## MEETING AGENDA - DRAFT
November 13, 2018, 3:30 – 5:30 pm, Room G217 BWY-B

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<tr>
<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>November 13, 2018 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>4.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>October 9, 2018 Minutes</td>
<td>Approval</td>
<td>3-8</td>
</tr>
<tr>
<td>5.</td>
<td>Enquiries &amp; Correspondence</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>Information</td>
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<td>6.</td>
<td>Business Arising</td>
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<td></td>
<td>a) Concept Paper: Gladue Report Writing</td>
<td>10 min</td>
<td>Claire Sauve, Tami Pierce</td>
<td>CourseLeaf concept paper</td>
<td>Information</td>
<td>9-16</td>
</tr>
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<td></td>
<td>b) UT Science Certificate Transfer Agreement</td>
<td>10 min</td>
<td>David Wells</td>
<td>Information note, transfer agreement</td>
<td>Information</td>
<td>17-30</td>
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<td></td>
<td>c) Approve 2019 Meeting Dates</td>
<td>2 min</td>
<td>Todd Rowlatt</td>
<td>2019 Meeting Schedule</td>
<td>Approval</td>
<td>31</td>
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<td></td>
<td>d) Notice of Elections</td>
<td>2 min</td>
<td>Todd Rowlatt</td>
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<td>Information</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></td>
<td>i) Program Update: UT Science Certificate</td>
<td>10 min</td>
<td>David Wells</td>
<td>Decision Note, CourseLeaf program outline</td>
<td>Approval</td>
<td>32-45</td>
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<td>ii) New Course: ELSK 0925 EAL Pathways to University Transfer English</td>
<td>5 min</td>
<td>David Wells</td>
<td>Decision Note, CourseLeaf course outline</td>
<td>Approval</td>
<td>46-51</td>
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<td>iii) Program Update: Auto Collision &amp; Refinishing Diploma</td>
<td>10 min</td>
<td>Brett Griffiths</td>
<td>Decision Note, CourseLeaf program outline, CourseLeaf course outlines</td>
<td>Approval</td>
<td>52-159</td>
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<td></td>
<td>iv) Program Update: Esthetics Certificate</td>
<td>5 min</td>
<td>Brett Griffiths</td>
<td>Decision Note, CourseLeaf program outline</td>
<td>Approval</td>
<td>160-166</td>
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<td>b) Policy Standing Committee</td>
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<td>i) Rescind: D.3.8 Criminal Record Check</td>
<td>5 min</td>
<td>John Demeulemeester</td>
<td>Decision Note, Policy, Procedures</td>
<td>Approval</td>
<td>167-171</td>
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<td>Item</td>
<td>Topic</td>
<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
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<td>ii)</td>
<td>C.3.14 Curriculum Development and Approval</td>
<td>5 min</td>
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<td>Decision Note, Policy, Procedures</td>
<td>Approval</td>
<td>172-182</td>
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<td>iii)</td>
<td>D.1.4 Curriculum Materials</td>
<td>5 min</td>
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<td>Info Note, Policy, Procedures</td>
<td>Information</td>
<td>183-186</td>
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<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>Elle Ting</td>
<td>Verbal report</td>
<td>Information</td>
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<td>8.</td>
<td>Research Report</td>
<td>2 min</td>
<td>Elle Ting</td>
<td>Verbal report</td>
<td>Information</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>EDCO Planning Day:</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
<td>Information</td>
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<td></td>
<td>December 7, 2018 8:30am-12:00pm ROOM 1228</td>
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<td>EDCO Planning Day Lunch:</td>
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<td>December 7, 2018 12:00-1:00pm ROOM 1227 BWY-B</td>
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<td>Next Regular Meeting:</td>
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<td>December 11, 2018, 3:30-5:30, Room 240 DTN</td>
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<td>11.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>Verbal report</td>
<td>Information</td>
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<td>Item</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:30pm.</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 Skwxwú7mesh Úxwumíwxw (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 October 9, 2018 agenda 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 P. Yeung and seconded THAT Education Council approve the September 11, 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>T. Rowlatt reported on the Decanal representation to Education Council and the Standing Committees. J-E. Zakoor is replacing D. Sargent; all other appointments remain the same.</td>
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| 6.   | Business Arising | **a) BCCAT Presentation**  Rob Fleming and Mike Winsemann from the British Columbia Council for Admissions and Transfers (BCCAT) presented to Education Council on VCC’s articulation trends. Much of the information they provided is available on the BCCAT website.  There was some discussion around whether there was a role for Education Council in approving articulations between institutions. R. Fleming noted that there is reference to this in the *College and Institute Act*, but many institutions create a standing committee to oversee it. J. Demeulemeester noted that at VCC this is usually done by the Registrar’s Office. D. McMullen added that this is outlined in the Transfer Credit policy, and that the Registrar’s Office is looking to hire someone for this specific purpose. T. Rowlatt noted, in the policy, that any agreements from BCCAT are allowed without needing to go through EDCO.  G. McIvor inquired about the articulation of new courses after a program renewal. M. Winsemann explained that the Institutional Contact Person (ICP), D. Seremba, is responsible for this if it is a new course. However, if the course has been substantially revised, the department needs to send it for re-articulation. Minor changes are able to be updated in the system without re-articulation.  

**b) Concept Paper: Provincial Instructor Diploma Program**  K. Brooke presented the renewed program, which now consists of two short certificates and the diploma. K. Brooke explained that the short certificates were created from student feedback requesting specializations and electives within the diploma. She noted that the program is moving to 30 credits, up from 23. The additional credits will come from elective courses. All courses will be blended learning. She noted that the Business Case numbers are slightly incorrect. K. Brooke also acknowledged that there are other aspects still in development. |
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<th>Item</th>
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<td><strong>T. Rowlatt noted that this is an unusual diploma in that it does not meet the required 60 credit minimum. However, he explained the department consulted with him extensively, and he believes it is a reasonable request due to the amount of expertise the program is requiring upon admission. D. McMullen agreed that this is reasonable, and requested the experience level is explicit in the admission requirements.</strong></td>
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<td><strong>The concept paper for the Provincial Instructor Diploma Program will be presented to the Board of Governors for information in November.</strong></td>
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</table>
| c)   | Concept Paper: Certificate in Educational Leadership | **G. Galy presented the new 21-credit certificate, explaining that students will be able to choose from 11 courses to complete their certificate. The drivers behind this certificate were the changes made to the PIDP program and the student feedback around electives.**  
A. Candela inquired about the qualification for the TQS 5+ category, which requires enrollment in a program with more than 30 credits. G. Galy explained that while the certificate is 21 credits, the entire suite of eleven courses total 33 credits. Students could take a larger version of this program and gain both credentials.  
**The concept paper for the Certificate in Educational Leadership will be presented to the Board of Governors for information in November.** |
| d)   | Online Learning Strategy | **S. Lew and A. Sellwood presented. The overall goal is to increase high quality online learning resources at VCC, with a focus on quality over quantity of online learning. This includes increased Moodle support and staff training. They noted that some action items in the strategy are already underway, such as consultation with IT.**  
One of the goals is to hire a manager of online strategy and design. T. Thomson asked if this position will be a faculty position, and when the hiring process would start. S. Lew explained it is not posted yet; however, it will be an exempt position due to the administrative nature of the position.  
T. Rowlatt asked what the strategy is envisioning for governance change, and inquired about the difference between curriculum development and delivering the course. A. Sellwood explained they want to ensure quality assurance for the online courses. T. Rowlatt asked if course outcomes needed to be designed differently for an online course, and noted that Curriculum and EDCO do not see the syllabus or Moodle shells for courses. S. Lew acknowledged that the next steps will include a conversation with EDCO.** |
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<td>7.</td>
<td>Committee Reports</td>
<td><strong>Motion:</strong> Moved by J. Demeulemeester and seconded THAT Education Council approves the revisions to CNSK 1401 Basic Counselling Skills and CNSK 1505 Individual Counselling Skills. M. Stevenson and C. Sauvé presented the revised courses. M. Stevenson explained that the revisions to CNSK 1401 are to align it with the upcoming renewed Counselling program in September 2019. This foundational course will be launched in January 2019 so students can enroll in this course prior to enrolling in the certificate program in September. All in favour. <strong>Motion carried.</strong></td>
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<td></td>
<td>a) Curriculum Committee Reports</td>
<td>ii) Course Updates: MATH 0863 &amp; MATH 0873 and MTSK 0750 &amp; MTSK 0760 <strong>Motion:</strong> Moved by K. McNaughton and seconded THAT Education Council approves the four new courses: MATH 0863 Business/Technical Math 11 Part 1, MATH 0873 Business/Technical Math 11 Part 2, MTSK 0750 Math 10 Skills Part 1, and MTSK Math 10 Skills Part 2. D. Wells explained that the MATH and MTSK courses were split in two, with minor changes recommended at Curriculum Committee. No other content has changed. T. Thomson noted a correction in the Decision Note that CCA is “College and Career Access.” This will be corrected. All in favour. <strong>Motion carried.</strong></td>
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<td>i) Course Updates: CNSK 1401 and CNSK 1505</td>
<td>iii) New Courses: ENGL 0985 &amp; ENGL 0995 <strong>Motion:</strong> Moved by J. Demeulemeester and seconded THAT Education Council approves the new courses: ENGL 0985 English 12 First Peoples Part 1 and ENGL 0995 English 12 First Peoples Part 2. J. Parker presented, explaining that these hybrid-delivery courses meet the learning outcomes for the English Provincial level course. The course content is from the FNESC First People’s 12 with some updates to include contemporary writers. T. Rowlatt noted that one change was requested at Curriculum Committee, which was to assign the remaining 5% of the evaluation plan for ENGL 0985. J. Parker assigned it to the midterm exam, bringing it up to 20%. K. Crossett noted the effective date for ENGL 0985 should be January 2019. All in favour. <strong>Motion carried.</strong></td>
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<td>iv) Program Updates: Civil/Structural Technician Certificate <strong>Motion:</strong> Moved by J. Demeulemeester and seconded 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). B. McGarvie and K. Wightman explained these changes were recommended by the PAC. Two residential architecture courses are being replaced with two civil engineering courses to better prepare students for greater success in the industry.</td>
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| v)   | ITA Automotive Program Updates:  
      • Auto Collision Repair Technician Certificate & Auto Collision Repair Technician (High School) Certificate  
      • Auto Collision Repair Apprentice  
      • Auto Refinishing Prep Technician Apprentice  
      • Auto Paint & Refinishing Technician Apprentice  
      • Auto Refinishing Prep Technician Certificate | **Motion:** Moved by T. Thomson and seconded 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.  
All in favour. **Motion carried.**  

**Motion:** Moved by J. Theny and seconded 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.  
All in favour. **Motion carried.**  

**Motion:** Moved by D. Wells and seconded THAT Education Council approve revisions to the program content guide and courses for the Auto Refinishing Prep Technician Certificate program.  
All in favour. **Motion carried.**  

B. Griffiths, explaining that this is mainly documentation updates with a few ITA-mandated minor changes. Many of these programs only existed in PCG format, with no official course outlines. K. Crossett noted that the January 2019 effective date is tight, but Records can manage. T. Rowlatt noted that with ITA changes there is not much control over when changes come through.  

There was some clarification needed around the High School designation versus Youth Train in Trades. P. Yeung also requested clarification for advising purposes. B. Griffith explained that the high school counsellors manage advising for the high school designated programs, not VCC. |

| b)   | Policy Standing Committee  
      i) C.1.6 Registration | D. McMullen explained that this is a revision to include audit students. D. McMullen has had some initial conversations with Finance about halving tuition for audit students. It was confirmed that this policy applies to all courses except Continuing Studies non-credit courses. There was some discussion on whether students can switch from being a credit student to an audit student, and vice versa.  

**Education Council agreed the send the revised C.1.6 Registration out for community feedback.** |

| c)   | Appeals Oversight Committee | A. Candela reported that several action items came out of the meeting, including the formation of a subcommittee to look at documentation for appeals, such as templates and checklists. |

<p>| d)   | Program Review and Renewal | J-E. Zakoor reported that the two workshops for Annual Program Reviews have occurred with good |</p>
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<td>5.</td>
<td>Committee</td>
<td>attendance from across the College. Schools have begun work on their program reviews, with a deadline of October 31, 2018. The Dean presentations to the Committee will occur in January/February. J-E. Zakoor reminded Council that the QAPA site visit will be November 21 and 22. J-E. Zakoor and P. Fahim are currently creating an agenda.</td>
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<td>8.</td>
<td>Research Report</td>
<td>E. Ting noted that the REB now has 15 members, down from 16. She also reported that in the report’s comparison between last year’s approval numbers and this year’s numbers, if administrative reviews are added into the approval numbers, it jumps to 270% above last year’s numbers. The President’s Research Symposium is on Thursday, October 11, 2018.</td>
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<td>9.</td>
<td>Chair Report</td>
<td>T. Rowlatt reported that the Board approved Business and Project Management, Computer Systems Technology, and the changes to credentials policy. A new Chair and Vice-Chair were elected.</td>
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<td>10.</td>
<td>Student Report</td>
<td>No report. T. Rowlatt noted that two students are running in the election.</td>
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| 11.  | Elections | T. Rowlatt turned the Chair over to D. McMullen.  
**Election of Interim Vice-Chair:**  
Second call for nominations:  
There were none.  
Third call for nominations:  
There were none.  
By acclamation, Jo-Ellen Zakoor was announced Interim Vice-Chair of Education Council.  

**Election of Program Review & Renewal Committee Chair:**  
First call for nominations:  
Second call for nominations:  
T. Rowlatt nominated E. Ting. Nomination accepted.  
Third call for nominations:  
There were none.  
By acclamation, Elle Ting was announced Chair of the Program Review & Renewal Committee. |
<p>| 12.  | Next meeting | November 13, 2018, 3:30-5:30pm, Room 5025 BWY |
| 13.  | Adjournment | Motion: Moved by A. Candela and seconded THAT Education Council adjourn the October 9, 2018 meeting. All in favour. <strong>Motion carried.</strong> The meeting was adjourned at 5:26pm. |</p>
<table>
<thead>
<tr>
<th>ATTENDEES:</th>
<th>Todd Rowlatt</th>
<th>Jo-Ellen Zakoor</th>
<th>John Demeulemeester</th>
<th>David Wells</th>
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<tr>
<td></td>
<td>Dave McMullen</td>
<td>Kathryn McNaughton</td>
<td>Andrew Candela</td>
<td>Taryn Thomson</td>
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<td>Paul Yeung</td>
<td>Janet Theny</td>
<td>Denise Beerwald</td>
<td>Elle Ting</td>
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<td>Karen Crossett</td>
<td>Robert Kunka</td>
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| REGRETS:             | Nona Coles |

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<thead>
<tr>
<th>GUESTS:</th>
<th>Rob Fleming</th>
<th>Mike Winsemann</th>
<th>Karen Brooke</th>
<th>Glenn Galy</th>
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<tr>
<td></td>
<td>Brett Griffiths</td>
<td>Jane Parker</td>
<td>Shirley Lew</td>
<td>Gordon McIvor</td>
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<td>Claire Sauvé</td>
<td>Matthew Stevenson</td>
<td>Kelly Wightman</td>
<td>Denis Seremba</td>
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<td>Sydney Sullivan</td>
<td>Andy Sellwood</td>
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| RECORDING SECRETARY: | Carlie Deans |
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 incarceration rates of Indigenous people (First Nations, Inuit, Métis, and Non-Status) continue to rise, and that includes an increase in the rate of Indigenous women and youth in the justice system. The circumstances of Aboriginal people differ from the broader population because many Aboriginal people are victims of systemic and direct discrimination. A Gladue report is a document that is submitted to a Canadian court for consideration when sentencing an offender of Aboriginal background under Section 718.2(e) of the Criminal Code of Canada:

718.2  A court that imposes a sentence shall also take into consideration the following principles:

(e) all available sanctions or options other than imprisonment that are reasonable in the circumstances should be considered for all offenders, with particular attention to the circumstances of Aboriginal offenders (Criminal Code, 1985) (http://laws-lois.justice.gc.ca/eng/acts/C-46/section-718.2.html).

We anticipate an increase in demand for trained Gladue writers. In addition to demand driven by incarceration rates, Indigenous leaders have acknowledged the challenges that Indigenous persons face within the justice system. Documents including the Truth and Reconciliation Commission of Canada and the accompanying 94 Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples aim to hold all Canadian citizens accountable and responsible for fair and equitable treatment of Indigenous peoples.

The Truth & Reconciliation Commission Canada states, “Action is required now to overcome the legacy of residential schools that has played a major role in the over-incarceration rates of Aboriginal people” (Truth and Reconciliation Commission of Canada, 2015) (http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf).
30) We call upon the federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so (Truth and Reconciliation Commission of Canada, 2015) (http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf).

Additionally, Canada's committed to a renewed, nation-to-nation relationship with Indigenous peoples based on recognition of right, respect, cooperation and partnership and rooted in the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), which states, Article 2: Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity (UN General Assembly, 2007) (https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf).

The Gladue Report Writing Program is designed in response to Section 718.2(e); to prepare students to apply a Gladue approach to plan, organize, write, and present essential information to assist the Canadian criminal justice system in making well-informed decisions with the goal of addressing over-incarceration of First Nations, Métis, Inuit, and Non-Status Peoples.

Upon completion of the Gladue Report Writing program students will be able to:

• Apply the Gladue approach to write a holistic, individualized, and objective Gladue report that assists the Canadian Criminal Justice System in making well-informed decisions.
• Apply a narrative and trauma-informed approach to gather, analyze, and communicate information for a Gladue Report.
• Identify and describe the legal history and legislation informing Gladue rights.
• Act professionally and ethically as a Gladue Writer.
• Explain the impact of colonialism on Indigenous peoples and their relationship with the Criminal Justice System.

Topics of study will include:

• Impacts of colonization past and present
• The Canadian Judicial System and its relation to Indigenous people
• Researching and information gathering
• The “sacred story” – a narrative approach to an individual’s personal and cultural history, and the impact of lived experiences
• Writing a Gladue report
• Professionalism in the context of Gladue report writing
• Self- and after-care of the Gladue report writer

This proposal is for two levels of credential: Short Certificate and Certificate. The courses for both credentials will be the same; however, the Certificate will also include a capstone/internship/practicum component.

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.

• VCC – The first choice for innovative, experiential learning, for life
  • This is a unique, first-of-its kind program in Canada.
  • The program design incorporates experiential learning at all points
  • The program is being developed through an innovative model of partnership between three VCC departments and an external partner: Indigenous Education and Community Engagement (IECE), Continuing Studies (CS), and Partnership Development Office (PDO), and an industry partner, IndiGenius & Associates.

• VCC’s core values
  • Student Success – Initial success of the pilot program is illustrated by Leesa’s story (http://www.vcc.ca/about/college-information/news/article/sacred-stories-gladue-program-responds-to-a-decades-old-call-for-justice.html). The Program Advisory Committee (PAC) includes representatives from the Legal Services Society of BC (LSS – the group that funds Gladue reports in BC), the Gladue Report Writers Society of BC, John Howard Society, Correction Services Canada, Mediation Services, Law Firms as well as Native Education College (NEC) and University of Saskatchewan.
  • Excellence – program excellence has been considered throughout the design process. Program design was led the Centre for Teaching, Learning, Learning, and Research (CTRLR), and supported by Continuing Studies. Design sessions participants included seasoned Gladue writers and Indigenous educators.
  • Diversity – the program design considers that students arrive in the classroom with lived experience that may or may not correspond to academic history, but can contribute to their success as Gladue report writers. Flexible admissions will be considered to balance access and success.
• **Stewardship** – the program will dedicate the use of VCC resources to support the needs of Indigenous students beyond the Lower Mainland area and to serve communities all across Canada.

• **VCC Integrated College Plan**
  • The development and piloting of the Gladue report writing program is listed under KSD #1 – Educational Quality for IECE in the VCC Integrated College Plan 2017-18 and 2018-19.
  • The program was successfully piloted in the winter of 2018 and development is now underway for the credentialed program.

• **Truth and Reconciliation Commission Report and Calls to Action**
  • The program directly and indirectly contributes to responses to the Truth and Reconciliation Commission's Calls to Action:
    30) We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
    32) We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.
    38) We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
    60) We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
      ii) Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

  a. GOAL 1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities and relationships between public post-secondary institutions and Aboriginal communities are based on mutual respect.
    i OBJECTIVE 1.2: Public post-secondary institutions work in partnership and collaboration with Aboriginal communities, organizations and institutes to create the systemic change needed for public post-secondary institutions to support First Nations, Métis and Inuit peoples’ success.
    ii Long-term Outcomes by 2020: Credentials awarded to Aboriginal learners increase by 75 per cent. (Note: as we anticipate that most or many of the students in this program will be Aboriginal learners, this program will support VCC in reaching this goal.)
  b. GOAL 5: Continuous improvement is based on research, data-tracking and sharing of leading practices.
    i OBJECTIVE 5.1: Sharing of leading practices creates an environment of informed leadership, effective practices and results in Aboriginal postsecondary education

• **UN Declaration on the Human Rights of Indigenous People** (http://undocs.org/A/RES/61/295)
  a. Article 2: Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity (UN General Assembly, 2007).

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

• This program may be of interest to graduates or students of the Paralegal Program
• The program may have partnership or laddering opportunities with School of Arts and Sciences courses Introduction to First Nations & Indigenous Studies (INDG 1100)

4. **Needs Assessment**

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

Need for Gladue report writing training has been identified by several media reports:

The Department of Justice Canada 2013 report on Gladue Practices in the Provinces and Territories that addresses the gap in training, particularly by trainers that have “extensive knowledge about Aboriginal culture and background” (Government of Canada, 2013) (http://catalog.vcc.ca%20http://www.justice.gc.ca/eng/rp-pr/csj-sjc/ccs-ajc/rr12_11/p2.html).

A separate 2013 report by Legal Services Society of BC on the piloting of Gladue reports in BC indicated that the median sentence length in days for clients that had received a Gladue report was 18 days, as opposed to 45 days for the non-Gladue sample. The report also indicates that most writers have an interest in more in-depth training and mentoring, particularly to address the challenges around vicarious trauma and self-care (Legal Services Society of BC, 2013).

