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<td>1.</td>
<td>CALL TO ORDER</td>
<td></td>
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<td>1 min</td>
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<td>2.</td>
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<td>a.</td>
<td>Annacis Island Update</td>
<td>Info</td>
<td>D. Wells</td>
<td>5 min</td>
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<td>Academic Master Plan Update</td>
<td>Info</td>
<td>D. Wells</td>
<td>15 min</td>
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<td>Program Reset Working Group</td>
<td>Info</td>
<td>T. Morgan</td>
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<td>d.</td>
<td>Duolingo Score Recalibration &amp; Extension</td>
<td>Approval</td>
<td>D. McMullen</td>
<td>20 min</td>
<td>✔</td>
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</tr>
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<td>e.</td>
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<td>T. Rowlatt</td>
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<td>f.</td>
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<td>Info</td>
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<td>g.</td>
<td>EdCo Annual Planning Calendar</td>
<td>Info</td>
<td>T. Rowlatt</td>
<td>2 min</td>
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</tr>
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<td>7.</td>
<td>COMMITTEE REPORTS</td>
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</tr>
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<td>Curriculum Committee</td>
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<td>i.</td>
<td>New Course: BUSI 1334</td>
<td>Approval</td>
<td>J. Dalla-Tina</td>
<td>10 min</td>
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<td>ii.</td>
<td>Program Update: Jewellery Art &amp; Design Diploma</td>
<td>Approval</td>
<td>K. Jones</td>
<td>5 min</td>
<td>✔</td>
<td>20-33</td>
</tr>
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<td>iii.</td>
<td>Program Updates: Fashion Design &amp; Production Certificate and Diploma</td>
<td>Approval</td>
<td>S. Murray</td>
<td>5 min</td>
<td>✔</td>
<td>34-144</td>
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<td>A.3.2 Policy Development and Management</td>
<td>Info</td>
<td>N. Mandryk</td>
<td>10 min</td>
<td>✔</td>
<td>218-227</td>
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<td>c.</td>
<td>Appeals Oversight Committee</td>
<td>Info</td>
<td>L. Griffith</td>
<td>2 min</td>
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**Meeting Agenda**

**December 7, 2021**

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Type</th>
<th>Presenter</th>
<th>Duration</th>
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<td><strong>RESEARCH REPORT</strong></td>
<td>Info</td>
<td>E. Ting</td>
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<td>Info</td>
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<td><strong>STUDENT REPORT</strong></td>
<td>Info</td>
<td>P. Sachdeva</td>
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<td><strong>ELECTIONS</strong></td>
<td>Decision</td>
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<td>15 min</td>
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<tr>
<td></td>
<td>a. EdCo Chair</td>
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<td>b. EdCo Vice-Chair</td>
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<tr>
<td></td>
<td>c. Two Executive Committee</td>
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<td></td>
<td>d. Standing Committee Chairs</td>
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<tr>
<td></td>
<td>i. Curriculum Committee</td>
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<td></td>
<td>ii. Education Policy Committee</td>
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<td>iii. Education Quality Committee</td>
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<td></td>
<td>iv. Appeals Oversight Committee</td>
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<td><strong>NEXT MEETING &amp; ADJOURNMENT</strong></td>
<td>Info</td>
<td>T. Rowlatt</td>
<td>1 min</td>
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</tbody>
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Next Meeting: January 11, 2022
ATTENDANCE

**Education Council Members**
- Todd Rowlatt (Chair)
- Natasha Mandryk (Vice-Chair)
- Brett Griffiths
- Dave McMullen
- David Wells
- Ishaan Saini
- Janita Schappert
- Jessica Yeung
- John Demeulemeester
- Louise Dannhauer
- Lucy Griffith
- Marcus Ng
- Poshak Sachdeva
- Shantel Ivits

**Guests**
- Adrian Lipsett
- Ali Oliver
- Amber Ariss
- Andrew Dunn
- Claire Sauvé
- Clay Little
- Daniel Warlock
- Dawn Cunningham Hall
- Elle Ting
- Ian Humphreys
- Jennifer Gossen
- Joy Dalla-Tina
- Reza Nezami
- Sarah Murray
- Shane McGowan
- Tannis Morgan
- Taryn Thomson

**Regrets**
- Heidi Parisotto
- Jo-Ellen Zakoor
- Sarah Kay

**Recording Secretary**
- Darija Rabadzija

1. **CALL TO ORDER**
   - The meeting was called to order at 3:30 p.m. New EdCo members were welcomed: I. Saini, J. Schappert, J. Yeung, L. Dannhauer, and P. Sachdeva.

2. **ACKNOWLEDGEMENT**
   - T. Rowlatt acknowledged that the College is located on the traditional unceded territory of the Skwxwú7mesh Ûxwumíxw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples, and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. **ADOPT AGENDA**
   - **MOTION:** THAT Education Council adopt the November 9, 2021 agenda as presented.
   - **Moved by D. Wells, Seconded & CARRIED (Unanimously)**

4. **APPROVE PAST MINUTES**
   - **MOTION:** THAT Education Council approve the October 12, 2021 minutes as presented.
   - **Moved by S. Ivits, Seconded & CARRIED (Unanimously)**
6. ENQUIRIES & CORRESPONDENCE

- There were none. E. Ting’s term on Education Council ended on October 31, and T. Rowlatt is interim EdCo Chair until the end of December.

7. BUSINESS ARISING

a) Annacis Island Update

- D. Wells provided a brief update; main considerations at this time relate to HMT faculty and staff, as well as equipment.

b) Continuing Studies Mandate

- Prompted by conversations related to the new Optician Diploma over the summer, A. Lipsett presented on the mandate of Continuing Studies (CS) at VCC. CS aims to open opportunities for learners through relevant, flexible, high-quality training; develop innovative programming in response to emerging trends; and contribute to revenue generation at the College.

- CS is expanding its programming from upskilling courses targeted at working professionals to longer certificate and diploma programs, including offerings for international students. Connecting with industry to develop relevant micro-credentials is one area of focus.

- It was emphasized that CS programming is meant to complement and expand the spectrum of offerings at VCC, but not compete with existing VCC programs.

- There was a discussion about the provincial base funding system, as well as trends in Continuing Studies at other post-secondary institutions.

c) Campus Master Plan Update

- I. Humphreys provided an update on the Campus Master Plan (CMP). The plan proposes to leverage the College’s real estate assets at the Downtown and Broadway campuses to create revenue to rebuild infrastructure and support the College’s future financial sustainability. The first step would be to build the Centre for Clean Energy and Automotive Innovation at Great Northern Way (Broadway), which would provide space to move programs and allow further development at both campuses. VCC is part of broader discussions about the city’s vision for the Broadway corridor/Great Northern Way, and there is interest in starting development of affordable housing at the Broadway campus site at an earlier stage. The next step for VCC is to develop a full business case to receive funding from the ministry.

d) EdCo Planning Day

- T. Rowlatt announced the agenda for EdCo Planning Day on November 26; topics will include Equity, Diversity, and Inclusion; the Mental Health and Well-being Framework; Universal Design for Learning; and a presentation on pathways for delivery methods. The afternoon Curriculum Committee session will be facilitated by Capilano University’s Indigenous Advisor D. Kirk.

e) EdCo Meeting Time

- Members continued the discussion about the meeting time for next year. While some members preferred an earlier meeting time, students had concerns about the proposed change. This item will be brought back at the next meeting.

f) Notice of Chair Elections

- T. Rowlatt announced elections taking place at the December EdCo meeting for the following positions: EdCo Chair and Vice-Chair; two EdCo Executive members; and EdCo Standing Committee Chairs.
8. COMMITTEE REPORTS

a) Curriculum Committee

i) New Courses: ECOM 1001, 1002, 1003

MOTION: THAT Education Council approve, in the form presented at this meeting, three new courses: ECOM 1001 Developing Ecommerce, ECOM 1002 Maintaining Ecommerce, and ECOM 1003 Growing Ecommerce.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- S. Murray and J. Dalla-Tina presented the proposal. These courses can be taken as a standalone micro-credential, or as electives in the Applied Leadership and Business Management Certificate program currently in development.

ii) Program Update: Dental Hygiene Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide and 16 revised course outlines for the Dental Hygiene Diploma program.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- A. Ariss presented initial revisions in preparation for an external accreditation process and an expected change to the national entry-to-practice (ETP) competencies. The curriculum will be significantly revised over the next two years.

b) Policy Committee

- N. Mandryk reported that a working group has begun the review of policy C.1.1 Grading, Progression and Withdrawal. Revisions to policy A.3.2 Policy Development and Management will be reviewed by both Education and Administrative Policy Committees.

c) Appeals Oversight Committee

- L. Griffith summarized discussions with committee members and EdCo about the committee’s shifted role, and the proposal to dissolve the committee. L. Griffith met with C. Munro to discuss outstanding items. The committee will meet on November 10 to continue the conversation. More information will be presented at the next Education Council meeting.

d) Education Quality Committee

i) Annual Program Reviews 2021

- T. Rowlatt reported that the committee considered pausing Annual Program Reviews this year due to pandemic-related challenges, but felt it was still valuable to move forward with the process. Departments were notified; the report format is unchanged from last year, but the submission timeline was slightly extended. The committee is reviewing how to improve the process and will seek feedback at Leaders’ Forum in January. L. Griffith added that the CTLR recorded a presentation on the APR process for department heads, which is available upon request.

9. RESEARCH REPORT

- E. Ting reported that the Research Ethics Board (REB) held its first meeting this year on October 29; the group is working on making forms and processes more user-friendly. There are discussions about considerations for action research.

- The number of course-based reviews is increasing, and instructors teaching courses that include student research were encouraged to connect with the REB.
10. **CHAIR REPORT**
   - T. Rowlatt and N. Mandryk attended the Board of Governors retreat with Senior Team members on November 8.

11. **STUDENT REPORT**
   - No report.

12. **NEXT MEETING AND ADJOURNMENT**
   - The next Education Council meeting will be held on December 7, 2021, 3:30–5:30 p.m. EdCo Planning Day will take place on November 26, 9 a.m.-12 noon.

   **MOTION:** THAT Education Council adjourn the November 9, 2021 meeting.

   **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

   - The meeting was adjourned at 5:15 p.m.

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Todd Rowlatt  
Chair, VCC Education Council
PROPOSAL

PREPARED FOR: Education Council
DATE: December 7, 2021
ISSUE: English language assessment: Duolingo score recalibration

BACKGROUND:

On March 20, 2020, EDCO approved a pilot program to accept the online Duolingo English Test as an alternative way to assess English Language Proficiency. This decision provided a means for English language assessments to continue despite the temporary closure of the VCC Assessment Centre.

Throughout the pilot phase of this initiative, the full range of benefits of using the Duolingo assessment have become apparent. These include:

- **Location**: Applicants can take the test at a location of their choice; no need to travel
- **Time**: The test takes approximately 1 hour to complete; results are received within two days; applicants can take the test on demand; no need to book a time slot
- **Cost to applicant**: At approximately $60 CAD (versus $250-300 for TOEFL or IELTS), the test is affordable for most applicants
- **Resources**: There are no administrative or resource costs to VCC, making this a cost-efficient solution

The minimum scores used during the pilot phase were based on the recommendations provided by Duolingo. Duolingo recommends that institutions review minimum thresholds: “When setting minimum thresholds, it is useful to set scores flexibly and conduct periodic reviews of score requirements” (Duolingo, n.d.).

The review process was conducted in consultation with faculty from the English as an Additional Language department, College and Career Access, and Humanities. The Assessment Centre also provided feedback on the Duolingo test in comparison to other assessment tools. All faculty consulted believed the low Duolingo thresholds were a contributing factor in students’ difficulties in class and were unanimously in favour of increasing the minimum scores. Based on the recommendations of faculty, a review of other institutions’ policies, and an evaluation of student outcomes, the Registrar’s Office recommends recalibrating the minimum scores as follows.
Average VCC Grade Achieved by Students with Duolingo Scores 110-119, 120-129, and 130+ for Courses with Percentage or Letter Grades

Rates of Successful/Unsuccessful Grades Achieved by Students who Entered VCC Using a Duolingo Score, for Courses with S/U grades

Comparison of Minimum Duolingo Scores in BC Post-Secondary Institutions

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>BC HIGH SCHOOL ENG 12</th>
<th>DUOLINGO*</th>
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</thead>
<tbody>
<tr>
<td>VCC (2020-2021)</td>
<td>64%</td>
<td>110</td>
</tr>
<tr>
<td>UBC</td>
<td>70% prov. exam</td>
<td>125</td>
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<tr>
<td>BCIT</td>
<td>73%, 67%, 50%</td>
<td>120, 115, 105</td>
</tr>
<tr>
<td>KPU</td>
<td>67%</td>
<td>110</td>
</tr>
<tr>
<td>Langara</td>
<td>70%, 50%</td>
<td>110, 110</td>
</tr>
</tbody>
</table>

Duolingo English Test. (n.d.). Available at: https://englishtest.duolingo.com/scores.
### Average Outcomes by Program for Students who Entered VCC Using a Duolingo Score

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>A-</th>
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<tr>
<td>ABE – CCAC (n=2)</td>
<td>Admin. Prof. 2 (n=4)</td>
<td>ABE – CF (n=14)</td>
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<tr>
<td>CAD &amp; BIM Arch. (n=1)</td>
<td>Computer Sys. Tech. Diploma (n=1)</td>
<td>Admin. Prof. 1 (n=3)</td>
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<tr>
<td>CAD &amp; BIM Steel (n=1)</td>
<td>Early Childhood (n=3)</td>
<td>Certified Dental Assisting (n=3)</td>
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<tr>
<td>Counselling Skills (n=2)</td>
<td>Early Childhood (Int.) (n=2)</td>
<td>Dental Reception Coord. (n=9)</td>
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<tr>
<td>Medical Transcriptionist (n=1)</td>
<td>Health Unit Coord. (n=4)</td>
<td>UT Arts Cert. (n=2)</td>
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<td>PT Sign Language (n=2)</td>
<td>Legal Admin. Assistant (n=2)</td>
<td>UT Comp Science (n=4)</td>
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<tr>
<td>Medical Device Reprocessing (n=39)</td>
<td>UT Engineering (n=2)</td>
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<tr>
<td>Prof. Cook 1 Plus (n=5)</td>
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<tr>
<td>UT Science Certificate (n=5)</td>
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<th>B+</th>
<th>B</th>
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<tbody>
<tr>
<td>Culinary Arts (n=3)</td>
<td>Admin. Professional (n=4)</td>
<td>CAD &amp; BIM Civil/Str. (n=1)</td>
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<tr>
<td>Dent Assisting (Online) (n=10)</td>
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<tr>
<td>ESL Pathways (n=2)</td>
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<td></td>
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<tr>
<td>Graphic Design (n=2)</td>
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<tr>
<td>Hairstylist Cert. (n=1)</td>
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<tr>
<td>Medical Office Assistant (n=4)</td>
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<td>UT Pathway to Health Science (n=5)</td>
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<tr>
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<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>Hospitality Management (n=1)</td>
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### Historical Information

**ELA Stats (Feb 1, 2019 – Dec 31, 2019)**

Total of 37 out of 308 students who wrote the ELA met the English 12 requirements for their applied programs.

<table>
<thead>
<tr>
<th>Program</th>
<th>%Success on the ELA</th>
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<tbody>
<tr>
<td>Counselling Skills</td>
<td>33%</td>
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<tr>
<td>Dental Assisting</td>
<td>13%</td>
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<tr>
<td>Dental Receptionist</td>
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<tr>
<td>Early Childhood Ed.</td>
<td>2%</td>
</tr>
<tr>
<td>HUC</td>
<td>20%</td>
</tr>
<tr>
<td>Legal Admin.</td>
<td>100%</td>
</tr>
<tr>
<td>MDRT</td>
<td>16%</td>
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<tr>
<td>Medical Lab Asst.</td>
<td>10%</td>
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<td>Medical Office Asst.</td>
<td>9%</td>
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<tr>
<td>Paralegal</td>
<td>50%</td>
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<tr>
<td>OPTA</td>
<td>25%</td>
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**Recommended Minimum Scores for Base Programs†**

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<thead>
<tr>
<th>BC HIGH SCHOOL</th>
<th>DUOLINGO</th>
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</thead>
<tbody>
<tr>
<td>Eng.12 (B)</td>
<td>120</td>
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<tr>
<td>Eng. 12 (C+, C, Pass)</td>
<td>115</td>
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<td>Eng. 11</td>
<td>105</td>
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<tr>
<td>Eng. 10</td>
<td>95</td>
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†Previously: 110, 105, 95, 85

**Recommended Minimum Scores for Pathways Courses‡**

<table>
<thead>
<tr>
<th>ENTRY INTO</th>
<th>DUOLINGO</th>
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<tbody>
<tr>
<td>ELSK 0915, ELSK 0920, ELSK 0925</td>
<td>115-120 (min. 115 in both Conversation and Literacy)</td>
</tr>
<tr>
<td>ELSK 0815</td>
<td>105-110 in Conversation</td>
</tr>
<tr>
<td>ELSK 0820</td>
<td>105-110 in Literacy</td>
</tr>
<tr>
<td>ELSK 0715</td>
<td>95-100 in Conversation</td>
</tr>
</tbody>
</table>

Duolingo English Test. (n.d.). Available at: https://englishtest.duolingo.com/scores.
EXPECTED IMPACT:

By recalibrating the Duolingo minimum scores, it is expected that student experiences will be improved. By aligning the scores more closely with BC high school equivalencies, students will be set up for success instead of potential frustration and failure. Applicants who do not meet minimum requirements for their program of interest will be encouraged to begin their VCC educational journey with our Pathways and upgrading programs.

RECOMMENDATION:

MOVE THAT Education Council approve the revised minimum scores for base programs and Pathways courses, and extend the use of Duolingo as an approved method for demonstrating English proficiency to any programs starting before or during the January-April 2023 term.

