5 Identify various measuring equipment</td>
</tr>
<tr>
<td>#7</td>
<td>J6 Identify unibody anchoring techniques</td>
</tr>
<tr>
<td>#8</td>
<td>J7 Identify conventional frame anchoring techniques</td>
</tr>
<tr>
<td>#9</td>
<td>J8 Describe straightening techniques</td>
</tr>
<tr>
<td>#10</td>
<td>J9 Describe pulling techniques</td>
</tr>
<tr>
<td>#11</td>
<td>J10 Describe structural panel replacement procedures</td>
</tr>
<tr>
<td>#12</td>
<td>J11-AC Prepare a structural damage analysis report</td>
</tr>
<tr>
<td>#13</td>
<td>J12-AC Perform a structural repair in an accurate and safe manner using standard procedures</td>
</tr>
<tr>
<td>#14</td>
<td>J13-AC Perform a sectioning procedure to a closed box structural member in an accurate and safe manner using standard procedures</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>K1 Identify MacPherson strut suspension systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #15</td>
<td></td>
</tr>
<tr>
<td>CLO #16</td>
<td>K2 Identify short and long arm suspension systems</td>
</tr>
<tr>
<td>CLO #17</td>
<td></td>
</tr>
<tr>
<td>CLO #18</td>
<td>K3 Identify the various types of rear suspension systems</td>
</tr>
<tr>
<td>CLO #19</td>
<td>K4 Identify R&amp;I procedures for suspension systems</td>
</tr>
<tr>
<td>CLO #20</td>
<td></td>
</tr>
<tr>
<td>CLO #21</td>
<td>K5 Describe rack and pinion steering systems</td>
</tr>
<tr>
<td>CLO #22</td>
<td></td>
</tr>
<tr>
<td>CLO #23</td>
<td>K6 Describe parallelogram steering systems</td>
</tr>
<tr>
<td>CLO #24</td>
<td></td>
</tr>
<tr>
<td>CLO #25</td>
<td>K7 Identify wheel alignment angles</td>
</tr>
<tr>
<td>CLO #26</td>
<td></td>
</tr>
<tr>
<td>CLO #27</td>
<td>L1 Interpret estimating information</td>
</tr>
<tr>
<td>CLO #28</td>
<td></td>
</tr>
<tr>
<td>CLO #29</td>
<td>L2 Interpret business relations</td>
</tr>
<tr>
<td>CLO #30</td>
<td></td>
</tr>
<tr>
<td>CLO #31</td>
<td>M1 Identify preparation of various substrates and topcoats</td>
</tr>
<tr>
<td>CLO #32</td>
<td></td>
</tr>
<tr>
<td>CLO #33</td>
<td>M2 Describe mixing and application of primers</td>
</tr>
<tr>
<td>CLO #34</td>
<td></td>
</tr>
<tr>
<td>CLO #35</td>
<td>M3 Describe refinishing corrosion protection methods</td>
</tr>
<tr>
<td>CLO #36</td>
<td></td>
</tr>
<tr>
<td>CLO #37</td>
<td>M4 Describe the refinishing process</td>
</tr>
<tr>
<td>CLO #38</td>
<td></td>
</tr>
<tr>
<td>CLO #39</td>
<td>M4-AC Prepare and apply refinishing materials in a safe manner using manufacturers' recommended procedures and techniques</td>
</tr>
<tr>
<td>CLO #40</td>
<td></td>
</tr>
<tr>
<td>CLO #41</td>
<td>M5 Identify the detailing process</td>
</tr>
<tr>
<td>CLO #42</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Strategies:

This course provides a wide range of opportunities for student learning in classroom and shop settings. In addition to hands-on practical experience at VCC’s own state of the art automotive collision repair and refinishing facility learning activities such as lectures, demonstrations, individual and group project based learning strategies may be used throughout the course.

Evaluation and Grading

Grading System: Percentages
Passing grade: 70

Evaluation Plan:

<table>
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<th>Type</th>
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Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
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<tr>
<td>Structural Repair</td>
</tr>
<tr>
<td>Suspension and Steering</td>
</tr>
<tr>
<td>Insurance Estimating</td>
</tr>
<tr>
<td>Refinishing</td>
</tr>
</tbody>
</table>
**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**No**

Provide a rationale for this proposal:

*Changes required to align to updated provincial curriculum (ITA Program Outline). Please note the large number of CLOs in effort to show evidence of alignment to ITA curriculum for practicality in grades reporting. Credit adjusted to conform to current policy.*

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

**None. This is primarily a reorganization.**

**Consultations**

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

**Carlie Deans (cdeans) (09/07/18 12:53 pm):** Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 5:23 pm

Viewing: **APAP 1001 : Auto Paint & Refin Tech Appr**

Last edit: 09/28/18 1:57 pm
Changes proposed by: rpopow

Programs referencing this course:

- 97: *Auto Paint & Refinishing Technician Apprenticeship*

Course Name:

**Auto Paint and Refinishing Technician Apprentice**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Auto Paint - Apprenticeship (4322)

Contact(s)

In Workflow

1. 4322 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 9:25 am
   David Cross (dcross): Approved for 4322 Leader
2. 08/28/18 10:46 am
   Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:56 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:29 am
   David Cross (dcross): Approved for 4322 Leader
5. 09/10/18 8:44 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/26/18 1:49 pm
   Todd Rowlatt (trowla): Approved
Banner Course Name: Auto Paint & Refin Tech Appr

Subject Code: APAP - Auto Paint & Refin Tech Appren

Course Number: 1001

Year of Study: 1st Year Post-secondary

Credits: 4.0

Course Description:
This course provides the Technical Training component of apprentice with the provincial Automotive Painter (Automotive Refinishing Technician) apprentice program. Following skills:

- Students gain advanced skills and knowledge on performing inspections to assess substrate condition, develop repair estimates and ensure quality control.
- Additionally, students will further develop skills to ensure quality refinishes in areas of preparation, paint mixing, matching and troubleshooting of paint problems. Students will also refine their pre-delivery skills focussing on removal of surface imperfections, the application of decals and striping and performing quality control inspections.

- Students achieving an in-school grade of 70% or greater are eligible to write the interprovincial ITA exam (Red Seal) to receive an ITA Certificate of Qualification for this trade. Using spray guns and equipment, handling vehicle components, preparing surfaces, using solvents, restoring corrosion protection, applying topcoats, and treating plastics. In addition, students learn about the characteristics of chemical additives, the theory of colour, paint problems and repairs, tri-coat applications, VOC regulations and pre-delivery.

Course Pre-Requisites (if applicable):

Students must be registered with the Industry Training Authority of BC (ITA), have received an Apprentice Identification number and received ITA credit for Auto Refinishing Prep Technician Technical Training.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>D1-AC Perform refinish area evaluations on various surfaces</td>
</tr>
<tr>
<td>CLO #2</td>
<td>D2-AC Create a repair estimate</td>
</tr>
<tr>
<td>CLO #3</td>
<td>D3-AC Prepare a production schedule</td>
</tr>
<tr>
<td>CLO #4</td>
<td>E1-AC Prepare vehicle for refinishing</td>
</tr>
<tr>
<td>CLO #5</td>
<td>H1-AC Mix paint manually to manufacturers' specifications</td>
</tr>
<tr>
<td>CLO #6</td>
<td>H1-AC Mix paint using manufacturers' software</td>
</tr>
<tr>
<td>CLO #7</td>
<td>H2 Perform colour matching</td>
</tr>
<tr>
<td>CLO #8</td>
<td>H3-AC Apply refinishing materials</td>
</tr>
<tr>
<td>CLO #9</td>
<td>H4 Troubleshoot paint problems</td>
</tr>
<tr>
<td>CLO #10</td>
<td>I1-AC Remove surface imperfections</td>
</tr>
<tr>
<td>CLO #11</td>
<td>I3-AC Remove and install decals and striping</td>
</tr>
<tr>
<td>CLO #12</td>
<td>I4-AC Perform final check to ensure overall quality control</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, case studies, group work, individual work and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Formative theory quizzes (12-24).</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td>VCC Final exam.</td>
</tr>
</tbody>
</table>

Passing grade: 70
<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>65</td>
<td>In-shop practical assignments (12-18)</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online
  - 40%
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
  - 60%
- Practicum
- Self Paced / Individual Learning

**Course Topics**

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Planning and Scheduling</strong></td>
</tr>
<tr>
<td><strong>Refinishing Preparation</strong></td>
</tr>
<tr>
<td><strong>Application of refinishing materials</strong></td>
</tr>
<tr>
<td><strong>Surface Imperfections</strong></td>
</tr>
<tr>
<td><strong>Quality Control Inspections</strong></td>
</tr>
</tbody>
</table>