This Gladue program is in a position to set a “National Standard” for or define a qualified Gladue Writer. It has the potential to grow into a national program that can be accessed anywhere in Canada via a blended delivery model (combining online and classroom/residence-based delivery). There is currently no similar model in Canada, and a lack of consistent training available inter-provincially

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

Legal Services Society (LSS) is one of two main resources for anyone seeking a Gladue Report Writer in BC. The other is the Gladue Writers Society of BC (GWSBC). Both LSS and GWSBC have identified very small rosters. With few writers, it is challenging for a legal team to secure a Gladue Writer that has ancestral ties to the same region and nation as the client. This can be problematic for the writer as extremely tight timelines will not accommodate the time it takes to build trusting relationships with community and family members. As a result, vital information can be difficult or impossible to obtain. In addition, travel, accommodation and meal costs contribute to a much higher budget for a report. As well, travelling to remote locations causes additional delays and sometimes, and interpreter costs are necessary in some regions. Many of these costs can be avoided if Gladue Report Writers are trained in the communities and/or if we are able to increase the number of writers serving larger regions.

In 2018, LSS has increased funding as of 2018 to increase their Gladue report writers’ roster from 80 (2017/18) to 300 (2018/19) and have plans to expand the roster in subsequent years (funding pending). (Reference: PAC minutes)

Across Canada and in BC, there are also Gladue reports that are requested by individuals, Bands or Nations, and lawyers. However, data is difficult to access about this, so we do not have a solid picture of the numbers of independent reports requested annually or monthly. Due to the low number of qualified writers in the field, it is currently difficult for individuals to find a writer even when they are willing to pay for a report themselves.

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

The program (IECE, CS, and PDO) has been maintaining an interest list, which has approximately 30 contacts, including some organizations/agencies that would like to procure multiple seats.

We anticipate that in addition to regular course offerings, there will be contract opportunities. For example, LSS and the RCMP have inquired about training opportunities for full cohorts.

Other partnership opportunities exist as well. One example is the University of Saskatchewan Native Law Clinic, which has expressed interest in providing the VCC Gladue Report Writing training to students annually as part of their summer law program.

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?

There is no comparable program in Canada although there are some non-accredited private operations offering Gladue report writing training. In BC, the Indigenous Perspectives Society (IPS) offers a 15-hour training course Gladue Report Training (http://ipsociety.ca/training/gladue-report-training) (Cost: $1800). Currently, LSS has been sending new Gladue report writers for that training. We believe that the VCC program will offer a more substantial skill-building and well-rounded training.

There are a handful of independent trainers in Gladue report writing:

- http://www.gladueprinciples.ca/
8. Is there an existing articulation committee for the program? Is this committee recognized by the British Columbia Council on Admissions Transfer (BCCAT)?

No, there are no comparable programs.

**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 target audience includes members of Indigenous communities, judiciary professionals, social workers, counsellors, educators and the general public.

A Learner Profile was developed during initial design sessions in August 2017 and the following recommended characteristics were derived:

- Awareness of Community Support Services
- Knowledge of the CJS
- Post-Secondary Education (Discipline?)
- Knowledge of Indigenous Cultures and History
- Excellent Technical Writing Skills

Participants of the pilot program were from a variety of backgrounds, including the following: student, aboriginal youth worker, program manager, manager of member support services, Registered Nurse, community safety coordinator. Some of the participants were employees of their nations or bands, others were from community support services in and outside of Vancouver, and some worked in advocacy.

The Program Advisory Committee cautioned against strict admission requirements, acknowledging that with training and mentoring, individuals without formal education or "Excellent Technical Writing Skills” can become skilled Gladue report writers.

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

The recruitment plan will involve direct outreach to Aboriginal communities and organizations, Outreach to Aboriginal communities and organizations, direct outreach to legal / advocacy organizations (including LSS, individual lawyers, UBC Indigenous Legal Clinic, and post-secondary law / legal programs), corrections and law enforcement.

We will also pursue recruitment support from VCC marketing, which may be bolstered by the media attention that the program has already experienced.

Information sessions may be helpful, particularly if they are available for online delivery.

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?

There is no program with which to compare; however, we anticipate that many of the students will be Indigenous and they will be supported by the IECE department.

In reviewing the recommended characteristics with the PAC, we received advice that the admission requirements and recommended characteristics should leave room for flexibility, as some Indigenous learners that might be interested in the program and be successful Gladue report writers may not have formal education backgrounds, as illustrated in Leesa’s story (http://www.vcc.ca/about/college-information/news/article/sacred-stories-gladue-program-responds-to-a-decades-old-call-for-justice.html).

**Quality**

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

There are no such agreements at the moment; however, given potential for national appeal, there may be potential for affiliation agreements in the future. The program is exploring opportunities for partnership with the Native Law Centre at the University of Saskatchewan.
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?

Yes – the program has a PAC that met on May 8, 2018. The next meeting is scheduled for November 19, 2018.

Members of the PAC are:

- Co-chair: Mitch Walker, Gladue Writer (also Instructor in Criminology at Okanagan College) (Gladue Writers Society of BC)
- Co-chair: Rhaea Bailey, Attorney and Manager Indigenous Services, Legal Services Society of BC
- Anja Brown, Sr Associate at Mandell Pinder LLP (note: Judge Anja Brown has recently been appointed as a BC provincial court judge and may need to be replaced on the PAC)
- Caroline Buckshot, Gladue report writer and Elder / Spiritual Advisor at Corrections Services Canada
- Robert Coulter, John Howard Society, Vancouver
- Deepak Gill, Probation Officer, Attorney General - Probation
- Rod Holloway, Managing Lawyer, Legal Services Society of BC
- John McCormick, Executive Director, Nanaimo Region John Howard Society
- Kerry Palmer, Mediator (also Instructor in Conflict Resolution at the Justice Institute of BC) (Integrative Mediation Services)
- Benjamin Ralston, Sessional lecturer (also PhD student), University of Saskatchewan (University of Saskatchewan)
- Mark Marsolais-Nahwegahbow, Gladue Writer, Indigenous & Associates
- Tamara Starblanket, Instructor and author, Native Education College

Ex-officio (VCC support)

- Tami Pierce, Director, IECE Vancouver Community College
- Natalie Wood-Wiens, Manager, IECE Vancouver Community College
- Michael Yue, Manager, PDO Vancouver Community College
- David Wells, Dean, School of Arts and Science Vancouver Community College
- Gordon McIvor, Dean, School of Continuing Studies Vancouver Community College
- Claire Sauvé, Sr Program Coordinator, Continuing Studies Vancouver Community College

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

There is no faculty currently for the program. Two instructors, Mark Marsolais-Nahwegahbow (also the main partner in the program and a PAC member) and Deepak Gill (also a PAC member) were hired as CS instructors for curriculum design and development, and to teach the pilot.

Two other Gladue Report Writers, Mitch Walker (also on the PAC) and Anisa White participated in early program design sessions.

With the CD funds that the program has been granted we are currently recruiting a Gladue writer with educational or curriculum background to support design of the Capstone course and to edit and refine the draft curriculum that was used in the pilot. This person will continue to work closely with Mark and Deepak, subject to their availability, and to potentially teach in the future.

We anticipate that this program will be offered as cost-recovery through Continuing Studies, and that we will recruit qualified instructors through CS.

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

The program will incorporate guest speakers (either in person or via video/Skype) and relevant experiential learning in all courses. Some examples are listed here:

- The “Impacts of Colonization Past and Present” course will incorporate the Blanket Exercise (dependent on resources available and where the program is being delivered)
- The “Indigenous People and the Canadian Judicial System” course will include group presentations, debates, and a self-directed field-trip to a First Nations court or other Indigenous-focused justice setting
- The “Capturing the Sacred Story” course will involve mock interviews and short writings based on the interviews
- The “Gladue Report Writing” course will involve supervised writing practice, in small chunks, culminating in a full mock report
- A capstone project or internship/practicum in anticipated as part of the Certificate
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?

We are anticipating that there will be a 132-hour short certificate and a longer full certificate that includes a significant capstone project.

It is likely that the program will have multiple delivery formats, including part-time, face-to-face (regular CS offering), and full-time intensive (via partnerships). We would expect, for part-time face-to-face offerings, to have at most two cohorts per year with up to 20 students.

It is important for the program that the focus includes increasing capacity for Indigenous communities. Thus, long-term plans include developing several of the courses in an online format for greater accessibility, particularly for those in remote areas.

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.

The program does not have finalized admission requirements, but it is clear from PAC feedback that it must retain flexibility in admission requirements.

For students that do not have the writing skills necessary to be successful Gladue Writers, upgrading courses may at VCC may be suitable.

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).

The program will be developed for part-time face-to-face delivery, but will be able to be packaged as a full-time program when the demands arise. Online development for some of the course is a longer term plan.

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.

A cohort model, part-time face-to-face, is anticipated initially, with some flexibility (for example, for pilot participants who wish to attain the credential). Because of interest from groups or organizations mentioned previously, the program will need to retain flexibility in delivery options.

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.

No capital, IT, or facilities needs are anticipated.

If the program is offered as a face-to-face offering at the downtown campus, library resources in Indigenous justice at the downtown library will be required.

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

The program has acquired $10,000 in Curriculum development funds, which will be expended this fiscal.

Further CD funding will be required if the program is to proceed with development of online courses.

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?

Online delivery option would be delayed without additional funds.
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):

Students that completed or started the pilot may have opportunity to join the cohort and receive the credential.

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?

As with all CS courses, the program will operate on a cost-recovery basis. There is a strong possibility of contract offerings for this program.

A draft costing has been completed by the Sr Program Coordinator, CS Operations Manager, and Budget and Finance Analyst, and is included. This draft costing does not include travel, accommodation and other incidental expenses for an instructor. When/if the program instructor is travelling for delivery, those costs will need to be covered through tuition or another source.

Attach Initial Business Case


PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

Attach documents

Reviewer Comments

Key: 6
INFORMATION NOTE

Date: October 31, 2018
PREPARED FOR: Education Council

ISSUE: Transfer Agreement to SFU for UT Science Certificate

DISCUSSION:

In June 2018 Program Pathway Transfer Agreement between Simon Fraser University (SFU) Faculty of Science and VCC University Transfer Science Certificate was signed by both parties.

Through the UT Science Certificate, VCC will offer students an opportunity to transfer into the second year of SFU’s Bachelor of Science Degree program. Under the terms of this agreement, graduates of the VCC UTSC program, who are admitted into the SFU Faculty of Science, may be awarded up to 34 transfer credits to be applied toward the first year of the SFU Bachelor of Science program. Assured and competitive admission pathways will be available to students from the VCC UTSC program.

VCC Students will be eligible to transfer into 9 major areas of study within the SFU Faculty of Science programs. The agreement lists VCC UTSC required courses and their SFU equivalent courses for the 9 options.

The agreement will be reviewed three years after it has been formally adopted.

CONCLUSION:

The agreement was signed by Kathryn McNaughton - VP, Academic, Student and Research and David Wells - Dean, School of Arts and Sciences. Electronic copy of the agreement is kept within VP office records. No further actions are required.

ATTACHMENTS: Program Pathway Transfer Agreement

PREPARED BY:

David Wells
Dean, School of Arts and Sciences
604-871-7000, ext. 7318
October 31, 2018
Program Pathway Transfer Agreement

Between

Simon Fraser University
Faculty of Science

and

Vancouver Community College
University Transfer Science Certificate

Vancouver Community College (VCC) is developing a first-year University Transfer Science Certificate (UTSC) to provide qualified graduates with either assured or competitive pathways into Faculty of Science (FSci) programs at Simon Fraser University (SFU). Through this new certificate, VCC will offer students an opportunity to transfer into the second year of FSci’s Bachelor of Science program at SFU.

The FSci Undergraduate Steering Committee has reviewed the proposed UTSC program and course offering and has assured itself of the quality of the UTSC program. New courses in development for the program at VCC that are designed to map directly to corresponding SFU courses will need to be formally articulated to those SFU courses.

The intended start date of the UTSC program at VCC is September 2018.

Under the terms of this agreement, graduates of the VCC UTSC program, who are admitted into the SFU Faculty of Science, may be awarded up to 34 transfer credits to be applied toward the first year of a Bachelor’s of Science Degree. Program options are available for the following 9 Major areas of study within the Faculty of Science at SFU:

Bachelor of Science – Biological Sciences
Bachelor of Science – Chemistry
Bachelor of Science – Applied Mathematics
Bachelor of Science – Mathematics
Bachelor of Science – Molecular Biology and Biochemistry
Bachelor of Science – Physics
Bachelor of Science – Applied Physics
Bachelor of Science – Biological Physics
Bachelor of Science – Statistics
ADMISSION PATHWAYS
Two transfer pathways will be available to students from the VCC UTSC program into the 9 eligible FSci programs at SFU: Assured Admission and Competitive Admission.

Assured Admission Pathway
Assured admission from VCC’s UTSC to the FSci programs is based on a CGPA of 2.60 (calculated based on the best attempt for each required course within the certificate program), and an overall GPA of 2.00 on any transferable coursework from all post-secondary institutions attended.

Students who were required to withdraw, or were not in good academic standing upon leaving a former post-secondary institution are not eligible for consideration under the Assured Admission pathway.

All certificate courses must be completed at VCC within 16 months of commencing the UTSC. Any courses in the certificate taken at post-secondary institutions other than VCC may be transferred to VCC and used towards completion of the VCC/SFU pathway certificate, providing those courses transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

In addition, students must meet a minimum course load of 12 credits for at least two terms while enrolled in the UTSC program at VCC. The minimum course load may include additional transferable VCC University Transfer courses taken by UTSC students while attending Vancouver Community College.

Competitive Admission Pathway
VCC UTSC students who do not meet the Assured Admission pathway criteria may be eligible to enter FSci programs based on the existing college transfer criteria for SFU admission (24 credits of transferable coursework and meeting the competitive admission GPA requirement for the Faculty of Science set for the specific term of admission), plus program-specific requirements (http://www.sfu.ca/students/admission-requirements/canadian-transfer/college-university.html).

Applicants from both pathways must meet the general SFU English language and quantitative admission requirements.
### Option A: Bachelor of Science – Biological Sciences second-year transfer

#### UTSC Required Courses – Option A

<table>
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<tr>
<th>Course No</th>
<th>Title</th>
<th>Credit</th>
<th>Course No</th>
<th>Title</th>
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#### Program Total Credits

33
Option B: Bachelor of Science – Chemistry second-year transfer

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<th>SFU Equivalent Courses</th>
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<td>PHYS 1100</td>
<td>Physics 1</td>
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<td>PHYS 1200</td>
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And two of:

- PSYC 1100 Psychology 1
- PSYC 1200 Psychology 2
- SOCI 1100 Sociology 1
- SOCI 1200 Sociology 2
- ECON 1100 Microeconomics
- ECON 1200 Macroeconomics

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<th><strong>Program Total Credits</strong></th>
<th><strong>Transferrable Credits</strong></th>
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Option C: Bachelor of Science – Applied Mathematics second-year transfer

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<th>SFU Equivalent Courses</th>
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<tr>
<td>CMPT 1020</td>
<td>Introduction to Computer Programming 2</td>
</tr>
<tr>
<td>PHYS 1100</td>
<td>Physics 1</td>
</tr>
<tr>
<td>PHYS 1200</td>
<td>Physics 2</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>MATH 1200</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>MATH 2700</td>
<td>Probability and Statistics for Science and Engineering</td>
</tr>
<tr>
<td>MATH 1120</td>
<td>Discrete Mathematics</td>
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<td>MATH 1221**</td>
<td>Applied Linear Algebra</td>
</tr>
<tr>
<td>ENGL 1100 or ENGL 1101</td>
<td>English 1</td>
</tr>
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Program Total Credits 32 Transferrable Credits 32

**with a minimum B grade**
Option D: Bachelor of Science – Mathematics second-year transfer

<table>
<thead>
<tr>
<th>UTSC Required Courses – Option D</th>
<th>SFU Equivalent Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course No</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>CMPT 1010</td>
<td>Introduction to Comp Programming 1</td>
</tr>
<tr>
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<td>MATH 1100</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>MATH 1200</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>MATH 2700</td>
<td>Probability and Statistics for Science and Engineering</td>
</tr>
<tr>
<td>MATH 1120</td>
<td>Discrete Mathematics</td>
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<tr>
<td>MATH 1221**</td>
<td>Applied Linear Algebra</td>
</tr>
<tr>
<td>ENGL 1100 or ENGL 1101</td>
<td>English 1</td>
</tr>
<tr>
<td><strong>And two of:</strong></td>
<td></td>
</tr>
<tr>
<td>PSYC 1100</td>
<td>Psychology 1</td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>Psychology 2</td>
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<td>SOCI 1200</td>
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<td>Microeconomics</td>
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<td>ECON 1200</td>
<td>Macroeconomics</td>
</tr>
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**Program Total Credits** | **30** | **Transferrable Credits** | **30**

**with a minimum B grade**
Option E: Bachelor of Science – Molecular Biology and Biochemistry second-year transfer

<table>
<thead>
<tr>
<th>UTSC Required Courses – Option E</th>
<th>SFU Equivalent Courses</th>
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<tbody>
<tr>
<td><strong>Course No</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
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<td>Calculus 1</td>
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<td><strong>Program Total Credits</strong></td>
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## Option F: Bachelor of Science – Physics second-year transfer

### UTSC Required Courses – Option F

<table>
<thead>
<tr>
<th>Course No</th>
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<th>Title</th>
<th>Credit</th>
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<tbody>
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<td>CHEM 121</td>
<td>General Chemistry and Laboratory I</td>
<td>4</td>
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<td>CHEM 1223</td>
<td>Chemistry 2</td>
<td>4</td>
<td>CHEM 122 &amp; CHEM 126</td>
<td>General Chemistry II and Laboratory II</td>
<td>2, 2</td>
</tr>
<tr>
<td>PHYS 1100</td>
<td>Physics 1</td>
<td>4</td>
<td>PHYS 120 &amp; PHYS 132</td>
<td>Mechanics and Modern Physics; Laboratory I</td>
<td>3, 1</td>
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<tr>
<td>PHYS 1200</td>
<td>Physics 2</td>
<td>4</td>
<td>PHYS 121 &amp; PHYS 133</td>
<td>Optics, Electricity and Magnetism; Laboratory II</td>
<td>3, 1</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3</td>
<td>MATH 151</td>
<td>Calculus I</td>
<td>3</td>
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<tr>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3</td>
<td>MATH 152</td>
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<tr>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3</td>
<td>MATH 232</td>
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<td>CMPT 130</td>
<td>Introduction to Computer Programming I</td>
<td>3</td>
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<td>Introduction to Comp Programming 2</td>
<td>3</td>
<td>CMPT 135</td>
<td>Introduction to Computer Programming II</td>
<td>3</td>
</tr>
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<td>English 1</td>
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<td>ENGL 1XX(W)</td>
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<td>3</td>
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### SFU Equivalent Courses

<table>
<thead>
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<tbody>
<tr>
<td>CHEM 121</td>
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</tr>
<tr>
<td>CHEM 122 &amp; CHEM 126</td>
<td>General Chemistry II and Laboratory II</td>
<td>2, 2</td>
</tr>
<tr>
<td>PHYS 120 &amp; PHYS 132</td>
<td>Mechanics and Modern Physics; Laboratory I</td>
<td>3, 1</td>
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<tr>
<td>PHYS 121 &amp; PHYS 133</td>
<td>Optics, Electricity and Magnetism; Laboratory II</td>
<td>3, 1</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 152</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 232</td>
<td>Applied Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 130</td>
<td>Introduction to Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 135</td>
<td>Introduction to Computer Programming II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1XX(W)</td>
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**Program Total Credits**: 34

**Transferrable Credits**: 34
Option G: Bachelor of Science – Applied Physics second-year transfer

<table>
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<th>UTSC Required Courses – Option G</th>
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<tr>
<td>ENGL 1100 or ENGL 1101</td>
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<tr>
<td>PHYS 1200</td>
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<td>MATH 1200</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
</tr>
<tr>
<td>CMPT 1010</td>
<td>Introduction to Computer Programming</td>
</tr>
<tr>
<td>CMPT 1020</td>
<td>Introduction to Comp Programming 2</td>
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<td><strong>Program Total Credits</strong></td>
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Option H: Bachelor of Science – Biological Physics second-year transfer

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<tr>
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<td>English 1</td>
</tr>
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<td>Chemistry 1</td>
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<tr>
<td>CHEM 1223</td>
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</tr>
<tr>
<td>PHYS 1100</td>
<td>Physics 1</td>
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<td>PHYS 1200</td>
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</tr>
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<td>Program Total Credits</td>
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</table>
Option I: Bachelor of Science – Statistics second-year transfer

<table>
<thead>
<tr>
<th>UTSC Required Courses – Option I</th>
<th>SFU Equivalent Courses</th>
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<tbody>
<tr>
<td>Course No.</td>
<td>Title</td>
</tr>
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<td>CMPT 1010</td>
<td>Introduction to Computer Programming 1</td>
</tr>
<tr>
<td>CMPT 1020</td>
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<td>MATH 1200</td>
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<td>MATH 1221</td>
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<td>MATH 2251</td>
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<td>MATH 2700</td>
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<td>ENGL 1100 or ENGL 1101</td>
<td>English 1</td>
</tr>
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</table>

And two of:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
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<td>(3)</td>
<td>MACM 101</td>
<td>Discrete Mathematics I</td>
<td>(3)</td>
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<td>CHEM 1121</td>
<td>Chemistry 1</td>
<td>(4)</td>
<td>CHEM 121</td>
<td>General Chemistry and Laboratory I</td>
<td>(4)</td>
</tr>
<tr>
<td>CHEM 1223</td>
<td>Chemistry 2</td>
<td>(4)</td>
<td>CHEM 122 &amp; 126</td>
<td>General Chemistry II and Laboratory II</td>
<td>(2, 2)</td>
</tr>
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<td>PHYS 1100</td>
<td>Physics 1</td>
<td>(4)</td>
<td>PHYS 121 &amp; PHYS 133</td>
<td>Mechanics and Modern Physics, Laboratory I</td>
<td>(3, 1)</td>
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<tr>
<td>PHYS 1200</td>
<td>Physics 2</td>
<td>(4)</td>
<td>PHYS 120 &amp; PHYS 132</td>
<td>Optics, Electricity and Magnetism; Laboratory II</td>
<td>(3, 1)</td>
</tr>
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<td>PSYC 1100</td>
<td>Psychology 1</td>
<td>(3)</td>
<td>PSYC 100</td>
<td>Intro to Psychology I</td>
<td>(3)</td>
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<tr>
<td>PSYC 1200</td>
<td>Psychology 2</td>
<td>(3)</td>
<td>PSYC 102</td>
<td>Intro to Psychology II</td>
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<td>Sociology 1</td>
<td>(3)</td>
<td>SA 150</td>
<td>Intro to Sociology</td>
<td>(3)</td>
</tr>
<tr>
<td>SOCI 1200</td>
<td>Sociology 2</td>
<td>(3)</td>
<td>SA 100</td>
<td>Perspectives on Canadian Society</td>
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<td>Microeconomics</td>
<td>(3)</td>
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<td>Principles of Microeconomics</td>
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<td>ECON 1200</td>
<td>Macroeconomics</td>
<td>(3)</td>
<td>ECON 105</td>
<td>Principles of Macroeconomics</td>
<td>(3)</td>
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</tbody>
</table>

Program Total Credits: 30-32

Transferrable Credits: 30-32
Program Changes
Each institution will inform the other if there are changes in either institution's program that may affect this Transfer Agreement. Updates to the program profiles will be appended to this agreement when applicable.