PREPARED BY: Dave McMullen, Registrar

DATE: November 29, 2021
# EDCO Calendar - Draft

**Updated: November 2021**

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<thead>
<tr>
<th>JAN</th>
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<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>As required</th>
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## At Each Meeting
- Approve minutes of previous meeting
- Review action items
- Chair Report
- Research Ethics Board Report
- Student Report
- Committee Reports:
  - Curriculum Committee Business
  - Education Policy Committee Business
  - Appeals Oversight Committee Business
  - Education Quality Committee Business

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<tr>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
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<th>JUN</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>As required</th>
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</thead>
</table>

## Annual Updates/Reports

| EdCo Annual Report (EdCo Chair) | X |
| Deans and Directors | X | X | X |
| Strategic Innovation Plan Update | X | X |
| Academic Plan (VP Academic) | X | X | X |
| Enrolment Plan (IR) | X | X |
| Budget Update (VP Admin) | X |
| Campus Master Plan Update | X |
| Contract Training (PDO) | X |
| Affiliation Agreements (VP Academic) | X |
| Academic Year (RO) | X |
| Admission Requirements Update (RO) | X |
| Appeals Summary Report (AOC Chair) | X |
| EdCo and Committees Meeting Schedule | X |
| EdCo Planning Calendar | X |

## Membership

| Elect EdCo members (RO) | X |
| Elect EdCo Chair, Vice Chair, Executive | X |
| Elect Standing Committee Chairs (Curriculum, Education Policy, Appeals Oversight, Education Quality) | X |
| Appoint Admin. Representatives (President, VP Academic) | X |
| Select Standing Committee members | X |
| Training/Orientation for new Committee Chairs | X |
| EdCo member orientation | X | X |
| Standing Committee member orientation | X | X |

## Curriculum Development

| Update on CD funding (EQC Chair) | X |
| Program Renewal Schedule (VP Academic) | X |
| Annual Program Reviews Update (EQC Chair) | X |
| CS non-credit course outlines (CS Dean) | X |
| Minor curriculum changes (CC Chair) | X | X |

## Events

| EdCo Planning Day | X | X |
| Tribunal Training Day (AOC) | X |
DECISION NOTE

PREPARED FOR: Education Council

DATE: December 7, 2021

ISSUE: New course: BUSI 1334 Foundations of Business

BACKGROUND:
Continuing Studies is proposing a new course that centres a gamified learning experience. Students assume the role of an entrepreneur running a retail store and work to apply knowledge and skills within a virtual context. Students also participate in an online course environment with a facilitator, discussion boards and a series of activities and assessments. The online game was developed by instructors at Lambton College in Ontario, in a company called ODEA. The College has licensed the software and facilitator, as have numerous other colleges in Ontario.

DISCUSSION:
The proposal was presented by Claire Sauvé, Associate Director of Continuing Studies, and Joy Dalla-Tina, Program Coordinator of Leadership and Business. The Committee requested a few minor changes, but most of the discussion was about two issues:

1. Credits. The course is proposed as a 3-credit, 45-hour course. The Committee asked a number of questions around how learning was structured in the course, particularly the self-paced components. Students will put in 45 hours within the game itself, but Claire and Joy clarified that additional learning took place in the online course, through discussion, and in projects outside of the game. The “Instructional Strategies” section was edited to better reflect these elements. Similar courses in Ontario have been established as 3-credit, 45-hour courses.

2. As part of the licensing agreement with ODEA, VCC gets access to the game itself and a trained facilitator who will perform the duties of the instructor within the course. This includes facilitation and assessment, but also aspects of technical support. The “Instructional Strategies” section and “Assessment” sections were adjusted to better reflect the duties of the facilitator.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course BUSI 1334 Foundations of Business.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 30, 2021
Course Change Request

New Course Proposal

Date Submitted: 10/26/21 1:16 pm

Viewing: BUSI 1334 : Foundations of Business

Last edit: 11/30/21 1:18 pm
Changes proposed by: jdallatina

Course Name:
Foundations of Business

Effective Date: April 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Small Business (6068)

Contact(s)

In Workflow
1. 6068 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 10/26/21 1:21 pm
   Joy Dalla-Tina (jdallatina): Approved for 6068 Leader
2. 10/29/21 8:40 am
   Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:55 am
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/30/21 1:18 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy Dalla-Tina</td>
<td><a href="mailto:jdallatina@vcc.ca">jdallatina@vcc.ca</a></td>
<td>8671</td>
</tr>
</tbody>
</table>
Foundations of Business is a gamified business simulation where students assume the role of an entrepreneur pursuing their passion of selling clothing online and in their retail store. The player subscribes to the guidance of a business coach and will build a successful venture in a virtual neighbourhood. The player can upgrade their store and operations by completing learning modules and testing.

Through self-paced gameplay, instructional guides, presentations, and discussion topics, students learn important concepts from Finance, Human Resources, Marketing, Health and Safety, Risk Management, and more. In the process, they acquire the skills to effectively run a business as they upgrade their operation by completing learning modules and quizzes. Each student has a unique playing experience via in-game customizations, such as avatar creation, store design, and random quiz selection.

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Entrepreneurial Spirit: Apply characteristics of entrepreneurs and key factors that influence them to assess your suitability as an entrepreneur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Product and Inventory: Examine characteristics that make products unique and the key factors of the product life cycle.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>E-commerce: Evaluate opportunities that online retail and technology offer an expanding business.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Legal: Examine the legal and regulatory requirements necessary when starting a new business.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Staffing: Examine the staffing needs and identify the roles and responsibilities of business personnel.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Risk Management: Assess potential areas for risk in a new business and methods to reduce them.</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Marketing &amp; Advertising: Examine the criteria involved in successful marketing and advertising campaigns, and understand their impact on the business.</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Expansion: Discuss business expansion and its impact on retail sales and efficiency.</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Health and Safety: Apply key criteria for establishing a safe workplace for staff and customers.</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Finance: Examine financial opportunities and actions and how they impact the success of a business.</td>
</tr>
</tbody>
</table>

### Instructional Strategies:

This course is delivered in a hybrid facilitator-led and online method. The online method (gamified simulation) is delivered entirely through an internet program platform. Students gain access to the platform via log-in credentials provided to upon enrollment in the course.

The simulated game involves creating an avatar and interacting with a business coach (simulated) while interacting with various real-life small business scenarios; for example, interacting with customers, troubleshooting unforeseen scenarios, managing human resources, and multi-tasking. The game is paced, and is played in no-more-than 45-minutes chunks with at least 12 hours of store closure in between sessions.

The course is accompanied by an LMS (Moodle shell). Learning activities and assessments are completed outside of game play and include content modules (expert videos and readings), case studies, assignments, discussions, and quizzes. Content is released weekly as students progress through the course material.

### Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: 64% (C+)
### Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>70%</td>
<td>10 Key Modules worth 7% each, delivered outside of the game</td>
</tr>
<tr>
<td>Project</td>
<td>30%</td>
<td>Situational scenarios - During gameplay, students will have the opportunity to participate in a number of situational scenarios depending on their progress through the course. The best 30 will be used to determine the overall grade for this component of the course’s evaluation. The maximum value of each scenario is 1% which contributes up to a maximum of 30% of the overall course grade. Students will have 50 attempts to achieve the top mark.</td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

- **Total Hours**: 45
- **Lecture, Seminar, Online**: 45
- **Lab, Clinical, Shop, Kitchen, Studio, Simulation**: 45
- **Practicum, Self-Paced, Individual Learning**: 45

### Course Topics

**Course Topics:**
### Course Topics:

- Entrepreneurial Spirit
- Product and Inventory
- Ecommerce
- Legal
- Staffing
- Risk Management
- Marketing & Advertising
- Expansion
- Health and Safety
- Finance

### Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Students require access to a device that will support the operation of the computer program and interact with the computer program. Included in this will be access to the internet in order to connect with the computer platform. The following are the minimum technical requirements:

- Operating System: Windows 7 or MAC 10.9 Maverick
- RAM: 4GB
- CPU: Intel Core-i5-4210U
- GPU: Intel HD Graphics Family
- Browser: Latest version of Chrome, Safari or Firefox

### 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:

This gamification course introduces an innovative approach for the learner to interact with the content and to attain the outcomes. As a completely online, self-paced, and gamified learning experience, it will be VCC's first course of its kind. This course assists in developing lifelong essential employability skills that lead clearly and effectively to practical application beyond the course: 1) Respond to written, spoken, or visual messages in a manner that ensures effective communication, 2) execute mathematical operations accurately, 3) apply a systematic approach to solve problems, 4) use a variety of thinking skills to anticipate and solve problems, 5) analyze, evaluate and apply relevant information from a variety of sources, 6) show respect for diverse opinions,
values, belief systems and contributions of others, 7) manage the use of time and other resources to complete projects, and 8) take responsibility for one’s own actions, decisions, and consequences.

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>Working with Andy Sellwood and Francesco Barillaro to incorporate into the Business and Leadership Program Renewal.</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Instructors have been consulted regarding this course in the context of the Leadership Program Renewal.</td>
</tr>
<tr>
<td>Disabilities Services</td>
<td>As this course is to be included as an elective in the updated Leadership Program, Disability Services' input will be solicited as part of the whole program renewal.</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>Privacy Impact Assessment is in progress in consultation with IT.</td>
</tr>
<tr>
<td>Finance</td>
<td>Costing is currently being finalized in consultation with Erin Lenz, Operations Manager and Finance.</td>
</tr>
<tr>
<td>Indigenous Education &amp; Community Engagement (IECE)</td>
<td>Will be included in the whole program renewal.</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td>Will be included in the whole program renewal.</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

Reviewer
Comments
DECISION NOTE

PREPARED FOR: Education Council

DATE: December 7, 2021

ISSUE: New Jewellery course: JADE 1128 History and Culture of Jewellery 2

BACKGROUND:
The Jewellery department completed a major revision of their diploma program last year. At that time, one of the new courses was missed while going through the governance process. That last course – JADE 1128 History and Culture of Jewellery 2 – is proposed for approval now.

JADE 1128 familiarizes students with Western art and design movements (e.g. Art Nouveau, Art Deco, Cubism) and places contemporary jewellery within these contexts. It builds on JADE 1122 History and Culture of Jewellery 1, which explores jewellery in a diverse and global context, including Northwest Coast Indigenous design. The course takes an explicitly decolonized approach and teaches the influence of non-Western cultures on the development of major movements in Western art and design.

The launch of the revised diploma is planned for September 2022, as it was delayed by Ministry discussion around tuition.

DISCUSSION:
The proposal was presented by Karin Jones, Department Head of Jewellery Art and Design. The Committee had a discussion about the program’s decolonized approach to Western art and design in the context of contemporary jewellery design. Members discussed the concept of cultural appropriation; while cultural appropriation is not covered in this course, it is integrated into other design courses in the program.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised Jewellery Art & Design Diploma program content guide and one (1) new course: JADE 1128 History and Culture of Jewellery 2.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 18, 2021
Course Change Request

New Course Proposal

Date Submitted: 11/02/21 3:07 pm

Viewing: JADE 1128 : History & Culture of Jewellery 2

Last edit: 11/17/21 4:38 pm
Changes proposed by: kjones

Programs referencing this course

151: Jewellery Art & Design Diploma

Course Name:
History and Culture of Jewellery 2

Effective Date: September 2022

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karin Jones</td>
<td><a href="mailto:kjones@vcc.ca">kjones@vcc.ca</a></td>
<td>8367</td>
</tr>
</tbody>
</table>

Banner Course Name: History & Culture of Jewellery 2

Subject Code: JADE - Jewellery Art & Design

Course Number: 1128

Year of Study: 1st Year Post-secondary

In Workflow
1. 4202 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 11/02/21 3:08 pm
   Karin Jones (kjones):
   Approved for 4202 Leader
2. 11/05/21 1:16 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 11/18/21 1:09 pm
   Todd Rowlatt (trowla):
   Approved for Curriculum Committee Chair
Course Description:
The second level of History and Culture of Jewellery familiarizes students with the development of movements in contemporary design and jewellery from the Nineteenth Century to the present. As global trade and travel increased, cross-cultural exchange and modernization led to the rise of many design movements whose influences are still being felt today. As traditional roles of craft, art and design were rejected, handmade objects became vehicles for individual expression, innovation, and even social critique. Through this course, students will be able to apply knowledge of historic design movements to their own design work, and also learn to understand the possibilities of jewellery beyond its commercial and aesthetic uses.

Course Pre-Requisites (if applicable):

JADE 1122.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Place contemporary jewellery within the context of the histories of Western Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify the connections between jewellery design and major art movements</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Recognize the influence of non-Western cultures on the development of major movements in Western art and design</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Draw from the art movements of the past as a source of inspiration for their designs</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Recognize the possibilities of jewellery beyond its commercial and aesthetic uses</td>
</tr>
</tbody>
</table>
Instructional Strategies:
Lecture, group discussions, readings, videos, guest speakers, creative projects, group projects

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>40</td>
<td>2-4 assignments worth 10-20 % each</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Research Project</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 37.5
Lecture, Seminar, Online 37.5
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

**Course Topics:**

- Impressionism and Post-Impressionism
- Fauvism
- Cubism
- Futurism
- Arts and Crafts
<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Nouveau</td>
</tr>
<tr>
<td>Art Deco</td>
</tr>
<tr>
<td>Dada and Surrealism</td>
</tr>
<tr>
<td>Abstract Expressionism</td>
</tr>
<tr>
<td>Pop Art</td>
</tr>
<tr>
<td>Modernism- Bauhaus</td>
</tr>
<tr>
<td>Postmodernism – earth works, public art, photo/video</td>
</tr>
<tr>
<td>Studio craft movement</td>
</tr>
<tr>
<td>Contemporary jewellery</td>
</tr>
</tbody>
</table>

| Learning Resources (textbooks, lab/shop manuals, equipment, etc.): |

---

**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:

This course was developed by the JAD team when developing curriculum for the new 2 year diploma program. Somehow it was not entered into Courseleaf, so I am adding it to complete the full curriculum and PCG.

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

No facilities or equipment costs, just faculty hours

Consultations

<table>
<thead>
<tr>
<th>Consulted Areas</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>Developed the course together</td>
</tr>
</tbody>
</table>
### Additional Information

Provide any additional information if necessary.

#### Supporting documentation:

**Reviewer Comments**

### Marketing Information

*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website: No

---

<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>Input on development of course</td>
</tr>
</tbody>
</table>
Program Change Request

Date Submitted: 11/04/21 10:44 am

Viewing: **Jewellery Art & Design Diploma**

Last approved: 07/08/21 10:43 am

Last edit: 11/04/21 10:43 am

Changes proposed by: drabadzija

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Jewellery Art &amp; Design Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credential Level:</td>
<td>Diploma</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>September 2022</td>
</tr>
<tr>
<td>Effective Catalog Edition:</td>
<td></td>
</tr>
<tr>
<td>School/Centre:</td>
<td>Trades, Technology &amp; Design</td>
</tr>
<tr>
<td>Department</td>
<td>Jewellery Art &amp; Design (4202)</td>
</tr>
<tr>
<td>Contact(s)</td>
<td></td>
</tr>
</tbody>
</table>

In Workflow
1. 4202 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 11/04/21 11:04 am
   Karin Jones (kjones):
   Approved for 4202 Leader
2. 11/05/21 1:16 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 11/18/21 1:08 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History
1. Jul 8, 2021 by Karin Jones (kjones)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Karin Jones</td>
<td><a href="mailto:kjones@vcc.ca">kjones@vcc.ca</a></td>
<td>8571</td>
</tr>
</tbody>
</table>

Program Content Guide
Purpose

**Mission:** “Vancouver Community College’s unique two-year diploma program offers hands-on technical, design, and career training for students aiming to enter the jewellery profession.”

**Vision:** “VCC Jewellery Art & Design seeks to guide students to a life of creativity, technical excellence, and career success in the jewellery field.”

A career in jewellery requires a combination of technical skill, creativity, knowledge of materials and process, business skills, design capabilities and critical thinking. Through this program, which can be completed through two years of full-time study or part-time over up to five years, students will acquire the skills to work as bench goldsmiths, independent artisans, or jewellery artists.
Admission Requirements

Admission to the Jewellery Art and Design program is on a competitive selection basis. Applicants must have completed Grade 12 or acceptable equivalent. In addition, an interview will be arranged with the selection committee.

Candidates should bring to the interview:

- Portfolio*
- Resumé
- Letter of Intent

A portfolio is a collection of images of showing artistic ability, technical aptitude and/or hand-eye coordination. It should be saved as a PDF and sent to the Department in advance of the interview. It should include 10-20 pieces, and could include examples of any of the following:
  - Drawing and Painting
  - Photography
  - Collage
  - Sculpture
  - Jewellery
  - Textile and fibre arts
  - Metal and/or wood work
  - Ceramics
  - Any other art or craft demonstrating creativity and/or manual dexterity

Portfolios will be judged on the degree to which they show creativity and/or hand-eye coordination.

The resumé should include previous education and work experience.

The letter of intent should outline why the applicant has chosen to apply for the program, and could also include career and/or artistic goals, and other areas of interest.

A major focus of the interview is on establishing the applicant’s ability to succeed in the program with consideration given to ability and willingness to accept and grow in a learning environment, ability to interact with others, commitment to the total program, attention span, and previous art/design related training and experience. Successfully chosen candidates may be offered seats to the program.

*The Department recognizes that not all applicants will have previous experience in art, craft, or design. Applicants who do not have a portfolio are asked to bring a collection of found images of jewellery, and be prepared to discuss what makes them examples of fine craftsmanship or effective design.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.
Program Duration & Maximum Time for Completion

There are two options for achieving a credential in this program:
Full-time option: Students attend classes full time for two years. Students whose studies are interrupted must complete the program within five years.
Part-time option: Students attend the first term full-time, and then complete the rest of the courses part-time over the course of several years up to a maximum of five years.
Students who complete all courses in Term 1 and Term 2 may choose to exit the program with a Certificate in Jewellery Art & Design. Students may return to complete the Diploma at a later date if a seat is available. All courses must be completed within a five year period to receive the Diploma.

Program Learning Outcomes

Students who successfully complete the program will be able to:
Actualize original design ideas from concept to reality
Demonstrate technical excellence to produce jewellery to current industry standards
Apply basic knowledge of gemmology and metallurgy to the creation of jewellery
Design and produce jewellery using the latest digital technologies
Communicate ideas using a variety of visual media
Demonstrate visual awareness of craft, art, and design
Apply knowledge of the jewellery field to establish a viable home- or studio-based business
Communicate effectively using the language and vocabulary of the jewellery field
Place the meanings and functions of jewellery within diverse historical and cultural contexts
Utilize materials, tools and equipment safely, sustainably and ethically
Recognize the contributions of Indigenous peoples to the fields of art, craft, and design.
Identify and solve problems creatively and independently
Demonstrate professionalism in all areas of their career and education
Analyze and evaluate the quality of their own technique and skills development

Instructional Strategies, Design, and Delivery Mode

Jewellery Art & Design is a highly technical program, and in any given semester, 75-90% of time is spent in the workshops, where students watch technical demonstrations by faculty, gain skills through technical assignments and exercises, and synthesize processes by designing and producing creative jewellery projects. Many of the theory courses also include hands-on activities, in addition to lectures, group discussions, independent research projects, lab days, field trips and guest speakers. Most classes are conducted face-to-face in a classroom or workshop setting, although a small number of courses may be offered online.
Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C (60%) to successfully complete each course. 90% attendance is mandatory to successfully complete each course.