**Resource Material(s)**

- VCC Education and Education Support Policies

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**No**

Provide a rationale for this proposal:
Changes required to align to updated provincial curriculum (ITA Program Outline)

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

None

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:56 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 5:25 pm

Viewing: ARAP 1001 : Auto Refin Prep Tech Appr

Last edit: 09/28/18 1:56 pm

Changes proposed by: rpopow

Programs referencing this course

98: Auto Refinishing Prep Technician Apprenticeship

Course Name:

Auto Refinishing Prep Technician Apprentice

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Auto Prep - Apprenticeship(4323)

Contact(s)

In Workflow

1. 4323 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 9:25 am David Cross (dcross): Approved for 4323 Leader
2. 08/28/18 10:46 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:56 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:29 am David Cross (dcross): Approved for 4323 Leader
5. 09/10/18 8:44 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/26/18 1:46 pm Todd Rowlatt (trowlatt): Approved
Banner Course Name: Auto Refin Prep Tech Appr

Subject Code: ARAP - Auto Refinish Prep Apprentice

Course Number 1001

Year of Study 1st Year Post-secondary

Credits: 4.5

Course Description:
This course provides the Technical Training component of the Provincial Automotive Refinishing Prep Technician apprentice program. Students gain skills and knowledge in the following topics: fire and safety, tools and spray guns and equipment, technical information and documentation, workplace planning vehicle components, surface preparation, undercoats, solvents, corrosion protection, topcoats, paint problems and scheduling, surface preparation, using paint materials repairs, masking, and equipment, vehicle components automotive plastics and pre-delivery.

Students achieving an in-school grade of 70% or greater are eligible to write the Provincial ITA exam to receive an ITA Certificate of Qualification for this trade.

Course Pre-Requisites (if applicable):
Students must be registered with the Industry Training Authority of BC (ITA) and have received an Apprentice Identification number.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>A1 Use safety equipment in compliance with safety standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>A2-AC Maintain a safe work environment</td>
</tr>
<tr>
<td>CLO #3</td>
<td>B1 Maintain hand and power tools</td>
</tr>
<tr>
<td>CLO #4</td>
<td>B2-AC Perform spray booth maintenance according to schedule</td>
</tr>
<tr>
<td>CLO #5</td>
<td>B3-AC Perform spray equipment maintenance and test spray</td>
</tr>
<tr>
<td>CLO #6</td>
<td>C1-4 Use documentation to interpret vehicle information, ensure safety, environmental compliance, and work accuracy</td>
</tr>
<tr>
<td>CLO #7</td>
<td>D1-3-AC Plan work by performing work inspections and organizing production schedules</td>
</tr>
<tr>
<td>CLO #8</td>
<td>E1-AC Prepare a vehicle for prep</td>
</tr>
<tr>
<td>CLO #9</td>
<td>E2-AC Mask a vehicle for protection and primer</td>
</tr>
<tr>
<td>CLO #10</td>
<td>E3 Describe stripping techniques</td>
</tr>
<tr>
<td>CLO #11</td>
<td>E4-AC Sand a vehicle for refinishing</td>
</tr>
<tr>
<td>CLO #12</td>
<td>F1 Prepare vehicle surfaces for refinishing</td>
</tr>
<tr>
<td>CLO #13</td>
<td>F1-3-AC Mix and apply repair and corrosion protection materials</td>
</tr>
<tr>
<td>CLO #14</td>
<td>G1-2-4-AC Use equipment in the refinishing process to apply primer/undercoats according to manufacturers’ recommendations</td>
</tr>
<tr>
<td>CLO #15</td>
<td>G3-AC Operate drying and curing equipment</td>
</tr>
<tr>
<td>CLO #16</td>
<td>I1-AC Perform basic polish to remove surface imperfections</td>
</tr>
</tbody>
</table>
Instructional Strategies:

Instructional strategies include: Lectures, demonstrations, case studies, group work, individual work and project work in an authentic shop environment.

**Evaluation and Grading**

Grading System: Percentages

| Passing grade: | 70 |

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</tr>
</thead>
<tbody>
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<td>VCC Final exam.</td>
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<td>Assignments</td>
<td>40</td>
<td>In-shop practical assignments (12-18)</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen, Studio, Simulation

40

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

- Refinishing Safety
- Tools and Equipment
**Course Topics:**

- Technical Information and Documentation
- Workplace Planning and Scheduling
- Surface Preparation
- Materials Application and Equipment Use
- Vehicle Components and Pre-Delivery Inspections

**Resource Material(s):**

- VCC Education and Education Support Policies

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### Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

**No**

Provide a rationale for this proposal:

**Course changes proposed to align to current ITA provincial program outline for this trade.**

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

**None**

Consultations

### Additional Information

Provide any additional information if necessary.

Supporting documentation:
Reviewer

Comments

**Carlie Deans (cdeans) (09/07/18 12:56 pm):** Rollback: Rolled back for edits, as requested.
Program Change Request

Date Submitted: 09/07/18 1:28 pm

Viewing: **Auto Refinishing Prep Technician Certificate**

Last approved: 12/15/17 11:33 am
Last edit: 09/28/18 10:18 am
Changes proposed by: rpopow

Program Name: Auto Refinishing Prep Technician Certificate
Credential Level: Certificate
Effective Date: January 2019
School/Centre: Trades, Technology & Design
Department: Automotive Refinish Prep - Voc(4321)
Contact(s)

In Workflow
1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 08/28/18 9:17 am
   David Cross (dcross): Approved for 4321 Leader
2. 08/28/18 10:48 am
   Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:52 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:20 am
   David Cross (dcross): Approved for 4321 Leader
5. 09/10/18 8:42 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:27 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Program Content Guide

Goal

This program is designed for people who wish to obtain employment in the Automotive Industry as an Automotive Refinishing Prep Technician. An Automotive Refinishing Prep Technician typically removes parts, masks, performs chemical cleaning, applies putty, sands, primes, and prepares an automobile, truck or bus for the Automotive Refinishing Technician in a safe and environmentally sound manner.

Through practical experience successful students will be able to integrate the theoretical knowledge gained in the classroom with practical experience of the workplace.

Graduates receive a VCC Auto Refinishing Prep Technician Certificate.

Additionally, graduates will receive the following credit by the Industry Training Authority of British Columbia (ITA) toward completion of the Automotive Refinishing Prep Technician apprenticeship:

- Technical Training: Level 1
- Work-Based Training: 450 hours
Admission Requirements

Applicants may choose to apply to one of two tracks: (1) Foundation Program or (2) Youth Train Accelerated Credit Enrolment in Trades (formerly ACE-IT) Industry Training (ACE-IT)-Program.

1. Foundation Program:
   - English 10 or equivalent
   - Apprentice & Workplace Math 10 or equivalent; or 80% on the VCC Basic Arithmetic Assessment equivalent
   - Science 10 or equivalent
   - or Department Leader approval based on relevant trade experience will be considered.

2. Youth Train in Trades Program:
   - ACE-IT Program: Applicants do not apply to VCC directly. Interested students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Train in Trades ACE-IT-Program website Guide for details [http://youth.itabc.ca/programs/train/](http://youth.itabc.ca/programs/train/).

Note:
All students must have minimum basic computer skills and access to an internet-connected computer/mobile device.

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available in this program.

Program Duration & Maximum Time for Completion

This full-time program is 5 months in duration, and must be completed within 3 years.
Program Learning Outcomes

Upon completion of this program, graduates will be able to:

**Use safety equipment to maintain a safe work environment**
Identify and describe occupational health and safety standards
Perform job tasks in accordance with occupational health and safety standards
Maintain tools
Identify and explain spray guns and equipment to ensure top performance, safety and environmental compliance used in automotive refinishing
Use documentation to interpret vehicle information, ensure safety, environmental compliance, and work accuracy

**Plan work by performing work inspections and organizing production schedules to ensure timely workflow**

**Prepare vehicle surfaces for refinishing according to sub-straight condition and manufacturers' recommendations**
Demonstrate the use of the various spray guns
Describe vehicle component considerations
Describe surface preparation processes, conditions, equipment and materials
Identify and describe the function and application of undercoat products
Identify solvents and describe proper handling, functions, and problems associated with use
Apply repair
Identify corrosion and corrosion
Describe corrosion protection procedures, problems, equipment and materials to manufacturers’ specifications

**Use equipment in the refinishing process according to manufacturers’ recommendations**
Perform pre-delivery tasks to ensure vehicle is restored to pre-accident condition
Identify and describe topcoats
Describe masking procedures and materials
Identify and describe automotive plastics
Demonstrate the repair and refinishing of plastics
Describe trim and strip installation procedures
Describe pre-delivery inspection processes
Describe the importance of and processes for journeyperson upgrading to stay abreast of future trends and technological changes

**Instructional Strategies, Design, and Delivery Mode**

The major portion of class time is devoted to the study of theoretical principles through lectures, demonstrations, guest speakers and field trips. Students work individually and in groups and are required to apply their developing skills to provincial standards in our collision repair facility. A segment of the program is set aside for practical student work and competency assessment. Additionally, students receive weekly homework assignments.