Other elements of this Transfer Agreement
- Applicants from the VCC UTSC must follow all application procedures of SFU, including applying for admission and submitting all post-secondary and high school academic transcripts.
- Applicants denied direct entry into SFU's Faculty of Science may receive information regarding VCC's UTSC program as a pathway option.
- SFU may participate in a VCC University Transfer information session once a year to provide information about the SFU Faculty of Science programs.
- This agreement will be reviewed three years after it has been formally adopted, to consider pathway structure, program changes, and any enrollment pressures or challenges.
- Transfer credit may be granted for additional transferable VCC University Transfer courses taken by UTSC students while attending Vancouver Community College.
- Students who have been previously required to withdraw from another institution would be considered ineligible for the 'assured admission' pathway.
- The CGPA required for assured admission will be calculated on all eligible post-secondary work combined. Calculations will be based on best attempt of any course within the calculation of the CGPA.
- International student eligibility for the assured admission pathway is dependent on the availability of international student seats at SFU within the destination program.
SIGNATORIES
This Program Pathway Transfer Agreement is signed on behalf of:

Kathryn McNaughton
Vice President, Academic, Students and Research
Vancouver Community College

Date

David Wells
Dean, School of Arts and Sciences
Vancouver Community College

Date

Claire Cupples
Dean, Faculty of Science
Simon Fraser University

Date

Carl Lowenberger
Associate Dean, Undergraduate
Faculty of Science
Simon Fraser University

Date

Rummana Khan Hemani
Registrar and Executive Director,
Student Enrollment
Simon Fraser University

Date
## 2019 Meeting Schedule for Education Council and Standing Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Meets on the second Tuesday of each month from 3:30-5:30.</th>
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</thead>
<tbody>
<tr>
<td><strong>Education Council</strong></td>
<td></td>
</tr>
<tr>
<td>January 8 – 5025 BWY</td>
<td>July – No meeting</td>
</tr>
<tr>
<td>February 12 – 240 DTN</td>
<td>August – No meeting</td>
</tr>
<tr>
<td>March 12 – 5025 BWY</td>
<td>September 10 – 5025 BWY</td>
</tr>
<tr>
<td>April 9 – 240 DTN</td>
<td>October 8 – 240 DTN</td>
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<tr>
<td>May 14 – 5025 BWY</td>
<td>November 12 – 5025 BWY</td>
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<tr>
<td>June 11 – 240 DTN</td>
<td>December 10 – 240 DTN</td>
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<tr>
<td><strong>Policy Committee</strong></td>
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</tr>
<tr>
<td>January 9 – 2205 BWYB</td>
<td>July – No meeting</td>
</tr>
<tr>
<td>February 13 – 518 DTN</td>
<td>August 14 – 518 DTN</td>
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<td>March 13 – 5025 BWY</td>
<td>September 11 – 5025 BWY</td>
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<tr>
<td>April 10 – 518 DTN</td>
<td>October 9 – 518 DTN</td>
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<tr>
<td>May 8 – 5025 BWY</td>
<td>November 13 – 5025 BWY</td>
</tr>
<tr>
<td>June 12 – 518 DTN</td>
<td>December 11 – 518 DTN</td>
</tr>
<tr>
<td><strong>Curriculum Committee</strong></td>
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</tr>
<tr>
<td>January 15 – 5025 BWY</td>
<td>July – No meeting</td>
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<tr>
<td>February 19 – 518 DTN</td>
<td>August 20 – 518 DTN</td>
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<td>March 19 – 5025 BWY</td>
<td>September 17 – 5025 BWY</td>
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<td>April 16 – 518 DTN</td>
<td>October 15 – 518 DTN</td>
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<td>May 21 – 5025 BWY</td>
<td>November 19 – 5025 BWY</td>
</tr>
<tr>
<td>June 18 – 518 DTN</td>
<td>December 17 – 518 DTN</td>
</tr>
<tr>
<td><strong>Program Review and Renewal Committee</strong></td>
<td>Meets on the fourth Tuesday of each month from 2:00-4:00.</td>
</tr>
<tr>
<td>January 22 – 5025 BWY</td>
<td>July – No meeting</td>
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<td>February 26 – 5025 BWY</td>
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<tr>
<td>March 26 – 5025 BWY</td>
<td>September 24 – 5025 BWY</td>
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<td>April 23 – 5025 BWY</td>
<td>October 22 – 5025 BWY</td>
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<td>May 28 – 5025 BWY</td>
<td>November 226 – 5025 BWY</td>
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<tr>
<td>June 25 – 5025 BWY</td>
<td>December – No meeting</td>
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<tr>
<td><strong>Appeals Oversight Committee</strong></td>
<td>Meets four times a year on the first Wednesday from 2:00-3:30.</td>
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<td>January 16 – 5025 BWY</td>
<td>September 4 – 5025 BWY</td>
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<td>April 3 – 209 DTN</td>
<td>November 6 – 5025 BWY</td>
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<td>June 5 – 209 DTN</td>
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DECISION NOTE

PREPARED FOR: Education Council

DATE: November 13, 2018

ISSUE: Revisions to the University Transfer Science Certificate

BACKGROUND:
The UT Sciences department has recently agreed to a transfer agreement with Simon Fraser University (SFU) that provides either an assured or competitive pathway into their Faculty of Science through successful completion of our UT Science Certificate. The transfer agreement establishes explicit requirements for students.

The program content guide is being revised to fit the requirements of the transfer agreement, to identify for students the availability of it, and to add additional VCC course options.

DISCUSSION:
Diem Ly Van, the Department Leader of UT Sciences, presented the proposal. As there are nine different options to take into the SFU Faculty of Science, this PCG is much longer and more complicated that usual. The department is communicating with Marketing and the Registrar’s Office to find a more streamlined way of presenting the information to the student but would like to keep the level of detail in the PCG for now, as it is the best way of showing students the options available at this point in time.

Curriculum Committee requested a number of changes, including:
- An explicit statement of the name of the credential received.
- Clarification of the maximum completion time for the assured and competitive pathways.
- A minor edit to the program learning outcomes.

The proposed Effective Date is January 2019. As this is not a cohort program and is instead of program students self-identify when they are close to completing the requirements, there were no concerns about the start date.

RECOMMENDATION:
THAT Education Council approve the revisions to the University Transfer Science Certificate.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 31, 2018
Program Change Request

Date Submitted: 09/25/18 1:52 pm

Viewing: University Transfer Science Certificate

Last approved: 12/20/17 9:01 am

Last edit: 11/01/18 10:51 am

Changes proposed by: dvan

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<thead>
<tr>
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<th>University Transfer Science Certificate</th>
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<tr>
<td>Credential Level:</td>
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<tr>
<td>Effective Date:</td>
<td>January 2019</td>
</tr>
<tr>
<td>School/Centre:</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department</td>
<td>UT Sciences(2018)</td>
</tr>
<tr>
<td>Contact(s)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIEM LY VAN</td>
<td><a href="mailto:dvan@vcc.ca">dvan@vcc.ca</a></td>
<td>7293</td>
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In Workflow
1. 2018 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 09/27/18 1:28 pm Diem Ly Van (dvan): Approved for 2018 Leader
2. 10/02/18 10:30 am David Wells (dwells): Approved for SAS Dean
3. 10/31/18 4:12 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 20, 2017 by clmig-jwehrheim

Program Content Guide

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

The University Transfer Science Certificate is offered to provide students with the opportunity to explore options and demonstrate success at the first year level of university transfer study. It will prepare them for university or other post-secondary programs of their choice. Students who have completed all program requirements must contact the Registrar’s Office to apply for graduation. For 2nd year transfer agreements with other public, post-secondary colleges, institutes and universities, please see our website: www.vcc.ca. Students will:

- Increase readiness for degree-level study
- Gain transfer credits to degree programs
- Gain admission to 2nd year science programs at SFU via either assured or competitive transfer pathways
- Gain advanced standing into specified university programs through signed articulation (transfer) agreements

Admission Requirements

All students must meet the general University Transfer college entrance requirements. Grade 12 graduation or equivalent graduation, GED or equivalent. Please provide an official transcript. English 12 with a C+ or equivalent or greater.

- English language proficiency at an English 12 level
- Pre-calculus 12 with a B or equivalent

Notes:

i) Students are required to have successfully completed prerequisite course(s) or equivalents leading to courses in the UT Science Certificate (for example: prerequisite course Chemistry 12 or equivalent needs to be successfully completed in order to take CHEM 1121-Chemistry 1).

ii) Specific post-secondary level courses may be used to substitute for high school courses. For students who do not have English 12 with a C+, the following are recognized equivalencies: VCC ENGL 1101 English or ENGL 1127 or equivalent. Language Proficiency Exam (LPI) written within last 2 years, with a 4 overall, 5 minimum in English Usage and a minimum score of 26 in composition. For admission to most courses, you need a score of at least 26 on the Essay section of the test (24 for admission to English 1101). If you have a score of 24 or 25 on this section, you must take University Prep Writing Skills 0902 or Writing Skills 0926 and English 1127 concurrently. VCC English Language Assessment (ELA) written within the last 12 months, with a score of 145 overall and a minimum score of 16/20 on the essay portion of the composition section. Langara English Test (LET) written within last 2 years with a 4 overall. International English Language Testing System (IELTS) written within the last 12 months. Academic version with a minimum 6.5 overall and no score less than 6.0. Test of English as a Foreign Language (TOEFL) written within the last 12 months with a score of 82 overall on the Internet based test and minimum scores of 21 in reading and listening and minimum scores of 20 in writing and speaking. Meet the individual course pre-requisites.
Prior Learning Assessment & Recognition (PLAR)

PLAR provides students with the opportunity to have learning assessed and recognized in the form of academic credit toward the requirements of the degree credential. Students can refer to individual course outlines or check with departments for PLAR.

None

Program Duration & Maximum Time for Completion

The expected length of intake for the part-time program is 12 months, spread over three full semesters. There is also the option of part-time studies, which would result in a longer time frame for completion of the credential. The program is at minimum 30 credits. The maximum allowable time for full-time students to complete the program is in twelve months. Part-time students have three years, years in which to complete the program.

For the assured pathways to SFU, the maximum time for completion is 16 months. For the competitive admission to SFU, the maximum time for completion is 3 years.

Intake for the part-time program is three times a year: September, January and May.

Program Learning Outcomes

A graduate with a University Transfer Science Certificate has reliably acquired demonstrated to a first year university level the ability to:

1. Incorporate critical thinking into systematic inquiry, theoretical reasoning and decision-making. Demonstrate teamwork by working collaboratively with colleagues to achieve goals. Demonstrate information literacy abilities to determine the nature and extent of information required. Apply the appropriate rhetorical mode and presentation style to produce clear and accurate written, verbal, and visual communication for clients and other professionals regarding issues, information, and knowledge in their discipline, including effective oral and written communication skills. Utilize accepted research process and abilities in all professional enquires, communications, and scholarship. Apply and incorporate meta-cognitive processes for continued learning. Solve a wide range of problems related to mathematics. Demonstrate the scientific and quantitative methodology as well as the analytical skills for entrance into second year science at the 1st year level courses.

2. Produce high quality oral presentations and written materials

3. Apply theoretical knowledge and technical skills in solving problems

4. Complete projects both independently and in teams

5. Use their scientific educational experiences as a solid foundation for academic readiness in 2nd year science.
Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of face-to-face instructional strategies, resources and online instructional strategies, resources and activities including lectures, laboratories, field trips, demonstrations, guest speakers, case studies, and applied practical experiences. 

Evaluation of Student Learning

Evaluation of the courses is determined by the instructor and may include a combination of practical assignments, tests, projects, theory, exams theory exams and/or practical exams. A minimum overall GPA of 2.0 (C average) is required, with successful completion of a minimum passing grade (D or better) in each course counting towards minimum of 30 credits of university transfer articulated first year courses as per the University British Columbia Council on Admission and Transfer Science Certificate. Guide (BCCAT) is required for completion of the certificate.

The required GPA for transfer may vary based on transfer agreements with other institutions. Please see our website: www.vcc.ca. Upon successful completion of this program, completion, and once an application to the student Registrar’s Office has been submitted, students will receive a Certificate in University Transfer Science. VCC certificate. Successful completion of a minimum of 30 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following subjects is required:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Science Electives</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Minimum Program Total Credits</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Characteristics of Students

Demonstrate proficiency in the English language with excellent oral and written communication skills.
Motivated and positive attitude towards learning, disciplined.
Possess analytical and critical thinking skills.
Some word processing experience and basic computer skills required.

Courses

Specific Requirements for the Science Certificate

A. 3 credits in first-year English; and
B. 6 credits of Calculus; and
C. 15 credits in Science; and
D. 6 additional credits of courses in Arts or Science

Courses

Students do not have to declare their intention of completing the University Transfer Science Certificate credential before beginning to take courses. Courses are open to any student who meets the general and specific requirements for the course.

Students will need to meet the College reserves the admission requirements to the program before courses can be used to complete the University Transfer Science Certificate. right to make changes as appropriate. No course will be used to meet more than one of the specific requirements (for example, MATH 1120 as both a Science requirement and as an additional Arts and Science requirement).

Students must complete:

A. English Requirement (3 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1100</td>
<td>English 1</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 1101</td>
<td>English</td>
<td></td>
</tr>
</tbody>
</table>

B. Math Requirements (6 credits)

Students must take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Science Requirements (minimum of 15 credits)

Any course such as, but not limited to, the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1100</td>
<td>Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1200</td>
<td>Biology 2</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1120</td>
<td>Human Anatomy &amp; Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1220</td>
<td>Human Anatomy and Physiology 2</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1121</td>
<td>Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1223</td>
<td>Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 1010</td>
<td>Intro to Comp Programming 1</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 1020</td>
<td>Intro to Comp Programming 2</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1110</td>
<td>Earth Systems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1020</td>
<td>Precalculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1120</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1111</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1190</td>
<td>Mathematics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Mathematics for the Arts</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MATH 2251</td>
<td>Calculus 3</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2310</td>
<td>Ordinary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2700</td>
<td>Probability and Statistics for Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1100</td>
<td>Physics 1</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1200</td>
<td>Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1110</td>
<td>Introduction to Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1170</td>
<td>Mechanics 1</td>
<td>3</td>
</tr>
<tr>
<td>SCIE 1100</td>
<td>Engineering Tech &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>SCIE 1151</td>
<td>Engineering Graphics &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>SCIE 1180</td>
<td>Intro to Engineering Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Institutions have the discretion to not accept MATH 1020 for transfer. Check with receiving institution to ensure transferability.

D. Additional Arts and Science courses (minimum 6 credits)

Any courses from those in list C above or from (but not limited to) the following:

**Course List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2104</td>
<td>Introduction to Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1100</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 1200</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1200</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1102</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1100</td>
<td>Introducing Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 2241</td>
<td>Social Geography</td>
<td>3</td>
</tr>
<tr>
<td>INDG 1100</td>
<td>First Nations &amp; Indigenous Stu</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1100</td>
<td>Psychology 1</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>Psychology 2</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>Sociology 1: Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1200</td>
<td>Sociology 2: Canadian Society</td>
<td>3</td>
</tr>
<tr>
<td>SCIE 1110</td>
<td>Professional Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Admission Pathways

Two transfer pathways will be available to students from the VCC University Transfer Science Certificate (UTSC) program into 9 eligible Faculty of Science (FSci) programs at SFU: Assured Admission and Competitive Admission. The required courses for FSci program transfer are outlined below in options A to I.

**Assured Admission Pathway**

Assured admission from VCC’s UTSC to the a FSci major is based on a CGPA of 2.60 (calculated based on the best attempt for each required course within the certificate program), and an overall GPA of 2.00 on any transferable coursework from all post-secondary institutions attended.

Students who were required to withdraw, or were not in good academic standing upon leaving a former post-secondary institution are not eligible for consideration under the Assured Admission pathway.
All certificate courses must be completed at VCC within 16 months of commencing the UTSC. Any courses listed below may include university-transfer, articulated courses in the certificate taken approved for transfer credit at post-secondary institutions other than VCC may be transferred to VCC and used towards completion of application for the VCC/SFU pathway certificate, providing those courses transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

In addition, students must meet a minimum course load of 12 credits for at least two terms while enrolled in the UTSC program at VCC.

International student eligibility for the assured admission pathway is dependent on the availability of international student seats at SFU within the destination program.

Competitive Admission Pathway

VCC UTSC students who do not meet the Assured Admission pathway criteria may be eligible to enter FSci programs based on the existing college transfer criteria for SFU admission (24 credits of transferable coursework and meeting the competitive admission GPA requirement for the Faculty of Science set for the specific term of admission), plus program-specific requirements (http://www.sfu.ca/students/admission-requirements/canadian-transfer/college-university.html).

Applicants from both pathways must meet the general SFU English language and quantitative admission requirements.

Option A: Bachelor of Science – Biological Sciences second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)
or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
BIOL 1100 - Biology 1 (4 credits)
BIOL 1200 - Biology 2 (4 credits)
CHEM 1121 - Chemistry 1 (4 credits)
CHEM 1223 - Chemistry 2 (4 credits)
PHYS 1100 - Physics 1 (4 credits)
PHYS 1200 - Physics 2 (4 credits)

Option B: Bachelor of Science – Chemistry second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)
or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
CHEM 1121 - Chemistry 1 (4 credits)
CHEM 1223 - Chemistry 2 (4 credits)
PHYS 1100 - Physics 1 (4 credits)
PHYS 1200 - Physics 2 (4 credits)

Two of:
ECON 1100 - Microeconomics (3 credits)
ECON 1200 - Macroeconomics (3 credits)
PSYC 1100 - Psychology 1 (3 credits)
PSYC 1200 - Psychology 2 (3 credits)
SOCI 1100 - Introductory Sociology (3 credits)
SOCI 1200 - Canadian Society (3 credits)

Option C: Bachelor of Science – Applied Mathematics second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)

or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
MATH 1120 - Discrete Mathematics (3 credits)
MATH 1221* – Applied Linear Algebra (3 credits)
MATH 2700 - Probability and Statistics for Science and Engineering (3 credits)
CMPT 1010 – Introduction to Computer Programming 1 (3 credits)
CMPT 1020 - Introduction to Computer Programming 2 (3 credits)
PHYS 1100 - Physics 1 (4 credits)
PHYS 1200 - Physics 2 (4 credits)

*For assured admission to SFU a minimum B grade is required

Option D: Bachelor of Science – Mathematics second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)

or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
MATH 1120 - Discrete Mathematics (3 credits)
MATH 1221* – Applied Linear Algebra (3 credits)
MATH 2700 - Probability and Statistics for Science and Engineering (3 credits)
CMPT 1010 – Introduction to Computer Programming 1 (3 credits)
CMPT 1020 - Introduction to Computer Programming 2 (3 credits)

Two of:
ECON 1100 - Microeconomics (3 credits)
ECON 1200 - Macroeconomics (3 credits)
PSYC 1100 - Psychology 1 (3 credits)
PSYC 1200 - Psychology 2 (3 credits)
SOCI 1100 - Introductory Sociology (3 credits)
SOCI 1200 - Canadian Society (3 credits)
*For assured admission to SFU a minimum B grade is required

Option E: Bachelor of Science – Molecular Biology and Biochemistry second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)
or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
BIOL 1100 - Biology 1 (4 credits)
BIOL 1200 - Biology 2 (4 credits)
CHEM 1121 - Chemistry 1 (4 credits)
CHEM 1223 - Chemistry 2 (4 credits)
PHYS 1100 - Physics 1 (4 credits)
PHYS 1200 - Physics 2 (4 credits)

Option F: Bachelor of Science – Physics second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)
or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
MATH 1221 – Applied Linear Algebra (3 credits)
CHEM 1121 - Chemistry 1 (4 credits)
CHEM 1223 - Chemistry 2 (4 credits)
CMPT 1010 – Introduction to Computer Programming 1 (3 credits)
CMPT 1020 - Introduction to Computer Programming 2 (3 credits)
PHYS 1100 - Physics 1 (4 credits)
PHYS 1200 - Physics 2 (4 credits)

Option G: Bachelor of Science – Applied Physics second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)
or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
MATH 1221 – Applied Linear Algebra (3 credits)
CHEM 1121 - Chemistry 1 (4 credits)
CHEM 1223 - Chemistry 2 (4 credits)
CMPT 1010 – Introduction to Computer Programming 1 (3 credits)
CMPT 1020 - Introduction to Computer Programming 2 (3 credits)
PHYS 1100 - Physics 1 (4 credits)
PHYS 1200 - Physics 2 (4 credits)

Option H: Bachelor of Science – Biological Physics second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)

or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
BIOL 1100 - Biology 1 (4 credits)
BIOL 1200 - Biology 2 (4 credits)
CHEM 1121 - Chemistry 1 (4 credits)
CHEM 1223- Chemistry 2 (4 credits)
PHYS 1100 - Physics 1 (4 credits)
PHYS 1200 - Physics 2 (4 credits)

Option I: Bachelor of Science – Statistics second-year transfer to SFU
Students must complete:
ENGL 1100 - University Transfer English 1 (3 credits)

or
ENGL 1101 - English 1101 (3 credits)
MATH 1100 - Calculus 1 (3 credits)
MATH 1200 - Calculus 2 (3 credits)
MATH 2700 - Probability and Statistics for Science and Engineering (3 credits)
MATH 1221 – Applied Linear Algebra (3 credits)
MATH 2251 - Calculus III (3 credits)
CMPT 1010 – Introduction to Computer Programming 1 (3 credits)
CMPT 1020 - Introduction to Computer Programming 2 (3 credits)

Two of:
ECON 1100 - Microeconomics (3 credits)
ECON 1200 - Macroeconomics (3 credits)
PSYC 1100 - Psychology 1 (3 credits)
PSYC 1200 - Psychology 2 (3 credits)
SOCI 1100 - Introductory Sociology (3 credits)
SOCI 1200 - Canadian Society (3 credits)
MATH 1120 - Discrete Mathematics (3 credits)
CHEM 1121- Chemistry 1 (4 credits)
CHEM 1223- Chemistry 2 (4 credits)
PHYS 1100 - Physics 1 (4 credits)
### PHYS 1200 - Physics 2 (4 credits)

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

**Course List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### English (minimum 6 credits)

Select a minimum of 6 credits from the following groups:

**Group 1:**

- ENGL 1127
- & ENGL 1229

**Group 2:**

- ENGL 1101
- & ENGL 1001
- ENGL 1102
- & ENGL 1002

#### Calculus (minimum 6 credits)

- MATH 1100
- & MATH 1200

#### Physics (minimum 6 credits)

- PHYS 1100
- & PHYS 1200

#### Science Electives (minimum 12 credits)

Select a minimum of 12 credit from the following groups:

**Group 1:**

- BIOL 1100
- & BIOL 1200

**Group 2:**

- CHEM 1121
- & CHEM 1223

**Group 3:**

- BIOL 1120
- & BIOL 1220

**Total Credits**

0

---

**Transcript of Achievement**

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters. The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

---

**Grading Standard**

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
## Transcript of Achievement

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>72-75</td>
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<td>3.00</td>
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<td>B-</td>
<td>68-71</td>
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<td>2.67</td>
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<tr>
<td>C+</td>
<td>64-67</td>
<td></td>
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<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>55-59</td>
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<td>D</td>
<td>50-54</td>
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<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills</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</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
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<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
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<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
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<tr>
<td>R</td>
<td></td>
<td>Audit. No Credits</td>
<td>N/A</td>
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<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)

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
Provide a rationale for this proposal.