Recommended Characteristics of Students

Open-mindedness
Excellent problem-solving skills
Creativity
Manual dexterity
Strong work ethic
Good eyesight (corrected vision is accepted)
Patience
Attention to detail
Curiosity
Enthusiasm
Commitment
Appreciation of fine craftsmanship and design

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JADE 1120 Metal Techniques 1: Foundations of Goldsmithing</td>
<td>12</td>
</tr>
<tr>
<td>JADE 1121 Drawing 1</td>
<td>1.5</td>
</tr>
<tr>
<td>JADE 1122 History and Culture of Jewellery 1</td>
<td>1.5</td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JADE 1123 Metal Techniques 2: Wax Modeling and Casting</td>
<td>6</td>
</tr>
<tr>
<td>JADE 1124 Gemstone Settings 1</td>
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<tr>
<td>JADE 1125 Design 1</td>
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<td>JADE 1126 Practical Gemmology 1</td>
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<td>JADE 1128 History and Culture of Jewellery 2</td>
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<td>JADE 1127 Year One Capstone Project</td>
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<table>
<thead>
<tr>
<th>Term Three</th>
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<tr>
<td>JADE 2220 Metal Techniques 3: Advanced Fabrication</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>JADE 2221</td>
<td>Gemstone Settings 2</td>
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<tr>
<td>JADE 2222</td>
<td>Drawing 2</td>
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<td>JADE 2223</td>
<td>Practical Gemmology 2</td>
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<tr>
<td>JADE 2224</td>
<td>Digital Jewellery Design 1</td>
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**Term Four**

<table>
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<tr>
<td>JADE 2225</td>
<td>Metal Techniques 4: Specialized Jewellery Processes</td>
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<tr>
<td>JADE 2226</td>
<td>Gemstone Settings 3</td>
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<td>JADE 2227</td>
<td>Design 2</td>
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<td>JADE 2228</td>
<td>Digital Jewellery Design 2</td>
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<td>JADE 2229</td>
<td>Business Practices for Jewellers</td>
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<td>JADE 2230</td>
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</tr>
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<td></td>
<td>Total Credits</td>
<td>63.5</td>
</tr>
</tbody>
</table>

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 Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>85-89</td>
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<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
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<td>B</td>
<td>75-79</td>
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<tr>
<td>B-</td>
<td>70-74</td>
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</tr>
<tr>
<td>C+</td>
<td>65-69</td>
<td>Minimum Pass</td>
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</tr>
<tr>
<td>C</td>
<td>60-64</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Minimum Pass</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
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</tr>
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<td>U</td>
<td></td>
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</tr>
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<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>
</tbody>
</table>

**Course Standings**

<table>
<thead>
<tr>
<th>Course Standings</th>
<th>Description</th>
<th>Grade Point</th>
<th>Notes</th>
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<tr>
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<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
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</tr>
</tbody>
</table>

**Grade Point Average (GPA)**

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.
Rationale and Consultations

Provide a rationale for this proposal. Course JADE 1128 was developed by the JAD team when developing curriculum for the new 2 year diploma program. Somehow it was not entered into Courseleaf, so I am adding it to complete the full curriculum and PCG.

Are there any expected costs to this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT. These fields are NOT required for governance approval. The wording in these fields is written by Marketing for a specific purpose and must be consistent with all other College publications. If changes are needed, contact webmaster@vcc.ca.

This program is for: Domestic International

Marketing Description

Get hands-on experience in the design and fabrication of jewellery through intensive courses in metal techniques, drawing, design, history of jewellery, gemmology, digital jewellery design, and business management.
DECISION NOTE

PREPARED FOR: Education Council

DATE: December 7, 2021

ISSUE: Fashion Design & Production Diploma and Certificate – minor revisions to programs

BACKGROUND:
The Fashion department is proposing a series of smaller revisions to its certificate and diploma programs and courses. The revisions are primarily grammatical fixes and very small changes to course hours to simplify scheduling of courses.

DISCUSSION:
The proposal was presented by Andrea Korens, Program Coordinator of Fashion Design & Production. She explained that when the programs were first developed, the hours were set to exactly match the credit ratio VCC uses to translate hours to credits. This caused some annoying scheduling issues. By increasing the hours slightly, those issues will be resolved without requiring any credit changes.

The Registrar’s Office requested the pre-requisites be reviewed and streamlined. That work has been completed.

Typically, when hours change, the RO requires new course numbers. As the changes are very small, the RO is fine with keeping the same numbers.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised Fashion Design and Production Certificate and Diploma program content guides and 23 revised course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 18, 2021
Program Change Request

Date Submitted: 10/04/21 12:02 pm

Viewing: Fashion Design & Production Certificate

Last approved: 10/17/19 4:19 pm

Last edit: 10/04/21 12:02 pm

Changes proposed by: akorens

Catalog Pages Using this Program

Fashion Design & Production Certificate

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair

Approval Path
1. 10/04/21 12:06 pm
   Andrea Korens (akorens): Approved for 6022 Leader
2. 10/25/21 10:04 am
   Claire Sauve (csauve): Approved for Senior PC
3. 10/25/21 10:19 am
   Adrian Lipset (alipsett): Approved for CCS Dean
4. 11/18/21 1:08 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 18, 2017 by clmig-jwehrheim
2. May 28, 2018 by Nicole Degagne (ndegagne)

Program Name:
Fashion Design & Production Certificate

Credential Level: Certificate

Effective Date: September 2022 2016

Effective Catalog Edition:
2021-2022

School/Centre: Continuing Studies

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair

Approval Path
1. 10/04/21 12:06 pm
   Andrea Korens (akorens): Approved for 6022 Leader
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4. 11/18/21 1:08 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 18, 2017 by clmig-jwehrheim
2. May 28, 2018 by Nicole Degagne (ndegagne)
Program Content Guide

Purpose

The Fashion Design & Production Certificate credential is a possible early exit for students who have entered the Fashion Design & Production Diploma program. This program prepares students for career success and further education in the fashion and apparel industries by developing creative and technical skills and knowledge, and providing industry experience.

Fundamental skills are put into immediate context through a series of five fashion cycles that allow students to experience a fast-paced production process, from design conception to sales.

Students will graduate with the ability to pursue entrepreneurship or a career in small or large apparel companies. An integrated practicum will allow students to graduate with real-life experience and a solid foundation for their professional network.
Admission Requirements

Admission is a competitive selection based on the following criteria:

Grade 12 graduation, or equivalent
English 12 (C grade), or equivalent
Letter of Intent (500 words or less)
Resume
Two Letters of Reference

Portfolio:

Artistic portfolio: Two pieces of original artwork with accompanying description
Sketch book including a minimum of 20 fashion-related drawings
Sketch book
Two sewn items

Interview with selection committee
Proficiency in Microsoft Word and Excel (testing to be performed onsite)

VCC recognizes that some applicants may not possess a detailed portfolio or sewing experience. A demonstrated interest in fashion through hobby, education, portfolio, or work experience are acknowledged and seriously considered by the department. These applicants will still need to submit all other documentation, participate in an interview, and potentially take sewing and/or drawing courses prior to the starting the program.

Prior Learning Assessment & Recognition (PLAR)

VCC recognizes Prior Learning Assessment and Recognition (PLAR) as one of multiple pathways for students to complete their individual course of study.

PLAR is available for some courses in this program and will be assessed by the Department according to standardized practice and using one or more of the following components: project, professional portfolio, demonstration, or interview.

See Course Outlines for availability.

PLAR fees for every course apply without exception. The maximum number of credits of PLAR that a student may receive towards the certificate is 23.5.
Program Duration & Maximum Time for Completion

The Fashion Design & Production Certificate has 20 courses (918 (912.5 hours) and students must successfully complete all courses in this program to be eligible for the certificate.

There are two options for completion:

One-year program. This is a full-time, daytime offering. After successfully completing the nineteen courses in Year One and a 120-hour practicum, students will have met the requirements for a Fashion Design & Production Certificate.

Two-year program. This is a part-time, daytime evening offering. After successfully completing nineteen courses over two years and a 120-hour practicum, students will have met the requirements for a Fashion Design & Production Certificate.

If students wish to continue on to the Fashion Design & Production Diploma, they may join the third-year full-time diploma cohort. Upon successful completion of the final eight courses, students will have met the requirements for the Fashion Design & Production Diploma. Entry into the full-time final year must be done within two years one year of completing the first nineteen courses.

The maximum allowable completion time for the certificate program is three years.

Program Learning Outcomes

Upon completion of the program, students will be able to:
- Draft patterns with an eye to fit and function
- Interpret and execute garment construction
- Express a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence

Instructional Strategies, Design, and Delivery Mode

The Fashion Design & Production Certificate curriculum is designed to provide context and mimic the real-world fashion industry.

Courses are delivered through a combination of instructional activities including, but not limited to, lectures, practical labs, seminars, demonstrations, guest lectures, videos, team activities, production simulations, computer labs, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning components.

The program concludes with a practicum.
Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, and lab work. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C (60%) to successfully complete each course. 90% attendance is mandatory to successfully complete each course.

Recommended Characteristics of Students

Imagination and creativity

**An aesthetic point of view**

**A good aesthetic sense** Comfort with a fast paced environment

Good communication skills, both verbal and written

The ability to receive, consider, and incorporate feedback handle criticism

The ability to work well with a wide variety of people

Motivation, curiosity, and research-orientation

**Demonstrated interest in fashion**

**Comfort and proficiency with basic computer systems and software**

Some sewing skills General knowledge of fashion designers and styles

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
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<td><strong>FSHN 1109</strong> Pattern Drafting 1</td>
<td>2</td>
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<td><strong>FSHN 1111</strong> Sewing Techniques 1</td>
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</tr>
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<td><strong>FSHN 1113</strong> Draping</td>
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Term Two

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<td><strong>FSHN 1205</strong> Fashion History</td>
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<td><strong>FSHN 1207</strong> Illustration and Design 2</td>
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<td><strong>FSHN 1211</strong> Sewing Techniques 2</td>
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<tr>
<td><strong>FSHN 1215</strong> Tech Fashion Illustration</td>
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</table>
Credits 12

Term Three

FSHN 1301 Fashion Cycle 5 3
FSHN 1305 Fashion Marketing 1.5
FSHN 1313 Fabric and Textile Studies 2
FSHN 1315 Tech Fashion Illustration 23
FSHN 1319 Textile Surface Design 2

Credits 11.5

Term Four

FShn 2321 Practicum 4.5

Credits 4.5

Total Credits 40.5

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 term. 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:

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<td>76-79</td>
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<td>S</td>
<td>70 or 79 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
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</tr>
<tr>
<td>U</td>
<td>70 or 79 or greater</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td>N/A</td>
</tr>
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Grade Point Average (GPA)

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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.

Basic edits based on practice since 2016 launch; grammatical fixes; slight changes to course hours (separate course proposals to follow).

Are there any expected costs to this proposal.

Course hours approximately $400 increase to operating costs per 2-year diploma cohort; cost increase already approved.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information
Program Change Request

Date Submitted: 10/04/21 11:12 am

Viewing: Fashion Design & Production Diploma

Last approved: 10/17/19 4:20 pm
Last edit: 10/04/21 11:12 am
Changes proposed by: akorens

Catalog Pages Using this Program
Fashion Design & Production Diploma

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair

Approval Path
1. 10/04/21 12:06 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 10/25/21 10:05 am Claire Sauve (csauve): Approved for Senior PC
3. 10/25/21 10:19 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 18, 2017 by clmig:jwehrheim
2. May 28, 2018 by Nicole Degagne (ndegagne)

Program Name: Fashion Design & Production Diploma
Credential Level: Diploma
Effective Date: September 2022 2016
Effective Catalog Edition: 2021-2022
School/Centre: Continuing Studies
Department: Fashion Design (6022)
Contact(s)

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3. CCS Dean
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History
1. Dec 18, 2017 by clmig:jwehrheim
2. May 28, 2018 by Nicole Degagne (ndegagne)
### Program Content Guide

**Purpose**

The Fashion Design & Production Diploma prepares students for career success and further education in the fashion and apparel industries by developing creative and technical skills and knowledge, and providing industry experience.

Fundamental skills are put into immediate context through a series of five fashion cycles that allow students to experience a fast-paced production process, from design conception to sales. In the second year, students use their fashion cycle experiences and foundational skills to complete a self-directed garment project. Students will graduate with the ability to pursue entrepreneurship or a career in small or large apparel companies. An integrated practicum will allow students to graduate with real-life experience and a solid foundation for their professional network.

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Korens</td>
<td><a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a></td>
<td>604-443-8661 8661</td>
</tr>
<tr>
<td>Sarah Murray</td>
<td><a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a></td>
<td>604-443-8668</td>
</tr>
</tbody>
</table>
Admission Requirements

Admission is a competitive selection based on the following criteria:

Grade 12 graduation, or equivalent
English 12 (C grade), or equivalent
Letter of Intent (500 words or less)
Resume Two Letters of Reference

Portfolio:
Artistic portfolio: Two pieces of original artwork with accompanying description
Sketch book including a minimum of 20 fashion-related drawings
Sketch book Two sewn items
Interview with selection committee

Proficiency in Microsoft Word and Excel (testing to be performed onsite)

VCC recognizes that some applicants may not possess a detailed portfolio or sewing experience. A demonstrated interest in fashion through hobby, education, portfolio, or work experience are acknowledged and seriously considered by the department. These applicants will still need to submit all other documentation, participate in an interview, and potentially take sewing and/or drawing courses prior to the starting the program.

Prior Learning Assessment & Recognition (PLAR)

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PLAR is available for some courses in this program and will be assessed by the Department according to standardized practice and using one or more of the following components: project, professional portfolio, demonstration, and/or interview.

See Course Outlines for availability.

PLAR fees for every course apply without exception. The maximum number of credits of PLAR that a student may receive towards the diploma is 32.5.
The Fashion Design & Production Diploma has 28 courses (1417.5 hours) and students must successfully complete all courses in this program to be eligible for the diploma.

There are two options for completion:

**Two-year program.** This is a full-time, daytime offering. After successfully completing the nineteen courses in Year One and with completion of a 120-hour practicum, students will have the foundational skills to opt for a Fashion Design & Production Certificate exit. Continuing onto Year Two, students will apply skills to a self-directed garment project and learn industry specific software: successful completion of the final nine courses will produce the Fashion Design & Production Diploma.

**Three-year program.** The first two years are a part-time, daytime evening offering. After successfully completing nineteen courses over two years and with completion of a 120-hour practicum, students will have the foundational skills to opt for a Fashion Design & Production Certificate exit. Alternatively, for the third year, students can transfer to the full-time, daytime program to complete the final nine courses, in which they will apply skills to a self-directed garment project and learn industry specific software. Successful completion of the final nine courses will result in the Fashion Design & Production Diploma. Entry into the full-time final year must be done within two years one year of completing the first nineteen courses.

The maximum allowable completion time is five years for both completion options.

**Program Learning Outcomes**

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

- Draft patterns with an eye to fit and function
- Plan and execute garment construction
- Develop a creative vision in design
- Engage in real-world business environments
- Practice the art of communication
- Demonstrate professional excellence

**Instructional Strategies, Design, and Delivery Mode**

The Fashion Design & Production Diploma curriculum is designed to provide context and mimic the real-world fashion industry.

Courses are delivered through a combination of instructional activities including, but not limited to, lectures, practical labs, seminars, demonstrations, guest lectures, videos, team activities, production simulations, computer labs, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning components.

The program concludes with a practicum and presentation of student portfolios and collections/projects.
Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C (60%) to successfully complete each course. 90% attendance is mandatory to successfully complete each course.

Recommended Characteristics of Students

Imagination and creativity

An aesthetic point of view
A good aesthetic sense
Comfort with a fast paced environment

Good communication skills, both verbal and written

The ability to receive, consider, and incorporate feedback
The ability to handle criticism

The ability to work well with a wide variety of people

Motivation, curiosity, and research-orientation

Demonstrated interest in fashion

Comfort and proficiency with basic computer systems and software

Some sewing skills
General knowledge of fashion designers and styles

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FSHN 1101</strong> Fashion Cycle 1</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>FSHN 1103</strong> Fashion Cycle 2</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>FSHN 1105</strong> Fashion Fundamentals</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>FSHN 1107</strong> Illustration and Design 1</td>
<td>2</td>
</tr>
<tr>
<td><strong>FSHN 1109</strong> Pattern Drafting 1</td>
<td>2</td>
</tr>
<tr>
<td><strong>FSHN 1111</strong> Sewing Techniques 1</td>
<td>2</td>
</tr>
<tr>
<td><strong>FSHN 1113</strong> Draping</td>
<td>2</td>
</tr>
<tr>
<td><strong>FSHN 1115</strong> Sewing Techniques 2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>12.5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FSHN 1201</strong> Fashion Cycle 3</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>FSHN 1203</strong> Fashion Cycle 4</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>FSHN 1205</strong> Fashion History</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>FSHN 1207</strong> Illustration and Design 2</td>
<td>2</td>
</tr>
<tr>
<td><strong>FSHN 1209</strong> Pattern Drafting 2</td>
<td>2</td>
</tr>
<tr>
<td><strong>FSHN 1211</strong> Sewing Techniques 2</td>
<td>2</td>
</tr>
</tbody>
</table>
FSHN 1215 Tech Fashion Illustration 1 1.5
Credits 12

Term Three
FSHN 1301 Fashion Cycle 5 3
FSHN 1305 Fashion Marketing 1.5
FSHN 1313 Fabric and Textile Studies 2
FSHN 1315 Tech Fashion Illustration 2 3
FSHN 1319 Textile Surface Design 2
Credits 11.5

Term Four
FSHN 2101 Fashion Cycle: Project Preview 2
FSHN 2103 Fashion Cycle: Project Final 9
FSHN 2105 Business Planning 1.5
FSHN 2109 Computer Aided Drafting 2
FSHN 2115 Website Design and Ecommerce 1.5
Credits 16

Term Five
FSHN 2205 Overseas Production 1.5
FSHN 2209 Pattern Grading 2
FSHN 2215 Fashion Portfolio 2
Credits 5.5

Term Six
FSHN 2321 Practicum 4.5
Credits 4.5
Total Credits 62

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

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
</tbody>
</table>
Provide a rationale for this proposal.

Basic edits based on practice since 2016 launch; grammatical fixes; slight changes to course hours (separate course proposals to follow).

Are there any expected costs to this proposal.

Course hours approximately $400 increase to operating costs per 2-year cohort; cost increase already approved.
Course Change Request

Course Name: FSHN 1101: Fashion Cycle 1

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 10/04/21 12:06 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 10/25/21 10:05 am Claire Sauve (csauve): Approved for Senior PC
3. 10/25/21 10:17 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Programs referencing this course
41: Fashion Design & Production Certificate
42: Fashion Design & Production Diploma

History
1. Nov 25, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Fashion Cycle 1

Subject Code: FSHN - Fashion Design & Production

Course Number: 1101

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code: CO

Bridge Billing Hours: 1.5

Bridge Course Level: 30

Course Description:
Fashion Cycle 1 engages students in the full cycle of fashion production while implementing and building on skills learned in other courses. Students will experience a fast-paced production process, from design conception to sales, and will work in small groups to produce a simple soft goods product.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Korens</td>
<td><a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a></td>
<td>604-443-8661</td>
</tr>
</tbody>
</table>

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of PLAR:

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Apply basic design and illustration skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Apply basic pattern drafting and yielding skills</td>
</tr>
</tbody>
</table>
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>#3</td>
<td>Create a simple sequence of construction and construct a product</td>
</tr>
<tr>
<td>#4</td>
<td>Perform simple machine sewing techniques and operate industrial machines and pressing equipment</td>
</tr>
<tr>
<td>#5</td>
<td>Document simple costing</td>
</tr>
<tr>
<td>#6</td>
<td>Prepare product for sale</td>
</tr>
<tr>
<td>#7</td>
<td>Identify and describe the stages in a fashion cycle</td>
</tr>
<tr>
<td>#8</td>
<td>Reflect on learning</td>
</tr>
<tr>
<td>#9</td>
<td>Manage time effectively in a production environment</td>
</tr>
<tr>
<td>#10</td>
<td>Work effectively as part of a production team</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.