**Evaluation of Student Learning**

Evaluation is a combination of assessment of practical assignments, projects, theory exams, exam, and/or practical exams. exam:
Recommended Characteristics of Students

Personal hygiene, grooming and appearance acceptable to a service industry;
Good hand dexterity for operating equipment and machines;
Command of oral and written English;
Ability to understand and follow oral and written instruction;
Good general health and respiratory condition;
Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program;
Ability to tolerate noise and vibration;
Mechanical aptitude and interest;
Good hand-eye coordination;
Good eyesight and colour vision;
Good line, form and depth perception;
Possession of valid BC driver's license.

Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARPT 1140</td>
<td>Occupational Skills and Safety</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1143</td>
<td>Spray Guns and Equipment</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1142</td>
<td>Handling of Vehicle Components</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1133</td>
<td>Surface Preparation</td>
<td>2</td>
</tr>
<tr>
<td>ARPT 1127</td>
<td>Undercoats</td>
<td>2</td>
</tr>
<tr>
<td>ARPT 1129</td>
<td>Use of Solvents</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1134</td>
<td>Restoring Corrosion Protection</td>
<td>2</td>
</tr>
<tr>
<td>ARPT 1135</td>
<td>Topcoat Materials</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1136</td>
<td>Paint Problems and Repairs</td>
<td>2</td>
</tr>
<tr>
<td>ARPT 1137</td>
<td>Masking Procedures</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1138</td>
<td>Automotive Plastics</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1141</td>
<td>Pre-Delivery Inspection (PDI)</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1152</td>
<td>Trends &amp; Technological Change</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1170</td>
<td>Refinishing Tools and Equipment</td>
<td>1.5</td>
</tr>
<tr>
<td>ARPT 1180</td>
<td>Technical Information and Documentation</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1195</td>
<td>Vehicle Components and Pre-Delivery</td>
<td>3</td>
</tr>
<tr>
<td>ARPT 1160</td>
<td>Surface Preparation</td>
<td>5</td>
</tr>
<tr>
<td>ARPT 1190</td>
<td>Using Materials and Equipment</td>
<td>5</td>
</tr>
<tr>
<td>ARPT 1181</td>
<td>Workplace Planning and Scheduling</td>
<td>1</td>
</tr>
<tr>
<td>ARPT 1153</td>
<td>Shop Experience</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Total Credits 20
This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

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 Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-75 Minimum Pass</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-69 Failing Grade - unable to proceed to next Term</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit Granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of credits.

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
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.

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

**Rationale and Consultations**

Provide a rationale for this proposal.

This program must be renewed to re-align with changes made to the ITA Provincial Program Outline. While the program content has not seen major changes the ITA changes have prompted major re-organization including combining some course clusters into new course as well as credit and name changes for others. All course outline were also in need of updating to meet current EdCo standards. Please refer to the attached Detail of Course Changes document.

Are there any expected costs to this proposal.

None.

Consultations

<table>
<thead>
<tr>
<th>Consulted Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Office</td>
<td>Note: This PCG and COs were all edited and re-submitted after consultation with Karen Crossett and Asc. Registrars.</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

While a majority of the content remains unchanged in the Provincial Program Outline, major reorganization has prompted the replacement of most courses in this program to facilitate the alignment.

Supporting documentation:

[Detail of Course Changes - ARPT Sep2018 (2).doc](https://curriculum.vcc.ca/courseleaf/approve/?role=admin)
Robin Popow (rpopow) (09/07/18 8:13 am): As suggested by Denis Seremba (Asc. Reg) we will change Admission requirement "Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device." to a note at the end of this section. Department has also agreed to add the following to Admission Requirements and will develop a formal pre-assessment to support it: "Relevant trade experience will be considered by department approval."

Robin Popow (rpopow) (09/07/18 8:15 am): Note: "Relevant trade experience..." requirement not to be added to Youth Train in Trades option.

Carlie Deans (cdeans) (09/07/18 12:52 pm): Rollback: Rolled back for edits, as requested.
Detail of Proposed Changes to ARPT Auto Refinish Prep Technician

PCG Changes
- Overall format update and changes to language throughout
- Change Effective Date from January 2015 to January 2019
- PLOs’ changed to reflect new language in 2017 ITA Program Outline update
- Change Admission Requirements to reflect ITA’s ACE-IT program replacement with Youth Train in Trades program and computer requirements as students are now required to complete portions of the program via Moodle, in class and as homework.

Course Changes
While course content has not required major changes the 2017 ITA Program Outline update resulted in a major reorganization of program goals and objectives. These proposed course changes seek primarily to align to the new outline to ensure accurate student grading/ITA reporting.

<table>
<thead>
<tr>
<th>Current Course #</th>
<th>Current Course Name</th>
<th>Current Cr.</th>
<th>Action</th>
<th>Proposed Course #</th>
<th>Proposed Course Name</th>
<th>Proposed Cr.</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARPT 1140</td>
<td>Occupational Skills and Safety</td>
<td>1.0</td>
<td>Revise</td>
<td>ARPT 1170 Refinishing Tools and Equipment</td>
<td>1.5</td>
<td>New course due to major changes required to align to new ITA Program Outline affecting all aspects of existing course including CLO’s, time/credit required to deliver.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1143</td>
<td>Spray Guns and Equipment</td>
<td>1.0</td>
<td>Replace</td>
<td>ARPT 1180 Technical Information and Documentation</td>
<td>1.0</td>
<td>New course to deliver new provincial content. Also moves topics such as vehicle ID, manuals and bulletins, environmental safety, and work orders from ARPT 1140.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1136</td>
<td>Paint Problems and Repairs</td>
<td>2.0</td>
<td>Replace</td>
<td>ARPT 1195 Vehicle Components and Pre-Delivery</td>
<td>3.0</td>
<td>New course to align to new ITA Program Outline affecting all aspects of two existing courses. ARPT 1152 content reduced so too small to be a course on its own. ARPT 1142 content expanded. Some content from ARPT 1142 moved to ARPT 1133.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1141</td>
<td>Pre Delivery Inspections (PDI)</td>
<td>1.0</td>
<td>Replace</td>
<td>ARPT 1195 Vehicle Components and Pre-Delivery</td>
<td>3.0</td>
<td>New course to align to new ITA Program Outline affecting all aspects of two existing courses. ARPT 1152 content reduced so too small to be a course on its own. ARPT 1142 content expanded. Some content from ARPT 1142 moved to ARPT 1133.</td>
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</tr>
<tr>
<td>ARPT 1142</td>
<td>Handling of Vehicle Components</td>
<td>1.0</td>
<td>Replace</td>
<td>ARPT 1180 Technical Information and Documentation</td>
<td>1.0</td>
<td>New course to deliver new provincial content. Also moves topics such as vehicle ID, manuals and bulletins, environmental safety, and work orders from ARPT 1140.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1152</td>
<td>Trends and Technological Change</td>
<td>1.0</td>
<td>Replace</td>
<td>ARPT 1133 Surface Preparation</td>
<td>2.0</td>
<td>Revised</td>
<td>Major changes to align to new ITA Program Outline affecting 3 courses. ARPT 1133: Some content moved new course (ARPT 1181), ARPT 1142: Some content moved to this course, ARPT 1137: All content moved to this course. Time /credit expanded to reflect new format.</td>
</tr>
<tr>
<td>ARPT 1137</td>
<td>Masking Procedures</td>
<td>1.0</td>
<td>Replace</td>
<td>ARPT 1133 Surface Preparation</td>
<td>5.0</td>
<td>Major changes to align to new ITA Program Outline affecting 3 courses. ARPT 1133: Some content moved new course (ARPT 1181), ARPT 1142: Some content moved to this course, ARPT 1137: All content moved to this course. Time /credit expanded to reflect new format.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1127</td>
<td>Undercoats</td>
<td>2.0</td>
<td>Replace</td>
<td>ARPT 1190 Using Materials and Equipment</td>
<td>5.0</td>
<td>New course to align to new ITA Program Outline requires combining three existing courses ARPT 1127, ARPT 1129 and ARPT 1134 content.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1129</td>
<td>Use of Solvents</td>
<td>1.0</td>
<td>Replace</td>
<td>ARPT 1190 Using Materials and Equipment</td>
<td>5.0</td>
<td>New course to align to new ITA Program Outline requires combining three existing courses ARPT 1127, ARPT 1129 and ARPT 1134 content.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1134</td>
<td>Restoring Corrosion Protection</td>
<td>2.0</td>
<td>Replace</td>
<td>ARPT 1181 Workplace Planning and Scheduling</td>
<td>1.0</td>
<td>New course to align to new ITA Program Outline requires combining three existing courses ARPT 1135, ARPT 1138 and some content from ARPT 1133. Content from ARPT 1135 and ARPT 1138 reduced significantly due to overlap with other courses.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1135</td>
<td>Topcoat Materials</td>
<td>1.0</td>
<td>Replace</td>
<td>ARPT 1181 Workplace Planning and Scheduling</td>
<td>1.0</td>
<td>New course to align to new ITA Program Outline requires combining three existing courses ARPT 1135, ARPT 1138 and some content from ARPT 1133. Content from ARPT 1135 and ARPT 1138 reduced significantly due to overlap with other courses.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1138</td>
<td>Automotive Plastics</td>
<td>1.0</td>
<td>Replace</td>
<td>ARPT 1181 Workplace Planning and Scheduling</td>
<td>1.0</td>
<td>New course to align to new ITA Program Outline requires combining three existing courses ARPT 1135, ARPT 1138 and some content from ARPT 1133. Content from ARPT 1135 and ARPT 1138 reduced significantly due to overlap with other courses.</td>
<td></td>
</tr>
<tr>
<td>ARPT 1153</td>
<td>Shop Experience</td>
<td>3.0</td>
<td>Revise</td>
<td></td>
<td></td>
<td></td>
<td>Major changes to provide structure and focus for students and employers to ensure shop experience builds on skills and knowledge gained at VCC.</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 20.0