We have recently signed a transfer agreement with SFU which provides either assured or competitive pathways into the faculty of science. The structure of the certificate needed to be changed to fit the requirements of these pathways. Additionally, since the original science certificate was created many new Math and Science UT courses have been created and need to be added to the Science Certificate.

Are there any expected costs to this proposal.

None

Consultations

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>Diem Ly consulted with Science department during a department meeting held on May 31, 2018 between 5pm and 6pm. Faculty response was positive.</td>
</tr>
<tr>
<td></td>
<td>Diem Ly sent email to Science faculty on July 4, 2018 requesting further feedback on changes to the University Transfer Science Certificate PCG. No further response from faculty.</td>
</tr>
<tr>
<td></td>
<td>Costa Karavas sent email on June 29, 2018 to Math faculty requesting further feedback on changes to the University Transfer Science Certificate PCG. No further response.</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td>Yulia had discussion with Danielle Gannon and Fareedah Rasoul Kim on August 8, 2018 and sent a follow-up email. No further response.</td>
</tr>
<tr>
<td>Finance</td>
<td>Yulia consulted with Andre Duinkerke (Finance) August 29, 2018</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Les Apouchtine, Denis Seremba, and Leah St. Louis participated in consultation meeting held on September 19, 2018.</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>Doreen Chui-Chai and Wendy LaFrance attended the consultation meeting on Sept 19, 2018 together with representatives from the RO</td>
</tr>
</tbody>
</table>

Additional Information

Provide any additional information if necessary.

Supporting documentation:

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

PREPARED FOR: Education Council

DATE: November 13, 2018

ISSUE: New Course: ELSK 0925 EAL Pathway to University Transfer English

BACKGROUND:
The EAL Pathways department has offered ELSK 0930 Intensive Academic Reading and Writing since 2015; it is a pathway to English 1101, as students who complete the course with a C+ meet the requisites to First Year English. The course is full-time, and it has been a challenge to recruit enough students. Bobbi Mand, an instructor in the department, researched best practices for English courses in post-secondary institutions, and determined that a part-time option would be appropriate. ELSK 0925 is a part-time course that in conjunction with ELSK 0920 EAL Pathways Reading and Writing 9 (an existing part-time course) would be meet the requirements to enter ENGL 1101, as students would acquire the same learning outcomes as ELSK 0930 offered.

DISCUSSION:
Carrie Leggatt, the Department Leader for EAL Pathways, presented the proposal, along with Ms. Mand. There were no changes requested to the curriculum.

Karen Crossett from the Records department and the Support Staff representative on the Committee expressed concern over the proposed Effective Date of January 2019, arguing that is too tight of a turnaround during a busy part of the year. Ms. Leggatt has consulted with the Registrar’s Office, and the Effective Date was not identified as a concern. Curriculum Committee recommends approval, with Ms. Crossett opposed.

RECOMMENDATION:
THAT Education Council approve the new course ELSK 0925 EAL Pathway to University Transfer English.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 31, 2018
Course Change Request

New Course Proposal

Date Submitted: 10/09/18 4:16 pm

Viewing: **ELSK 0925 : EAL Pathway to UT English**

Last edit: 10/31/18 5:30 pm

Changes proposed by: cleggatt

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>EAL Pathway to University Transfer English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Date:</td>
<td>January 2019</td>
</tr>
<tr>
<td>School/Centre:</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>EAL(3366)</td>
</tr>
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</table>

Banner Course Name: EAL Pathway to UT English

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie Leggatt</td>
<td><a href="mailto:cleggatt@vcc.ca">cleggatt@vcc.ca</a></td>
<td>7027</td>
</tr>
</tbody>
</table>

Approval Path

1. 10/09/18 4:16 pm
   Carrie Leggatt (cleggatt): Approved for 3366 Leader
2. 10/11/18 10:31 am
   David Wells (dwells): Approved for SAS Dean
3. 10/31/18 4:17 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Subject Code: ELSK - English Language Skills
Course Number: 0925
Year of Study: ESL Course
Credits: 0
Course Description:
ELSK 0925 is a part-time intensive academic course which includes reading, writing and socio-cultural competencies designed to meet the needs of English as an Additional Language students who wish to upgrade their English to the post-secondary level. Successful completion of ELSK 0925 and ELSK 0920 fulfills the language proficiency requirements for ENGL 1101/ ENGL 1001.

Course Pre-Requisites (if applicable):
ELSK 0820 and ELSK 0815, or English Language Assessment Test, or Department Approval

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

| CLO #1 | Draft, revise and edit extended college-entry level essays |
| CLO #2 | Follow a systematic research process to locate information from a range of credible sources |
| CLO #3 | Use college-entry level vocabulary including literary and grammar terminology |
| CLO #4 | Practice annotating and summarizing academic, popular and literary texts at a college-entry level |
| CLO #5 | Develop critical analysis strategies to interpret and respond to a variety of texts |
| CLO #6 | Apply reading strategies appropriate to text level and purpose |
| CLO #7 | Demonstrate appropriate socio-cultural competencies for an academic post-secondary setting |

Instructional Strategies:
Classroom delivery includes lecture, group/pair work, language lab work, on-line work, role rehearsals

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>Quizzes/Tests</td>
<td>40</td>
<td>5-7 Reading, Summarizing, Paraphrasing, literary analysis and terminology</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
<td>3 in-class essays; compare-contrast, cause-effect, argument</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>2-4 socio-cultural tasks: emailing, participating in group discussion, using office hours effectively</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>final research paper and presentation</td>
</tr>
</tbody>
</table>

---

**Hours by Learning Environment Type**

Lecture, Seminar, Online

120

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

**Course Topics**

**Course Topics:**

- Argumentative, Compare/Contrast, Cause/Effect, and Research Essays
- Grammatical structures appropriate for college-entry level writing
- Research skills (evaluating sources, quotations, citation, bibliography) and research tools (on-line and library-based)
- Proof-reading, paraphrasing, and summarizing skills from range of genres
- Critical thinking and reading skills (i.e. identifying bias and propaganda)
- Vocabulary study for college-entry level
- Introduction to textual analysis and major literary terms
- Reflections on post-secondary academic setting and communication styles

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?

No

Provide a rationale for this proposal:
In Spring 2015, ELSK 0930 Intensive Academic Reading and Writing was approved. This is a full time course. Students who successfully complete this course with a C+ meet the language prerequisites for ENGL 1101. ELSK 0930 has been offered 3 times a year since this time. However, being a full time course has led to challenges in recruiting students. This factor, in conjunction with the need to offer more options for busy students, both domestic and international, led to a successful CD application where we were able to explore reducing the ELSK 0930 to a part time course. Bobbi Mand did the research and produced the document: Bridging to University Transfer Courses at Vancouver Community College: An environmental scan and options explored. Bobbi scanned other public post secondary institutions to compare their bridging courses with the current ELSK 0930. With input from the Department Head, Carrie Legga and Assistant Department Head, Ken McMorris, the Dean reviewed the document and directed the department to set up a part time course that would work in conjunction with ELSK 0920 (ESL Pathways Reading and Writing 9). Bobbi then proceeded to analyze ELSK 0920, looking at where there was repetition between the two courses, as well as looking for ways to introduce socio-cultural competencies to the Learning Outcomes, and to harness the power of Moodle. The result of this is a new proposed half time course, ELSK 0925.

If accepted by the committee, more options will be available for students to gain entry into ENGL 1101. Students will require ELSK 0920 and ELSK 0925, two 120 hour courses. These courses would not be sequenced, but both would be necessary to gain entry into ENGL 1101. By doing this, we believe that students will have more options - some might do one of these courses at half-time while being able to take one or two UT courses that don't require ENGL 1101 for entry. We hope that we would be able to increase registration as students could be part-time while working, taking other courses etc. They could also take both ELSK 0920 and ELSK 0925 concurrently and be full time students.

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>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>October 2: Adjusted Learning Outcomes and topics, refined course description and determined passing grade.</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Oct. 4: Discussion on wording of pre-requisites, pass mark, ELSK 0920, state of ELSK 0930</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>Larry Perras and Jolene Loveday - College Foundations: emails - favourable to seeing more options for students so they could take other UT courses concurrently with ELSK 0920 or ELSK 0925. Discussion/query on how struggling 1101 students might be able to take advantage of new course</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>Oct. 4 - Questions about potential scheduling</td>
</tr>
<tr>
<td>International Education</td>
<td>Email sent as follow up to meeting in the summer where we discussed the idea of creating this course.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Oct. 3 - Assessments agreed that raising the Listening/Speaking required was a good idea. No other concerns raised</td>
</tr>
<tr>
<td>Library</td>
<td>Email conversation- as the content of this course already exists, the library felt they have the appropriate resources to support students.</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>October 1st - Discussion about how the course would work with ELSK 0920 - no concerns</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Phone Conversation Oct. 9th - FAO would support the proposed new course.</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

**Supporting documentation:**

[Final_Report on Bridging to University Transfer Courses.docx](#)

**Reviewer**

**Comments**
DECISION NOTE

PREPARED FOR: Education Council

DATE: November 13, 2018

ISSUE: Revisions to Auto Collision and Refinishing Diploma

BACKGROUND:
The Auto Collision and Refinishing Diploma program is primarily aimed at international students. The Industry Training Authority (ITA) has mandated a series of changes to our trade programs for domestic students; these changes were reviewed and approved by Education Council at our October 2018 meeting. While this program is not funded by the ITA in the same way, the curriculum must line up with ITA programs so as to provide students an opportunity to challenge the ITA exam and receive employer sponsorship.

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 all of the trade programs 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. There were a number of changes requested. The significant ones were:
- Clarifying admissions language around English language requirements.
- Removing the mention of a new safety demerit program the department is trialling. This fit better in the student handbook.
- Increasing two 0.5 credit courses to 1.0 credit each, as required by policy, and adjusting the credit ratio for some courses.
- Using “Participation” consistently in the Evaluation Plans and pre-requisite wording.

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

RECOMMENDATION:
THAT Education Council approve revisions to the program content guide and courses for the Auto Collision and Refinishing Diploma program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 31, 2018
Program Change Request

Date Submitted: 09/20/18 3:10 pm

Viewing: **Auto Collision and Refinishing Diploma**

Last approved: 12/15/17 11:34 am

Last edit: 11/01/18 2:34 pm

Changes proposed by: rpopow

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Auto Collision and Refinishing Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credential Level:</td>
<td>Diploma</td>
</tr>
<tr>
<td>Effective Date:</td>
<td><strong>May 2019</strong></td>
</tr>
<tr>
<td>School/Centre:</td>
<td>Trades, Technology &amp; Design</td>
</tr>
<tr>
<td>Department:</td>
<td>Auto Collision Refinishing Dip(4306)</td>
</tr>
</tbody>
</table>

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>

In Workflow

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path

1. 09/24/18 7:13 am
   David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 9:58 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 15, 2017 by clmig-jwehrheim

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, Refinishing Preparation Technician or Auto Glass Technician.

Automotive Refinishing Preparation Technicians typically remove parts, mask, perform chemical cleaning, apply putty, sand, prime, and prepare an automobile, truck or bus for the Automotive Refinishing Technician in a safe and environmentally sound manner. Automotive Collision Repair Technicians restore the structural integrity of damaged vehicles by straightening frames, fixing minor body damage, removing badly damaged sections and priming and painting all repaired surfaces. As a motor vehicle body repairer, you will also repair and/or replace vehicle glass and interior and exterior components of the vehicle. Duties also include verifying dimensional accuracy, system functions, passenger protection, proper alignment and proper handling.

Auto Glass Technicians repair and replace all automotive glass.

Upon successful completion of this program students may be eligible to write Industry Training Authority standardized examinations. Through practical experience successful students will be able to integrate the theoretical knowledge gained in the classroom with practical experience of the workplace.

Admission Requirements

**English 10 or Academic IELTS 5.0 overall** (no band less than 4.5) or **TOEFL iBT 60 or equivalent**

**High-school** Students must possess a high-school graduation certificate or equivalent

or

Department Leader approval based on relevant trade experience.

Note:

Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.

Relevant trades experience can be assessed for entrance into the program:

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available in this program.

Program Duration & Maximum Time for Completion

This full-time program is two (2) years in duration delivered over four semesters, and must be completed within five (5) years.
Program Learning Outcomes

Upon completion of this program, graduates will be able to:
Apply the skills and knowledge necessary to perform at an apprentice level automotive refinishing, automotive glass or automotive collision technician to provincial 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 and personal hygiene while performing repairs;
Work effectively as a team member while performing repairs.

Instructional Strategies, Design, and Delivery Mode

The Automotive Collision and Refinishing Diploma 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 journals, and project based learning strategies are used throughout the program. Students progress through courses in four semesters, each of which requiring successful completion for advancement to the next level.

Evaluation of Student Learning

Evaluation is a combination of assessment of practical assignments, projects, theory exam, and/or practical exam. Students must receive a minimum of 70% to pass each course.
Upon successful completion of this program, the student will receive a Diploma in Auto Collision and Refinishing.
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 driver's license.

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACRD 1100</strong> Workplace Skills and Safety</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>ACRD 1105</strong> Tools and Equipment</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>ACRD 1110</strong> Insurance Estimating</td>
<td>1</td>
</tr>
<tr>
<td><strong>ACRD 1115</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>ACRD 1120</strong> MIG Welding</td>
<td>4</td>
</tr>
<tr>
<td><strong>ACRD 1125</strong> Component Handling</td>
<td>1</td>
</tr>
<tr>
<td><strong>ACRD 1135</strong> Detailing 1</td>
<td>1</td>
</tr>
<tr>
<td><strong>ACRD 1130</strong> Communication Skills 1</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>ACRD 1140</strong> Welding, Cutting and Heating Steel 1</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>ACRD 1150</strong> Construction and Components 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>ACRD 1155</strong> Estimating, Planning and Scheduling 1</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td>17</td>
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<table>
<thead>
<tr>
<th>Term Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACRD 1200</strong> Sheet Metal Repair</td>
<td>4</td>
</tr>
<tr>
<td><strong>ACRD 1205</strong> Advanced Sheet Metal Repairs</td>
<td>3</td>
</tr>
<tr>
<td><strong>ACRD 1210</strong> Plastics and Composites</td>
<td>1</td>
</tr>
<tr>
<td><strong>ACRD 1220</strong> Construction and Components 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>ACRD 1230</strong> Communication Skills 2</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>ACRD 1240</strong> Welding, Cutting and Heating Steel 2</td>
<td>1</td>
</tr>
<tr>
<td><strong>ACRD 1255</strong> Estimating, Planning and Scheduling 2</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td>16.5</td>
</tr>
</tbody>
</table>
Term Three

ACRD-2100  Surface Preparation Methods  4
ACRD-2105  Undercoating  2
ACRD-2110  Solvents  1
ACRD-2115  Corrosion Protection  2
ACRD-2120  Topcoats  1
ACRD-2125  Paint Repairs  2
ACRD 2130  Trade Practice 1  3
ACRD 2135  Detailing 2  1
ACRD 2140  Refinishing Tools and Equipment  1
ACRD 2145  Surface Preparation and Masking  4
ACRD 2155  Estimating, Planning and Scheduling 3  2.5
ACRD 2150  Using Refinishing Materials and Equipment  4

Credits  15.5

Term Four

ACRD-2200  Construction and Components  4
ACRD-2205  Spray Guns  1
ACRD-2210  Masking  1
ACRD-2215  Detailing  2
ACRD-2220  Delivery Inspections  1
ACRD-2225  Technological Change  1
ACRD 2230  Trade Practice 2  3
ACRD 2235  Automotive Glass  2
ACRD 2236  Auto Glass Repair and Replacement  3
ACRD 2240  Advanced Refinishing  3
ACRD 2250  Mechanical and Electrical Systems  5
ACRD 2255  Estimating, Planning and Scheduling 4  1

Credits  15
Total Credits  64

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</th>
<th>Description</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
</table>

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

---

### Rationale and Consultations

Provide a rationale for this proposal.

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Changes to this program's courses are proposed to align to updated ITA Program Outlines for the three trades covered in this diploma; Auto Collision Repair Technician, Auto Refinish Prep Technician, and Automotive Glass Technician. Additionally, overall reorganizing of courses is required for better sequencing of student activities (particularly shop work). Please see attached ACRD Detail of Changes Sept 2018 document.

Are there any expected costs to this proposal. **None**

Consultations

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

[ACRD Detail of Changes Sept 2018.docx](#)

Reviewer Comments
# Auto Collision Repair and Refinishing Diploma – Course Change Detail

## Term 1

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Action</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Weeks</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRD 1100</td>
<td>Workplace Skills and Safety</td>
<td>2.0</td>
<td>Revise</td>
<td>2.5</td>
<td>2.0</td>
<td></td>
<td></td>
<td>Align to updated provincial curricula. Credit updated to reflect current policy.</td>
</tr>
<tr>
<td>ACRD 1105</td>
<td>Tools and Equipment</td>
<td>2.0</td>
<td>Revise</td>
<td>2.5</td>
<td>2.0</td>
<td></td>
<td></td>
<td>Align to updated provincial curricula. Credit updated to reflect current policy.</td>
</tr>
<tr>
<td>ACRD 1110</td>
<td>Insurance Estimating</td>
<td>1.0</td>
<td>Remove</td>
<td>ACRD 1115</td>
<td>Estimating, Planning and Scheduling 1</td>
<td>0.5</td>
<td>2.0</td>
<td>New course to replace ACRD 1110 (in all terms) and add new content. ACRD 1155 focusses on work orders, vehicle and customer information.</td>
</tr>
<tr>
<td>ACRD 1115</td>
<td>Oxyacetylene Welding</td>
<td>2.0</td>
<td>Replace</td>
<td>ACRD 1140</td>
<td>Welding, Cutting and Heating Steel 1</td>
<td>3.5</td>
<td>3.5</td>
<td>New course combining ACRD 1115 and 1120. Reduced Oxyacetylene ITA content affords reduction of content. Added ITA content includes resistance welding so this new course requires splitting into two courses and offering additional in Term 2 (5 credits all together).</td>
</tr>
<tr>
<td>ACRD 1120</td>
<td>MIG Welding</td>
<td>4.0</td>
<td>Replace</td>
<td>ACRD 2200</td>
<td>Construction and Components 1</td>
<td>3.0</td>
<td>3.0</td>
<td>Replace this course with existing ACRD 2200. Move ACRD 2200 to early Term 1 from Term four and change course number to 1150. Reduce from 4 to two credits to focus on basic components, bodies, and structure and move advanced content (mechanical &amp; electrical) to Term 4 new course ACRD 2250 Advanced Mechanical and Electrical Systems.</td>
</tr>
<tr>
<td>ACRD 1130</td>
<td>Communication Skills 1</td>
<td>3.0</td>
<td>Revise</td>
<td>3.5</td>
<td>3.0</td>
<td></td>
<td></td>
<td>Revised language/clarified tasks and updated credits to reflect current policy.</td>
</tr>
</tbody>
</table>

Total Term Credits: 15.0

## Term 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Action</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Weeks</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRD 1200</td>
<td>Sheet Metal Repair</td>
<td>5.0</td>
<td>Revise</td>
<td>4.0</td>
<td>4.0</td>
<td></td>
<td></td>
<td>Duration reduced to accommodate new ACRD 1220 Construction and Components 2</td>
</tr>
<tr>
<td>ACRD 1205</td>
<td>Advanced Sheet Metal Repair</td>
<td>5.0</td>
<td>Revise</td>
<td>3.0</td>
<td>2.5</td>
<td></td>
<td></td>
<td>Credit adjusted to suit updated content and conform to credit policy. Content adjusted to better reflect &quot;Advanced&quot; topics.</td>
</tr>
<tr>
<td>ACRD 1210</td>
<td>Plastic and Composites</td>
<td>2.0</td>
<td>Revise</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td>Duration change to suit updated content</td>
</tr>
<tr>
<td>ACRD 1230</td>
<td>Communication Skills 2</td>
<td>2.0</td>
<td>Revise</td>
<td>3.5</td>
<td>3.0</td>
<td></td>
<td></td>
<td>Course content added to include estimating software and insurance communications. Course in need of additional content for 3-week duration.</td>
</tr>
</tbody>
</table>