**Evaluation and Grading**

**Grading System:** Letter Grade (A-F)

Passing grade: C

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Individual assignments: design and production</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Final product: design and production</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Self evaluation</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours: **33.5**
<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing to a brief</td>
</tr>
<tr>
<td>Flat illustrations</td>
</tr>
<tr>
<td>Basic pattern drafting techniques</td>
</tr>
<tr>
<td>Basic sewing and construction techniques</td>
</tr>
<tr>
<td>Documentation / costing</td>
</tr>
<tr>
<td>Selecting fabric</td>
</tr>
<tr>
<td>Calculating yield</td>
</tr>
<tr>
<td>Components of product (branding, care label, trims, etc)</td>
</tr>
<tr>
<td>Creating a simple sequence of construction</td>
</tr>
<tr>
<td>Creating an assembly line</td>
</tr>
<tr>
<td>Sales and marketing</td>
</tr>
<tr>
<td>Planning a production cycle</td>
</tr>
<tr>
<td>Reflection and evaluation (intro to research)</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?
Course Change Request

Date Submitted: 10/04/21 12:05 pm

Viewing: FSHN 1103 : Fashion Cycle 2

Last approved: 12/19/20 3:58 am

Last edit: 11/08/21 1:57 pm

Changes proposed by: akorens

 Programs referencing this course
  41: Fashion Design & Production Certificate
  42: Fashion Design & Production Diploma

Course Name: Fashion Cycle 2

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 10/04/21 12:06 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 10/25/21 10:05 am Claire Sauve (csauve): Approved for Senior PC
3. 10/25/21 10:18 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course: Fashion Cycle 2
Name:

Subject Code: FSHN - Fashion Design & Production
Course Number: 1103
Year of Study: 1st Year Post-secondary
Credits: 1.5

Bridge College Code: CO
Bridge Billing Hours: 1.5
Bridge Course Level: 30

Course Description:
Fashion Cycle 2 engages students in the full cycle of fashion production while implementing and building on skills learned in Fashion Cycle 1 and other courses. Students will experience a fast-paced production process, from design conception to sales, and will discuss and implement methods to increase product value. Students will work in small groups to produce a simple knit garment.

Course Pre-Requisites (if applicable):

**FSHN 1101.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Apply basic design and illustration skills</th>
</tr>
</thead>
</table>

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

- CLO #2 Explore methods for sourcing fabric in a local environment
- CLO #3 Apply basic pattern drafting and yielding skills
- CLO #4 Create a simple sequence of construction and construct a product
- CLO #5 Perform simple machine sewing techniques for knit fabrics, and operate industrial machines and pressing equipment
- CLO #6 Strategize simple costing
- CLO #7 Prepare product for online sales
- CLO #8 Identify and describe the stages in a fashion cycle
- CLO #9 Reflect on learning
- CLO #10 Manage time effectively in a production environment
- CLO #11 Work effectively as part of a production team

Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, reflective discussion, and practice of illustration, drafting, and sewing skills.

**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>
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<td>Individual assignments: design and production</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Final product: design and production</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Self evaluation</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Hours by Learning Environment Type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td><strong>33 32.5</strong></td>
<td></td>
</tr>
<tr>
<td>Lecture, Seminar, Online</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen,</td>
<td><strong>13 12.5</strong></td>
<td></td>
</tr>
<tr>
<td>Studio, Simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Topics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Topics:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trend and market research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designing to a brief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adding value to a design/product</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flat illustrations &amp; spec sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic pattern drafting techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic sewing and construction techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation / costing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sourcing &amp; selecting fabric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculating yield</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Components of product (branding, care label, trims, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating a sequence of construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating an assembly line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Branding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales and marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning a production cycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection and evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Change Request

Date Submitted: 10/12/21 11:08 am

Viewing: **FSHN 1107: Illustration and Design 1**

Last approved: 12/19/20 3:58 am

Last edit: 10/12/21 11:08 am

Changes proposed by: akorens

Programs referencing this course
- [41: Fashion Design & Production Certificate](#)
- [42: Fashion Design & Production Diploma](#)

Course Name:
Illustration and Design 1

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:12 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 11/08/21 3:46 pm Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:54 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Illustration and Design 1

Subject Code: FSHN - Fashion Design & Production

Course Number: 1107

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:
The fashion designer communicates ideas through presentation and technical illustration. This course introduces students to the principles of illustration and design in a fashion context. Students will engage in the design process, from research and inspiration to final presentation of design.

Course Pre-Requisites (if applicable): 

Course Co-requisites (if applicable): 

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Course Learning Outcomes (CLO):

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

| CLO #1 | Apply basic elements and principles of illustration and design |
| CLO #2 | Develop a creative vision in design |
| CLO #3 | Develop croquis figures |
| CLO #4 | Create garment designs |
| CLO #5 | Manage time effectively in the design process |
| CLO #6 | Conduct independent research |

Instructional Strategies:
Lecture, demonstration, practice, research projects, and discussion.

Evaluation and Grading

Grading System: Letter Grade (A-F)

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30</td>
<td>Design project</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Shopping report</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Minor assignments totaling 20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Sketchbook assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Visual picture file</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</tr>
</thead>
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<td>Assignments</td>
<td>5</td>
<td>Visual picture file</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Total Hours 42.25

Lecture, Seminar, Online 30

Hours by Learning Environment Type
### Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fashion figure: fashion figure proportions vs human figure proportions</td>
</tr>
<tr>
<td>Model drawing</td>
</tr>
<tr>
<td>Introduction to garment design</td>
</tr>
<tr>
<td>The design process</td>
</tr>
<tr>
<td>The croquis figure</td>
</tr>
<tr>
<td>Elements and principles of design</td>
</tr>
<tr>
<td>Introduction to technical drawing</td>
</tr>
<tr>
<td>Introduction to presentation illustration</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

**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

Fashion Design & Production PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 10/12/21 11:12 am

Viewing: **FSHN 1109: Pattern Drafting 1**

Last approved: 12/19/20 3:58 am

Last edit: 10/12/21 11:12 am

Changes proposed by: akorens

### Programs referencing this course

- **41: Fashion Design & Production Certificate**
- **42: Fashion Design & Production Diploma**

---

**Course Name:**
Pattern Drafting 1

**Effective Date:** September 2022

**School/Centre:** Continuing Studies

**Is this a non-credit course?** No

**Department:** Fashion Design (6022)

---

### Approval Path

1. 11/08/21 12:12 pm
   Andrea Korens (akorens): Approved for 6022 Leader
2. 11/08/21 2:29 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:54 am
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:08 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

---

### History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Pattern Drafting 1

Subject Code: FSHN - Fashion Design & Production

Course Number: 1109

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:

Blocks/slopers are fitted foundation patterns, which are manipulated to create pattern designs. This course introduces students to the principles of precision drafting as they construct a set of blocks to a sample size (to be used in future courses) and fit a selection of blocks to their own bodies.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Draft a block</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Fit a block</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Explain and apply knowledge of human form as it applies to pattern drafting</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Practice accurate documentation in pattern drafting</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Manage time effectively while drafting</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>Assignments</td>
<td>50</td>
<td>Draft blocks (5-10 assignments at 5-10% each)</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Draft &amp; fit personal blocks (2-3 assignments at 10-15% each, plus 5% peer assessment)</td>
</tr>
<tr>
<td>Exam</td>
<td>5</td>
<td>Practical: Fitting</td>
</tr>
<tr>
<td>Exam</td>
<td>5</td>
<td>Written: Fitting</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>45.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>20</td>
</tr>
</tbody>
</table>
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern drafting techniques: measuring, drafting accurately, drawing curves, blending, squaring, documenting, trueing, calculating ease, transferring to card</td>
</tr>
<tr>
<td>Block construction considerations: fabric, ease, demographic, function, and sizing</td>
</tr>
<tr>
<td>Personal block construction: taking measurements, analyzing of figures, measuring and describing the human form respectfully, sewing toiles</td>
</tr>
<tr>
<td>Fitting: fitting on the body, making adjustments to pattern</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.): 

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

Fashion Design & Production PCG

Additional Information

Provide any additional information if necessary.
Course Change Request

Date Submitted: 10/12/21 11:13 am

Viewing: FSHN 1111 : Sewing Techniques 1

Last approved: 12/19/20 3:58 am

Last edit: 10/12/21 11:13 am

Changes proposed by: akorens

Programs referencing this course
- 41: Fashion Design & Production Certificate
- 42: Fashion Design & Production Diploma

Course Name: Sewing Techniques 1

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:15 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 11/08/21 2:29 pm Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:54 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Sewing Techniques 1

Subject Code: FSHN - Fashion Design & Production

Course Number 1111

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:
This course will introduce students to sewing and garment construction on professional industrial machinery. Students will practice hand and machine sewing techniques to assemble a wide range of samples and will apply learned techniques to the construction of a garment.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Upon successful completion of this course, students will be able to:

CLO #1 Upon completion of this course, students will be able to:
CLO #2 Operate industrial sewing and pressing equipment
CLO #3 Execute various sample sewing techniques by machine and hand
CLO #4 Mark, cut, and assemble a simple garment
CLO #5 Practice accurate sewing and pressing skills
CLO #6 Manage time effectively while sewing

Instructional Strategies:
Lecture, demonstration, problem solving, and practice sewing techniques.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Basic sewing sample assignments</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>Presentation of technique</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Garment</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Complex sewing sample assignments</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Total Hours 45.5
Lecture, Seminar, Online 20
Lab, Clinical, Shop, Kitchen, Studio, Simulation
Campus, Self-Paced, Individual
Learning

Course Topics

**Course Topics:**

- Operation of industrial sewing and pressing equipment
- Sewing techniques
- Introduction to marker making and cutting techniques
- Introduction to garment construction
- Following a sequence of construction

Learning Resources (textbooks, lab/shop manuals, equipment, etc.): 

---

**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

Fashion Design & Production PCG

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

Date Submitted: 10/12/21 11:14 am

Viewing: **FSHN 1113 : Draping**

Last approved: 12/19/20 3:58 am

Last edit: 10/12/21 11:14 am

Changes proposed by: akorens

Programs referencing this course:

- 41: Fashion Design & Production Certificate
- 42: Fashion Design & Production Diploma

Course Name: Draping

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

- 1. 6022 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Curriculum Committee Chair
- 5. EDCO Chair
- 6. CS Associate Registrar
- 7. Banner

In Workflow

Approval Path

1. 11/08/21 12:15 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 11/08/21 2:29 pm Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:54 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Draping

Subject Code: FSHN - Fashion Design & Production

Course Number: 1113

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:
Draping is the practice of creating patterns in three dimensions directly on the dress form. In this course, students translate between two and three dimensions, drape blocks/slopers and garments, and create paper patterns from their work. Students experience inherent fabric properties through practice and learn to drape on straight and bias grainlines.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
Students with previous schooling in draping will be assessed by appropriate course instructor or the Fashion Arts Program Coordinator for Education.
Course Learning

Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Drape blocks/slopers and garment designs</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Apply basic drafting techniques</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify and describe basic fabric characteristics as they relate to draping</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Drape a garment from a flat illustration</td>
</tr>
</tbody>
</table>

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

Instructional Strategies:
Lecture, demonstration, model-making, and practice of draping and drafting techniques.

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>Project</td>
<td>20</td>
<td>Interpretation design project</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Personal design project</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Draped blocks</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Draped variations</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Draped garments</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Total Hours 45.5
Lecture, Seminar, Online 20
Lab, Clinical, Shop, Kitchen, Studio, Simulation 25.5
Practicum, Self-Paced, Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to draping</td>
</tr>
<tr>
<td>Draping blocks/slopers on the dress form</td>
</tr>
<tr>
<td>Draping garments and design variations on the dress form with various fabrics and grainlines</td>
</tr>
<tr>
<td>Interpreting a flat design illustration to a draped garment</td>
</tr>
<tr>
<td>Designing on the dress form</td>
</tr>
<tr>
<td>Transfer of draped patterns to paper</td>
</tr>
<tr>
<td>Pattern completion</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

**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

Fashion Design & Production PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 11/08/21 12:11 pm

Viewing: **FSHN 1201 : Fashion Cycle 3**

Effective Date: September 2022

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Date Submitted: 11/08/21 12:11 pm

Viewing: FSHN 1201 : Fashion Cycle 3

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 9:21 am

Changes proposed by: akorens

Programs referencing this course

41: Fashion Design & Production Certificate
42: Fashion Design & Production Diploma

Approval Path

1. 08/31/21 11:39 am Andrea Korens (akorens): Approved for 6022 Leader
2. 08/31/21 3:12 pm Claire Sauve (csauve): Approved for Senior PC
3. 08/31/21 3:23 pm Adrian Lipsett (alipsett): Approved for CCS Dean
4. 09/13/21 1:58 pm Darija Rabadzija (drabadzija): Rollback to Initiator
5. 10/22/21 3:00 pm Darija Rabadzija (drabadzija): Rollback to Initiator
6. 11/04/21 1:06 pm Karima Samnani (ksamnani): Rollback to Initiator
Banner Course Name: Fashion Cycle 3
Subject Code: FSHN - Fashion Design & Production
Course Number: 1201
Year of Study: 1st Year Post-secondary
Credits: 1.5
Bridge College Code: CO
Bridge Billing Hours: 1.5

History
1. Dec 19, 2020 by Karima Samnani (ksamnani)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Korens</td>
<td><a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a></td>
<td>604-443-8661</td>
</tr>
<tr>
<td>Sarah Murray</td>
<td><a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a></td>
<td>604-433-8668</td>
</tr>
</tbody>
</table>

7. 11/08/21 12:16 pm Andrea Korens (akorens): Approved for 6022 Leader
8. 11/08/21 2:29 pm Claire Sauve (csauve): Approved for Senior PC
9. 11/09/21 8:53 am Adrian Lipsett (alipsett): Approved for CCS Dean
10. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
Fashion Cycle 3 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in Fashion Cycles 1 and 2 and other courses. Students will experience a fast-paced production process, from design conception to sales, and will work with a pattern grader to develop a size range from their base pattern. Students will work in small groups to produce a woven draped top.

Course Pre-Requisites (if applicable):

FSHN 1103, FSHN 1105, FSHN 1107, FSHN 1109, FSHN 1111, FSHN 1113, FSHN 1209 taken prior or concurrently, FSHN 1211 taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of PLAR:

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Apply basic design and illustration skills</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Explore methods for sourcing fabric in a local environment</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Apply basic pattern drafting and yielding skills</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create a simple sequence of construction and construct a product</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Perform machine sewing techniques and operate industrial machines and pressing equipment</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Strategize simple costing</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Prepare product for sale</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Identify and describe the stages in a fashion cycle</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Reflect on learning</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Manage time effectively in a production environment</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Work effectively as part of a production team</td>
</tr>
</tbody>
</table>

Upon successful completion of this course, students will be able to:
Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.

**Evaluation and Grading**

**Grading System:** Letter Grade (A-F)

**Passing grade:** C

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Individual assignments: design and production</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Final product: design and production</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Self evaluation</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>33 32.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>20</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>13 12.5</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>

**Course Topics:**

Trend and market research
### Course Topics:

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing to a brief</td>
</tr>
<tr>
<td>Flat illustrations &amp; spec sheets</td>
</tr>
<tr>
<td>Pattern drafting techniques &amp; preparing a pattern for factory production</td>
</tr>
<tr>
<td>Pattern grading / working with a pattern grader</td>
</tr>
<tr>
<td>Creating a layplan</td>
</tr>
<tr>
<td>Sewing and construction techniques</td>
</tr>
<tr>
<td>Sourcing &amp; selecting fabric</td>
</tr>
<tr>
<td>Calculating yield</td>
</tr>
<tr>
<td>Components of product (branding, care label, trims, etc)</td>
</tr>
<tr>
<td>Creating a sequence of construction</td>
</tr>
<tr>
<td>Creating an assembly line</td>
</tr>
<tr>
<td>Costing</td>
</tr>
<tr>
<td>Branding</td>
</tr>
<tr>
<td>Sales and marketing</td>
</tr>
<tr>
<td>Planning a production cycle</td>
</tr>
<tr>
<td>Reflection and evaluation</td>
</tr>
</tbody>
</table>

### Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

### Rationale and Consultations

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

No

Is this the primary proposal?

Primary Proposal

Provide a rationale

for this proposal:
The word "woven" better captures the intent of the course. A draped top is too specific. Initially, the idea was for this course to use a design started in FSHN 1113 Draping as a foundation (hence draped top). While this may continue to be an option, it isn't always practical.

Approved by Curriculum Committee Chair to complete as minor correction/admin save/dr

Also corrected effective date to Sep 2016 and entered missing pre-requisites/dr

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Darija Rabadzija (drabadzija) (09/13/21 1:58 pm): Rollback: rollback
Darija Rabadzija (drabadzija) (10/22/21 3:00 pm): Rollback: rb
Karima Samnani (ksamnani) (11/04/21 1:06 pm): Rollback: Hi Darija, please rollback to Andrea Korens. I cannot do this as the only option I have to rollback is to you

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website: Yes
Course Change Request

Date Submitted: 11/08/21 12:18 pm

Viewing: FSHN 1203: Fashion Cycle 4

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 9:22 am

Changes proposed by: akorens

Programs referencing this course
41: Fashion Design & Production Certificate
42: Fashion Design & Production Diploma

Course Name: Fashion Cycle 4

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:12 pm Andrea Korens (akorens): Rollback to Initiator
2. 11/08/21 12:32 pm Andrea Korens (akorens): Approved for 6022 Leader
3. 11/08/21 2:30 pm Claire Sauve (csauve): Approved for Senior PC
4. 11/09/21 8:53 am Adrian Lipsett (alipsett): Approved for CCS Dean
5. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
Banner Course Name: Fashion Cycle 4

Subject Code: FSHN - Fashion Design & Production
Course Number: 1203
Year of Study: 1st Year Post-secondary
Credits: 1.5

Bridge College Code: CO
Bridge Billing Hours: 1.5
Bridge Course Level: 30

Course Description:
Fashion Cycle 4 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in Fashion Cycles 1, 2, and 3 and other courses. In Fashion Cycle 4, students will experience a fast-paced production process, from design conception to sales, including consultation with a local factory. Students will work in small groups to produce a lined dress.