20.0
Course Change Request

Date Submitted: 09/07/18 4:43 pm

Viewing: **ARPT 1140: Occupational Skills and Safety**

Last edit: 09/28/18 10:21 am
Changes proposed by: rpopow

Programs referencing this course:

8: Auto Refinishing Prep Technician Certificate

Course Name:

**Occupational Skills and Safety**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Refinish Prep - Voc(4321)

Contact(s)

In Workflow

1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 9:21 am
   David Cross (dcross): Approved for 4321 Leader
2. 08/28/18 10:49 am
   Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:56 pm
   Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:20 am
   David Cross (dcross): Approved for 4321 Leader
5. 09/10/18 8:44 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:27 am
   Todd Rowlatt (trowla): Approved

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Banner Course Name: Occupational Skills and Safety

Subject Code: ARPT - Auto Refinishing Prep

Course Number: 1140

Year of Study: 1st Year Post-secondary

Credits: 1.0

Course Description:
Throughout this course students use safe workshop practices such as Workplace Hazardous Materials Information Systems (WHMIS), fire prevention, emergency procedures and hazardous materials disposal.

This course is part of the Auto full-time Automotive Refinishing Prep Certificate program. Technician; Automotive Refinishing Prep Technician – High School Programs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

| CLO #1 | Identify, use Identify and maintain operate personal protective equipment |

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

<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Identify the areas of the body affected from exposure to chemical additives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #3</td>
<td>Identify dangerous chemical additives used in the refinishing industry</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe the Workplace Hazardous Materials Information Systems (WHMIS) system</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Identify WorkSafeBC and OHS standards relating the refinishing industry List Workers Compensation Board (WCB) rules and policies</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe how to maintain a safe work environment</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Describe fire safety and extinguishing types</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Describe use and types of fire extinguishers</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Describe fire and emergency evacuation methods</td>
</tr>
<tr>
<td></td>
<td>Identify and interpret vehicle information</td>
</tr>
<tr>
<td></td>
<td>Describe the use of technical manuals and bulletins</td>
</tr>
<tr>
<td></td>
<td>Use safe vehicle handling procedures</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, case studies, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
### Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Learning Environment Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>17</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>8</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>Self Paced / Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>

### Course Topics

**Course Topics:**

- Personal Protective Equipment
- Exposure to Chemical Additives
- Dangerous Chemical Additives Used in the Refinishing Industry
- Workplace Hazardous Materials Information Systems (WHMIS)
- Workers Compensation Board (WCB)/WorkSafeBC Rules and Policies
- Maintaining a Safe Work Environment
- Fire Types
- Fire Extinguishers
- Fire and Emergency Evacuation Methods
- Vehicle Information
- Using Technical Manuals and Bulletins
Course Topics:

- WorkSafeBC and OHS Standards for Refinishing
- Personal Protective Equipment
- Hazardous Materials
- Workplace Hazardous Materials Information Systems (WHMIS)
- Fire Safety
- Maintaining a Safe Working Environment

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Refinishing Prep Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:56 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 5:14 pm

Viewing: ARPT 1153: Shop Experience

Last edit: 09/28/18 10:21 am

Changes proposed by: rpopow

Programs referencing this course
8: Auto Refinishing Prep Technician Certificate

Course Name: Shop Experience

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Refinish Prep - Voc(4321)

Contact(s)

In Workflow
1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 08/28/18 9:21 am David Cross (dcross): Approved for 4321 Leader
2. 08/28/18 10:49 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:57 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:20 am David Cross (dcross): Approved for 4321 Leader
5. 09/10/18 8:44 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:27 am Todd Rowlatt (trowlatt): Approved
Banner Course Name: Shop Experience
Subject Code: ARPT - Auto Refinishing Prep
Course Number: 1153
Year of Study: 1st Year Post-secondary
Credits: 2.5

Course Description:
The purpose of this 15-day course is to provide students opportunities to apply practical skills and knowledge learned in Term 1 in an authentic and active working environment. Opportunities are provided by; students working in industry in a sponsor shop, working in the VCC training shop, or a combination of both based on the individual students situation.

In this course students enter a body shop for a three-week work experience period. Students work side by side with a certified auto refinishing journey person. This course is part of the full-time Automotive Refinishing Prep Technician, Automotive Refinishing Prep Technician Certificate program. – High School Programs-

Course Learning Outcomes (CLO):

PLAR (Prior Learning Assessment & Recognition)
No

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Perform full range of practical job tasks required of an Auto Refinishing Prep Technician according to the ITA Program Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Adapt skills to suit needs and standards of an auto refinishing facility</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Perform job tasks in an active, reliable and efficient manner</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform job tasks in accordance with occupational health and safety standard</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Students are provided opportunities for hands-on practical work experience in an authentic refinishing facility at VCC or in industry. A Workplace Evaluation Guide is issued in alignment with practical assignments issued in the program. Hands-on practical work.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Percentages</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>50±100</td>
<td>Students are graded on active participation, reliability and efficiency (evaluation rubric) Ongoing participation mark based on evaluation rubric</td>
</tr>
<tr>
<td>Assignments</td>
<td>50</td>
<td>Checklist of required practical tasks (Workplace Evaluation Guide) based partly on employer feedback</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum 75

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and safety</td>
</tr>
<tr>
<td>Spray guns and related equipment</td>
</tr>
<tr>
<td>Vehicle components</td>
</tr>
<tr>
<td>Surface preparation</td>
</tr>
<tr>
<td>Undercoat products</td>
</tr>
</tbody>
</table>
Course Topics:

- Solvents
- Corrosion protection
- Topcoats
- Masking
- Automotive-plastics
- Automotive trim
- Pre-delivery inspection
- Journeyperson upgrading
- Workplace Evaluation Guide

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Refinishing Prep Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:
Reviewer

Comments

Carlie Deans (cdeans) (09/07/18 12:57 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

Date Submitted: 09/07/18 5:11 pm

Viewing: **ARPT 1160 1133: Surface Preparation**

Last edit: 09/28/18 10:20 am

Changes proposed by: rpopow

Programs referencing this course:

**ARPT 1160:**
8: Auto Refinishing Prep Technician Certificate

Course Name:

**Surface Preparation**

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Refinish Prep - Voc(4321)

Contact(s)

In Workflow

1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 9:21 am David Cross (dcross): Approved for 4321 Leader
2. 08/28/18 10:48 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:56 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:20 am David Cross (dcross): Approved for 4321 Leader
5. 09/10/18 8:44 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:27 am Todd Rowlatt (trowlatt): Approved
Course Description:
Students identify various substrates and topcoats found in the automotive refinishing industry, mixing, applying and finishing plastic body fillers, applying a two-part putty, correctly sanding a vehicle and the functions of metal conditioners and conversion coatings.