Total Term Credits: 15.0
### Term 3

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Action</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Weeks</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRD 2120</td>
<td>Topcoats</td>
<td>1.0</td>
<td>Replace</td>
<td>ACRD 2155</td>
<td>Estimating, Planning and Scheduling 3</td>
<td>2.5</td>
<td>2.0</td>
<td>New course to replace ACRD 2120 and ACRD 1110 (in all terms) and adds new content. ACRD 2155 focuses on work orders, vehicle ID, manuals and bulletins, environmental safety relating to refinishing operations.</td>
</tr>
<tr>
<td>ACRD 2100</td>
<td>Surface Preparation Methods</td>
<td>4.0</td>
<td>Replace</td>
<td>ACRD 2145</td>
<td>Surface Preparation and Masking</td>
<td>4.0</td>
<td>4.0</td>
<td>New course to combine ACRD 2100 and ACRD 2210 (Term 4) to better align to new ITA program outline for society.</td>
</tr>
<tr>
<td>ACRD 2105</td>
<td>Undercoating</td>
<td>2.0</td>
<td>Replace</td>
<td>ACRD 2150</td>
<td>Using Refinishing Materials and Equipment</td>
<td>4.0</td>
<td>4.0</td>
<td>New course to combine ACRD 2105, ACRD 2110 and ACRD 2115 to better align to new ITA Program Outline for society.</td>
</tr>
<tr>
<td>ACRD 2110</td>
<td>Solvents</td>
<td>1.0</td>
<td>Replace</td>
<td>ACRD 2115</td>
<td>Corrosion Protection</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACRD 2125</td>
<td>Paint Repairs</td>
<td>2.0</td>
<td>Replace</td>
<td>ACRD 2135</td>
<td>Detailing</td>
<td>1.0</td>
<td>1.0</td>
<td>New course to include ACRD 2125 content and build on new ACRD 2135 Detailing 1 (Term 1). Also replaces ACRD 2220 Delivery Inspections (Term 4) with content added and duration extended.</td>
</tr>
</tbody>
</table>

**Total Term Credits:** 15.0

### Term 4

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Action</th>
<th>Course #</th>
<th>Course Name</th>
<th>Cr.</th>
<th>Weeks</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRD 2205</td>
<td>Construction and Components</td>
<td>4.0</td>
<td>Move</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACRD 2210</td>
<td>Spray Guns</td>
<td>1.0</td>
<td>Replace</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>Course revised and moved to Term 1 for better sequencing. Advanced content moved to new ACRD 2250 Mechanical and Electrical Systems (below). See Term 1 for details.</td>
</tr>
<tr>
<td>ACRD 2215</td>
<td>Masking</td>
<td>1.0</td>
<td>Replace</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>Replaced with ACRD 2130 Refinishing Tools and Equipment and moved to Term 3. See Term 3 for details.</td>
</tr>
<tr>
<td>ACRD 2220</td>
<td>Detailing</td>
<td>2.0</td>
<td>Replace</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>Masking content integrated with surface prep and in new course ACRD 2140 Surface Preparation and Masking. Also moved to Term 3 for better sequencing. See Term 3 for details.</td>
</tr>
<tr>
<td>ACRD 2225</td>
<td>Delivery Inspections</td>
<td>1.0</td>
<td>Replace</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>Split into 2 one-week courses. See ACRD 2135 Detailing 2 (term 1) and ACRD 2135 Detailing 2 (term 3).</td>
</tr>
<tr>
<td>ACRD 2230</td>
<td>Automotive Glass</td>
<td>2.0</td>
<td>Replace</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>This course to be replaced with the following 2 courses to better align to new ITA Program Outline.</td>
</tr>
<tr>
<td>ACRD 2235</td>
<td>Estimating, Planning and Scheduling 4</td>
<td>1.0</td>
<td>Move</td>
<td>ACRD 2255</td>
<td>Estimating, Planning and Scheduling 4</td>
<td>1.0</td>
<td>1.0</td>
<td>New course to replaces ACRD 1110 Insurance Estimating (in all terms) and adds parts of replace ACRD 2235. ACRD 2255 focuses on work orders, vehicle ID, manuals and bulletins, parts ordering, system calibrating, troubleshooting, etc. relating to auto glass operations.</td>
</tr>
</tbody>
</table>

**Total Term Credits:** 15.0

**Program Total Credits:** 60.0
Proposed Courses and Sequence

Term 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRD 1100</td>
<td>Workplace Skills and Safety</td>
<td>2.5</td>
</tr>
<tr>
<td>ACRD 1105</td>
<td>Tools and Equipment</td>
<td>2.5</td>
</tr>
<tr>
<td>ACRD 1155</td>
<td>Estimating, Planning and Scheduling 1</td>
<td>0.5</td>
</tr>
<tr>
<td>ACRD 1135</td>
<td>Detailing</td>
<td>1.0</td>
</tr>
<tr>
<td>ACRD 1140</td>
<td>Welding, Cutting and Heating Steel</td>
<td>3.5</td>
</tr>
<tr>
<td>ACRD 1150</td>
<td>Construction and Components 1</td>
<td>3.0</td>
</tr>
<tr>
<td>ACRD 1130</td>
<td>Communication Skills 1</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>15.5</strong></td>
</tr>
</tbody>
</table>

Term 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRD 1220</td>
<td>Construction and Components 2</td>
<td>3.0</td>
</tr>
<tr>
<td>ACRD 1255</td>
<td>Estimating, Planning and Scheduling 2</td>
<td>0.5</td>
</tr>
<tr>
<td>ACRD 1240</td>
<td>Welding, Cutting and Heating Steel</td>
<td>1.0</td>
</tr>
<tr>
<td>ACRD 1200</td>
<td>Sheet Metal Repair</td>
<td>4.0</td>
</tr>
<tr>
<td>ACRD 1205</td>
<td>Advanced Sheet Metal Repair</td>
<td>3.0</td>
</tr>
<tr>
<td>ACRD 1210</td>
<td>Plastic and Composites</td>
<td>1.0</td>
</tr>
<tr>
<td>ACRD 1230</td>
<td>Communication Skills 2</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>16.0</strong></td>
</tr>
</tbody>
</table>

Term 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRD 2140</td>
<td>Refinishing Tools and Equipment</td>
<td>1.0</td>
</tr>
<tr>
<td>ACRD 2155</td>
<td>Estimating, Planning and Scheduling 3</td>
<td>2.5</td>
</tr>
<tr>
<td>ACRD 2145</td>
<td>Surface Preparation and Masking</td>
<td>4.0</td>
</tr>
<tr>
<td>ACRD 2150</td>
<td>Using Refinishing Materials and Equipment</td>
<td>4.0</td>
</tr>
<tr>
<td>ACRD 2135</td>
<td>Detailing</td>
<td>1.0</td>
</tr>
<tr>
<td>ACRD 2130</td>
<td>Trade Practice 1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

Term 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRD 2240</td>
<td>Advanced Refinishing</td>
<td>3.0</td>
</tr>
<tr>
<td>ACRD 2250</td>
<td>Mechanical and Electrical Systems</td>
<td>5.0</td>
</tr>
<tr>
<td>ACRD 2255</td>
<td>Estimating, Planning and Scheduling 4</td>
<td>1.0</td>
</tr>
<tr>
<td>ACRD 2236</td>
<td>Auto Glass Repair and Replacement</td>
<td>3.0</td>
</tr>
<tr>
<td>ACRD 2230</td>
<td>Trade Practice 2</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>14.5</strong></td>
</tr>
</tbody>
</table>

**Total Program Credits**: 62.0
Course Change Request

Date Submitted: 09/17/18 12:47 pm

Viewing: **ACRD 1100 : Workplace Skills and Safety**

Last edit: 10/31/18 5:23 pm

Changes proposed by: rpopow

Programs referencing this course

9: Auto Collision and Refinishing Diploma

---

**Course Name:**

**Workplace Skills and Safety**

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

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@shaw.ca">rpopow@shaw.ca</a></td>
<td>604-313-0556</td>
</tr>
</tbody>
</table>

Banner Course Name: Workplace Skills and Safety

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 1100

Year of Study: 1st Year Post-secondary
Course Description:

This course focuses on occupational safety relating to the collision repair industry - from legal obligations to practical applications and procedures to ensure a safe working environment is provided to and by each student. Students learn general Throughout this course students use safe workshop practices such as shop safety practices, procedures, Workplace Hazardous Materials Information Systems (WHMIS), fire prevention, personal protective equipment (PPE), equipment, emergency procedures and environmental safety such as hazardous material handling, storage and materials disposal.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>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; Identify and use personal protective equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Evaluate completed repairs for consistency, accuracy and quality according to industry specifications and standards; Identify the areas of the body affected from exposure to chemical additives</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles; Identify dangerous chemical additives used in the refinishing industry</td>
</tr>
<tr>
<td></td>
<td>List Workers Compensation Board (WCB) rules and policies</td>
</tr>
<tr>
<td></td>
<td>Demonstrate how to maintain a safe work environment</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

- Describe fire types
- Describe use and types of fire extinguishers
- Demonstrate fire and emergency evacuation methods
- Identify and interpret vehicle information
- Describe the use of technical manuals and bulletins

Instructional Strategies:

Instructional strategies may 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

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of personal protective equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

- Lecture, Seminar, Online
  - 40
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
  - 10
- Practicum

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

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Health and Safety</strong> Personal Protective Equipment</td>
</tr>
<tr>
<td><strong>Hazardous Materials</strong> Exposure to Chemical Additives</td>
</tr>
<tr>
<td><strong>Dangerous Chemical Additives Used in the Refinishing Industry</strong></td>
</tr>
<tr>
<td>Workplace Hazardous Materials Information Systems (WHMIS)</td>
</tr>
<tr>
<td><strong>Workers Compensation Board (WCB)/WorkSafeBC Rules and Policies</strong></td>
</tr>
<tr>
<td>Maintaining a Safe Work Environment</td>
</tr>
<tr>
<td>Fire Types</td>
</tr>
<tr>
<td>Fire Safety Extinguishers</td>
</tr>
<tr>
<td><strong>Alternate Fuel Vehicle Safety</strong> Fire and Emergency Evacuation Methods</td>
</tr>
<tr>
<td>Vehicle Information</td>
</tr>
<tr>
<td>Using Technical Manuals and Bulletins</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 PCG proposal for details*

---

Additional Information
Course Name: **Tools and Equipment**

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Contact(s)

Programs referencing this course

9: Auto Collision and Refinishing Diploma

<table>
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<td>604-313-0556</td>
</tr>
</tbody>
</table>

Banner Course Name: Tools and Equipment

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 1105

Year of Study: 1st Year Post-secondary

In Workflow

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 09/24/18 7:13 am
   David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 9:59 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:

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

This course introduces students to collision repair hand tools, power tools and various fasteners. This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #1</th>
<th>Describe collision repair hand tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify power tools</td>
</tr>
<tr>
<td></td>
<td>Identify fasteners</td>
</tr>
<tr>
<td></td>
<td>Describe organizational skills</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Use hand and power tools</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructional strategies may 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

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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<tr>
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<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document</td>
</tr>
<tr>
<td></td>
<td></td>
<td>writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

40 25

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>Hand tools</td>
</tr>
<tr>
<td>Electric and Pneumatic Tools</td>
</tr>
<tr>
<td>Fasteners</td>
</tr>
<tr>
<td>Organizational skills</td>
</tr>
<tr>
<td>Hydraulic Equipment</td>
</tr>
<tr>
<td>Hand Tools for Collision Repair</td>
</tr>
</tbody>
</table>

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

See PCG proposal for details

Provide a rationale for this proposal:

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 09/17/18 2:54 pm

Viewing: **ACRD 1130 : Communication Skills 1**

Last edit: 09/20/18 10:35 am

Changes proposed by: rpopow

Programs referencing this course:

- [9: Auto Collision and Refinishing Diploma](#)

---

**Course Name:**

- **Communication Skills 1**

**Effective Date:**

- May 2019

**School/Centre:**

- Trades, Technology & Design

**Department:**

- Auto Collision Refinishing Dip(4306)

**Contact(s)**

---

<table>
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<td><a href="mailto:rpopow@vcc.ca">rpopow@vcc.ca</a></td>
<td>604-313-0556</td>
</tr>
</tbody>
</table>

Banner Course Name:

- Communication Skills 1

---

**Subject Code:**

- ACRD - Auto Collision & Refinish Dip

**Course Number:**

- 1130

**Year of Study:**

- 1st Year Post-secondary

---

In Workflow

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 09/24/18 7:13 am
   - David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 9:59 am
   - Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:05 pm
   - Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
This course introduces learners to vocabulary and pronunciation specific to the field of collision repair. It provides an introduction to the collision repair industry and to the language and communication skills required for success as a technician. Reading, Writing, and Interactive Communication (Listening & Speaking) skills are taught in conjunction with topics in the collision repair curriculum. Interpersonal and conversational skills are enhanced while providing services for clients in a shop setting. Resume building, Job search strategies, and job search strategies sociocultural competencies appropriate to the Canadian workplace will be introduced and practiced.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Document professional development</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Practice professional etiquette and communication techniques relevant to the collision repair industry</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify various services in the collision repair industry</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Explain general concepts and professional vocabulary specific to collision repair</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Interpret vehicle information identify collision repair products, tools and equipment</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #6</th>
<th>Access technical manuals and bulletins <strong>Use effective study skills to support learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #7</td>
<td>Interpret work orders</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Research parts and materials pricing and availability</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Prepare personal job resume and cover letter <strong>Participate and communicate as a team member</strong></td>
</tr>
<tr>
<td>CLO #10</td>
<td>Use job search skills to secure employment</td>
</tr>
</tbody>
</table>

Instructional Strategies:
- **Instructional strategies include lectures**, class discussion, **individual assignments**, role-rehearsals, **research**, coaching, and cooperative learning **groups**.

### Evaluation and Grading

**Grading System:** Percentages  
Passing grade: **70%**

<table>
<thead>
<tr>
<th>Evaluation Plan:</th>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quizzes/Tests Participation</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory) <strong>attendance, punctuality, engagement in class activities</strong></td>
</tr>
<tr>
<td></td>
<td>Exam Assignments</td>
<td>20</td>
<td>Theory exam (summative - theory) <strong>reading comprehension, written assignments</strong></td>
</tr>
<tr>
<td></td>
<td>Assignments Quizzes/Tests</td>
<td>30</td>
<td>Practical assignments (resume/cover letter, journal, essential skills tasks, etc.) <strong>interviewing</strong></td>
</tr>
<tr>
<td></td>
<td>Participation Lab-Work</td>
<td>25</td>
<td>Active participation and teamwork (includes sociocultural competency role-playing sessions) <strong>listening comprehension, pronunciation (language lab)</strong></td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
<td>30</td>
<td><strong>oral presentations</strong></td>
</tr>
</tbody>
</table>
Hours by Learning Environment Type

Lecture, Seminar, Online

65 75

Lab, Clinical, Shop, Kitchen, Studio, Simulation

10

Practicum

Self Paced / Individual Learning

Course Topics:

- Reflective Journaling
- Study Skills
- Resumes and Cover Letter Writting
- Job Search Skills
- Job Interviews
- Sociocultural Skills for the Collision Repair Industry
  - Giving and receiving direction
  - Seeking and providing clarification
  - Professional and social communication
- Common Canadian Workplace Values, Beliefs
- Collision Repair Concepts, Procedures
- Accessing Technical Information
- Parts and Materials Research

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 PCG proposal for details

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
Course Change Request

New Course Proposal

Date Submitted: 09/17/18 1:23 pm

Viewing: ACRD 1135 : Detailing 1

Last edit: 10/31/18 4:50 pm
Changes proposed by: rpopow

Programs referencing this course
9: Auto Collision and Refinishing Diploma

Course Name:
Detailing 1

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Banner Course Name:
Detailing 1

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 1135

Year of Study 1st Year Post-secondary

In Workflow
1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 09/24/18 7:13 am
   David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 9:59 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course introduces students to exterior and interior vehicle cleaning focusing on finish inspection, removing surface contaminants, stain removal and final inspections.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #1</th>
<th>Identify finish contaminants</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform interior detailing</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Perform exterior detailing</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform a final check</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages
70%

Passing grade:
70%

Evaluation Plan:
<table>
<thead>
<tr>
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<th>Percentage</th>
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</tr>
</thead>
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<td>Exam</td>
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<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>Inspecting the Finish</td>
</tr>
<tr>
<td>Interior vehicle cleaning</td>
</tr>
<tr>
<td>Exterior vehicle cleaning</td>
</tr>
<tr>
<td>Final check</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 PCG proposal for details

**Additional Information**

Provide any additional information if necessary.

Replaces original course (ACRD 2215). Course content split so that entry level employment skills (car washing) can be taught early in program (moved to term 1 from 4). See Detailing 2 for remaining content (polishing).

Supporting documentation:

Reviewer
Comments
Course Change Request

New Course Proposal

Date Submitted: 09/17/18 2:14 pm

Viewing: ACRD 1140: Weld Cut Heat Steel 1

Last edit: 09/20/18 10:34 am

Changes proposed by: rpopow

Programs referencing this course

9: Auto Collision and Refinishing Diploma

Course Name:
Welding, Cutting and Heating Steel 1

Effective Date:
May 2019

School/Centre:
Trades, Technology & Design

Department:
Auto Collision Refinishing Dip(4306)

Contact(s)

<table>
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</tr>
</tbody>
</table>

Banner Course Name:
Weld Cut Heat Steel 1

Subject Code:
ACRD - Auto Collision & Refinish Dip

Course Number:
1140

Year of Study:
1st Year Post-secondary
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. Students also perform plasma arc cutting procedures. The course concludes with an industry standard weld performance qualification.

This course is part of the full-time Auto Collision Repair and Refinishing Diploma program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe oxyacetylene safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform oxyacetylene procedures</td>
</tr>
<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 may include lectures, demonstrations, assigned homework, 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>
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<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of personal protective equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

37.5

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>Steel Used In Vehicle Construction</td>
</tr>
<tr>
<td>Oxyacetylene Welding and Cutting</td>
</tr>
<tr>
<td>Steel Unitized Structures, Technologies and Repairs</td>
</tr>
<tr>
<td>Steel Gas Metal Arc Welding</td>
</tr>
<tr>
<td>Plasma Arc Cutting</td>
</tr>
</tbody>
</table>

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

See PCG proposal for details

Provide a rationale

for this proposal:

Are there any

Other

Additional Information

Provide any additional information if necessary.

New course replaces ACRD 1115 and ACRD 1120 - split with ACRD 1240

Supporting
documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 09/17/18 2:30 pm

Viewing: ACRD 1150 2200: Construction and Components 1

Last edit: 10/31/18 4:51 pm

Changes proposed by: rpopow

Programs referencing this course

ACRD 1150: 2200

Construction and Components 1

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Contact(s)

<table>
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<tbody>
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<td>604-313-0556</td>
</tr>
</tbody>
</table>

Banner Course Name: Construction and Components 1

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 1150 2200

Year of Study: 1st Year Post-secondary

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course introduces students to auto body construction types, panel alignment methods, body component service procedures, automotive tempered glass, laminated glass, non-structural glass, seat belt assemblies, airbag components, cooling system service, air conditioning service, vehicle systems, and the replacement of trim and hardware. electrical/electronic on-board procedures.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #1</th>
<th>Identify auto body construction types</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe panel alignment methods</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Describe body component servicing procedures</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Install trim and accessories Describe automotive tempered glass</td>
</tr>
<tr>
<td></td>
<td>Describe automotive laminated glass</td>
</tr>
<tr>
<td></td>
<td>Identify seat belt assemblies</td>
</tr>
<tr>
<td></td>
<td>Identify air bag system components</td>
</tr>
<tr>
<td></td>
<td>Discuss cooling system service</td>
</tr>
<tr>
<td></td>
<td>Describe air conditioning service</td>
</tr>
<tr>
<td></td>
<td>Identify vehicle systems</td>
</tr>
<tr>
<td></td>
<td>Identify electrical/electronic on-board procedures</td>
</tr>
</tbody>
</table>
Instructional Strategies:
Instructional strategies may 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

70%

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>Project</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

37.5 50

Lab, Clinical, Shop, Kitchen, Studio, Simulation

37.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- Evolution of the Automobile
  - Auto-body construction types
- Basic Components
  - Panel-alignment methods
Course Topics:

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body component servicing procedures</td>
</tr>
<tr>
<td>Trim and Hardware Automotive tempered glass</td>
</tr>
<tr>
<td>Automotive laminated glass</td>
</tr>
<tr>
<td>Seat belt assemblies</td>
</tr>
<tr>
<td>Airbag system components</td>
</tr>
<tr>
<td>Air conditioning service</td>
</tr>
<tr>
<td>Vehicle systems</td>
</tr>
<tr>
<td>Electrical/electronic on-board procedures</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 PCG proposal for details

Provide a rationale for this proposal:

Additional Information

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
This course moved from term 4 to term 1 and re-numbered. Advanced mechanical and electrical content moved to new course ACRD 2250

Supporting documentation:

Reviewer
Comments
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 9:21 am

Viewing: ACRD 1155 : Estimate, Plan and Schedule 1

Last edit: 10/31/18 4:51 pm
Changes proposed by: rpopow

Programs referencing this course
9: Auto Collision and Refinishing Diploma

Course Name:
Estimating, Planning and Scheduling 1

Effective Date: May 2019

School/Centre: Trades, Technology & Design
Department: Auto Collision Refinishing Dip(4306)

Contact(s)

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</tbody>
</table>

Banner Course Name: Estimate, Plan and Schedule 1

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 1155

Year of Study 1st Year Post-secondary

Approval Path

1. 09/24/18 7:13 am
   David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 9:59 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:05 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
Students learn the liabilities and obligations of the repairer as well as the expectations of today's consumer. This course also focuses on accessing and using vehicle and customer information and provides an overview of the auto insurance claim system in B.C.