Course Pre-Requisites (if applicable):

FSHN 1201.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No
Upon successful completion of this course, students will be able to:

| CLO #1 | Apply design and illustration skills |
| CLO #2 | Explore methods for sourcing fabric in a local environment |
| CLO #3 | Apply pattern drafting and yielding skills |
| CLO #4 | Create a sequence of construction and construct a product |
| CLO #5 | Perform machine sewing techniques and operate industrial machines and pressing equipment |
| CLO #6 | Strategize costing |
| CLO #7 | Prepare product for sale |
| CLO #8 | Identify and describe the stages in a fashion cycle |
| CLO #9 | Reflect on learning |
| CLO #10 | Manage time effectively in a production environment |
| CLO #11 | Work effectively as part of a production team |

Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.

**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
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<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Self evaluation</td>
</tr>
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<td>Percentage</td>
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</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>33 32.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>20</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>13 12.5</td>
</tr>
</tbody>
</table>

**Course Topics**

- Trend and market research
- Designing to a brief
- Flat illustrations, spec sheets, tech packs
- Pattern drafting techniques & preparing a pattern for factory production
- Sewing and construction techniques
- Costing
- Sourcing & selecting fabric
- Components of product (branding, care label, trims, etc)
- Creating a sequence of construction
- Creating an assembly line
- Branding
- Fashion photoshoots
- Sales and marketing in an online context
- Planning a production cycle
Course Topics:

- Reflection and evaluation

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

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

- Fashion Design & Production PCG

Provide a rationale for this proposal:

---

Additional Information

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

Date Submitted: 11/08/21 12:20 pm

Viewing: FSHN 1207: Illustration and Design 2

Last approved: 12/19/20 3:58 am

Last edit: 11/09/21 9:35 am

Changes proposed by: akorens

Programs referencing this course
- 41: Fashion Design & Production Certificate
- 42: Fashion Design & Production Diploma

Course Name: Illustration and Design 2

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:19 pm Andrea Korens (akorens): Rollback to Initiator
2. 11/08/21 12:33 pm Andrea Korens (akorens): Approved for 6022 Leader
3. 11/08/21 2:30 pm Claire Sauve (csauve): Approved for Senior PC
4. 11/09/21 8:53 am Adrian Lipsett (alipsett): Approved for CCS Dean
5. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
Banner Course Name: Illustration and Design 2

Subject Code: FSHN - Fashion Design & Production
Course Number: 1207
Year of Study: 1st Year Post-secondary
Credits: 2

Bridge College Code: CO
Bridge Billing Hours: 2
Bridge Course Level: 30

Course Description:
The fashion designer presents individual designs that stand both on their own merits and as part of a cohesive group or collection of garments. In this course, students build design and illustration skills while engaging in the design process, from research and inspiration to final presentation of design.

Course Pre-Requisites (if applicable):

**FSHN 1107.**

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 elements and principles of illustration and design</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Develop a creative vision and individual style in design and illustration</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Produce croquis figures for single and multiple figure formats</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create garment designs as individual designs, and as part of a design group</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Manage time effectively in the design process</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Conduct independent research</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, practice, research projects, and discussion.

**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>Project</td>
<td>30</td>
<td>Group/collection design project</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Group/collection design &amp; illustration: fabric focused</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Pastiche assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Design exploration</td>
</tr>
<tr>
<td>Lab Work</td>
<td>5</td>
<td>Sketchbook progress</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
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</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 42.25
42.5

Lecture, Seminar, Online
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line design and organization</td>
</tr>
<tr>
<td>Presentation illustration</td>
</tr>
<tr>
<td>Rendering techniques</td>
</tr>
<tr>
<td>Pastiche style exploration</td>
</tr>
<tr>
<td>Trend research, analysis, and application</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

Fashion Design & Production PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 11/08/21 12:23 pm

Viewing: **FSHN 1209 : Pattern Drafting 2**

Last approved: 12/19/20 3:58 am

Last edit: 11/09/21 9:35 am

Changes proposed by: akorens

Programs referencing this course
- 41: Fashion Design & Production Certificate
- 42: Fashion Design & Production Diploma

Course Name:
Pattern Drafting 2

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:21 pm Andrea Korens (akorens): Rollback to Initiator
2. 11/08/21 12:33 pm Andrea Korens (akorens): Approved for 6022 Leader
3. 11/09/21 2:30 pm Claire Sauve (csauve): Approved for Senior PC
4. 11/09/21 8:52 am Adrian Lipsett (alipsett): Approved for CCS Dean
5. 11/18/21 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
Banner Course Name: Pattern Drafting 2

Subject Code: FSHN - Fashion Design & Production

Course Number: 1209

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:
A patternmaker uses a variety of manipulation techniques to transform their blocks/slopers into unique pattern designs. In this course, students will practice pattern manipulations and will create finished patterns from instructions and technical illustrations.

Course Pre-Requisites (if applicable):

FSHN 1109, FSHN 1111.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Apply the methods and principles of pattern manipulation</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Apply drafting techniques to create a pattern</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Cut and sew a muslin</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Practice accurate documentation in pattern drafting</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Manage time effectively while drafting</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, model making, and practice of drafting and sewing techniques.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Drafting techniques samples - simple</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Drafting techniques samples - complex</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Pattern project</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Presentation of technique</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Total Hours 45.5
Lecture, Seminar, Online 20
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pattern manipulation techniques</td>
</tr>
<tr>
<td>Pattern development</td>
</tr>
<tr>
<td>Developing a muslin/toile</td>
</tr>
<tr>
<td>Pattern alterations</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

**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

Fashion Design & Production PCG

Provide a rationale for this proposal:

Are there any

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**Additional Information**

---
Course Change Request

Date Submitted: 11/08/21 12:23 pm

Viewing: **FSHN 1211 : Sewing Techniques 2**

Last approved: 12/19/20 3:58 am

Last edit: 11/09/21 9:35 am

Changes proposed by: akorens

Programs referencing this course
- **41: Fashion Design & Production Certificate**
- **42: Fashion Design & Production Diploma**

Course Name: Sewing Techniques 2

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:21 pm
   Andrea Korens (akorens): Rollback to Initiator
2. 11/08/21 12:33 pm
   Andrea Korens (akorens): Approved for 6022 Leader
3. 11/08/21 2:31 pm
   Claire Sauve (csauve): Approved for Senior PC
4. 11/09/21 8:53 am
   Adrian Lipsett (alipsett): Approved for CCS Dean
5. 11/18/21 1:09 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
Banner Course Name: Sewing Techniques 2

Subject Code: FSHN - Fashion Design & Production

Course Number: 1211

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:
In this course, students will develop their sewing and garment construction skills by applying new and previously learned techniques to garment construction. Students will mark, cut, and assemble a selection of garments using a wide range of construction techniques.

Course Pre-Requisites (if applicable):

FSHN 1111.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Operate industrial sewing and pressing equipment</td>
</tr>
<tr>
<td>#2</td>
<td>Execute various sewing techniques by machine</td>
</tr>
<tr>
<td>#3</td>
<td>Mark, cut, and assemble garments</td>
</tr>
<tr>
<td>#4</td>
<td>Sew and press accurately</td>
</tr>
<tr>
<td>#5</td>
<td>Manage time effectively while sewing</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, problem solving, model making, practice of sewing and construction techniques.

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30</td>
<td>Skirt project</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Shorts/pants project</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Shirt project</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>Bodice project</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours: 45.5
Lecture, Seminar, Online: 20
Lab, Clinical, Shop, Kitchen, Studio, Simulation

25.5

Practicum, Self-Paced, Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation, basic maintenance, and troubleshooting of industrial sewing and pressing equipment</td>
</tr>
<tr>
<td>Application of sewing techniques</td>
</tr>
<tr>
<td>Marker making and cutting techniques</td>
</tr>
<tr>
<td>Garment construction and following a sequence of construction</td>
</tr>
<tr>
<td>Professional garment presentation</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

**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

- Fashion Design & Production PCG

---

**Additional Information**

Provide any additional information if necessary.
Course Name: FSHN 1215 : Tech Fashion Illustration 1

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:21 pm Andrea Korens (akorens): Rollback to Initiator
2. 11/08/21 12:33 pm Andrea Korens (akorens): Approved for 6022 Leader
3. 11/09/21 2:31 pm Claire Sauve (csauve): Approved for Senior PC
4. 11/09/21 8:53 am Adrian Lipsett (alipsett): Approved for CCS Dean
5. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

Date Submitted: 11/08/21 12:24 pm

Viewing: FSHN 1215 : Tech Fashion Illustration 1

Last approved: 12/19/20 3:58 am

Last edit: 11/09/21 9:35 am

Changes proposed by: akorens

Programs referencing this course
- 41: Fashion Design & Production Certificate
- 42: Fashion Design & Production Diploma
Banner Course Name: Tech Fashion Illustration 1

Subject Code: FSHN - Fashion Design & Production
Course Number: 1215
Year of Study: 1st Year Post-secondary
Credits: 1.5

Bridge College Code: CO
Bridge Billing Hours: 1.5
Bridge Course Level: 30

Course Description:
In the fashion industry, designs are communicated using technical illustrations (flats), and accompanying specification (spec) sheets and technical packages (tech packs). In this course, students will create flats by hand and in Illustrator, and will produce spec sheets and tech packs to industry standards.

Course Pre-Requisites (if applicable):

**FSHN 1107.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Korens</td>
<td><a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a></td>
<td>604-443-8661</td>
</tr>
<tr>
<td>Sarah Murray</td>
<td><a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a></td>
<td>604-443-8668</td>
</tr>
</tbody>
</table>
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Produce technical illustrations by hand and using Illustrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Compare and contrast design illustrations, flats, and floats</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create brush, pattern, and detail libraries in Illustrator</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create spec sheets and tech packs</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Apply an orientation to detail in illustration</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, problem solving, model making, and practice of illustration skills.

**Evaluation and Grading**

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>25</td>
<td>Final project</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Research and preparation assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Presentation assignment</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Micro-collection project</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 33 32.5
Lecture, Seminar, Online
20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
13 12.5

Practicum, Self-Paced, Individual
Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to technical illustration</td>
</tr>
<tr>
<td>Introduction to Adobe Illustrator and vector images</td>
</tr>
<tr>
<td>Design and illustration in detail</td>
</tr>
<tr>
<td>The differences between rendering fashion illustrations, flats, and floats</td>
</tr>
<tr>
<td>Design details, finishing details, and illustrative details</td>
</tr>
<tr>
<td>Creating pattern, brush, and design element libraries</td>
</tr>
<tr>
<td>Spec sheets and tech packs</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

### 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

Fashion Design & Production PCG
Course Change Request

Date Submitted: 11/08/21 12:26 pm

**Viewing:** FSHN 1301 : Fashion Cycle 5

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 9:23 am

Changes proposed by: akorens

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>41: Fashion Design &amp; Production Certificate</td>
</tr>
<tr>
<td>42: Fashion Design &amp; Production Diploma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
</tr>
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<tbody>
<tr>
<td>Fashion Cycle 5</td>
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<table>
<thead>
<tr>
<th>Effective Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2022</td>
</tr>
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<table>
<thead>
<tr>
<th>School/Centre:</th>
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</thead>
<tbody>
<tr>
<td>Continuing Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this a non-credit course?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion Design (6022)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact(s)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Approval Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 11/08/21 12:22 pm Andrea Korens (akorens): Rollback to Initiator</td>
</tr>
<tr>
<td>2. 11/08/21 12:33 pm Andrea Korens (akorens): Approved for 6022 Leader</td>
</tr>
<tr>
<td>3. 11/08/21 2:31 pm Claire Sauve (csauve): Approved for Senior PC</td>
</tr>
<tr>
<td>4. 11/09/21 8:53 am Adrian Lipsett (alipsett): Approved for CCS Dean</td>
</tr>
<tr>
<td>5. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Submitted: 11/08/21 12:26 pm</td>
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<td>Viewing: FSHN 1301 : Fashion Cycle 5</td>
</tr>
<tr>
<td>Last approved: 12/19/20 3:58 am</td>
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<tr>
<td>Last edit: 11/30/21 9:23 am</td>
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<tr>
<td>Changes proposed by: akorens</td>
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</table>

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>41: Fashion Design &amp; Production Certificate</td>
</tr>
<tr>
<td>42: Fashion Design &amp; Production Diploma</td>
</tr>
</tbody>
</table>
Banner Course Name: Fashion Cycle 5
Subject Code: FSHN - Fashion Design & Production
Course Number: 1301
Year of Study: 1st Year Post-secondary
Credits: 3
Bridge College Code: CO
Bridge Billing Hours: 3
Bridge Course Level: 30

Course Description:
Fashion Cycle 5 engages students in the full cycle of fashion production while implementing and building on skills learned in Fashion Cycles 1-4 and other courses. This course immerses students in a fast-paced production process, from design conception to sales, and students will collaborate to produce a small collection of office attire for a niche body type and create branding for their garment label.

Course Pre-Requisites (if applicable):

FShN 1203.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Korens</td>
<td><a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a></td>
<td>604-443-8661</td>
</tr>
<tr>
<td>Sarah Murray</td>
<td><a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a></td>
<td>604-443-8668</td>
</tr>
</tbody>
</table>
Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Apply design and illustration skills</td>
</tr>
<tr>
<td>#2</td>
<td>Explore methods for sourcing fabric in a local environment</td>
</tr>
<tr>
<td>#3</td>
<td>Apply pattern drafting and yielding skills</td>
</tr>
<tr>
<td>#4</td>
<td>Create a sequence of construction and construct a product</td>
</tr>
<tr>
<td>#5</td>
<td>Perform machine sewing techniques and operate industrial machines and pressing equipment</td>
</tr>
<tr>
<td>#6</td>
<td>Strategize costing</td>
</tr>
<tr>
<td>#7</td>
<td>Prepare product for sale</td>
</tr>
<tr>
<td>#8</td>
<td>Identify and describe the stages in a fashion cycle</td>
</tr>
<tr>
<td>#9</td>
<td>Reflect on learning</td>
</tr>
<tr>
<td>#10</td>
<td>Manage time effectively in a production environment</td>
</tr>
<tr>
<td>#11</td>
<td>Work effectively as part of a production team</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Individual assignments: design and production</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Final product: design and production and marketing</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Self evaluation</td>
</tr>
<tr>
<td>Type</td>
<td>Percentage</td>
<td>Brief description of assessment activity</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Course Topics:**

Trend and market research

Branding and brand identity

Design to a brief

Flat illustrations, spec sheets, tech packs

Designing for different body types

Pattern drafting techniques & preparing a pattern for production

Sewing and construction techniques

Costing

Sourcing and selecting fabric

Components of product (branding, care label, trims, etc)

Creating a sequence of construction

Creating an assembly line

Planning a production cycle

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Learning Environment Type</th>
<th>Total Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>30</td>
<td>69 67.5</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>39</td>
<td>37.5</td>
</tr>
</tbody>
</table>

**Course Topics:**

Trend and market research

Branding and brand identity

Design to a brief

Flat illustrations, spec sheets, tech packs

Designing for different body types

Pattern drafting techniques & preparing a pattern for production

Sewing and construction techniques

Costing

Sourcing and selecting fabric

Components of product (branding, care label, trims, etc)

Creating a sequence of construction

Creating an assembly line

Planning a production cycle
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

Fashion Design & Production Diploma PCG

Provide a rationale for this proposal:

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

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Andrea Korens (akorens) (11/08/21 12:22 pm): Rollback: Add prerequisite info
Course Change Request

Date Submitted: 10/12/21 12:10 pm

Viewing: FSHN 1313: Fabric and Textile Studies

Last approved: 12/19/20 3:58 am

Last edit: 10/12/21 12:10 pm

Changes proposed by: akorens

Programs referencing this course
- 41: Fashion Design & Production Certificate
- 42: Fashion Design & Production Diploma

Course Name: Fabric and Textile Studies

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:31 pm
   Andrea Korens (akorens): Approved for 6022 Leader
2. 11/08/21 2:32 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:52 am
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:09 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Fabric and Textile Studies

Subject Code: FSHN - Fashion Design & Production

Course Number: 1313

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:
This course offers insight into the components, properties, and production of a variety of apparel fabrics, and will prompt students to demonstrate their understanding of these concepts in real-world fashion industry applications, including fabric selection in design, fabric testing, and sourcing. The course will also examine innovations and ethical issues in the textile industry.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Course Learning Outcomes (CLO):

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

- **CLO #1**: Describe textile production from fibre to finished fabric
- **CLO #2**: Discuss the properties of various fibres and fabrics
- **CLO #3**: Apply fabrics appropriately in the design process
- **CLO #4**: Think critically about ethical and environmental issues in the fashion industry

Instructional Strategies:
- Lecture, demonstration, research projects, conducting experiments, problem solving, and field trips.

**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>Project</td>
<td>30</td>
<td>Swatch project</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Lab Work</td>
<td>25</td>
<td>In-class labs</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>42 42.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>30</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>12 12.5</td>
</tr>
</tbody>
</table>
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fabric care</td>
</tr>
<tr>
<td>Textile regulations</td>
</tr>
<tr>
<td>Ethics &amp; the environment in the textile industry</td>
</tr>
<tr>
<td>New technology in textiles</td>
</tr>
<tr>
<td>Sourcing fabrics</td>
</tr>
<tr>
<td>Matching the fabric to the design, and vice versa</td>
</tr>
<tr>
<td>Fabric production</td>
</tr>
<tr>
<td>Fibre properties</td>
</tr>
<tr>
<td>Fabric testing</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

Fashion Design & Production PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 11/08/21 12:29 pm

Viewing: **FSHN 1315 : Tech Fashion Illustration 2**

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 9:25 am

Changes proposed by: akorens

Programs referencing this course:

41: Fashion Design & Production Certificate

42: Fashion Design & Production Diploma

Course Name:
Tech Fashion Illustration 2

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 11/08/21 1:44 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 11/08/21 3:47 pm Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:52 am Adrian Lipsett (alipset): Approved for CCS Dean
4. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name:

Tech Fashion Illustration 2

Subject Code: FSHN - Fashion Design & Production

Course Number 1315

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code CO

Bridge Billing Hours 3

Bridge Course Level 30

Course Description:

This course builds on skills learned in Technical Fashion Illustration Drawing 1 and introduces artistic applications of Illustrator and Photoshop. Students will develop an extensive library of brushes, patterns, and design details for future use and will experiment with layout, typography, and other graphic design elements to convey individual aesthetic

Course Pre-Requisites (if applicable):

FSHN 1105, FSHN 1207, FSHN 1215.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Course Learning Outcomes (CLO):

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

| CLO #1 | Produce detailed technical illustrations using Illustrator |
| CLO #2 | Create an extensive library of details, textures, and design elements |
| CLO #3 | Create print design and surface texture using Illustrator and Photoshop |
| CLO #4 | Create detailed spec sheets and tech packs |
| CLO #5 | Apply basic graphic design principles in various contexts |
| CLO #6 | Apply a general working knowledge of Photoshop |

Instructional Strategies:
Lecture, demonstration, problem solving, model making, practice of illustration skills.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
C  
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>Project</td>
<td>25</td>
<td>Photoshop project</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Illustrator project</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Spec assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Tech pack assignment</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 65  
Lecture, Seminar, Online 40
Course Topics

Course Topics:

- Development of a thorough design library as a resource for future projects
- Print development and surface design/texture
- Experimentation with typography, layout, and other graphic design elements
- Creating technical illustrations for more complex garments and details
- Introduction to Adobe Photoshop
- Using Photoshop as an artful tool and as a component of personal aesthetic

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

Fashion Design & Production PCG

Provide a rationale for this proposal:

Are there any

Additional Information
Course Change Request

Date Submitted: 11/08/21 1:38 pm

Viewing: **FSHN 2101 : Fashion Cycle: Project Preview**

**Preview**

Last approved: 12/19/20 3:58 am
Last edit: 11/30/21 9:26 am
Changes proposed by: akorens

Programs referencing this course

42: Fashion Design & Production Diploma

Course Name:
Fashion Cycle: Project Preview

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/08/21 12:52 pm Andrea Korens (akorens): Rollback to Initiator
2. 11/08/21 1:41 pm Andrea Korens (akorens): Approved for 6022 Leader
3. 11/08/21 3:47 pm Claire Sauve (csauve): Approved for Senior PC
4. 11/09/21 8:51 am Adrian Lipsett (alipsett): Approved for CCS Dean
5. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
Banner Course Name: Fashion Cycle: Project Preview

Subject Code: FSHN - Fashion Design & Production

Course Number: 2101

Year of Study: 2nd Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:
This course provides students with guidance and consultation as they conceptualize their final projects, which may include a runway collection or a product line: the focus will be on planning the time, material, and human resources required. This course will help students anticipate and mitigate setbacks by teaching them to cultivate alternate plans while still maintaining integrity of vision. Students will present their final plan to a panel of instructors for feedback.