This course is part of the full-time Automotive Refinishing Prep Technician Certificate program. -High-School-Programs-

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe preparation procedures</td>
</tr>
<tr>
<td>Identify types of substrates</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

- Explain finish conditions
- Describe preparation prior to sanding
- Describe finishing plastic fill prep and applications
- Describe sanding equipment and materials
- Describe metal conditioners
- Identify and describe emerging technology

CLO #1 Prepare a panel for surface preparation

CLO #2 Describe masking materials

CLO #3 Use masking techniques

CLO #4 Describe masking techniques

CLO #5 Use masking techniques to protect and prepare a vehicle for primer

CLO #6 Use masking techniques to prepare a vehicle for paint

CLO #7 Describe stripping techniques

CLO #8 Describe sanding materials and equipment

CLO #9 Use sanding techniques

### Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, case studies, **assigned homework**, group work, individual work, field trips, and project work in an authentic shop environment.

### Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Percentages</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>30 15</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>30 20</td>
<td>Theory exam (summative - theory)</td>
</tr>
</tbody>
</table>
### Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Lecture, Seminar, Online</th>
<th>62.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>62.5</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
</tr>
<tr>
<td>Self Paced / Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>

### Course Topics

**Course Topics:**

- Preparation Procedures
- Substrates
- Finish Conditions
- Preparation Prior to Sanding
- Finishing Plastic Fill
- Sanding Equipment and Materials
- Metal Conditioners
- New Technology
- Substrate Preparation
- Masking
- Stipping Coatings
- Sanding Materials and Equipment
- Sanding Techniques
Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Refinishing Prep Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments

Carlie Deans (cdeans) (09/07/18 12:56 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 4:45 pm

Viewing: ARPT 1170: Refinishing Tools Equipment

Last edit: 09/28/18 10:22 am
Changes proposed by: rpopow

Programs referencing this course

8: Auto Refinishing Prep Technician Certificate

Programs

Course Name:
Refinishing Tools and Equipment

Effective Date: January 2019

School/Centre: Trades, Technology & Design
Department: Automotive Refinish Prep - Voc(4321)
Contact(s)

In Workflow
1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 08/28/18 9:21 am David Cross (dcross): Approved for 4321 Leader
2. 08/28/18 10:49 am Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:57 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:20 am David Cross (dcross): Approved for 4321 Leader
5. 09/10/18 8:44 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:27 am Todd Rowlatt (trowlatt): Approved
Banner Course Name: Refinishing Tools Equipment

Subject Code: ARPT - Auto Refinishing Prep

Course Number: 1170

Year of Study: 1st Year Post-secondary

Credits: 1.5

Course Description:
During this course students learn the safe operation of all shop equipment and their functions, including spray gun cleaning, maintenance and basic operation.

This course is part of the Auto Refinishing Prep Certificate program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe tools and equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe the maintenance of tools and equipment</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Describe spray booths and their components</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Maintain spray booths and their components</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe spray guns and components</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Maintain spray equipment</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, case studies, group work, individual work, field trips, and project work in an authentic shop environment.

**Evaluation and Grading**

Grading System: Percentages

Passing grade: 70

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Active participation and team work</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

25

Lab, Clinical, Shop, Kitchen, Studio, Simulation

25

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools and Equipment</td>
</tr>
<tr>
<td>Spray Guns and Spraying Equipment</td>
</tr>
<tr>
<td>Spray Booths and Components</td>
</tr>
<tr>
<td>Spray Booth Operation and Maintenance</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Refinishing Prep Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

Replaces ARPT 1143

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:57 pm): Rollback: Rolled back for edits, as requested.
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 12:51 pm

Viewing: ARPT 1180: Technical Info and Documents

Last edit: 09/28/18 10:23 am
Changes proposed by: rpopow

Programs referencing this course

8: Auto Refinishing Prep Technician Certificate

Course Name:
Technical Information and Documentation

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Refinish Prep - Voc(4321)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Popow</td>
<td><a href="mailto:rpopow@vcc.ca">rpopow@vcc.ca</a></td>
<td>604-313-0556</td>
</tr>
</tbody>
</table>

Banner Course Name:
Technical Info and Documents

Subject Code: ARPT - Auto Refinishing Prep

Course Number: 1180

Year of Study: 1st Year Post-secondary

In Workflow
1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 09/18/18 1:03 pm
   David Cross (dcross): Approved for 4321 Leader
2. 09/18/18 1:04 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 09/28/18 10:27 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Credits: 1

Course Description:
Students will learn to locate and interpret vehicle information, technical manuals and bulletins and to interpret work orders. Additionally, this course focuses on Provincial environmental safety legislation pertaining to the auto refinishing industry.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Locate and interpret vehicle information</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Access technical manuals and bulletins</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Interpret information in manuals and bulletins</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Identify environmental regulations</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Interpret safety regulations as they apply to refinishing procedures</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Complete documentation for safety and environmental compliance</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Describe repair documentation</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Describe insurance claim processes in BC</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Interpret trade terminology found on work orders and estimates</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, case studies, group work, individual work, field trips, and project work in an authentic shop environment.
Evaluation and Grading

Grading System: Percentages

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Formative theory (quizzes and assignments)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Summative theory</td>
</tr>
<tr>
<td>Assignments</td>
<td>50</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing, etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>Active participation and teamwork</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen, Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

I-CAR DAM01 Vehicle Identification, Estimation Systems, And Terminology

10001 Environmental Safety

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations
You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal
See Auto Refinish Prep Technician PCG proposal

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer
Comments
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 5:13 pm

Viewing: ARPT 1181 : Workplace Planning and Scheduling

Scheduling

Last edit: 09/28/18 10:23 am

Changes proposed by: rpopow

Programs referencing this course

8: Auto Refinishing Prep Technician Certificate

Course Name:

Workplace Planning and Scheduling

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Refinish Prep - Voc(4321)

Contact(s)

In Workflow

1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 9:21 am
   David Cross (dcross): Approved for 4321 Leader

2. 08/28/18 10:49 am
   Bre Griffiths (bgriffiths): Approved for CTT Dean

3. 09/07/18 12:57 pm
   Carlie Deans (cdeans): Rollback to Initiator

4. 09/10/18 8:20 am
   David Cross (dcross): Approved for 4321 Leader

5. 09/10/18 8:44 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean

6. 09/28/18 10:27 am
   Todd Rowlatt (trowla): Approved
Banner Course Name:

**Workplace Planning Scheduling**

Subject Code: ARPT - Auto Refinishing Prep

Course Number 1181

Year of Study 1st Year Post-secondary

Credits: 1.0

Course Description:

Students learn to identify substrate types and conditions to determine appropriate repair processes. Process timelines and work scheduling plans are a primary focus.

This course is part of the full-time Auto Refinishing Prep Technician Certificate program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe metals, plastics and topcoats</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform inspection of substrate</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Evaluate the substrate condition to determine next steps</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Describe repair processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Describe process timelines</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Develop a refinishing plan</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Percentages</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Formative theory (quizzes and assignments)</td>
</tr>
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<td>Exam</td>
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</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Active participation and teamwork</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen, Studio, Simulation

10

Practicum

Self Paced / Individual Learning
Course Topics:

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substrate Materials and Conditions</td>
</tr>
<tr>
<td>Substrate Inspections and Evaluations</td>
</tr>
<tr>
<td>Developing a Repair Process</td>
</tr>
<tr>
<td>Timelines and Refinishing Plans</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Refinishing Prep Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:57 pm): Rollback: Rolled back for edits, as requested.
## Course Change Request

### New Course Proposal

**Date Submitted:** 09/07/18 5:11 pm

**Viewing:** **ARPT 1190 : Using Materials and Equipment**

**Last edit:** 09/28/18 10:24 am

Changes proposed by: rpopow

#### Programs referencing this course

- **8: Auto Refinishing Prep Technician Certificate**

### Course Name:

Using Materials and Equipment

### Effective Date:

January 2019

### School/Centre:

Trades, Technology & Design

### Department:

Automotive Refinish Prep - Voc(4321)

### Contact(s)

1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

### Approval Path

1. 08/28/18 9:21 am
   - David Cross (dcross): Approved for 4321 Leader

2. 08/28/18 10:49 am
   - Bre Griffiths (bgriffiths): Approved for CTT Dean

3. 09/07/18 12:57 pm
   - Carlie Deans (cdeans): Rollback to Initiator

4. 09/10/18 8:20 am
   - David Cross (dcross): Approved for 4321 Leader

5. 09/10/18 8:44 am
   - Brett Griffiths (bgriffiths): Approved for CTT Dean

6. 09/28/18 10:27 am
   - Todd Rowlatt (trowla): Approved
using Materials and Equipment

This course focuses on the prevention of paint defects through proper equipment, materials and vehicle preparation, in addition to materials application processes and techniques.