This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe liabilities and obligations of the repairer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Locate and interpret vehicle information</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Access technical manuals and bulletins</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Interpret information in manuals and bulletins</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe repair documentation</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Interpret trade terminology found on work orders and estimates</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Describe the insurance claim process in BC</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Grading System: Percentages

Passing grade: 70%

Evaluation Plan:

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<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
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</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

9.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

3.0

Practicum

Self Paced / Individual Learning

Course Topics

- Liabilities and Obligations of the Repairer
- Vehicle Identification
- Customer Information
- Auto Insurance Overview

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 PCG proposal for details

---

**Additional Information**

Provide any additional information if necessary.

Replaces ACRD 1110. Content added and split between all 4 terms.

Supporting documentation:

Reviewer

Comments
**Course Change Request**

Date Submitted: 09/18/18 8:46 am

**Viewing: ACRD 1200 : Sheet Metal Repair**

Last edit: 10/31/18 4:51 pm

Changes proposed by: rpopow

Programs referencing this course:

- [Auto Collision and Refinishing Diploma](#)

**Approval Path**

1. 09/24/18 7:13 am
   - David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 9:59 am
   - Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:05 pm
   - Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

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</tbody>
</table>

Banner Course Name: Sheet Metal Repair

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 1200

Year of Study: 1st Year Post-secondary

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Credits: 4.0

Course Description:
This course introduces students to the characteristics of sheet metal, types of sheet metal damage, sheet metal tools and equipment, minor sheet metal damage repair, productive organizational skills and damage analysis procedures.

This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Pre-Requisites (if applicable):

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>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 sheet metal repair tools and equipment</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe minor sheet metal damage repair</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe productive organizational skills</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Demonstrate sheet metal repairs</td>
</tr>
</tbody>
</table>

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

Instructional Strategies:
Instructional strategies may 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

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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
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<tr>
<td>Project</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

30 75

Lab, Clinical, Shop, Kitchen, Studio, Simulation

70

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steel Used in Vehicle Construction Characteristics of sheet metal</td>
</tr>
<tr>
<td>Repairing Damage Types of basic sheet metal damage</td>
</tr>
<tr>
<td>Body Fillers and Sanding Sheet metal repair tools and equipment</td>
</tr>
<tr>
<td>Additional Repair Methods Minor sheet metal repair damage</td>
</tr>
<tr>
<td>Corrosion Protection Productive organizational skills</td>
</tr>
<tr>
<td>Complex damage analysis procedures</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?

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG proposal for details

Provide a rationale for this proposal:

Are there any expected costs as a Consultations?

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 09/18/18 9:20 am

Viewing: **ACRD 1205 : Advanced Sheet Metal Repair**

**Last edit: 10/31/18 5:01 pm**

Changes proposed by: rpopow

- **Programs referencing this course**
  - 9: Auto Collision and Refinishing Diploma

---

**Course Name:**

**Advanced Sheet Metal Repairs**

**Effective Date:** May 2019

**School/Centre:** Trades, Technology & Design

**Department:** Auto Collision Refinishing Dip(4306)

**Contact(s)**

<table>
<thead>
<tr>
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<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:**

Advanced Sheet Metal Repair

**Subject Code:** ACRD - Auto Collision & Refinish Dip

**Course Number:** 1205

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

---

**In Workflow**

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

---

**Approval Path**

1. 09/24/18 7:13 am
   - David Cross (dcross): Approved for 4306 Leader

2. 09/24/18 9:59 am
   - Brett Griffiths (bgriffiths): Approved for CTT Dean

3. 10/31/18 5:05 pm
   - Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

---

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course builds on ACRD 1200 Sheet Metal Repair by introducing students to sheet metal roughing procedures, plastic filling procedures for damage to complex sheet metal areas, sheet metal repair procedures including procedures, panel replacement and introduction to structural straightening repair, characteristics of aluminum and measurement. Basic sheet aluminum repairs. Students are provided additional time to develop their sheet steel repair skills and are introduced to basic aluminum characteristics and repair techniques.

This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Pre-Requisites (if applicable):

ACRD 1200 Sheet Metal Repair

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 structural straightening methods roughing procedures for steel repairing sheet metal</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform structural measuring procedures Describe plastic filling procedures for damage to complex sheet-metal-areas</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Describe complex damage analysis procedures Describe the characteristics of aluminum</td>
</tr>
<tr>
<td></td>
<td>Describe basic sheet aluminum repairs</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform complex sheet steel repairs Demonstrate sheet metal repair procedures</td>
</tr>
<tr>
<td></td>
<td>Describe panel-replacement and repair techniques</td>
</tr>
</tbody>
</table>
Instructional Strategies:

Instructional strategies may 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

Passing grade: 70%

Evaluation Plan:

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<tr>
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<td>25</td>
<td>Observable active participation and team work</td>
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</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

40 75

Lab, Clinical, Shop, Kitchen, Studio, Simulation

22.5

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Straightening Steel Roughing procedures for repairing sheet metal</td>
</tr>
<tr>
<td>Structural Measuring Plastic filling procedures for damage to complex sheet metal areas</td>
</tr>
</tbody>
</table>
Course Topics:

- Complex Damage Analysis Characteristics of aluminum
- Basic sheet aluminum repairs
- Complex Sheet Steel Repairs Sheet metal repair procedures
- Panel replacement and repair techniques

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 PCG proposal for details

Provide a rationale for this proposal:

---

Additional Information

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

Date Submitted: 09/18/18 9:38 am

**Viewing: ACRD 1210 : Plastics and Composites**

Last edit: 10/31/18 4:52 pm

Changes proposed by: rpopow

Programs referencing this course:

9: Auto Collision and Refinishing Diploma

---

Course Name:

Plastics and Composites

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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</table>

Banner Course Name:

Plastics and Composites

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 1210

Year of Study: 1st Year Post-secondary
Credits: 1.0

Course Description:
This course introduces students to plastic repair tools and composite materials, tools equipment, plastic repair techniques, fiberglass and equipment, Sheet Molding Compound (SMC) repair equipment, and repair techniques. Students learn to perform a variety of adhesive and weld repair techniques.

This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe the characteristics of plastics and composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe plastic repair tools and equipment</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Describe plastic repair techniques</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform adhesive repairs to plastics and composites</td>
</tr>
<tr>
<td></td>
<td>Describe fiberglass and SMC repair equipment</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Perform weld repairs to plastics</td>
</tr>
<tr>
<td></td>
<td>Describe repair procedures for fiberglass and SMC</td>
</tr>
<tr>
<td></td>
<td>Perform fiberglass and SMC repairs</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies may 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

**Passing grade:** 70%

**Evaluation Plan:**

<table>
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<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
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</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

10 25

Lab, Clinical, Shop, Kitchen, Studio, Simulation

15

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characteristics of Plastic and Composite Materials</strong></td>
</tr>
<tr>
<td><strong>Repair Tools and Equipment</strong> Plastic repair tools and equipment</td>
</tr>
<tr>
<td><strong>Adhesive Repair Techniques for Plastics and Composites</strong> Plastic repair techniques</td>
</tr>
<tr>
<td><strong>Weld Repair Techniques for Plastics</strong> Fiberglass and SMC repair equipment</td>
</tr>
<tr>
<td>Repair procedures for fiberglass and SMC</td>
</tr>
<tr>
<td>Fiberglass and SMC 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 PCG proposal for details

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
Course Change Request

New Course Proposal

Date Submitted: 09/17/18 3:12 pm

Viewing: ACRD 1220: Construction and Components 2

Last edit: 10/31/18 5:01 pm
Changes proposed by: rpopow

Programs referencing this course
9: Auto Collision and Refinishing Diploma

Course Name:
Construction and Components 2

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

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<thead>
<tr>
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<td>604-313-0556</td>
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</table>

Banner Course Name:
Construction and Components 2

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 1220

Year of Study: 1st Year Post-secondary

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course builds on ACRD 1150 Construction and Components 1 focusing on the performance of panel alignment, body component and trim service procedures.

This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Pre-Requisites (if applicable):
ACRD 2200 Construction and Components

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>Identify auto body construction types</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Perform panel alignment methods</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Service body components</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Install trim and accessories</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Organize workspace to improve production efficiency</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies may 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

Passing grade: 70%
Evaluation Plan:

<table>
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<td>Participation</td>
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<td>Observable active participation and team work</td>
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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>Fitting and Adjusting Methods</td>
</tr>
<tr>
<td>Bolted-On Parts Replacement</td>
</tr>
<tr>
<td>Organizational Skills</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?
Course Change Request

Date Submitted: 09/18/18 10:18 am

Viewing: **ACRD 1230 : Communication Skills 2**

Last edit: 10/31/18 5:02 pm

Changes proposed by: rpopow

Programs referencing this course
- 9: Auto Collision and Refinishing Diploma

Course Name: **Communication Skills 2**

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Contact(s)

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</table>

Banner Course Name: Communication Skills 2

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 1230

Year of Study 1st Year Post-secondary
Course Description:
This course builds on the communication skills and strategies which were developed in ACRD 1130 Communication Skills 1. **Student continue it introduces learners to develop** vocabulary and pronunciation specific to the automotive collision **industry and practice professional etiquette and teamwork.** Students are assigned a series of lessons according to provincial and national essential skills profiles for collision and paint technicians. Additionally, students are also provided time to develop their estimating skills and may be provided field trip opportunities.

It also provides the opportunity to practice more complex language and communication skills required for teamwork and professionalism such as problem-solving and conflict resolution. Using an experiential learning approach with focus on role rehearsals and coaching, this course will provide learners with the opportunity to work independently and in a cooperative team environment. Learners will practice communication strategies like: clarifying and confirming understanding of client services, following instructions, troubleshooting and problem solving. This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Pre-Requisites (if applicable):

**ACRD 1130 Communication Skills 1**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Develop essential skills required for collision repair and paint technicians according to Skills Competence Canada and ITA Essential Skills profiles. Use effective study skills to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use job search skills to secure employment</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Use estimating software to create repair estimates and supplements Identify collision repair products, tools and equipment</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Use professional vocabulary specific to collision repair Identify various services in the collision repair industry</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

- Explain general concepts and professional vocabulary specific to collision repair

**CLO #4** Practice professional etiquette

**CLO #5** Participate and communicate as a team member

Instructional Strategies:

Instructional strategies include lectures, class discussion, individual assignments, role-rehearsals, research, coaching, and cooperative learning groups.

### Evaluation and Grading

**Grading System:** Percentages

| Passing grade: | $S=70\%$

**Evaluation Plan:**

<table>
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</tr>
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<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>25 10</td>
<td>Quizzes and Assignments (formative - theory) attendance, punctuality, engagement-in-class-activities</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam Assignments</td>
<td>20</td>
<td>Theory exam (summative - theory) reading comprehension, written assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>30 10</td>
<td>Practical assignments (resume/cover letter, journal, essential skills tasks, etc.) interviewing</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation Lab Work</td>
<td>25 30</td>
<td>Active participation and teamwork listening comprehension, pronunciation (language-lab)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>oral-presentations</td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Lecture, Seminar, Online</th>
<th>65 75</th>
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</thead>
<tbody>
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<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
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https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
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<th>Course Topics:</th>
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<tbody>
<tr>
<td>Essential Skills Profile for Collision Repair Technicians Giving and receiving direction</td>
</tr>
<tr>
<td>Essential Skills Profile for Paint Technicians Collision repair concepts, procedures and vocabulary</td>
</tr>
<tr>
<td>Estimate Writing Seeking and providing clarification</td>
</tr>
<tr>
<td>Customer Relations Professional and social communication</td>
</tr>
<tr>
<td>Common Canadian workplace values, beliefs and attitudes</td>
</tr>
<tr>
<td>Study skills</td>
</tr>
<tr>
<td>Resume and cover letter writing</td>
</tr>
<tr>
<td>Job search skills</td>
</tr>
<tr>
<td>Interview skills</td>
</tr>
</tbody>
</table>

Resource Material(s)

VCC Education and Education Support Policies

Rationale and Consultations

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Yes

Is this the primary proposal?

No

Primary Proposal

See PCG proposal for details

Additional Information
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 8:38 am

Viewing: ACRD 1240 : Weld Cut Heat Steel 2

Last edit: 10/31/18 5:03 pm

Changes proposed by: rpopow

Programs referencing this course

9: Auto Collision and Refinishing Diploma

Course Name:
Welding, Cutting and Heating Steel 2

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Contact(s)

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</tbody>
</table>

Banner Course Name: Weld Cut Heat Steel 2

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 1240

Year of Study 1st Year Post-secondary

In Workflow
1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 09/24/18 7:14 am
   David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 9:59 am
   Brett Griffths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:06 pm
   Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course builds on ACRD 1140. Students learn to perform modern welding procedures including squeeze-type resistance spot welding and silicone bronze MIG welding to meet technology advances in collision repair.

This course is part of the full-time Auto Collision Repair and Refinishing Diploma program.

Course Pre-Requisites (if applicable):
ACRD 1140 Welding, Cutting and Heating 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>Describe resistance spot welding</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform resistance spot welding procedures</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Describe silicon bronze MIG welding</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform silicon bronze MIG welding procedures</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

**Evaluation and Grading**

Grading System: Percentages

Passing grade: 70

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
<table>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Ongoing observations of workplace behavior and use of personal protective equipment.</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online
  - 10
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
  - 15
- Practicum
- Self Paced / Individual Learning

**Course Topics**

- Squeeze-Type Resistance Spot Welding
- MIG Brazing

**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
**Course Change Request**

**New Course Proposal**

Date Submitted: 09/20/18 8:23 am

Viewing: ACRD 1255 : Estimate, Plan and Schedule 2

Last edit: 10/31/18 5:03 pm

Changes proposed by: rpopow

Programs referencing this course

9: Auto Collision and Refinishing Diploma

<table>
<thead>
<tr>
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<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: ACRD - Auto Collision & Refinish Dip

Course Number: 1255

Year of Study: 1st Year Post-secondary
Course Description:
This course builds on Estimating, Planning and Scheduling 1 with a focus on collecting customer information to aid in damage analysis, visual damage inspection and estimate/damage report terminology. Students also receive basic estimating software training.

This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Pre-Requisites (if applicable):

ACRD 1155 Estimating, Planning and Scheduling 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>Collect customer information to aid in damage analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform visual damage inspection</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Provide informed damage analysis</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe estimate/damage report terminology</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Use estimating software to produce a basic damage report</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages
Passing grade:
Evaluation Plan:

<table>
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<tr>
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<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
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<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
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**Hours by Learning Environment Type**

Lecture, Seminar, Online

9.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

3.0

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing Vehicle Damage</td>
</tr>
<tr>
<td>Finalizing the Damage Report</td>
</tr>
<tr>
<td>Using Estimating Software</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 PCG proposal for details

Provide a rationale
for this proposal:

Are there any

**Additional Information**

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments
Course Change Request

Date Submitted: 09/20/18 12:43 pm

Viewing: **ACRD 2130: Trade Practice 1**

Last edit: 10/31/18 4:58 pm

Changes proposed by: rpopow

Programs referencing this course:

- Auto Collision and Refinishing Diploma

### Programmes

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</tbody>
</table>

Banner Course Name: **Trade Practice 1**

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Approval Path:

1. 09/24/18 7:14 am  
   David Cross (dcross): Approved for 4306 Leader

2. 09/24/18 9:59 am  
   Brett Griffths (bgriffiths): Approved for CTT Dean

3. 10/31/18 5:06 pm  
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

In Workflow:

- 4306 Leader
- CTT Dean
- Curriculum Committee Chair
- EDCO Chair
- Records
- Banner

Year of Study:

- **2nd** Year Post-secondary

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 2130

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
During this course students enter the VCC body shop for a three-week work experience period. Students are working side by side with a certified journey person to perform repairs to customer vehicles as required. Focus will be on occupational health and safety standards, tools and equipment, spray guns, oxyacetylene and Metal Inert Gas (MIG) welding, removal and installation of vehicle components, sheet metal repair, plastic and composite repairs, undercoating, solvents and corrosion protection. This course is part of the full-time Automotive Collision and Refinishing Diploma 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</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Perform job tasks in accordance with occupational health and safety standards</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Use Demonstrate the use of tools and equipment</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Demonstrate GMA welding techniques Demonstrate oxyacetylene and Metal-Inert-Gas (MIG) welding</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform the removal and installation of vehicle components</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Perform sheet metal repair</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Perform plastic and composite repairs</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Apply Perform corrosion protection</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Perform surface preparation Use various solvents</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Mask vehicle for spot repairs</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

CLO #10 Apply primer/undercoatings  Perform undercoating

Instructional Strategies:

Instructional strategies may 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

Passing grade: 70%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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<th>Brief description of assessment activity</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
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<td>Ongoing participation mark based on evaluation rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

75

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Student Participation Guide  Occupational health and safety standards

Tools and equipment

Spray guns

Oxyacetylene and Metal Inert Gas (MIG) welding
## 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 PCG proposal for details*

Provide a rationale for this proposal:

Are there any

### Additional Information

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 12:22 pm

Viewing: ACRD 2135: Detailing 2

Last edit: 10/31/18 4:53 pm

Changes proposed by: rpopow

Courses referencing this course:

9: Auto Collision and Refinishing Diploma

Programs referencing this course:

9: Auto Collision and Refinishing Diploma

In Workflow

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 09/24/18 7:14 am
   David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 9:59 am
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 10/31/18 5:06 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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</tbody>
</table>

Banner Course Name: Detailing 2

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 2135

Year of Study: 2nd Year Post-secondary
Course Description:
This learn to identify pre-existing and post-paint surface defects and the processes to remove them.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #1</th>
<th>Describe paint and polish tools and equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify post-paint defects</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Perform paint polish</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform a final check</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

**Evaluation and Grading**

Grading System: Percentages
70%

Evaluation Plan:
<table>
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<td>25</td>
<td>Observable active participation and team work</td>
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**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**

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paint and polish Tools and Equipment</td>
</tr>
<tr>
<td>Film Thickness</td>
</tr>
<tr>
<td>Overspray Removal Methods</td>
</tr>
<tr>
<td>Sanding Process</td>
</tr>
<tr>
<td>Buffing/Polishing</td>
</tr>
<tr>
<td>Other Existing Refinish Damage</td>
</tr>
<tr>
<td>Final Check and Delivery</td>
</tr>
<tr>
<td>Resource Material(s)</td>
</tr>
<tr>
<td>VCC Education and Education Support Policies</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
**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 PCG proposal for details

Provide a rationale for this proposal:

---

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 12:07 pm

Viewing: ACRD 2140 : Refinishing Tools & Equipment

Last edit: 10/31/18 4:54 pm
Changes proposed by: rpopow

Programs referencing this course
9: Auto Collision and Refinishing Diploma

<table>
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</tr>
</tbody>
</table>

Banner Course Name: Refinishing Tools & Equipment

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Approval Path

1. 09/24/18 7:14 am
   David Cross (dcross): Approved for 4306 Leader

2. 09/24/18 9:59 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean

3. 10/31/18 5:06 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
Students learn the safe operation of all refinishing shop equipment and their functions, including spray gun cleaning, maintenance and basic operation.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Describe workplace safety for refinishing</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Describe tools and equipment for refinishing</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Maintain tools and equipment for refinishing</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Identify air supply and purification equipment</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe safe work practices when using air hoses and fittings</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Perform safety inspections of air transformers, air hoses and fittings</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Describe spray booths and their components</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Maintain spray booths and their components</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Describe spray guns and components</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Test for spray gun performance</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Maintain spray guns and components</td>
</tr>
</tbody>
</table>
Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, 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:

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<td>25</td>
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</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:
Occupational Heath and Safety for Refinishing
Basic Refinishing Tools and Equipment
Air supply and Purification
Course Topics:

Spray Booths and Components

Spray Guns and Components

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 PCG proposal for details

Provide a rationale

for this proposal:

Additional Information

Provide any additional information if necessary.

Replaces ACRD 2205

Supporting documentation:

Reviewer Comments
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 12:28 pm

Viewing: ACRD 2145: Surface Preparation & Masking

Last edit: 10/31/18 4:54 pm

Changes proposed by: rpopow

Course Name: Surface Preparation and Masking

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

Programs referencing this course

9: Auto Collision and Refinishing Diploma

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Banner Course Name:

Surface Preparation & Masking

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 2145

Year of Study 2nd Year Post-secondary

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
Students learn techniques to prepare various surfaces for various refinishes. Techniques for masking vehicles for primer and paint are also a focus of this course.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Describe preparation procedures</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Explain finish conditions</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Prepare a panel for surface preparation</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe masking materials</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe masking techniques</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Use masking techniques to protect and prepare a vehicle for primer</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Use masking techniques to prepare a vehicle for paint</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Describe stripping techniques</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Describe sanding materials and equipment</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Use sanding techniques</td>
</tr>
</tbody>
</table>

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

Instructional Strategies:
Instructional strategies may 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

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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**

- Substrate Preparation
- Masking
- Striping Coatings
- Sanding Materials and Equipment
- Sanding Techniques
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 PCG proposal for details

Provide a rationale for this proposal:

Are there any

---

**Additional Information**

Provide any additional information if necessary.