Course Pre-Requisites (if applicable):

FSHN 1301, FSHN 1305, FSHN 1313, FSHN 1315, FSHN 1319.

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>Conceptualize a creative project</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Create a timeline and resource plan for a creative project</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Mitigate setbacks with preconceived back-up plans</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Organize and present a completed plan for a creative project</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Research and source creative skills and techniques</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, research projects, problem solving, simulations, brainstorming, conducting experiments, and model making.

### 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>Project</td>
<td>35</td>
<td>Conceptualization project</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Timeline &amp; resource plan draft</td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>Timeline &amp; resource plan final</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Self-evaluation</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Reflection on product and process</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

Total Hours  **44 45**

Lecture, Seminar, Online  20
Course Topics:

- Conceptualization of final project
- Resource research and management
- Creating a timeline and work schedule
- Making adjustments to plan while maintaining integrity of vision
- Anticipating and planning for potential setbacks
- Organization and presentation of plan

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

**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

- Fashion Design & Production PCG

Additional Information
Course Change Request

Date Submitted: 11/08/21 1:41 pm

Viewing: **FSHN 2103 : Fashion Cycle: Project Final**

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 9:26 am

Changes proposed by: akorens

Programs referencing this course

42: Fashion Design & Production Diploma

<table>
<thead>
<tr>
<th>Program</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>42: Fashion Design &amp; Production Diploma</td>
<td></td>
</tr>
</tbody>
</table>

In Workflow

1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 11/08/21 1:42 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 11/08/21 3:47 pm Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:51 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Fashion Cycle: Project Final

Subject Code: FSHN - Fashion Design & Production

Course Number: 2103

Year of Study: 2nd Year Post-secondary

Credits: 9

Bridge College Code: CO

Bridge Billing Hours: 9

Bridge Course Level: 30

Course Description:
In this course, students will execute their final projects, which may include a runway collection or a product line. With guidance and consultation, students will engage in the full cycle of fashion production within the context of their own creative and entrepreneurial visions. Students will present their final projects at a showcase event.

Course Pre-Requisites (if applicable):

FSHN 2101.

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>Name</th>
<th>Email</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Korens</td>
<td><a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a></td>
<td>604-443-8661</td>
</tr>
<tr>
<td>Sarah Murray</td>
<td><a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a></td>
<td>604-443-8668</td>
</tr>
</tbody>
</table>

118
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Design, draft, sew, and otherwise create a collection of garments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Follow and adjust a timeline and work schedule</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Manage resources in a fashion production setting</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Make adjustments to a plan while maintaining integrity of vision</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Solve production problems creatively</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Make decisions in a production setting</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Present a creative project professionally and appropriately for target audience</td>
</tr>
</tbody>
</table>

Instructional Strategies: Lecture, research projects, problem solving, conducting experiments, model making, decision making, and practice.

**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>Lab Work</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td></td>
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<tr>
<td>Other</td>
<td>10</td>
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</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 220
Lecture, Seminar, Online 20
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execution of final project</td>
</tr>
<tr>
<td>Creative problem solving strategies</td>
</tr>
<tr>
<td>Resource and personal management</td>
</tr>
<tr>
<td>Following a timeline and work schedule</td>
</tr>
<tr>
<td>Making adjustments to plan while maintaining integrity of vision</td>
</tr>
<tr>
<td>Anticipating and planning for potential setbacks</td>
</tr>
<tr>
<td>Organization and presentation of final product</td>
</tr>
<tr>
<td>Making decisions</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.): 

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

Fashion Design & Production Diploma

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 10/12/21 12:56 pm

Viewing: FSHN 2105: Business Planning

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 9:27 am

Changes proposed by: akorens

Programs referencing this course

42: Fashion Design & Production Diploma

Course Name:
Business Planning

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Approval Path

1. 11/09/21 8:41 am Andrea Korens (akorens): Approved for 6022 Leader
2. 11/09/21 8:44 am Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:51 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Business Planning
Subject Code: FSHN - Fashion Design & Production
Course Number: 2105
Year of Study: 2nd Year Post-secondary
Credits: 1.5
Bridge College Code: CO
Bridge Billing Hours: 1.5
Bridge Course Level: 30

Course Description:
A well-researched business plan is the road map to success in entrepreneurship. This course teaches students to document detailed plans and apply strategic planning to building a fashion enterprise.

Course Pre-Requisites (if applicable):

**FSHN 1305.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Write a business plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Consider sustainability in business planning</td>
</tr>
</tbody>
</table>
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>#3</td>
<td>Consider strengths, weaknesses, opportunities and threats in business planning</td>
</tr>
<tr>
<td>#4</td>
<td>Identify and describe local and global industries as they apply to the business plan</td>
</tr>
<tr>
<td>#5</td>
<td>Develop trend awareness and apply future thinking</td>
</tr>
<tr>
<td>#6</td>
<td>Conduct independent research</td>
</tr>
<tr>
<td>#7</td>
<td>Strategize costing and budgeting</td>
</tr>
<tr>
<td>#8</td>
<td>Practice accurate and professional documentation</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, research projects, brainstorming, discussion, problem solving, simulation, model making, and case studies.

Evaluation and Grading
Grading System: Letter Grade (A-F)  
Passing grade: C (60%)

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>Concept, SWOT, and competition assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Sustainability and production assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Marketing and budgeting assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Business trends assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Implementation plan</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type
Total Hours: 33 32.5
Lecture, Seminar, Online: 20
Course Topics

**Course Topics:**

- Business conceptualization
- Introduction to business planning, and the parts of a business plan
- Marketing and branding
- Assessing strengths, weaknesses, opportunities, and threats
- Analysis of competition, production, trends, and industry
- Budgeting and investors
- Sustainability (people, planet, profit)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

**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

Fashion Design & Production PCG

---

**Additional Information**
### Course Change Request

**Course Name:** Computer Aided Drafting  
**Effective Date:** September 2022  
**School/Centre:** Continuing Studies  
**Is this a non-credit course?** No  
**Department:** Fashion Design (6022)

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>42: Fashion Design &amp; Production Diploma</td>
</tr>
</tbody>
</table>

---

#### In Workflow

1. 6022 Leader  
2. Senior PC  
3. CCS Dean  
4. Curriculum Committee Chair  
5. EDCO Chair  
6. CS Associate Registrar  
7. Banner

---

#### Approval Path

1. 11/08/21 4:32 pm Andrea Korens (akorens): Approved for 6022 Leader  
2. 11/08/21 4:36 pm Claire Sauve (csauve): Approved for Senior PC  
3. 11/09/21 8:50 am Adrian Lipsett (alipsett): Approved for CCS Dean  
4. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

---

#### History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Computer Aided Drafting

Subject Code: FSHN - Fashion Design & Production

Course Number: 2109

Year of Study: 2nd Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:

Computer Aided Drafting (CAD) software brings efficiency and ease of transport to the pattern drafting process. This course teaches students to draft, manipulate, and digitize patterns using Gerber software and hardware.

Course Pre-Requisites (if applicable):

**FSHN 1209, FSHN 1211.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
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>Navigate Gerber pattern making software platform</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Digitize manual patterns</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Draft and manipulate simple patterns using Gerber software</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Apply critical thinking to solve CAD design problems</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, model making, problem solving, simulations, and practice of various drafting techniques.

Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: C (60%)

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>35</td>
<td>In class assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Major assignments</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Total Hours 45.5  
Lecture, Seminar, Online 20  
Lab, Clinical, Shop, Kitchen, Studio, Simulation 25.5
Course Topics:

- Intro to Gerber software and hardware
- Digitizing patterns
- Introduction to Pattern Drafting System (PDS)
- Drafting and manipulating patterns in PDS
- Introduction to plotting

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

**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

Fashion Design & Production PCG

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

Date Submitted: 10/12/21 1:00 pm

Viewing: FSHN 2115 : Website Design and E-Commerce

Course Name: Website Design and E-Commerce

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

Programs referencing this course

42: Fashion Design & Production Diploma

In Workflow

1. 6022 Leader
   Andrea Korens (akorens): Approved for 6022 Leader
2. Senior PC
   Claire Sauve (csauve): Approved for Senior PC
3. CCS Dean
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. Curriculum Committee Chair
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Approval Path

1. 11/09/21 8:32 am
   Andrea Korens (akorens): Approved for 6022 Leader
2. 11/09/21 8:45 am
   Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:50 am
   Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:09 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Website Design and E-commerce

Subject Code: FSHN - Fashion Design & Production

Course Number: 2115

Year of Study: 2nd Year Post-secondary

Credits: 1.5

Bridge College Code: CO

Bridge Billing Hours: 1.5

Bridge Course Level: 30

Course Description:
Strong online presence is essential in today's fashion industry. This course will introduce students to a variety of web design platforms and customization strategies. Students will design and create written and visual content consistent with brand identity, and with customer experience in mind.

Course Pre-Requisites (if applicable):

Fshan 1207, Fshan 1215, Fshan 1305.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Maintain an online portfolio, website, blog, and store</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Create professional written and visual content for a website and blog</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Convey mood and detail visually in an online environment</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create and optimize web graphics using computer software</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, problem solving, model making, and practice.

---

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
Passing grade: C (60%)

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>35</td>
<td>In-class assignments</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Website project</td>
</tr>
<tr>
<td>Exam</td>
<td>25</td>
<td>Final Exam</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

---

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>33 32.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>20</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>13 12.5</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Content Management Systems (CMS)</td>
</tr>
<tr>
<td>Options for web hosting, servers, domains, etc</td>
</tr>
<tr>
<td>Designing for customer experience</td>
</tr>
<tr>
<td>E-commerce platforms and user interfaces</td>
</tr>
<tr>
<td>Product photo session</td>
</tr>
<tr>
<td>Shipping, customs, and packaging</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

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

Fashion Design & Production PCG

---

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 10/12/21 1:02 pm

Viewing: **FSHN 2205 : Overseas Production**

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 10:54 am

Changes proposed by: akorens

Programs referencing this course:

42: Fashion Design & Production Diploma

Course Name:

Overseas Production

Effective Date: September 2022

School/Centre:

Continuing Studies

Is this a non-credit course? No

Department:

Fashion Design (6022)

Contact(s)

Approval Path

1. 11/09/21 8:30 am
   Andrea Korens (akorens): Approved for 6022 Leader

2. 11/09/21 8:45 am
   Claire Sauve (csauve): Approved for Senior PC

3. 11/09/21 8:50 am
   Adrian Lipsett (alipsett): Approved for CCS Dean

4. 11/18/21 1:09 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Overseas Producon

Subject Code: FSHN - Fashion Design & Producon

Course Number 2205

Year of Study 2nd Year Post-secondary

Credits: 1.5

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

Course Description:
The fashion industry is a global industry, and the fashion designer will often need to communicate with production partners all over the world. In this course, the student will be introduced to offshore production, and the communication techniques required for working in real-world global business environments.

Course Pre-Requisites (if applicable):

FSHN 1215, FSHN 1301.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.
Course Learning Outcomes (CLO):

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

- **CLO #1**: Create detailed specification (spec) sheets and technical packages (tech packs) for offshore production
- **CLO #2**: Apply resourcefulness in material and labor sourcing
- **CLO #3**: Plan an off-shore production cycle
- **CLO #4**: Discuss relevant laws, regulations, and restrictions in importing and exporting
- **CLO #5**: Discuss ethical issues inherent in offshore production
- **CLO #6**: Consider language and cultural barriers in communication

Instructional Strategies:
- Lecture, research projects, problem solving, simulation, model making, and case studies.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System: Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (60%)</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>In-class assignments</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Resource project</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>20</td>
</tr>
</tbody>
</table>
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to offshore production</td>
</tr>
<tr>
<td>Sourcing</td>
</tr>
<tr>
<td>Lead times for quotes, sampling, and production</td>
</tr>
<tr>
<td>Logistics</td>
</tr>
<tr>
<td>Laws, regulations and restrictions in importing and exporting</td>
</tr>
<tr>
<td>Offshore sales</td>
</tr>
<tr>
<td>Specs &amp; tech packs for offshore production</td>
</tr>
<tr>
<td>Language vs. visual communications</td>
</tr>
<tr>
<td>Cultural awareness and sensitivity</td>
</tr>
<tr>
<td>Ethical issues in offshore production</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

**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

Fashion Design & Production PCG
Course Change Request

Date Submitted: 10/12/21 1:04 pm

Viewing: **FSHN 2209 : Pattern Grading**

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 10:55 am

Changes proposed by: akorens

Programs referencing this course:

42: Fashion Design & Production Diploma

Course Name: Pattern Grading

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 11/08/21 4:33 pm Andrea Korens (akorens): Approved for 6022 Leader
2. 11/08/21 4:36 pm Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:49 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Pattern Grading

Subject Code: FSHN - Fashion Design & Production

Course Number 2209

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:
Pattern grading is the practice of developing a pattern size range from a base pattern size. This course teaches students to grade patterns by hand, with a grading machine, and using computer aided drafting (CAD) software and equipment, by applying concepts in sizing and proportion. Students will learn about pattern grading as part of the production process and will learn how to make factory-ready markers.

Course Pre-Requisites (if applicable):

**FSHN 2109.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Korens</td>
<td><a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a></td>
<td>604-443-8661</td>
</tr>
<tr>
<td>Sarah Murray</td>
<td><a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a></td>
<td>604-443-8668</td>
</tr>
</tbody>
</table>
Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Grade simple garments using a variety of techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Analyze and discuss a measurement chart in relation to pattern grading</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Communicate with a pattern grader in the fashion industry</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create markers for efficient use of material</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, demonstration, practice of various grading techniques, model making, problem solving and simulations.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: C (60%)

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>35</td>
<td>Group assignments- Includes self and peer assessment, manual &amp; machine grading</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Individual assignments- CAD grading &amp; marker making</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td>Midterm: grading concepts &amp; applications</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td>Final Exam: computer grading &amp; marker making</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>5</td>
<td>Quiz</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Total Hours: 45.5
Lecture, Seminar, Online
20
Lab, Clinical, Shop, Kitchen,
Studio, Simulation
25.5 25
Practicum, Self-Paced, Individual
Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math, concepts, and constructs required to understand pattern grading</td>
</tr>
<tr>
<td>Measurement charts and sizing, including grade distribution and grade breaks, and considerations for different body types</td>
</tr>
<tr>
<td>Grading a variety of blocks and patterns</td>
</tr>
<tr>
<td>Creating markers</td>
</tr>
<tr>
<td>Grading manually, using a grading machine, and using Gerber computer aided drafting software</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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
Fashion Design & Production PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 10/12/21 1:05 pm

Viewing: FSHN 2215 : Fashion Portfolio

Last approved: 12/19/20 3:58 am

Last edit: 11/30/21 10:55 am

Changes proposed by: akorens

Programs referencing this course

42: Fashion Design & Production Diploma

Course Name:
Fashion Portfolio

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow
1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 11/09/21 8:35 am Andrea Korens (akorens): Approved for 6022 Leader
2. 11/09/21 8:45 am Claire Sauve (csauve): Approved for Senior PC
3. 11/09/21 8:48 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 11/18/21 1:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 19, 2020 by Karima Samnani (ksamnani)
Banner Course Name: Fashion Portfolio

Subject Code: FSHN - Fashion Design & Production

Course Number: 2215

Year of Study: 2nd Year Post-secondary

Credits: 2

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

Course Description:
The fashion portfolio is an essential tool to showcase a designer’s skills and aesthetic. In this course, students will conceptualize, realize and produce an industry-standard digital portfolio of their work throughout the program.

Course Pre-Requisites (if applicable):

FSHN 2101.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

CLO #1 Communicate designs, ideas, and mood as part of a cohesive collection

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Korens</td>
<td><a href="mailto:akorens@vcc.ca">akorens@vcc.ca</a></td>
<td>604-443-8661</td>
</tr>
<tr>
<td>Sarah Murray</td>
<td><a href="mailto:smurray@vcc.ca">smurray@vcc.ca</a></td>
<td>604-443-8668</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Critically edit, select, and curate creative work</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #3</td>
<td>Use design software to create a digital portfolio</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Research and source creative skills and techniques</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Consider various portfolio formats and delivery</td>
</tr>
</tbody>
</table>

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System: Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (60%)</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>35</td>
<td>Final Portfolio</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Portfolio research &amp; development</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Portfolio curation &amp; personal voice</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Portfolio execution &amp; resource management</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>45.5 45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>20</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>25.5 25</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio curation</td>
</tr>
<tr>
<td>Branding</td>
</tr>
<tr>
<td>Cross-platform compatibility</td>
</tr>
<tr>
<td>Communicating your aesthetic and message through different mediums</td>
</tr>
<tr>
<td>Developing your voice</td>
</tr>
<tr>
<td>Skills resourcing and development</td>
</tr>
<tr>
<td>Portfolio elements, format &amp; supplementary materials</td>
</tr>
<tr>
<td>Using Photoshop, Illustrator, and InDesign for portfolio design</td>
</tr>
<tr>
<td>Learning Resources (textbooks, lab/shop manuals, equipment, etc.):</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

- Fashion Design & Production PCG

Additional Information

Provide any additional information if necessary.
DECISION NOTE

PREPARED FOR:  Education Council

DATE:  December 7, 2021

ISSUE:  New program: Health Care Assistant Diploma (International Cohort)

BACKGROUND:
The Continuing Care department is proposing a new diploma for international students to become Health Care Assistants. No program in BC is able to accept international students; the department has worked closely with the BC Care Aide Registry to ensure that graduates of this program will meet all of the requirements to work in BC, and the Registry is accepting this program as equivalent to the Health Care Assistant Certificate program.