This course is part of the full-time Automotive Refinishing Prep Technician Certificate program.

Course Pre-Requisites (if applicable):

Successful completion of ARPT 1140 Occupational Skills and Safety and ARPT 1170 Refinishing Tools and Equipment

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

CLO #1 Describe undercoats and repair materials

CLO #2 Select repair materials
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Mix repair materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Apply repair materials</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe corrosion protection</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Apply corrosion protection</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Use spray guns to apply primers/undercoats</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Operate a spray booth</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Operate drying and curing equipment</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Use paint manufacturers' software and equipment</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, case studies, group work, individual work, field trips, and project work in an authentic shop environment.

**Evaluation and Grading**

Grading System: Percentages

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Active participation and team work</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

62.5
Lab, Clinical, Shop, Kitchen, Studio, Simulation

62.5

Practicum

Self Paced / Individual Learning

### Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Preventing Refinish Defects</td>
</tr>
<tr>
<td>Corrosion Protection</td>
</tr>
<tr>
<td>Surface Preparation and Masking</td>
</tr>
<tr>
<td>Coatings and Additives</td>
</tr>
<tr>
<td>Undercoat Application</td>
</tr>
<tr>
<td>Colour Theory, Application, Tinting and Blending</td>
</tr>
<tr>
<td>Spray Setup</td>
</tr>
<tr>
<td>Topcoat Application</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

---

**Rationale and Consultations**

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Refinishing Prep Technician Certificate PCG for proposal

---

**Additional Information**
Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

**Carlie Deans (cdeans) (09/07/18 12:57 pm):** Rollback: Rolled back for edits, as requested.
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 5:08 pm

Viewing: ARPT 1195: Components and Pre-Delivery

Last edit: 09/28/18 10:24 am
Changes proposed by: rpopow

Programs referencing this course

8: Auto Refinishing Prep Technician Certificate

Course Name:
Vehicle Components and Pre-Delivery

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Automotive Refinish Prep - Voc(4321)

Contact(s)

In Workflow

1. 4321 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/28/18 9:21 am David Cross (dcross): Approved for 4321 Leader
2. 08/28/18 10:49 am Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 09/07/18 12:57 pm Carlie Deans (cdeans): Rollback to Initiator
4. 09/10/18 8:20 am David Cross (dcross): Approved for 4321 Leader
5. 09/10/18 8:44 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 09/28/18 10:27 am Todd Rowlatt (trowla): Approved
Course Description:
This course introduces students to the vehicle components, focusing on trim removal and replacement to assist in the refinishing process. Students will also learn post-paint tasks such as surface defect removal (polishing) and vehicle detailing (cleaning).

This course is part of the full-time Automotive Refinishing Prep Technician Certificate program.

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Identify vehicle components and fasteners</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify post-paint defects</td>
</tr>
</tbody>
</table>
Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, case studies, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages
Passing grade: 70%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
25

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
50

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evolution of the Automobile</td>
</tr>
<tr>
<td>Basic Components</td>
</tr>
<tr>
<td>Trim and Hardware</td>
</tr>
<tr>
<td>Detailing</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

See Auto Refinishing Prep Technician Certificate PCG proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Carlie Deans (cdeans) (09/07/18 12:57 pm): Rollback: Rolled back for edits, as requested.

Key: 8477
ISSUE: C.1.6 - Registration

BACKGROUND:

Policy came to the committee for information. It was presented by Dave McMullen. The main change/addition concerned principles and procedures relating to audit students. Apparently, there are only about 10 – 20 audit students per term at the College, most of these occur in music.

DISCUSSION:

A number of questions were discussed:

1) What right should audit students have to a seat, when they might displace a paying student – currently, audit students may only register, if there is space, within two weeks of the course start date – a discussion about whether this was too generous or not generous enough to audit students, re allowing them time to register in advance of the start date – I believe the committee was undecided, but the discussion was vigorous;

2) Should audit students get a tuition fee discount – general agreement that the answer was Yes. Dave will follow up with Finance;

3) Agreement that the refund rules are the same as for fee-paying students;

4) Is an audit registration an "attempt" for the purposes of C.1.1 Grading, Progression and Withdrawal - generally agreed that No it is not; apparently this strategy - auditing a course before taking it for credit is not uncommon among some students (those who can afford it)

RECOMMENDATION:

Education Policy Committee provides C.1.6 - Registration to Education Council for information and recommends it be posted for community feedback.

Prepared by:
John Demeulemeester
Chair, Education Policy Committee
CONTEXT AND PURPOSE
This policy informs students of institutional practices regarding program and course registration at Vancouver Community College (VCC, the College).

SCOPE AND LIMITS
This policy applies to all registration activity for credit and non-credit programs and courses offered by VCC. This policy does not apply to Continuing Studies non-credit courses.

STATEMENT OF POLICY PRINCIPLES
1. VCC will apply a consistent registration process that is fair, transparent, accessible, and timely for all students.
2. VCC values and promotes the principles of student success and academic progression, and is committed to working with students to achieve their educational goals.
3. VCC's registration processes are based on a priority registration system for individuals and groups that include, but are not limited to: Indigenous students, students with disabilities, international students and returning students.
4. VCC is committed to publishing registration information and commencing registration for classes as far in advance as possible.
5. The College is committed to student success. At the first instance of a student encountering difficulties in a course, the instructor is responsible for referring students to the appropriate support area noted below. Student Development, Indigenous Education and International Education are the recognized institutional experts for providing educational support to students in order to promote success.

DEFINITIONS
Admission: The formal process by which students are granted the opportunity to be considered a student at the College and would be eligible to register for courses. In order to be admitted, students are required to fulfill the requirements stipulated in the program they are applying to. This may include specific course completion and/or grade level completion, some with specific grades. In addition, some programs will require students to present documented evidence of having met specific requirements that may not be academic in nature but are salient
to the program in which they are applying. For Continuing Studies courses, there may not necessarily be a formal admissions process and, as such, the process itself revolves around the submission of an application with required demographic data so that students can be entered into the student records system for the purposes of appropriate tracking. In such situations, students will be admitted, which serves institutional purposes of allowing the College to ensure good record keeping and this will allow the student to register for a particular course in question.

**Auditing Student:** A student who is approved to audit a course will attend classes and may participate in class discussions, but will not write exams, submit assignments or receive a grade or credit for the course.

**Insert Student:** A student who has previously completed a portion of a VCC program and has returned to complete remaining courses in a program.

**Pre-requisite:** A required course that a student must have taken to ensure that they have the level of understanding and competency in order to successfully complete the course which they are registering in.

**Registered Student:** A person who has been recorded within the Banner Student Information System as having been placed in a seat in a full-time or part-time credit or non-credit course offered by VCC.

**Registration Area:** The following areas of the College are responsible for registering students into specific programs:

- Registrars’ Office (RO)
- Continuing Studies (CS)
- International Education (IE)
- School of Instructor Education (SIE)

**RELATED LEGISLATION & POLICIES**

**Legislation:**
British Columbia Human Rights Code
Immigration and Refugee Protection Act

**Policies:**
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.1 Course/Program Grading
C.1.3 Granting of Credentials
C.2.1 International students on Study Permits
C.2.2 Eligibility for Domestic Fees
C.3.3 Suspension and/or Discontinuance of Programs
D.3.5 Prior Learning Assessment and Recognition
D.3.6.1 Flexible Admissions
D.3.8 Criminal Record Check
D.3.10 Aboriginal Education Enrolment
D.4.1 Students with Disabilities
D.4.2 Student Grievance

**RELATED PROCEDURES**
Refer to C.1.6 Registration Procedures
1. To register in courses, a student must have completed the admission process for a course and/or program, or have received permission to register for courses where there is no formal admissions process, such as in Continuing Studies.

2. Students are responsible for:
   a. the accuracy of their registration at VCC.
   b. determining if their selected courses will meet requirements for graduation at VCC or transfer to another institution (if required to meet the student’s future educational goals).
   c. paying all required fees by the published deadlines.
   d. withdrawing from courses by published deadlines. If a student fails to do so, they are responsible for all outstanding fees and the resulting grade.
   e. ensuring that the appropriate Registration Area has their current mailing and e-mail address and phone numbers on file at all times.

3. If pre-requisites are not met before the course start date, the student must withdraw from the course or may be withdrawn. The Registration Area must have proof of relevant course pre-requisites on file for each registered student.

4. Students registering as insert students must contact the Department Leader for their program. The Department Leader will forward in writing the appropriate information, including the courses the student is to be registered in, to the Registration Area. If a program has been discontinued or undergone revision, a returning student will need to apply to the revised version of the program prior to registration.