Replaces ACRD 2100 and ACRD 2210

Supporting documentation:

Reviewer

Comments
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 11:41 am

Viewing: ACRD 2150 : Using Materials and Equipment

Last edit: 09/20/18 11:41 am
Changes proposed by: rpopow

Programs referencing this course

- 9: Auto Collision and Refinishing Diploma

Course Name:
Using Refinishing Materials and Equipment

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Contact(s)

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Banner Course Name:
Using Materials and Equipment

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 2150

Year of Study: 2nd Year Post-secondary

In Workflow
1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 09/24/18 7:14 am
   David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 10:00 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:06 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
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 Collision and Refinishing Diploma 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>CLO #</th>
<th>Ability Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Mix repair materials</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Select repair materials</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Apply repair materials</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe corrosion protection</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Apply corrosion protection</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe undercoats and repair materials</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 may include lectures, demonstrations, 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>Pass grade:</th>
</tr>
</thead>
<tbody>
<tr>
<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>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

| Lecture, Seminar, Online | 50 |

Lab, Clinical, Shop, Kitchen, Studio, Simulation

| 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>Coatings and Additives</td>
</tr>
<tr>
<td>Corrosion Protection</td>
</tr>
<tr>
<td>Undercoat Application</td>
</tr>
<tr>
<td>Understanding and Preventing Refinish Defects</td>
</tr>
<tr>
<td>Mixing Equipment</td>
</tr>
</tbody>
</table>
Course Topics:

- Spray Setup
- Spray Gun Technique
- Topcoat Application

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 PCG proposal for details

Provide a rationale for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 9:06 am

Viewing: ACRD 2155 : Estimate, Plan and Schedule 3

Last edit: 10/31/18 5:04 pm

Changes proposed by: rpopow

Programs referencing this course

9: Auto Collision and Refinishing Diploma

<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: Estimate, Plan and Schedule 3

Programs referencing this course

9: Auto Collision and Refinishing Diploma

Course Name: Estimating, Planning and Scheduling 3

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Contact(s)

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 09/24/18 7:14 am
   David Cross
   (dcross): Approved for 4306 Leader
2. 09/24/18 10:00 am
   Brett Griffiths
   (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:06 pm
   Todd Rowlatt
   (trowlatt): Approved for Curriculum Committee Chair

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 2155

Year of Study: 2nd Year Post-secondary

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
This course builds on Estimating, Planning and Scheduling 2 with a focus on refinish operations. Students learn to evaluate surface conditions and develop appropriate refinish plans and process timelines. Students also learn how to organize a production schedule and conform to safety and environmental legislation in B.C.

This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Pre-Requisites (if applicable):

ACRD 1255 Estimating, Planning and Scheduling 2

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>Perform inspection to determine type of substrate</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Evaluate condition of substrate</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Describe the refinish repair process</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe refinish process timelines</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Develop a refinish plan</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Organize production schedule</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Identify environmental regulations</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Interpret safety regulations as they apply to refinishing procedures</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Complete documentation for safety and environmental compliance</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Describe the insurance claim process in B.C. relevant to refinish operations</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Interpret trade terminology found on work orders/damage reports for refinish operations</td>
</tr>
</tbody>
</table>

Upon successful completion of this course, students will be able to:
Instructional Strategies:
Instructional strategies include: Lectures, demonstrations, 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>Evaluation Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
</tr>
<tr>
<td>Exam</td>
</tr>
<tr>
<td>Project</td>
</tr>
<tr>
<td>Participation</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

37

Lab, Clinical, Shop, Kitchen, Studio, Simulation

13

Practicum

Self Paced / Individual Learning

**Course Topics**

Course Topics:

- Finish Identification
- Plastics Repair for Refinishing
- Organizing the Production Schedule
**Course Topics:**

Conforming to Environmental Safety Regulations

**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 PCG proposal for details

**Provide a rationale for this proposal:**

Are there any

**Additional Information**

Provide any additional information if necessary.

**Supporting documentation:**

Reviewer

Comments
Course Change Request

Date Submitted: 09/20/18 12:53 pm

Viewing: **ACRD 2230 : Trade Practice 2**

Last edit: 10/31/18 4:59 pm

Changes proposed by: rpopow

Programs referencing this course

9: Auto Collision and Refinishing Diploma

---

**Course Name:**

**Trade Practice 2**

**Effective Date:** May 2019

**School/Centre:** Trades, Technology & Design

**Department:** Auto Collision Refinishing Dip(4306)

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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</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:** Trade Practice 2

**Subject Code:** ACRD - Auto Collision & Refinish Dip

**Course Number:** 2230

**Year of Study:**

2nd 1st-Year Post-secondary

---

In Workflow

1. 4306 Leader
   - David Cross (dcross): Approved for 4306 Leader
2. CTT Dean
   - Brett Griffiths (bgriffiths): Approved for CTT Dean
3. Curriculum Committee Chair
   - Todd Rowland (trowland): Approved for Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

---

Approval Path

1. 09/24/18 7:14 am
   - David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 10:00 am
   - Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:06 pm
   - Todd Rowland (trowland): Approved for Curriculum Committee Chair

---

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

This course builds on the experienced gained in ACRD 2130 Tardes Training 1, adding auto glass operations. During this course students enter the VCC body shop for a three-week work experience period. Students are working side by side with a certified journey person to perform repairs to customer vehicles as required. person—

Focus will be on topcoat applications, paint repairs, auto body construction types, vehicle components, automotive glass removal and installation, masking, detailing and delivery inspections, technological changes, estimating information and business relations and communication skills. This course is part of the full-time Automotive Collision and Refinishing Diploma 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>Perform job tasks in accordance with occupational health and safety standards Demonstrate topcoat applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Use of tools and equipment Perform paint repairs</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Demonstrate GMA welding techniques Describe auto body construction types</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform the removal and installation of vehicle components Describe vehicle components</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Perform sheet metal repair Perform masking</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Perform plastic repairs Perform detailing and delivery inspections</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Apply corrosion protection Describe technological changes</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Perform surface preparation Interpret estimating information and business relations</td>
</tr>
</tbody>
</table>
Instruconal Strategies:
Instructional strategies may 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
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>100</td>
<td>Ongoing participation mark based on evaluation rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics
**Course Topics:**

- **Student Participation Guide**
- Topcoat applications
- Paint repairs
- Auto-body construction types
- Vehicle components
- Automotive-glass removal and installation
- Masking
- Detailing and delivery inspections
- Technological changes
- Estimating information and business relations
- Communication skills

**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 PCG proposal for details

---

**Additional Information**

Provide any additional information if necessary.
ACRD 2236: Auto Glass Repair & Replace

New Course Proposal

Date Submitted: 09/20/18 1:52 pm

Viewing: ACRD 2236 : Auto Glass Repair & Replace

Last edit: 10/31/18 4:55 pm
Changes proposed by: rpopow

Programs referencing this course

9: Auto Collision and Refinishing Diploma

Course Name:
Auto Glass Repair and Replacement

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

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:
Auto Glass Repair & Replace

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 2236

Year of Study 2nd Year Post-secondary
Course Description:
Students learn to replace and repair a variety of different types of glass including laminated and tempered, stationary and moveable glass.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Describe automotive tempered glass</td>
</tr>
<tr>
<td>#2</td>
<td>Describe automotive laminated glass</td>
</tr>
<tr>
<td>#3</td>
<td>Service non-structural glass</td>
</tr>
<tr>
<td>#4</td>
<td>Repair laminated glass</td>
</tr>
<tr>
<td>#5</td>
<td>Adhere to requirements of federal vehicle safety standards</td>
</tr>
<tr>
<td>#6</td>
<td>Replace bonded glass</td>
</tr>
<tr>
<td>#7</td>
<td>Use setting and lifting equipment</td>
</tr>
<tr>
<td>#8</td>
<td>Replace non-bonded glass</td>
</tr>
<tr>
<td>#9</td>
<td>Fabricate template</td>
</tr>
<tr>
<td>#10</td>
<td>Verify system calibration</td>
</tr>
<tr>
<td>#11</td>
<td>Perform final inspection</td>
</tr>
<tr>
<td>#12</td>
<td>Diagnose glass-related issues</td>
</tr>
</tbody>
</table>
Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, 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>Assignments</td>
<td>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
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<tr>
<td>Project</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
37.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation
37.5

Practicum

Self Paced / Individual Learning

Course Topics:

Course Topics:
Moveable (non-bonded) Glass
Stationary Glass
Laminated Glass Repair
**Course Topics:**

<table>
<thead>
<tr>
<th>Flat Glass Templating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind, Noise and Water Leaks</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 PCG proposal for details

---

**Additional Information**

Provide any additional information if necessary.

**Supporting documentation:**

Reviewer

Comments
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 1:15 pm

Viewing: ACRD 2240: Advanced Refinishing

Last edit: 10/31/18 4:55 pm
Changes proposed by: rpopow

Programs referencing this course:
9: Auto Collision and Refinishing Diploma

Course Name:
Advanced Refinishing

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip(4306)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
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</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:
Advanced Refinishing

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 2240

Year of Study: 2nd Year Post-secondary

In Workflow
1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 09/24/18 7:14 am David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 10:00 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:06 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
Course Description:
Students learn advanced colour theory and paint application techniques and are introduced to quality control standards and processes.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Perform colour tinting and matching techniques</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Diagnose paint application issues</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Apply topcoat</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform paint blends</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe multi-coat application processes</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe the importance of quality control in the repair process</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Inspect exterior panels and refinishes</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Perform pre and post-delivery inspections</td>
</tr>
</tbody>
</table>

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

Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.
Evaluation and Grading

Grading System: Percentages
70%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<td>Theory exam (summative - theory)</td>
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<tr>
<td>Project</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</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>Colour Tinting</td>
</tr>
<tr>
<td>Troubleshooting Paint Application Issues</td>
</tr>
<tr>
<td>Topcoat Application and Blending</td>
</tr>
<tr>
<td>Multi-Coat Application</td>
</tr>
<tr>
<td>Inspecting Repairs for Quality Control</td>
</tr>
</tbody>
</table>

Resource Material(s)
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 1:31 pm

Viewing: ACRD 2250: Mechanical and Electrical

Last edit: 10/31/18 4:55 pm

Changes proposed by: rpopow

Programs referencing this course

9: Auto Collision and Refinishing Diploma

Course Name:
Mechanical and Electrical Systems

Effective Date: May 2019

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

Name E-mail Phone/Ext.
Robin Popow rpopow@vcc.ca 604-313-0556

Banner Course Name:
Mechanical and Electrical

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 2250

Year of Study 2nd Year Post-secondary
Course Description:
This course introduces students to mechanical and electrical systems and the damage typically affected by collision impacts.

This course is part of the full-time Automotive Collision and Refinishing Diploma 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>CLO #</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Identify suspension systems</td>
</tr>
<tr>
<td>#2</td>
<td>Identify steering systems</td>
</tr>
<tr>
<td>#3</td>
<td>Identify air conditioning systems</td>
</tr>
<tr>
<td>#4</td>
<td>Identify brake systems</td>
</tr>
<tr>
<td>#5</td>
<td>Identify heating and cooling systems</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages
70%

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>25</td>
<td>Quizzes and Assignments (formative - theory)</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td>Theory exam (summative - theory)</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Observable 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**

- Suspension Systems
- Steering Systems
- Air Conditioning Systems
- Brake Systems
- Heating and Cooling Systems

**Resource Material(s)**

- VCC Education and Education Support Policies

**Rationale and Consultations**
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 9:15 am

Viewing: **ACRD 2255 : Estimate, Plan and Schedule 4**

Last edit: 10/31/18 5:04 pm
Changes proposed by: rpopow

Programs referencing this course

[9: Auto Collision and Refinishing Diploma]

<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: Estimate, Plan and Schedule 4

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>ACRD - Auto Collision &amp; Refinish Dip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>2255</td>
</tr>
<tr>
<td>Year of Study</td>
<td>2nd Year Post-secondary</td>
</tr>
</tbody>
</table>

In Workflow

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 09/24/18 7:14 am
   David Cross (dcross): Approved for 4306 Leader
2. 09/24/18 10:00 am
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 10/31/18 5:06 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
This course builds on Estimating, Planning and Scheduling 3 with a focus on the auto glass industry. Students learn insurance claim processes in B.C. including an overview of industry-specific software and NAGS parts costing system. Students also learn pre-repair steps including pre-scanning electronics and work planning and organization.

This course is part of the full-time Automotive Collision and Refinishing Diploma program.

Course Pre-Requisites (if applicable):
ACRD 2155 Estimating, Planning and Scheduling 3

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Describe effective communication in the auto glass industry</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Describe auto glass terminology relating to insurance claim processes</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Use NAGS calculators to locate and price glass</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe diagnostic trouble codes</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Contribute to the preparation of estimates and supplements</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Assess damage to develop repair plan</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Organize parts, materials and work area to carry out repair plan</td>
</tr>
</tbody>
</table>

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

Grading System: Percentages
70%

Passing grade: 70%

Evaluation Plan:

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<tr>
<td>Participation</td>
<td>25</td>
<td>Observable active participation and team work</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
19

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
6

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- Estimating and Customer Service for Auto Glass
- Scan Tools and Calibration
- Using NAGS

Resource Material(s)

VCC Education and Education Support Policies
DECISION NOTE

PREPARED FOR: Education Council

DATE: November 13, 2018

ISSUE: Revisions and Name Change to Esthetics Certificate (formerly Skin and Body Therapy)

BACKGROUND:
The department is proposing to change the name of the program back to Esthetics from Skin and Body Therapy. The name was last changed in 2012. The department feels that this fits better with the industry terminology and what other programs are calling their programs for. Marketing has been consulted and strongly agrees with the rationale, as they have also identified the program name as a barrier to student recruitment.

DISCUSSION:
Louise Dannhauer, Department Leader of the Hair and Esthetics department, presented the proposal with Brett Griffiths, Dean of Trades, Technology, and Design. There were no concerns over the name change.

The department was requesting a January 2019 Effective Date, but the Committee agreed with concerns that that was too soon. The Effective Date was changed to May 2019. Several other changes were requested:
- Adjust the Admission Requirements to match those used in the Hairstylist Certificate program.
- Adjust the Evaluation of Student Learning section to be similar to the Hairstylist program.

All changes have been made.

The Committee also agreed to update the name of the program in the Hairstylist PCG.

RECOMMENDATION:
THAT Education Council approve the name change and revisions to the Esthetics Certificate program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 31, 2018
Program Change Request

Date Submitted: 10/11/18 12:39 pm

Viewing: **Esthetics Certificate Skin-and-Body Therapy Certificate**

Last approved: 12/20/17 8:45 am
Last edit: 10/31/18 4:30 pm
Changes proposed by: ldannhauer

Program Name:
**Esthetics Certificate Skin-and-Body Therapy Certificate**

Credential Level: Certificate

Effective Date: **May 2019**

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA(5221)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louise Dannhauer</td>
<td><a href="mailto:ldannahuer@vcc.ca">ldannahuer@vcc.ca</a></td>
<td>8332</td>
</tr>
</tbody>
</table>

Approval Path

1. 10/12/18 10:42 am
   Nicole Degagne (ndegagne):
   Approved for 5221 Leader

2. 10/12/18 10:59 am
   Bre Griffiths (bgriffiths):
   Approved for CTT Dean

3. 10/31/18 4:30 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 20, 2017 by clmig-jwehrheim
Goal

The Esthetics Skin and Body Treatment (Esthetics) Certificate provides knowledge and practical experience to launch a career in this ever-changing industry. Constantly evolving curriculum and instruction help to ensure graduates have a competitive edge to succeed in the spa business or other related fields. Certificate graduates meet the admission requirements for the Advanced Skin and Body Therapy Diploma program.

Admission Requirements

Grade 10 English or equivalent.

Applicants without Grade 10 documentation require a minimum score of 30/88 on a VCC-ABE reading assessment, or; Completion of Lower Advanced or equivalent for those with English as a second language, or a Canadian Language Benchmark of Listening 7, Speaking 6, Reading 6, and Writing 4 or equivalent. Applicants who do not meet the program admission requirements without specific documentation may be admitted based on request an interview with the permission by the Department leader or representative. Head.

Prior Learning Assessment & Recognition (PLAR)

None

Program Duration & Maximum Time for Completion

The Esthetics Skin and Body Certificate Program is approximately 9 months in length over two terms totaling approximately 1110 hours. The program is offered three days per week and may include Saturday classes. The maximum time to complete this program is 2 years. The program is structured on a full time basis with 30 hours of weekly assigned work including one day per week of home study.

Program Learning Outcomes

Upon successful completion of the Esthetics Skin and Body Treatment (Esthetics) Certificate students will be able to:

Practice skin and body therapies in accordance with safety, hygiene, and sanitation standards and regulations.

Describe human anatomy, physiology and chemical composition specific to concerns relating to nail, skin, body, and hair removal treatments.

Perform spa treatments based on client consultation, skin analysis and nutritional needs.

Apply the principles of colour and design to lash, brow and specialized makeup techniques.

Perform in an ethical and professional manner conducive to spa environments.

Apply retail business administration practices and marketing techniques for operating a spa.
Instructional Strategies, Design, and Delivery Mode

Practical training is conducted in a fully equipped spa where treatments are offered as to the public, providing authentic industry experience preceded by the necessary theory.
Related theoretical content is delivered through lectures, demonstrations and various teaching aids in the classroom and is continuously integrated into the practical work.
Strategies include:
Guest speakers such as product experts and spa owners
Field trips such as trade shows, supply houses and skills competitions
Case studies such as industry trends and skin analysis
Participation is integral to the development of practical skills in this program; therefore, students assume the role of client, therapist and spa coordinator.
Work practicum offers students spa industry work experience, opportunities to practice knowledge and skills learned at the college and potential for employment.

Evaluation of Student Learning

Students are evaluated throughout the program on by their participation in theoretical and practical skills using a combination of assignments, projects, and exams. Performance based competency evaluations are used when appropriate to course learning outcomes.

Students are required to achieve a minimum of 70% in all courses. Courses in Term One must be successfully completed before proceeding to Term Two.

Upon successful completion of this program, the student will receive a Certificate. Students who complete both the VCC Hair Design program and the VCC Skin and Body Treatment program are eligible to receive a VCC Diploma in Esthetics. Students who complete both the VCC Hairstylist Certificate and the VCC Esthetics Certificate are eligible to receive a VCC Diploma in Cosmetology.
Recommended Characteristics of Students

To be successful in the Esthetics program Skin and Body Treatment Certificate it is recommended students possess the following characteristics:

- Ability to understand instruction in English;
- Genuine interest in administering personal services;
- Good interpersonal and communication skills;
- Pleasant and outgoing personality;
- Good hand and eye coordination;
- Manual dexterity and creative ability;
- Normal colour vision;
- Good depth perception and ability to perceive line and form;
- Ability to stand for a long periods of time;
- Ability to plan and work independently;
- Self motivation and a sense of responsibility;
- Basic writing and numerical skills.

Candidates considering this program are likely to be most successful as graduates if they are in good health and are aware that the following health concerns may effect this career:

- Asthma
- Respiratory problems
- Skin conditions
- Eczema
- Back Problems

Courses

Plan of Study Grid

Term One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTH 1100</td>
<td>Intro Skin and Body Therapies</td>
<td>2</td>
</tr>
<tr>
<td>ESTH 1105</td>
<td>Safe Practices</td>
<td>3</td>
</tr>
<tr>
<td>ESTH 1110</td>
<td>Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ESTH 1115</td>
<td>Hand and Nail Treatment</td>
<td>3</td>
</tr>
<tr>
<td>ESTH 1120</td>
<td>Foot and Nail Treatment</td>
<td>3</td>
</tr>
<tr>
<td>ESTH 1125</td>
<td>Hair Removal</td>
<td>3</td>
</tr>
<tr>
<td>ESTH 1130</td>
<td>Skin Treatment 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Credits 20

Term Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTH 1200</td>
<td>Makeup</td>
<td>3</td>
</tr>
<tr>
<td>ESTH 1205</td>
<td>Skin Treatments 2</td>
<td>3</td>
</tr>
<tr>
<td>ESTH 1210</td>
<td>Salon Management and Retailing</td>
<td>3</td>
</tr>
<tr>
<td>ESTH 1215</td>
<td>Body Treatment</td>
<td>3</td>
</tr>
</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</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>95-97</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Minimum Pass</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>84-88</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td>Minimum Pass</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>65-69</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>60-64</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Audit. No Credits</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)

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.

We feel as a department, that this name change will better reflect the name that potential students, in particular, domestic students, are searching for. It aligns better with what industry defines as a program that an Esthetician would take and it also aligns with what our competitors are calling their similar programs.

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>Marketing &amp; Communications</td>
<td>Loves the change and agrees with the rationale.</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>No Response</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Agrees with the rationale</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>No response</td>
</tr>
</tbody>
</table>

Additional Information

Provide any additional information if necessary.

Supporting documentation:

https://curriculum.vcc.ca/courseleaf/approve/?role=admin
PREPARED FOR: Education Council
ISSUE: D.3.8 Criminal Record Check

BACKGROUND:
This policy and its contemplated rescission had been out for public feedback. None was received.

DISCUSSION:
The substantive language of this policy has been moved. It will remain present and accessible on relevant parts of the public VCC website, but the policy is no longer needed. This change brings VCC practice into line with that at other colleges and universities.

RECOMMENDATION:
MOVE that Education Council approve the rescission of D.3.8 Criminal Record Check policy and procedures.

Prepared by:
John Demeulemeester
Chair, Education Policy Committee
The purpose of this policy is to outline the College’s policy on Criminal Record Checks involving applicants and students in designated programs.

CONTEXT AND PURPOSE

The Province of British Columbia amended the Criminal Records Review Act, effective January 1, 2011. In addition to the protection of children from physical and sexual abuse, the Act now includes protection of vulnerable adults.

The College must ensure that every registered student and/or applicant involved in working with children or vulnerable adults undergoes a criminal record check through the Criminal Records Review Program (CRRP), an agency within the Ministry of Public Safety and Solicitor General.

SCOPE AND LIMITS

The amendments to the Act include an expansion of the definition of “education programs” to include postsecondary students in a program with a practicum/practical component working with children or vulnerable adults and where the student will receive a credential upon completion.

The College may make its own arrangements for criminal record searches not covered under the Act.
STATEMENT OF POLICY PRINCIPLES

1. The College regularly reviews its programs and identifies those programs which fall within the scope of the Criminal Records Review Act and its amendments.

2. The College informs applicants and students of the requirements of the Act and helps them access, complete and submit forms.

3. The College accepts the decisions of the Criminal Records Review Program.

4. The College follows the requirements of the Act to ensure that mandatory rechecks are carried out as required and that applicants and students charged with or convicted of offences subsequent to their Criminal Record Check submit new requests for a recheck.

DEFINITIONS

Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION

Criminal Records Review Act (RSBC 1996) Chapter 86 and amendments

RELATED PROCEDURES

Refer to Criminal Record Check Procedures D.3.8
PROCEDURES FORM

Policy No.        D.3.8
Title            Criminal Record Check
Approving Jurisdiction Vice President Education and Student Services
Policy Sponsor   Registrar
Last Revised/Replaces September 2005
Effective Date   July 23, 2012
Signed by        Dr. Salvador Ferreras, VP Education and Student Services

SIGNATURE ON FILE

PROCEDURES

PREAMBLE

The College commits to following the processes required by the Criminal Records Review Program (CRRP) of the Minister of Public Safety and Solicitor General. These processes are well documented by the CRRP Program and may change. Therefore, the procedures outlined below are limited to describing the role played by the College.