The core of the diploma program are the courses that make up the HCA Certificate. The four existing communications courses were modified for the diploma to support international students, and the program includes five additional health care courses, such as HRCA 1162 Information Technology for Health Sciences and HRCA 1163 Impacts of Colonization on the Health and Wellbeing of Indigenous Peoples.

There has been a significant decrease in domestic enrolment in the HCA program in the last five years, while demand for HCAs is growing. This was exacerbated by the COVID-19 pandemic. WorkBC projects that 18,650 HCA jobs will be created in the next ten years and the BC Care Providers Association reports that 40% of HCAs in private community care are over the age of 50 and are expected to retire in the next decade. VCC’s International Education Office consistently receives inquiries from international students for programs in Health Sciences.

DISCUSSION:
The proposal was presented by Lisa Beveridge, Department Head of Continuing Care. Committee members commended the excellent curriculum development work done by the department and were excited about the additions to the program.

A few revisions were suggested to clarify admission requirements, simplify the recommended characteristics of students, and wording of outcomes. All changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new Health Care Assistant Diploma (International Cohort) program and 12 new courses.

PREPARED BY:  Todd Rowlatt, Chair, Curriculum Committee

DATE:  November 18, 2021
Program Change Request

Date Submitted: 11/05/21 10:54 am

Viewing: Health Care Assistant Diploma (International Cohort)

Last edit: 11/18/21 1:26 pm

Changes proposed by: lbeveridge

Program Name: Health Care Assistant Diploma (International Cohort)

Credential Level: Diploma

Effective Date: January 2023

Effective Catalog Edition:

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path

1. 05/10/21 8:01 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/10/21 11:51 am Jo-Ellen Zakoor (jzakoor): Rollback to 5116 Leader for SHS Dean
3. 05/10/21 11:51 am Lisa Beveridge (lbeveridge): Rollback to Initiator
4. 11/04/21 10:14 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
5. 11/05/21 10:40 am Jo-Ellen Zakoor (jzakoor): Rollback to 5116 Leader for SHS Dean
6. 11/05/21 10:41 am Lisa Beveridge
Program Content Guide

Purpose

This program is designed for international students seeking work in the Canadian Health Care sector. The Health Care Assistant Diploma will provide students with a solid foundation in the Canadian health care system and prepare them for work as a Health Care Assistant in a variety of health care settings. The health care sector is one of the largest employers in B.C. The Health Care Assistant Diploma will provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as front-line caregivers and respected members of the health care team. Under the direction and supervision of a health professional, students will learn to provide person-centred care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients. Upon completion of the program, graduates will be prepared to work in a variety of health care settings, including complex care, home support, assisted living, and other home and community care settings.
Admission Requirements

High School Graduation
18 years of age or older
Completion of the VCC English Language Declaration form
English Language Proficiency is demonstrated by one of the following:
English 10 minimum C grade, or equivalent
IELTS: Overall score of 6 with a minimum of 6 in Speaking and Listening and no score lower than 5.5 in Reading and Writing
TOEFL IBT - Overall score of 76 with no score lower than 20 in Speaking and Listening and no score lower than 18 in Reading and Writing
A police check from the applicant's country of origin.

To be Completed During Term 1:
Standard First Aid (Red Cross or St. John Ambulance) including current CPR level C or BLS.
CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.

BC FOODSAFE Certificate Level 1

Criminal Record Check
In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Public Safety and Solicitor General.

TB Screening
Within the first term, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.

An Immunization Record must be completed
Immunizations in the following are strongly recommended and in some case may be required for practicum placements:
Diphtheria/Tetanus/Pertussis
Polio
Measles, Mumps & Rubella
Varicella (Chicken pox)
Hepatitis B
Influenza (annually)
COVID-19

N95 Respiratory Mask
An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.
The individual mask fitting should be done just prior to beginning the program. Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.
The original certificate must be presented to the department on the first day of class.
Please see Respiratory Mask Fit Testing Information
Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

The program is two years in length and divided into four terms. The maximum time for completion is 5 years.

Program Learning Outcomes

Upon completion of the Health Care Assistant Program, graduates will be able to:

Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.

Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.

Provide care and assistance for clients experiencing complex health challenges.

Provide care and assistance for clients experiencing cognitive and/or mental health challenges.

Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.

Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.

Provide personal care and assistance in a safe, competent and organized manner.

Recognize and respond to own self-development, learning and health enhancement needs.

Perform the care-provider role in a reflective, responsible, accountable and professional manner.

Instructional Strategies, Design, and Delivery Mode

The program is divided into four terms. The theory component is delivered through class discussion groups, student presentations, lectures, online activities, demonstrations and guest speakers. Students apply the theory in the laboratory, clinical and practicum settings. Instruction in professional communication skills is provided throughout the program to support success in students' studies and the workplace.
Evaluation of Student Learning

Theory courses are evaluated by written exams, assignments, projects/presentations, online activities and the completion of journals. Laboratory and clinical performance is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the College Grading System. Students must achieve at least a C+ (minimum 64%) in every course in order to proceed to the next level, or to graduate from the program.

Attendance of all classes, laboratory and practice education experiences is required in order to truly understand and master the theoretical and practical components behind the Health Care Assistant role.

If a student withdraws from the Health Care Assistant program for any reason, the student may apply to take the needed courses to complete the program in future cohorts providing:

- There is space available.
- Departmental Leader approval is granted.
- The potential completion date of the program will not be exceeded.

Program Completion Deadline:
The program must be completed within 5 years from the date that a student initially started the program. Program completion deadlines are necessary to ensure the currency of student skills and in alignment with the BC Care Aide and Community Health Workers Registry recognition requirements.

Amount of Time Absence for the Program
In alignment with the BC Care Aide and Community Health Workers Registry recognition requirements, the amount of time a student is absent from the program will determine prerequisites when re-entered into the program.

Absent more than 3 months:
If the elapsed time between withdrawal and re-entry is greater than 3 months, the student will be required to register and successfully complete the appropriate preceding Personal Care and Assistance course prior to entering a clinical course, regardless if the Personal Care and Assistance course has been successfully completed previously.

Absent more than 12 months:
If the elapsed time is greater than 12 months, the student will be required to register and successfully complete both Personal Care and Assistance courses, before entering a clinical course.

Recommended Characteristics of Students

A genuine concern for the well-being of others.
Patience and perseverance.
Flexibility, trustworthiness, and dependability.
High standard of personal hygiene and grooming.
Physical stamina.
No sensitivity or allergy to latex.
Ability to work in environments where standards of conduct may be different from one’s own.
### Plan of Study Grid

#### Term One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCA 1197</td>
<td>Foundations</td>
<td>1</td>
</tr>
<tr>
<td>HRCA 1161</td>
<td>Communications for Health Care Assistants 1</td>
<td>3</td>
</tr>
<tr>
<td>HRCA 1162</td>
<td>Information Technologies for Health Sciences</td>
<td>2</td>
</tr>
<tr>
<td>HRCA 1191</td>
<td>Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>HRCA 1190</td>
<td>Lifestyle and Choices</td>
<td>1.5</td>
</tr>
<tr>
<td>HRCA 1140</td>
<td>Common Health Challenges 1</td>
<td>1.5</td>
</tr>
<tr>
<td>HRCA 1192</td>
<td>Introduction to Practice</td>
<td>1.5</td>
</tr>
<tr>
<td>HRCA 1163</td>
<td>Impacts of Colonization on the Health and Wellbeing of Indigenous People</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Credits: 15**

#### Term Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HRCA 1261</td>
<td>Communications for Health Care Assistants 2</td>
<td>3</td>
</tr>
<tr>
<td>HRCA 1181</td>
<td>Personal Care &amp; Assistance 1</td>
<td>4</td>
</tr>
<tr>
<td>HRCA 1183</td>
<td>Health &amp; Healing</td>
<td>3.5</td>
</tr>
<tr>
<td>HRCA 1240</td>
<td>Common Health Challenges 2</td>
<td>4.5</td>
</tr>
<tr>
<td>HRCA 1135</td>
<td>Clinical 1</td>
<td>2</td>
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</tbody>
</table>

**Credits: 17**

#### Term Three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRCA 2161</td>
<td>Communications for Health Care Assistants 3</td>
<td>3</td>
</tr>
<tr>
<td>HRCA 1291</td>
<td>Cognitive and Mental Challenges</td>
<td>3</td>
</tr>
<tr>
<td>HRCA 2140</td>
<td>Common Health Challenges 3</td>
<td>3.0</td>
</tr>
<tr>
<td>HRCA 1293</td>
<td>Personal Care &amp; Assistance 2</td>
<td>4</td>
</tr>
<tr>
<td>HRCA 2135</td>
<td>Clinical 2</td>
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</tbody>
</table>

**Credits: 16**

#### Term Four

<table>
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<th>Course Name</th>
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<tbody>
<tr>
<td>HRCA 2261</td>
<td>Communications for Health Care Assistants 4</td>
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<tr>
<td>HRCA 2291</td>
<td>Advanced Communication Skills for Cognitive and Mental Health Challenges</td>
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<td>HRCA 2240</td>
<td>Common Health Challenges 4</td>
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<td>HRCA 2235</td>
<td>Clinical 3</td>
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<tr>
<td>HRCA 2265</td>
<td>Community Practicum</td>
<td>3</td>
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**Credits: 16**

**Total Credits: 64**

---

**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 each level.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<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>
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<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>Minimum Pass</td>
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</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>Failing Grade</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
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</tbody>
</table>

Course Standings

<table>
<thead>
<tr>
<th>Letter</th>
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<tr>
<td>R</td>
<td>Audit. No Credits</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit Granted</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

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.

VCC is one of many post-secondary institutions experiencing a decrease in domestic enrollment in HCA programs. The BC Care Aide Registry reported that 514 fewer HCA graduates from BC training programs registered to work in 2017 than in 2014. In September 2019, VCC’s Continuing Care Department cancelled one HCA EAL cohort due to low enrollment. In the fall of 2020, the department cancelled both HCA EAL cohorts due to a second year of low enrollment. This occurred despite multiple attempts by the department, VCC Registrar and Advising Services to recruit students throughout the spring and summer of 2020.

Despite this decreasing enrollment, demand for HCAs continues to increase, exacerbated by the ongoing COVID-19 pandemic. Statistics Canada (2015) noted that the number of Canadians over the age of 65 will rise by 25% by 2036 and that the number of seniors over 80 will double between 2011-2036. Due to this accelerating demographic, WorkBC projects that 18,650 HCA jobs will be created in the next ten years, with 75% of those jobs being in Continuing Care. Despite this demand, the BC Care Providers Association (BCCPA 2018) notes that 60% of long-term care facilities and 50% of home-care agencies report staffing shortages. The BCCPA (2018) predicts that the situation will get worse as 40% of HCAs in private Continuing Care areas are over the age of 50 and expected to retire in the next decade.

VCC is positioned to address these domestic enrollment issues and the industry staffing shortages by developing programs for international students. VCC’s long standing reputation for excellence in HCA programming, ensures that graduates of the HCA Diploma will be well received into the labour market. The BC Student Outcomes 2015-2019 survey reported a 94% employment rate for HCA graduates and 97% employment rate for HCA EAL graduates. In both groups, over 75% of graduates found work within 2 months of program completion.

VCC’s International Education Office (IEO) consistently receives inquiries from international students for programs in Health Sciences. The HCA Diploma program addresses this demand by creating a pathway for International students towards a health care career in Canada and permanent residency. There are no public or private colleges in BC offering HCA training to international students that provide eligibility for a three-year postgraduate work permit. The inability to qualify for a three-year work permit prevents international students from receiving a BC Care Aide Registry number and working in public institutions in BC. The work permit, combined with the two-year diploma, provides a pathway to permanent residency; a common incentive for international students. Graduates of the HCA Diploma program would be eligible for a three-year post-graduate work permit and a BC Care Aide Registry number; improving the certainty of securing employment within this rapidly growing sector.

Are there any expected costs to this proposal.
The program will be an extended version of the HCA programs and requires the development of 5 new health care courses and modification of four current communication courses.

Facilities: The program will require a classroom and nursing labs. These facilities already exist and meet program requirements. More office space may be needed for term instructors hired to support the department increased faculty needs.

Consultations

<table>
<thead>
<tr>
<th>Consulted Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation, Articulation, and/or Accreditation Bodies</td>
<td>BC Care Aide Registry - Sept 19, 2019</td>
</tr>
<tr>
<td></td>
<td>The Dean of Health Sciences, Jo-Ellen Zakoor and the Department Head of Continuing Care, Lisa Beveridge, met with Registry Education Consultants Sarina Corsi and Lara Williams to discuss the potential for a Health Care Assistant Diploma for International Students.</td>
</tr>
<tr>
<td></td>
<td>The Registry confirmed their support for the plan provided that the organization of HCA courses in the new program matched the organization of courses in the already approved HCA certificate. The Registry also confirmed that the HCA courses must adhere to the BC Provincial Curriculum in terms of minimal hour requirements and course content. Additional content added to the program to extend it to the length of a diploma was acceptable, as long as it did not change the already approved format for HCA certificate delivery.</td>
</tr>
<tr>
<td></td>
<td>May 3, 2021 - Curriculum documents were sent to the Registry for approval following consultation with CTLR.</td>
</tr>
<tr>
<td></td>
<td>May 6, 2021 - 2:45pm Lara Williams called Lisa Beveridge to discuss the International HCA Diploma. She approved the format and order of the courses in the new course grid and PCG. She stated that the Registry views the new program as a regular HCA Certificate with additional content to support international students. Therefore the new program does not require a separate program</td>
</tr>
<tr>
<td>Consultated Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>recognition process. Lara denied any concerns regarding the 8 courses that have been added.</td>
<td>The Registry requires that the Admission criteria include a Police Check from the student's country of origin. This is in addition to the CRC the student will complete as part of their Professional Practice 1 course. This is stated on page 80 of the HCA Program Recognition Guide. <a href="https://www.cachwr.bc.ca/Documents/Educators/HCA-Program-Recognition-Guide_2E_2018.aspx">https://www.cachwr.bc.ca/Documents/Educators/HCA-Program-Recognition-Guide_2E_2018.aspx</a></td>
</tr>
<tr>
<td></td>
<td>Sept 27, 2021 An updated course grid was sent to the Registry for review following consultation with the RO, IEO and CTLR regarding the removal of micro-credentials and addition of several new second year course.</td>
</tr>
<tr>
<td></td>
<td>Oct 29, 2021 Lara Williams called Lisa Beveridge to discuss the International HCA Diploma. Lisa provided rationale for the addition of each of the 5 added health care courses, a review of the Admission requirements, and rationale for the need to maintain Communication Support throughout the program was provided despite having increasing the Admission requirements to be the same as the regular program. An updated course grid (Version 6) along with course descriptions of the added health and communication courses was sent to Lara by email.</td>
</tr>
<tr>
<td></td>
<td>Nov 2, 2021 Lara emailed Lisa clarifying that the Registry will require the submission of a Form C: New Program Variation for the new International HCA Diploma. A full program recognition process is not required at this time, as this is a variation of the existing HCA program. The new International HCA Diploma will be included in the 5 year Registry program recognition cycle, which</td>
</tr>
<tr>
<td>Consultated Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>International Education</td>
<td>Jennifer Gossen:</td>
</tr>
</tbody>
</table>

The Department Head consulted with the IEO and Jennifer Gossen extensively throughout 2019, 2020 and 2021 regarding the development of a Diploma program for International students interested in the HCA program. The IEO provided guidance, support and document review regarding:
- Admission Criteria
- Program length, structure and content
- Marketing and Target Demographics
- The decision note and concept paper
- Program Content Guide
- Course Outlines

August 2021
Jennifer participated in a meeting with the RO (Les Apouchine and Dawn Cunningham), CLTR (Julie Gilbert), the Dean of SHS (Jo-Ellen Zakoor) and Lisa Beveridge to review 4 new proposed versions of the International HCA curriculum. The version currently reflected in this PCG was approved by the IEO.

Oct 29, 2021 - An updated course grid (Version 6) along with course descriptions of the added health and communication courses was sent to Jennifer by email.