5. The following guidelines apply to individuals registering as Auditing Students:
   a. A completed Audit Request Form must be approved by the Department and submitted to the Registrar’s Office at the time of registration.
      i. A student who has already registered in a course and wishes to switch to audit status must submit an approved Audit Request Form to the Registrar’s Office prior to the course start date.
   b. A student cannot register as an auditor until two weeks prior to the course start date provided an empty seat is available.
c. A student can only register as an auditor once in a specific course. Exceptions may be made on an individual basis provided the student provides supporting documentation.

d. Audited courses will appear on a student’s transcript with a grade of R.

6. Students may occasionally wish to register in additional courses beyond what their program calls for within a given term. After consultation with the Department Leader and the Registration Area, students may be permitted to register in additional courses as an overload. The determination will be based on a student’s past academic performance to ensure they are reasonably assured of being successful.

7. Students who have not been registered in a course for a period of 12 consecutive months will have their academic status changed to “inactive”, and will need to contact the Registration Area to re-activate their account prior to registering for courses.

RELATED POLICY
Refer to C.1.6 Registration Policy.
Audit Request Form

Name ___________________________ Student # __________________

LAST           FIRST           INITIAL

Program__________________________ Banner Term _______________

Students who wish to attend classes without participating in assignments or examinations may apply to the Department Head for permission to audit a course prior to the start of the course or program.

Written permission must be received in the Registrar’s Office prior to the start of the course or program.

Audit status cannot be changed to credit. Student must repeat the course(s) and receive a credited grade to be eligible for Certificate/Diploma.

Student pays regular course/program fees for audited courses.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Subject</th>
<th>Course #</th>
<th>CRN</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>R</td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
</tr>
</tbody>
</table>

Reason for auditing course(s):

__________________________________________________________________________

__________________________________________________________________________

Student’s Signature: ________________________ Date: ______________

Departmental Approval: Yes______________ No __________

Departmental Approval Name (Please Print): __________________________________

Signature: ________________________________ Date: __________

Distribution: White copy – submitted to Admissions for registration
Yellow copy – department to keep for records

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This annual report has been prepared for the October 2018 EdCo meeting: it provides a summary and analysis of 2017-2018 REB activity, updates on key research-related initiatives, and a brief discussion of issues relevant to research ethics and research support at VCC.
VCC Research Ethics Board Annual Report 2017-2018

1 INTRODUCTION

The VCC Research Ethics Board acknowledges that it meets and works on the traditional and unceded territory of the Coast Salish Peoples, the traditional territories of the Squamish, Musqueam, and Tsleil-Waututh First Nations.

The VCC Research Ethics Board (REB) ensures that any research conducted at or associated with the college that involves human participants meets the federally articulated quality and ethical requirements set out in the Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (2014) [TCPS2]. It also acts as a consultative body that supports research ethics education within the institution and engages on the college’s behalf in wider discussions about research institutions’ best practices.

In consultation with the 2017-2018 REB membership, and in accordance with VCC Policy F.1.01, Ethical Conduct for Research Involving Humans, the REB chair submits this annual report, which summarizes REB activities and planning that occurred from July 1, 2017 to June 30, 2018 and offers some brief analysis to help contextualize this work.

2 REB MEMBERSHIP

The composition of VCC’s REB complies with the guidelines presented under Article 6.4 of the TCPS2. Over the 2017-2018 year, the REB had thirteen (13) active members:

Virginia Adams: Coordinator II, Library
Beverly Bouma: WorkSafeBC; community member (external to VCC)
Greg Hamilton: Help Desk Analyst, Information Technology
Margery Hawkins: retired VCC faculty; community member
Marilyn Heaps: Instructional Associate, Centre for Teaching, Learning, and Research (CTLR)
Costa Karavas: Department Head, Math
Garth Manning: Instructional Associate, CTLR
Raymond Meadowcroft: Emeritus Professor, UBC; community member
Helen Roberts: Department Head, Applied Business
Claire Sauvé: Senior Coordinator, Continuing Studies
Andy Sellwood: Instructional Associate, CTLR
Raaj Tiagi: Faculty, Hospitality
Elle Ting: Instructional Associate, CTLR (Chair)

VCC’s quorum rules for its REB, which are explained in the college’s applied research policies and procedures (specifically, F.1.01), set attendance at a minimum of four (4) members, excluding the chair. Regular meetings (an hour and a half each) are held every two months from October to June, and additional meetings are
scheduled as necessary (for instance, when a researcher requires an “emergency” full board review). The REB met five times in the 2017-2018 cycle on the following dates:

- October 27, 2017
- December 15, 2017
- February 23, 2018
- April 20, 2018
- June 15, 2018

Quorum was met at all regular meetings, and no additional/emergency meetings were called in 2017-2018.

The group extends its thanks to outgoing community member Dr. Ray Meadowcroft for his support and feedback during the last year and welcomes the three incoming community members starting in the 2018-2019 cycle: Ms. Grace Love, Ms. Chaufa Nguyen, and Ms. Debbie Schachten. Moving into its third year, the REB can expect to have fifteen (15) members in total.

At the time of this writing, the REB is also seeking student members through the Student Union of Vancouver Community College (SUVCC). Because many of the studies that the REB approves include students as participants or researchers, it would be ideal for VCC students to be actively involved in the research ethics review process.

As per the terms of Article 6.5 of the TCPS 2 (2014), an REB “should have provisions for consulting ad hoc advisors in the event that it lacks the specific expertise or knowledge to review the ethical acceptability of a research proposal competently” (75). As in the previous year, it was not necessary for the REB to consult ad hoc experts to complete its 2017-2018 reviews; nevertheless, a priority for the coming year will be to identify and secure prospective subject matter experts to contact on an as-needed basis to address specific research content and enrich the REB’s diversity of opinion.

3 ADMINISTRATION

The REB is approved by and reports directly to the VCC Board of Governors and Education Council (F.1.01, Article 7b) but is administratively responsible to the Vice President, Academic, Students & Research (Dr. Kathryn McNaughton).

In 2017-2018, the REB received critical administrative support through the addition of Mr. Todd Biffard, Dean’s Assistant to the team at the Centre for Teaching, Learning, and Research (CTLR); his involvement in the organization and documentation of REB meetings and events has been nothing short of life-changing for the group.
4 2017-2018 REB ACTIVITY

VCC’s current REB completed its second full year of service in July 2018, and in that annual cycle, the number of new protocols continued its skyward trajectory. In 2017-2018, the REB approved twenty-six (26) new projects, an increase of 86% over the previous year; this doubling of approvals is consistent with the exponential growth pattern observed over the last three (3) years.

![Fig.1: VCC-REB Approvals 2008 to 2018](image)

While the growth curve may be impressive on its own, it is crucial to note a few things that are not captured in these quantitative data. First, these numbers capture only how many approvals were completed by the REB and do not reflect amendments, exemptions, completions, and rejections. (These categories are explained in more detail later in this section of the report.) Furthermore, the count alone does not reveal the complexity of particular projects; to begin to examine why the level of complexity attached to projects matters, it is necessary to unpack the different processes behind delegated and full board reviews.

VCC’s REB conducts two levels of review proportionate to the probability and magnitude of risk attached to research projects (TCPS2, Article 6.12): minimal risk studies, in which the risk to participants is no greater than what they can expect to face in their everyday lives, are assigned delegated 1 (expedited) reviews, while those with above-minimal risk and/or additional ethical considerations are subject to full board 2 review. Most

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1 Expedited review completed by the chair and one other REB member.
2 Principal investigator is required to meet with the REB.
of the protocols reviewed by the REB are minimal risk; however, the minority cases that do end up as full board reviews require significantly more REB resources because they require the participation of the full REB and take at least twice as long to complete as a delegated review.

In its inaugural year, 2016-2017, the then new REB conducted one (1) full board review, the first at VCC, for a study that was determined to be above-minimal risk. A year later, it completed five (5) full board reviews; of these, one project (1) was deemed to be elevated-risk and the other four (4) were course designations³—the latter category representing another developmental milestone for the REB and for VCC. Predictably, the full board review process will be particularly important to course designations as student research is becoming a required component of experiential learning in more VCC curricula.

The REB has also seen significant increase over the last annual cycle in activities that are limited to administrative review⁴: amendments, exemptions, and conclusions. It is standard practice for REB chairs to perform administrative reviews to determine if a delegated review path is appropriate or to amend an active project (TCPS2, Article 6.12). In the last year, however, administrative review has had to expand to address additional researcher needs: conclusions of approved studies and exemptions from REB review now often require formal documentation because some researchers have been trained at their primary institutions to expect official acknowledgement of study commencement and conclusion. In response to such requests, two new forms have been created: Form 1C-Research Ethics Board Review Exemption (December 2017) and Form 1D-Research Ethics Board Study Conclusion (March 2018).