PROGRAMS COVERED UNDER THE CRIMINAL RECORDS REVIEW ACT

1. The College identifies programs that fall within the scope of the Criminal Records Review Act and posts this information on its website.

2. The College provides information to applicants and students within the identified programs about the requirement for a Criminal Record Check (CRC) including information about accessing the form, submission of form and timing of submission.

3. The Registrar’s Office assists applicants and students to access the “Consent to a Criminal Record Check” form and provides assistance in completing the form as per CRRP guidelines.

4. The student and/or applicant forwards their application and payment to the CRRP office.

5. The CRRP makes a determination of risk according to its own criteria and provides that information to authorized College employees.

6. If the Criminal Record Check indicates that no record has been found, and all other admissions requirements have been satisfied, then the student and/or applicant is eligible to be offered a seat in the program or to register in the program.

7. If the Criminal Record Check indicates that a record has been found, then the student and/or applicant will be informed that he/she has not satisfied the admissions requirements of the program.
8. In a case where the Criminal Record Check is not required for admission but rather is required for completion of the entrance process, the student and/or applicant will be considered to have completed the entrance requirements once the Criminal Record Check is returned to the Registrar's Office.

9. The College will accept the results of the Criminal Record Check without challenge.

10. The student and/or applicant may appeal the results of the Criminal Record Check to the Ministry in accordance with the provisions of the Act.

11. The Registrar's Office retains the Criminal Record Check in its files for five years as required by the Act.

12. The College monitors its applicants and students in the identified programs to ensure that mandatory rechecks are carried out every five years, as required by the Act.

13. If a student and/or applicant is charged with or convicted of a specified offence, the student and/or applicant will be required to submit a new request for a recheck.

RELATED POLICY

Refer to Criminal Record Check Policy D.3.8

URL to Ministry's site: http://www.pssg.gov.bc.ca/criminal-records-review/
BACKGROUND:

This policy had been out for public feedback; None was received. The changes that were out for feedback were minor, and mostly technical, regarding the new CourseLeaf software.

DISCUSSION:

Some discussion of whether or not instructional strategies should be included on the Course Form; this was tabled pending an investigation of whether this information is required by BCCAT.

Some discussion of whether there should be a minimum time (6 or 12 months) between approval of curriculum and its effective date; with longer for international - not decided. Minor wording changes: ‘curriculum’ to ‘curricula’.

RECOMMENDATION:

MOVE that Education Council recommend that the Board approve C.3.14 Curriculum Development and Approval policy and procedures.

Prepared by:
John Demeulemeester
Chair, Education Policy Committee
CONTEXT AND PURPOSE
The programs and courses of Vancouver Community College (VCC; the College) make up the curricula (systems of organized learning experiences) through which the College meets the needs of the community for education and training, and maximized student mobility and success. VCC strives to achieve its mission, goals and objectives through the programs and courses it offers.

SCOPE AND LIMITS
This policy applies to all developers of curricula at Vancouver Community College, and establishes the requirements for the development of new curricula, and the revision of existing curricula.

Curricula at VCC falls within the jurisdiction of the Education Council under both its sole powers as well as its advisory role to the Board of Governors.

STATEMENT OF POLICY PRINCIPLES

1. VCC is committed to the establishment and use of systematic practices and procedures for the development of curricula that
   a. engages relevant stakeholders;
   b. is transparent; and
   c. aligns with the College’s governance processes.

2. VCC will ensure that all curricula
   a. is consistent with the College’s mission, goals, educational priorities and plans;
   b. meets the College's standards of excellence;
   c. is based on community needs;
   d. supports student success; and
   e. promotes responsible use of College resources.

3. Meaningful consultation is critical to ensure high quality curricula and a smooth approval and implementation process.

4. The development of curricula is guided by needs as expressed by the communities served by VCC as well as demand from existing and prospective students.

5. Curricular development is guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at
other postsecondary institutions with which the College may wish to articulate.
6. All College curricula is maintained in the Curriculum Inventory Management System (CIMS).

DEFINITIONS

**Approval:** The process in CIMS whereby the designated individual (“approver”) has read and comprehends the information and assumes responsibility for the proposed curriculum. Approvals are what keep the workflow process moving through governance. Each proposal must successfully move through each stage of the approval process before moving forward to the next stage in the process.

**Concept Paper:** The information that helps conceptualize, plan, and project the outcomes and costs of a new program. It is completed by the Curriculum Developer, Department Leader and Dean/Director in consultation with the Vice President Academic, Vice President Administration & CFO. It includes a Business Case.

**Business Case:** Represents the financial case for a new program, and includes expected revenue, tuition and fees. The Business Case falls within the jurisdiction of the Board of Governors as part of its obligation to manage, administer and control the proper, revenue, expenditures, business and affairs of the institution.

**Consultation:** The process to ensure that in the development of curriculum, deliberate feedback is sought from internal and external stakeholders, and thoughtful feedback is received and considered in a timely manner. Deans/Directors and Department Leaders are responsible for ensuring appropriate consultation takes place.

**Curriculum Inventory Management System (CIMS):** VCC’s online curriculum development and approval system that allows developers to create or edit programs and courses, and electronically submit them into the governance approval process.

**Course Form:** The outline that contains the essential features of a course, such as: the course name and number, credits, course description, prerequisites, course learning outcomes, instructional strategies, and student evaluation methods.

**Curriculum:** The planned sequence of instruction for a program or course. Curriculum comprises learning outcomes, teaching and learning methodology, and strategies for assessing and evaluating student learning.

**Curriculum Developer:** The lead in creating/revising the curriculum for a program or course and the main person preparing the curriculum documentation. This is typically an instructor or Department Leader.

**Degree Quality Assessment Board (DQAB):** An independent advisory board appointed by the Minister of Advanced Education that oversees the quality assurance process for degree level education in British Columbia.

**Governance:** A prescribed process that identifies who has the primary and/or advisory
responsibility for select decisions at various stages of the curriculum approval process. The College and Institute Act defines the governance bodies at VCC as the Board of Governors and Education Council. The Board Finance and Audit Committee and EDCO’s Curriculum Standing Committee are also governance bodies at VCC.

**Minor Revision:** Changes to curriculum that have limited impact on a course or program. Minor revisions have an expedited path through the governance process.

**New Course:** A course that has never been offered before at VCC. A new course may be part of an existing program or may be a replacement course that is equivalent to the course it replaces.

**New Program:** A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program. Education Council makes the final determination whether proposed changes to an existing program are substantial enough to qualify as a new program.

**New Program Implementation Plan:** 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.

**Post-secondary Institution Proposal System (PSIPS):** A Ministry of Advanced Education process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma.

**Program Outline Form:** The program outline that contains the general description of a program of study, such as: the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, a list of courses, instructional strategies, information on the evaluation of student learning, and the credential received upon completion of the program.

**Standalone Course:** A course that is not a part of an existing program.

**Effective Date:** The month and year the program/course will first be taught after governance approval.

**Workflow:** The online approval stages in CIMS that are part of the governance process. Workflow varies depending on the type of proposal being put forward, such as a minor change, new program, non-credit Continuing Studies course. The workflow is initiated by the curriculum designer or Department Leader.

**RELATED LEGISLATION & POLICIES**

*Legislation*

College and Institute Act, (RSBC 1996) Chapter 52
Policies
C.1.1 Grading, Progression and Withdrawal
C.1.3 Granting of Credentials
C.1.4 Assignment of Credits to Courses
C.3.1 Program Advisory Committees
C.3.2 Program Review and Renewal
C.3.3 Suspension and/or Discontinuance of Programs
C.3.10 Affiliation Agreements
D.3.6 Prior Learning, Assessment and Recognition
D.3.6 Admissions
D.3.6.1 Flexible Admissions

RELATED PROCEDURES
Refer to C.1.4 Curriculum Development and Approval Procedures
GENERAL

1. The design, development, revision, approval, and implementation of programs and courses takes anywhere from one (1) month (for minor revisions) to 18 months, depending on the development type. External approval bodies such as the Degree Quality Assessment Board (DQAB) and the Ministry of Advanced Education and Skills Training may extend these timelines. Deans/Directors and Department Leaders should create an initial timeline using pre-existing meeting dates, length of time for peer review, etc.

2. The Centre for Teaching, Learning and Research (CTLR) supports the design and development of curricula.

3. Once a Concept Paper is approved, a New Program Implementation Plan must be completed and submitted to Curriculum Committee with the program curriculum.

4. Education Council is the final approval body for all new courses and revised curricula per the Resolution of the Board of Governors dated May 29, 2013. The Board of Governors approves all new programs and credentials with advice from Education Council.

5. New programs should be approved at least 9-12 months prior to the planned effective date. New courses and major changes should be approved at least 6 months prior.

CONSULTATION

6. The Department Leader and Dean/Director are required to ensure that there is opportunity for internal and external consultations, allowing stakeholders adequate time to provide their feedback and recommendations.

7. New curricula and changes to existing curricula require a series of consultations to ensure educational quality, and that students are fully supported in their programs.

8. Early and thorough internal consultation helps to identify implementation and operational needs and allows areas like the Registrar’s Office and Institutional Research to begin work that will facilitate the process.

9. Where applicable, engaging in external consultations helps to verify that curricula meets the quality standards of academic peers and community stakeholders as well as enhancing existing and developing potential new partnerships and agreements.

10. The amount of consultation required depends on the development type.

11. Faculty within the department must be consulted.
12. It is recommended that group consultations with similar service area representatives be arranged where possible.
13. Curriculum Committee and Education Council have the authority to require further consultations as they see fit.

DEVELOPMENT TYPE
There are four (4) development types:
   a. New Programs;
   b. New Courses and Changes to Programs and Courses;
   c. Minor Revisions to Programs and Courses; and
   d. Non-Credit Courses in Continuing Studies

A. New Program
14. New programs are approved by both the Board of Governors and Education Council.
15. The development of a new program requires full consultation with internal and external stakeholders, and involves additional governance steps to ensure institutional support before significant time and resources are spent developing the full program proposal.

Stage 1 – Approval to Develop
16. A Concept Paper and Business Case are prepared and submitted to the Vice President Academic, Students & Research and the Vice President Administration and CFO for approval.
17. The Dean/Director presents the approved Concept Paper to Education Council for information.
18. The Education Council Chair presents an Information Note to the Board of Governors. If possible, the Dean/Director attends the Board meeting in person to answer questions.

Stage 2 – Program Development and Approval of Curriculum
19. The Curriculum Developer/Department Leader:
   a. works with the CTLR to design and map the curricula, and develop a program evaluation plan
   b. consults with internal and external stakeholders (including Institutional Research (IR) on the FTE divisor),
   c. enters program/course information into the CIMS
   d. completes the Rationale and Consultations section in the CIMS, and uploads the New Program Implementation Plan
   e. starts the workflow process
20. The Dean:
   a. approves the curriculum through the curriculum management system, which automatically sends the information to Curriculum Committee.
   b. in collaboration with the Department Leader, consults with the Vice President Academic, Students & Research and Vice President Administration & CFO to review, revise and complete the New Program Implementation Plan and Business Case.
21. Curriculum Committee reviews the curriculum and New Program Implementation Plan. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.
22. Curriculum Committee may:
a. Recommend approval to Education Council;
b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.

23. The Chair of Curriculum Committee presents the recommendation and curriculum to Education Council. If possible, the Department Leader and Curriculum Developer attend the Education Council meeting in person to answer questions.

24. Education Council may:
   a. Approve the curriculum;
   b. Approve the curriculum with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council;

25. At the same meeting of Education Council, the Dean presents the final version of the New Program Implementation Plan for information.

26. Education Council makes a recommendation to the Board of Governors regarding implementation.

Stage 3 – Review and Final Approval:

27. The office of the Vice President Academic, Students & Research coordinates submissions to the Ministry of Advanced Education and Skills Training for provincial peer review through PSIPS and/or DQAB.

28. After Education Council’s approval, the curricula for most credentials is sent for provincial peer review.
    a. Proposals for diplomas and certificates that ladder into diplomas are posted on PSIPS for thirty (30) days.
    b. Proposals for new degrees are submitted to the Ministry of Advanced Education, Skills & Training for review.
       i. If the mandate is approved, the full program proposal is posted on the PSIPS website and forwarded to DQAB for review.
       ii. DQAB submits their recommendation to the Minister of Advanced Education, Skills & Training for approval.

29. The Vice President Academic, Students & Research reports on the outcome of the provincial peer review process.
    a. If major revisions are required by the peer review, the proposal will return to Stage 2, above.
    b. If no major revisions are required, the proposal will proceed to final approval.

30. The Vice President Administration & CFO submits the final New Program Implementation Plan and Business Case to the Senior Executive and the Board Finance and Audit Committee.

31. The Board Finance and Audit Committee will review and submit a recommendation of tuition fees to the Board of Governors.

32. The Board reviews the proposed New Program, including the recommendations from the Finance and Audit Committee (for tuition fees), Education Council (for implementation) and the VP Academic, Students & Research (for due process, i.e. provincial peer review). If possible, the Dean/Director attends the Board meeting in person to answer questions.
33. The Board may:
   a. Approve the fee structure; and/or
   b. Approve implementation of the program; and/or
   c. Based on a budget review, determine a separate timeline for implementation of the program.
   d. Approve the new credential.

34. The Board Chair will forward formal written notification of its decision to the Education Council Office.

B. New Courses and Changes to Programs and Courses

35. Development of new courses and changes to programs and courses require Education Council approval.

36. The Curriculum Developer/Department Leader:
   a. works with the CTLR to design and map the curricula
   b. consults with internal and external stakeholders as needed
   c. enters program/course information into the CIMS
   d. completes the Rationale and Consultations section for programs/courses
   e. starts the workflow process

37. The Dean approves the curricula through the CIMS, which automatically sends the information to Curriculum Committee.

38. Curriculum Committee reviews the curricula. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.

39. Curriculum Committee may:
   a. Recommend approval of the curricula to Education Council;
   b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
   c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.

40. The Chair of Curriculum Committee presents the recommendation and curriculum to Education Council. If possible, the Department Leader attends the Education Council meeting in person to answer questions.

41. Education Council may:
   a. Approve the curricula;
   b. Approve the curricula with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council.

42. For new stand-alone courses that involve approval of a tuition and fee structure:
   a. The Vice President Administration & CFO submits the Business Case to the Senior Executive and the Board Finance and Audit Committee.
   b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the tuition and fee structure, and the Board of Governors will make a decision prior to implementation of the course.

43. If the changes to a program or course have financial requirements (either ongoing or one-time) that are outside the scope of the School’s budgetary capabilities:
a. The Vice President Administration & CFO submits a Business Case to the Board Finance and Audit Committee.
b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the new fee structure, and the Board of Governors will make a decision prior to implementation.

C. Minor Revisions to Programs and Courses

44. Minor revisions require Curriculum Committee approval.
45. The Curriculum Developer/Department Leader:
   a. consults with the CTLR and other internal stakeholders as needed
   b. enters program/course information into the CIMS
   c. completes the Rationale and Consultations section on each form
   d. starts the workflow process
46. The Dean approves the curricula through the curriculum management system, which automatically sends the information to Curriculum Committee.
47. Curriculum Committee reviews the curricula. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.
48. Curriculum Committee may:
   a. Approve the curricula;
   b. Approve the curricula with additional minor edits that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Decide the proposal does not qualify as a minor revision and send to Education Council for approval.
49. Education Council may, at any time, request to review any minor revision proposal submitted to and/or approved by Curriculum Committee.

D. Non-Credit Courses in Continuing Studies

50. Non-credit courses taught in Continuing Studies do not require governance approval.
51. All non-credit courses are entered into CIMS and approved by the Continuing Studies Dean.
52. The Education Council Office will maintain a record of all non-credit course outlines. Continuing Studies will present an annual report of non-credit courses to the Education Council on an annual basis.

FINAL REVIEW AND APPROVAL

53. The approval of the Department Leader certifies that:
   a. Thorough consultation has taken place and all stakeholders approve of the proposed new or revised curricula.
   b. The curricula meets institutional standards and the educational needs of students.
54. The approval of the Dean/Director certifies that:
   a. The curricula meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, the Dean/Director has initiated steps to secure the needed resources.
COMMUNICATION OF DECISIONS

55. Following approval of all new and revised curricula and programs a formal resolution is signed by the respective Chair.
56. The signed resolution is forwarded by the Education Council Office to key implementation areas within the College and is posted on the website.
57. The Education Council Office will store an archive copy of all approved curricula in an electronic location that is accessible to all staff.
58. The Registrar’s Office will maintain a permanent record of all curriculum documents.

RELATED POLICY
Refer to C.1.4 Curriculum Development and Approval Policy.
BACKGROUND:

Ownership of copyright of materials created by faculty is a complicated area, and of interest to faculty in many departments. It also has financial implications for the college and for individual faculty members.

DISCUSSION:

Copyright and Scholarly Communication Coordinator, Virginia Adams, led the Committee through the policy. Some aspects of the policy are somewhat administrative, bringing the policy into line with current practice – in particular regarding the reporting structures and the role of the Copyright and Scholarly Communication Coordinator.

Substantively, there were questions and discussion re the meaning of “during the course of employment” which was changed to “in the course of employment.” The general rule that material created by a faculty member during the assigned duty hours belongs to the college was discussed.

It was also noted that the Collective Agreement covers this same area, and is paramount over the policy, where the two differ.

RECOMMENDATION:

MOVE that D.1.4 Curriculum / Instructional Materials Created within the College policy and procedures move forward to Education Council for information, and that it be posted for Community Feedback.

Prepared by:
John Demeulemeester
Chair, Education Policy Committee
## CONTEXT AND PURPOSE

To establish ownership of copyright and/or patent rights for curriculum, instructional, creative and other materials created by employees of Vancouver Community College (VCC; the College).

## SCOPE AND LIMITS

This policy applies to all employees of VCC, and is subject to all applicable federal and international copyright and patent laws.

## STATEMENT OF POLICY PRINCIPLES

1. The College owns copyright and patent for instructional, curriculum, creative and other materials, in any format, that are produced using College time, services or materials, in the course of employment.

2. An agreement may be entered into that vests copyright or patent with the VCC employee or a third party. An example of such an agreement is the VCC/VCCFA Common Agreement (Appendix I)

## DEFINITIONS

**Copyright**: The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

**Patent**: Defined in the Patent Act as “letters patent for an invention”.

**Curriculum, instructional, creative and other materials**: Includes physical and digital versions of all materials created by College employees for instructional and college purposes, and includes books, laboratory manuals, PowerPoint presentations, exercises, audio and video materials, computer software, instructional strategies, creative work, and other materials.

## RELATED LEGISLATION & POLICIES

**Legislation**

- [Copyright Act](http://laws-lois.justice.gc.ca/eng/acts/C-42/)
- [Patent Act](http://laws-lois.justice.gc.ca/eng/acts/P-4/)

**Policies**

- D.1.3 Copyright

## RELATED PROCEDURES

Refer to D.1.4 Curriculum/Instructional Materials Created within the College Procedures.
APPENDIX I

VCC/VCCFA Common Agreement Article 5

The following written agreement contained in the VCC/VCCFA Collective Agreement, Article 5, 2014-2019 Common Agreement covers VCCFA members.

Article 5 – Copyright and Intellectual Property

5.1 Copyright Ownership
The copyright or patent for any work product, including creative work, instructional strategies or curriculum/instructional material, software or any other material or technology that may be copyrighted or patented:

5.1.1 belongs to the employee(s) where the work product has been prepared or created as part of assigned duties, other than the duties listed in 5.1.2 below, and the copyright to all copyrightable material shall be the sole property of the employee(s) and shall be retained throughout his or her lifetime and upon his/her death by his/her heirs or assigns; and

5.1.2 belongs to the institution where one or more employees:

(a) have been hired or agrees to create and produce copyrightable work product for the institution, or
(b) are given release time from usual duties to create and produce copyrightable work product, or
(c) are paid, in addition to their regular rate of pay, for their time in an appointment to produce copyrightable work product.

5.2 Employer Rights to Materials Copyrighted by Employee(s)
Where the employee holds the copyright pursuant to 5.1.1, the institution shall have a right to use his/her copyrighted material in perpetuity for institutional purposes. The institution may amend and update the copyrighted material with the approval of the employee(s) holding the copyright to the material. Such approval will not be unreasonably withheld.

5.3 Employee Rights to Materials Copyrighted by the Employer
Where the institution holds the copyright pursuant to 5.1.2, the employee(s) shall have the right to use in perpetuity, free of charge, such copyrighted material. The employee may amend and update the copyrighted material with the approval of the institution holding the copyright to the material. Such approval will not be unreasonably withheld.

5.4 Joint Review
JADRC may, at the request of either party, review issues arising from the application of this article.

RELATED POLICY
Refer to D.1.4 Curriculum/Instructional Materials Created within the College Policy.
1. Ideally, prior to starting an assignment or project that will produce materials, copyright ownership should be established by means of an agreement between the College and the employee(s), and the VCCFA when pertinent, especially if there is any question that the College should own copyright.

2. As appropriate, employee(s) will contact the Coordinator, Copyright & Scholarly Communications to initiate discussions around copyright ownership.

3. The Dean, Library, Teaching & Learning Services will represent the College in reaching an agreement.

4. Copyright agreements between the College and employee(s) will be kept on file in the office of the Dean, Library, Teaching & Learning Services.

5. For works that will be published as Open Source Resources and/or with Creative Commons Licensing, the agreement will outline copyright ownership.

6. For print or digital materials that will be sold through the College Bookstore, the College and employee(s) will reach an agreement regarding the distribution of royalties.

7. It is the responsibility of employees to ensure that the materials they create are copyright compliant.

8. The Coordinator, Copyright & Scholarly Communications will offer copyright support to College employees who produce materials, including guidance on copyright compliance, ownership and open source licensing.

9. For works that will be published in-print or digitally, and as appropriate, the Coordinator, Copyright & Scholarly Communications will review the material for copyright compliance.