![Fig. 2: Breakdown of REB 2017-2018 Review Activities](image)

³ An REB review that is completed for a course (not researchers/instructors) and covers any student research required in that course.

⁴ Preliminary review completed by the REB Chair.
It is interesting to note that the distribution of reviews by principal investigator (PI) origin\(^5\) has shifted quite dramatically in the REB’s second year of life as well. In 2016-2017, 28% of the projects reviewed were attached only to external (non-VCC) researchers; the following year, the number had increased by two-thirds to 43% of all projects. This difference in PI origin reflects successful efforts over the last year in promoting VCC as a research destination for external investigators; active engagement through networking events (REB West, BC Applied Research and Innovation Network, etc., as well as more casual invitations to collaborate) and the Research at VCC page (http://www.vcc.ca/about/support/research-at-vcc/) that was launched in October 2017 appear to have helped investigators find and connect with the college.

*Fig. 3: 2017-2018 Reviews by Principal Investigator (PI) Origin*

Overall, the number and distribution of research ethics protocols have been typical for a postsecondary institution of VCC’s size; however, given the college’s very recent entry into this area of work and its REB’s comparably modest resources, the data are also demonstrative of this unit’s ability to keep up with a province-wide surge in reviews while consistently punching above its weight class. For comparison, the British Columbia Institute of Technology (BCIT) REB reported a record forty-five (45) reviews in its last annual REB report (2017), an increase of 165% over its yearly average of seventeen (17) over the previous decade\(^6\); Kwantlen Polytechnic University (KPU) would seem the overachiever among BC’s colleges and teaching universities with seventy-two (72) new reviews reported in 2017, a modest increase of 14% over the sixty-three (63) reviews it completed in 2015-2016\(^7\). One of the national postsecondary leaders in Canadian applied research, George Brown College in Ontario, actually reported a downward trend in new REB

\[^5\] The primary institution with which a researcher is associated.


protocols in 2016-2017: it reported 16% fewer reviews in its most recent annual cycle, forty-three (43) versus its record high of fifty-one (51) the year before. Viewed alongside its postsecondary siblings, VCC’s REB has done remarkably well in its first couple of years of service despite its novice status.

5 EDUCATION AND TRAINING

Upon joining the REB, all members must complete, at a minimum, TCPS2-CORE training (TCPS2 Course on Research Ethics), which is provided by the federal Secretariat on Research Ethics and Panel on Research Ethics and is available online at no cost. The group’s bimonthly meetings also serve as fora for members to ask questions and share ideas, and for the chair to share updates and developments regarding research ethics and applied research.

Some members also had the opportunity to attend additional REB training events within and outside of the province this past year. The chair, Elle Ting, attended the Canadian Association of Research Ethics Boards (CAREB) national conference held in Montreal, QC in April 2018 as part of her 2017-2018 professional development (PD) activities; the chair’s CAREB and CARA (Canadian Association of Research Administrators) annual memberships are also resourced by the VP-Academic, Students & Research, and both national organizations’ memberships include ongoing REB chair education and support (through webinars and just-in-time information requests). One member, Virginia Adams, joined the chair in attending the annual REB West event co-hosted by SFU and UBC at UBCO (Kelowna, BC) in June 2018; her information management expertise as a librarian proved to be an asset at this year’s event, which focused heavily on data management planning (DMP).

It is anticipated that training opportunities will be presented more regularly and more locally, making attendance easier for members: as the province strives to improve research ethics harmonization, formally through the Research Ethics BC initiative but also through individualized agreements between institutions, these meetings and the networks they afford will be requisite to maintaining an effective, current REB.

6 ACHIEVEMENTS

Whereas the REB spent much of its first year establishing instruments and standards for its work, it has concentrated its energies in 2017-2018 in evolving and refining its processes. Some significant operational efficiencies were achieved through technological supports; specifically, the aforementioned launch of the Research at VCC webpage, which highlights REB contacts and events, and the refresh of the CTLR website that...

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9 Known before its August 2018 rebrand as the BC Ethics Harmonization Initiative (BCEHI), Research Ethics BC is “a province-wide, harmonized system for research ethics reviews of studies conducted in multiple geographic areas involving the resources, people, patients or data from more than one BC research institution.” https://researchethicsbc.ca/.
houses the REB materials have both been praised by principal investigators as effective pathways to access REB support. Furthermore, a Moodle space has been set up for the 2018-2019 year to facilitate more inclusive and secure reviews among the REB membership.

Another milestone noted earlier in this report was the review and approval of VCC’s first course designations, which the REB handily completed in December 2017. Given that student research is becoming the default model of experiential learning in many programs (particularly those leading to degrees), a steep rise in the number of course designations is imminent; consequently, the REB is readying itself for increased demand for this category of support and, more importantly, to prepare faculty whose courses include student research components.

More recently, the REB has been instrumental in facilitating engagement with the college community and interested members of the public more fully in the big-picture conversation around applied research and ethics review. A notable example is the annual President’s Research Symposium that debuted in October 2017 as a venue to prompt discussion around themes central to research in the college context: in response to the enthusiastically positive feedback given at the inaugural symposium, this event has been set up as an annual showcase for research at VCC. The next President’s Research Symposium will be held on October 11, 2018 and will be open to everyone.

The REB was also responsible for creating the framework used to support the adjudication of the President’s Research Fund (launched in February 2018). An annual total of $10000 has been set aside for this internal fund, which is designed as “seed funding” to support small, collaborative research projects undertaken by VCC employees; individual projects can receive up to $2500, and interdepartmental projects (i.e. cooperative studies by two or more VCC departments) are eligible for up to $5000. The next callout for applications will be in early 2019.

For more information about the President’s Research Fund, please contact prf@vcc.ca

7 EMERGENT ISSUES

The work of the REB is changing with the research landscape and, accordingly, with the evolving needs of researchers operating in this environment. Areas forecasted to be of particular concern and interest to the REB in 2018-2019 are as follows:

- Shifting expectations regarding confidentiality and disclosure: 2017 was a watershed year for compelled disclosure in Canada because of two instances in which researchers were pressured to release confidential information as expert witnesses; that neither case was related to a crime was a “gamechanger” in terms of creating new liabilities for researchers and, by extension, for institutions

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10 VCC faculty, staff, and administrators.
and their respective REBs\textsuperscript{11}. While there is clearly a need for institutions in Canada to create policies of support that stipulate parties’ rights and responsibilities in the event of compelled disclosure (and any legal fallout), very few have taken any steps towards drafting such policies; there is a growing body of evidence that the creation of these policies is a matter not of if but when, and VCC’s REB is aware that its work moving forward will necessarily take this omission into consideration when advising researchers around data management and creating its own documentation.

- **Equity, diversity, and inclusion (EDI) in the Canadian research enterprise**: In August 2018, The Honourable Kirsty Duncan, Minister of Science and Sport, started a nationwide discussion to determine how Athena SWAN, a UK-based EDI program\textsuperscript{12} for promoting gender balance in science research, could be retooled to address inclusion in Canadian research. Although participation in this initiative is voluntary, the federal granting agencies plan to use any resultant EDI structures (e.g. charter, standards) to frame its future research funding decisions; moreover, the moral imperative driving this effort is obvious to most, as are the informational and social benefits that would result from the successful implementation of an EDI research framework. In the higher education research context, the distribution of Tri-Agency funding has been a reliable indication that EDI efforts over the last two decades have not met targets towards greater inclusion; women still make up only 20\% of the Tri-Agency grant holders\textsuperscript{13}, and the lack of any data in this area regarding other equity-seeking groups points to long-standing, problematic underrepresentation, not just within defined research disciplines but also (ironically) in the examination of who is or should be represented in research more generally. VCC has committed itself to participating in the as yet unnamed EDI program, and the REB looks forward to an active role in building nationally recognized best practices to support EDI in research.

- **A VCC research plan**: The research culture at VCC has now reached a level of maturity at which a clear institutional research plan is required. Because such a plan is frequently requisite to funding eligibility,\textsuperscript{14} an organized, unambiguous research agenda should be defined, factored into an institution’s strategic planning as a whole, and resourced appropriately.

\textsuperscript{11} Ivers, Aaren. Langara Research Ethics workshop, 13 October 2017.
\textsuperscript{12} Led by Advance HE’s Equity Challenge Unit.
\textsuperscript{13} Villemure, Serge. NSERC Made-in-Canada SWAN consultation session, 24 September 2018.
\textsuperscript{14} For instance, an institutional research plan is required to apply for Canada Foundation for Innovation (CFI) eligibility, which in turn makes an institution eligible for BC Knowledge Development Fund (BCKDF) resources.