Nov 2, 2021
Jennifer approved the updated course grid and provided feedback on specific questions related to course content and credits. The answers to those questions are summarized below.
1) Computer literacy varies in International students by student and by country of origin. Many students use phone rather than laptops or computers which can make computer literacy challenging. This will be taken into consideration during the development of HRCA
<table>
<thead>
<tr>
<th>Consulted Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1162.</td>
<td>2) IRCC regulations state that no more than 50% of a program can be delivered online. This will be taken into consideration regarding the distribution of course hours between lecture/seminar and online/self-paced. 3) The programs' total credits should be in the low 60s as diplomas in the 80 or 90 range will be too costly for many students. The Int. HCA Diploma is currently at 64 credits.</td>
</tr>
<tr>
<td>Consulted Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>English as an Additional Language</td>
</tr>
<tr>
<td>Wilma Nederend:</td>
<td>The Department Head (Lisa Beveridge) worked closely with the HCA EAL instructor Wilma Nederend throughout 2020 and 2021 regarding the design of the communications courses for the program, the development of new health care courses, updating documents in CourseLeaf and designing the program delivery schedule. Concerns regarding student progression, course hours and credits, instructions strategies, course learning outcomes, and evaluation strategies were discussed at length. Wilma provided ongoing support regarding the creation and review of curriculum documents. On Nov 2, 2021 Wilma provided a final evaluation of the language level used throughout the new CLOs to ensure that the language aligned with the language level of the learner. Edits were made based on Wilma's feedback.</td>
</tr>
<tr>
<td>Ken McMorris</td>
<td>Curriculum documents were sent to the EAL Department Head Ken McMorris for review and consultation on May 3, 2021. Ken meet with Wilma on May 6, 2021 to review the documents. The following feedback was received from Ken via email: &quot;Communication courses seem well-designed for International students to develop communication skills that will help them meet the program learning outcomes.&quot;</td>
</tr>
<tr>
<td>Consultated Area</td>
<td>Consultation Comments</td>
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<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Finance</td>
<td>Pervin Fahim:</td>
</tr>
<tr>
<td></td>
<td>Fall 2020</td>
</tr>
<tr>
<td></td>
<td>The School of Health Sciences Operations Manager Pervin Fahim and the Department Head of Continuing Care, Lisa Beveridge, consulted with Finance to review various costing models and the proposed range of cost per credit in the fall of 2020. A business case was created and submitted with the concept paper. The program will be funded through international tuition.</td>
</tr>
<tr>
<td></td>
<td>April 2021</td>
</tr>
<tr>
<td></td>
<td>Lisa Beveridge and Wilma Nederend met with Pervin Fahim to review the credit allocation for the new International program. The new credit allocation policy was used to guide credit decisions for the 8 added courses. Careful consideration was given to the breakdown of hours within each course regarding lecture hours, lab hours and self-directed hours. New developments in the department regarding online learning were considered in this allocation process.</td>
</tr>
<tr>
<td></td>
<td>Nov 2 2021</td>
</tr>
<tr>
<td></td>
<td>Lisa Beveridge and Pervin Fahim met to finalize the impact of the updated credit allocation model (based on the version of the curriculum approved by the RO in October 2021) on the costing model.</td>
</tr>
<tr>
<td>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>November 2020 - Course outlines for the three new Professional Practices courses and new Information Technologies course were sent to Julie Gilbert for review in November. Edits were provided and incorporated.</td>
</tr>
<tr>
<td></td>
<td>May 2021</td>
</tr>
<tr>
<td></td>
<td>Course outlines for all 8 new courses and the PCG were submitted to Julie for review. Julie provided feedback via PDF. Edits were incorporated as appropriate.</td>
</tr>
<tr>
<td>Consulted Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>July 2021 - Lisa Beveridge met with Julie Gilbert and Heidi Parisotto to discussed the concerns raised by the Registrar in May 2021. Program Mapping and Course Development had been completed in May 2021 but feedback from various internal stakeholders raised concerns regarding micro-credentialing, total credits, the use of the word diploma and the presence of first year courses in the second year of a diploma.</td>
<td></td>
</tr>
<tr>
<td>August 2021 - Julie Gilbert participated in a meeting with RO, IEO and Dean of SHS to review 4 new proposed versions of the Int. HCA program. The curriculum was redesigned throughout July and August by the DH and four options for delivery were submitted during the meeting in late August. Stakeholders approved one of the versions but requested additional novel content regarding Indigenous Health.</td>
<td></td>
</tr>
<tr>
<td>Sept - Oct 2021 - Julie Gilbert and Heidi Parisotto provided curriculum development support for the creation of 5 new courses, and support for Wilma Nederend in editing the four modified communication courses.</td>
<td></td>
</tr>
<tr>
<td>Oct 29, 2021 - The updated course grid (Version 6) along with course descriptions of the added health and communication courses was sent to Julie and Heidi by email.</td>
<td></td>
</tr>
<tr>
<td>Nov 2, 2021 - Julie, Heidi and Lisa met by phone to finalize the CLOs for HRCA 1163 based on the feedback from the meeting with Reba and Clay.</td>
<td></td>
</tr>
<tr>
<td>Consultated Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>Radhika Kumar</td>
</tr>
</tbody>
</table>

December 2020 - The Department Head, Lisa Beveridge, consulted with the Coordinator for the Health Unit Coordinator Program regarding the creation of a shared Health Informational Technologies course. The course outline was reviewed and agreed upon by both parties.

Nov 2, 2021
Radhika participated in the SHS curriculum committee meeting and provided Lisa with additional recommendations for edits to the PCG and Course Outlines by email. The proposed edits were incorporated into the documents on Courseleaf.

Other

1) Practice Education Coordinator:

May 2021 - The Department Head (Lisa Beveridge) consulted with the PEC Judy Christie (former CC DH) regarding the proposed impact of added clinical sites requirements and for a general review of the program format.

Sept 2021 - Lisa consulted with Judy regarding the presence of Clinical 2 (Special Care) in the program and the potential impact on scheduling clinical placements given the need to cap the clinical group size at 6 students. Judy was confident that 4 groups of 6 for this clinical could be accommodated. Lisa and Judy also discussed what outcomes would be required in a second level Cognitive and Mental Challenges course to meet the needs caused by changing trends in Complex Care and address feedback from the School of Health Sciences Program Advisory Committee over the past 3-4 years regarding VCC HCA graduates.

Oct 29, 2021 - An updated course grid (Version 6) along with course descriptions of the added health and
<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>communication courses was sent to Judy by email.</td>
<td></td>
</tr>
<tr>
<td>Nov 2, 2021 - Judy participated in the SHS Curriculum Committee Review of the proposal and provided verbal recommended edits. These edits were incorporated.</td>
<td></td>
</tr>
</tbody>
</table>

2) School Of Health Sciences - Curriculum Committee:

May/June 2021
Course outlines for all 8 new courses and the PCG were submitted to the SHS in preparation for the SHS Curriculum Meeting. During the meeting, the concerns raised by the RO and other internal stakeholders were raised and discussed at length. The SHS Curriculum Committee decided to not proceed with submitting the documents to the VCC Curriculum Committee. Instead the decision was made to re-evaluate the curriculum and remove the micro-credentials.

Nov 2, 2021
An updated course grid (Version 6) along with the PCG and Course outlines for the 9 added courses were sent to the SHS Curriculum Committee by email on Oct 29 in preparation for the Tuesday Nov 2 curriculum review meeting. Feedback on Course Outlines was provided via email and verbally during the meeting. Corrections and adjustments were made to language in the CLOs, course topics and course descriptions as recommended by the committee.

<table>
<thead>
<tr>
<th>Faculty/Department</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department Head consulted with Continuing Care faculty member Regeline David of the HCA EAL program and HCA EAL instructor Wilma Nederend regarding the initial proposal for an International HCA Diploma Program. Concerns regarding student</td>
<td></td>
</tr>
</tbody>
</table>
Consultation Area | Consultation Comments
---|---
progression, admissions criteria and program format were discussed.

Jan - March 2021
Continuing Care faculty member Akie Casajoras and EAL HCA Instructor Wilma Nederend worked with the Department Head to finalize the Course Outlines for the 8 new courses for the International HCA Diploma. Additional focus was given to the Information Technologies course to ensure that topics were well aligned with learning outcomes.

May 10, 2021
The Department Head consulted with the faculty during the May 10th faculty meeting regarding the proposed program schedule and courses and the feedback. The faculty approved the formatting of the courses.

July 2021 - The DH updated the faculty on the removal of micro-credentials from the curriculum and asked faculty for suggestions regarding novel content based on their evaluation of challenges with the current domestic HCA curriculum and feedback they’re received from students regarding the program. Faculty requested additional Common Health Challenges and Cognitive and Mental Health hours. Courses specific to this content were added to the versions presented to internal stakeholders (RO, IEO, CTLR) during the August 2021 meeting.

Oct 27, 2021 - An updated course grid (Version 6) along with course descriptions of the added health and communication courses was sent to faculty by email.

Nov 2, 2021 - One faculty member responded with feedback regarding an error in the course code numbering system and questions about the program schedule and delivery of the courses. Another faculty
### Consultation Comments

<table>
<thead>
<tr>
<th>Consultation Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
</table>
| Registrar's Office      | May 3, 2021  
Curriculum documents were sent to Les Apouchtine of the Registrar's Office.  
May 6, 2021  
Les provided the feedback via email regarding hour to credit allocation and the organization of courses in the program.  
May 7, 2021  
Lisa Beveridge met with Les Apouchtine and Dawn Cunningham Hall to further discuss the feedback and program structure.  
Feedback from the email and follow up discussion is summarized below.  
1) Hour to Credit Ratio - discussed. Course Outlines will be further reviewed by Les and Dawn and feedback provided prior to May 18th.  
2) Order of Courses - Les expressed concern regarding the organization of first-year courses in the second year of the diploma and suggested rearranging the sequencing and creating new courses for the second year of the program. Unfortunately, the courses in question are the pre-existing HCA courses, which are set by the Provincial HCA Curriculum and the program's regulatory body, the BC Care Aide Registry. The Registry requires the courses to be delivered in a specific order for programs to receive approval and recognition. This restricts the degree to which the pre-existing HCA courses can be sequenced. The added 8 courses were designed to support student learning and the achievement of HCA course outlines in each level. Moving these course to the second level would result in the inappropriate alignment of learning outcomes. |
<table>
<thead>
<tr>
<th>Consulted Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Is the program appropriately labelled as a Diploma program?</td>
<td></td>
</tr>
<tr>
<td>4) What if a domestic student wants to take the program? Would they pay International fees.</td>
<td></td>
</tr>
<tr>
<td>5) Should Micro-credentials be credited. CRP, First Aid etc give students tuition credit? Put in a non-credit course and run through CS. CS puts through academic timetabling. Non-credit but then charge fees. Could take concurrently aka on Fridays.</td>
<td></td>
</tr>
</tbody>
</table>

August 2021
Les and Dawn participated in a meeting with the IEO (Jennifer Gossen), CLTR (Julie Gilbert), the Dean of SHS (Jo-Ellen Zakoor) and Lisa Beveridge to review 4 new proposed versions of the International HCA curriculum. The content of the courses for the version currently reflected in this PCG was approved by the RO.

Oct 8 2021
Lisa Beveridge meet with Dawn Cunningham, Melinda Schram and Wilma Nederend to discuss the credit, hour and course code allocation for the new courses and the potential need to rename current courses. The summary of that meeting is as follows:

1. Use the same course codes for course subjects. Do not change.
2. Would have a new program code (major GENR code)
3. No concerns from pulling content from both HCA and EAL HCA programs
4. Cross listing = opens up opportunity for mixed classes and repeat courses when failing
5. Need new course codes for courses based on BSN courses as we ae changing learning outcomes to make
<table>
<thead>
<tr>
<th>Consulted Area</th>
<th>Consultation Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>it appropriate for the HCA scope and level (not the nursing level).</td>
</tr>
<tr>
<td></td>
<td>Oct 8-29 2021 - Lisa worked with Melinda by email to finalize course codes and pre-requisites for the new International HCA program.</td>
</tr>
<tr>
<td></td>
<td>Nov 2, 2021 A final draft of the course grid with updated course codes and details regarding the allocation of credits, along with curriculum documents, were sent to Melinda and Dawn for a final review and feedback.</td>
</tr>
<tr>
<td></td>
<td>Nov 4, 2021 Feedback was received from both Melinda and Dawn. Final edits and adjustments to effective dates, course codes and pre-requisites were made based on their recommendations. The credit allocation was approved as it currently appears in this version of the PCG.</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>May 3, 2021 Curriculum documents were sent to Advising for consultation.</td>
</tr>
<tr>
<td></td>
<td>May 4, 2021 Lisa Beveridge and Akie Casajoras meet with VCC Advisors Domingo Salviego, Chifumi Ishiguro, Doreen Chui-Chair. The advisors raised questions regarding:</td>
</tr>
<tr>
<td></td>
<td>1) Admission Criteria: the increase from English 10 in the regular program to English 11 in the International program.</td>
</tr>
<tr>
<td></td>
<td>2) Student Progression - the process for students who fail courses during the program and the potential impact on their study visas.</td>
</tr>
<tr>
<td></td>
<td>3) Diploma - the rationale for creating a Diploma for an International cohort and the potential confusion regarding an HCA Diploma and HCA Certificate.</td>
</tr>
<tr>
<td></td>
<td>4) IT Course – the value of a course in Digital Literacy</td>
</tr>
<tr>
<td>Consulted Area</td>
<td>Consultation Comments</td>
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<tr>
<td>----------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>and how this course content might be offered to domestic students</td>
</tr>
<tr>
<td></td>
<td>Rationale and strategies around these concerns were discussed at length.</td>
</tr>
<tr>
<td></td>
<td>Oct 29, 2021 - An updated course grid (Version 6) along with course descriptions of the added health and communication courses was sent by email.</td>
</tr>
<tr>
<td></td>
<td>Nov 4, 2021 VCC Advisors Domingo Salviego responded that the Advising team has no further questions but continues to encourage the idea discussed in May regarding making some of the new health care courses accessible to domestic students (ie: HRCA 1162, 1163, 2240 and 2291). Pre-reqs were reviewed and adjusted to ensure that this option would exist for domestic students. Further discussion will be required to determine if the department delivers it as a stand alone course, allows domestic students to join the International cohort just for these courses, or partners with Continuing Studies to deliver the courses.</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td>May 3, 2021 Curriculum documents were sent to Marketing for consultation. No response was received.</td>
</tr>
<tr>
<td></td>
<td>Oct 29, 2021 - An updated course grid (Version 6) along with course descriptions of the added health and communication courses was sent by email.</td>
</tr>
<tr>
<td></td>
<td>Nov 4, 2021 No response has been received.</td>
</tr>
<tr>
<td>Consulted Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Indigenous Education & Community Engagement (IECE)| May 3, 2021  
Curriculum documents were sent for consultation.  
No response was been received.  

Nov 2, 2021  
Curriculum documents were sent to Reba Noel and Clay Little from the Indigenous Education Office. Julie Gilbert and Heidi Parisotto of CLTR and Lisa Beveridge (DH Cont. Care) then meet with Reba Noel, Clay Little and Jo-Ellen Zakoor (Dean of SHS) discuss the newly added course: "Cultural Safety and Humility in Health Care". Edits to the course title, CLOs and course topics were made after a robust discussion regarding the intent and content of the course. Potential partnerships for the development and delivery of the course with the Indigenous Education and Community Engagement Office, First Nation Health Authority and Native Education College were discussed. |
| Disabilities Services                             | May 3, 2021  
Curriculum documents were sent for consultation.  
No response was received.  

Oct 29, 2021 - An updated course grid (Version 6) along with course descriptions of the added health and communication courses was sent by email.  

Nov 4, 2021  
No response has been received. |
| Library                                           | May 3, 2021  
Curriculum documents were sent for consultation.  
No response was received.  

Oct 29, 2021 - An updated course grid (Version 6) along with course descriptions of the added health and communication courses was sent by email.  

Nov 4, 2021  
No response has been received. |
Course Name: Communications for Health Care Assistants 1

Effective Date: January 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Programs referencing this course

156: Health Care Assistant Diploma (International Cohort)

In Workflow
1. 5116 Leader
   Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. SHS Dean
   Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. Curriculum Committee Chair
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Approval Path
1. 11/04/21 10:14 am
   Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 11/05/21 10:27 am
   Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 11/18/21 1:30 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Beveridge</td>
<td><a href="mailto:lbeveridge@vcc.ca">lbeveridge@vcc.ca</a></td>
<td>5129</td>
</tr>
</tbody>
</table>

Banner Course Name: Communications for HCAs 1

Subject Code: HRCA - Home Support/RCA

Course Number: 1161

Year of Study: 1st Year Post-secondary
Course Description:
Students receive professional communication and study skills instruction as they acquire the skills of a Health Care Assistant. Professional communication and study skills are developed in conjunction with topics in the Health Care Assistant Term 1 curriculum through real-world communication tasks relevant to the healthcare setting. Students develop their intercultural competence, understanding of expectations, and professional communication skills to support success in their studies and the workplace in a Canadian setting.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Communicate appropriately in a Canadian post-secondary setting by applying intercultural communication skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Respond effectively to written and verbal information explanations, questions, requests and directives.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Apply strategies to understand unfamiliar written and spoken information.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Use and respond to HCA Term 1 professional terminology accurately.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Demonstrate professional behaviours, which include teamwork skills and academic integrity.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe the roles and expectations of students and faculty in the Canadian post-secondary environment.</td>
</tr>
</tbody>
</table>

Upon successful completion of this course, students will be able to:
Instructional Strategies:
Lectures, interactive class activities, lab activities, group work and online activities

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory
Passing grade: Satisfactory (where "S" = 64%)

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>30</td>
<td>Interactive communication assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Online graded activities</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation in class based on a rubric.</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>30</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>30</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>

**Course Topics:**
**Course Topics:**

1. Writing development (clarity, organization, sentence structure, mechanics)
2. Reading assignments (HCA Term 1 textbook topics)
3. Reading and vocabulary learning strategies
4. Intercultural communication skills and strategies for effective professional communication (including intercultural awareness and cultural humility)
5. Medical and professional terminology for HCA Term 1 (meaning, use, and pronunciation)
6. Giving and following direction (acknowledging, clarifying, confirming, responding)
7. Roles and expectations of students and faculty in a Canadian post-secondary environment

**Learning Resources (textbooks, lab/shop manuals, equipment, etc.):**

---

**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

Health Care Assistant Diploma Program (International Cohort)

Provide a rationale for this proposal:

---

Are there any...

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**Additional Information**
Course Change Request

New Course Proposal

Date Submitted: 11/04/21 9:49 am

Viewing: HRCA 1162: Info Tech for Health Sciences

Last edit: 11/04/21 9:49 am

Changes proposed by: lbeveridge

Programs referencing this course

156: Health Care Assistant Diploma (International Cohort)

Course Name:
Information Technologies for Health Sciences

Effective Date: January 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 05/10/21 8:01 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/10/21 11:51 am Jo-Ellen Zakoor (jzakoor): Rollback to 5116 Leader for SHS Dean
3. 05/10/21 12:04 pm Lisa Beveridge (lbeveridge): Rollback to Initiator
4. 11/04/21 10:14 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
5. 11/05/21 10:29 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 11/18/21 1:30 pm Todd Rowlatt (trowlatt): Approved
Banner Course Name: Info Tech for Health Sciences

Subject Code: HRCA - Home Support/RCA

Course Number: 1162

Year of Study: 1st Year Post-secondary

Credits: 2

Course Description:
This course is designed to provide students with a solid foundation in computer and digital literacy, and an overview of health information technologies used in the Canadian healthcare system. Students will receive a comprehensive introduction to the learning management system and associated software that will be used during the program. Students will also explore basic concepts related to digital literacy, the use of information technologies in the health care sector and the associated ethical and legal principles.

Course Learning Outcomes (CLO):

PLAR (Prior Learning Assessment & Recognition)
No

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Demonstrate knowledge and skills of computer and digital literacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Demonstrate the ability to use business applications and learning management systems.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Discuss professional standards when using electronic communication.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Integrate and use computer and digital literacy skills to complete individual and group online learning activities.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Describe the appropriate use of electronic devices and electronic health records in health care.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Discuss the impacts of privacy, confidentiality, and security related to health information technologies.</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**
- Lecture
- Online Lessons using Moodle
- Computer laboratory

**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Online graded activities demonstrating the skills learned during the course</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Projects/presentations demonstrating the skills learned during the course</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Unit-based quizzes</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 40  
Lecture, Seminar, Online 15
### Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common computer terminology, functions, equipment and software</td>
</tr>
<tr>
<td>Electronic mail</td>
</tr>
<tr>
<td>Moodle and Zoom</td>
</tr>
<tr>
<td>Microsoft Word, Excel and PowerPoint</td>
</tr>
<tr>
<td>Digital Literacy</td>
</tr>
<tr>
<td>Web and Library catalogue searches</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
</tr>
<tr>
<td>Electronic Health Records and Electronic Charting</td>
</tr>
<tr>
<td>Ethics, Privacy and Security</td>
</tr>
</tbody>
</table>

### Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

---

### 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

Health Care Assistant Diploma (International Cohort)
Course Change Request

New Course Proposal

Date Submitted: 11/04/21 9:50 am

Viewing: HRCA 1163: Impacts of Colonization

Last edit: 11/18/21 1:28 pm

Changes proposed by: lbeveridge

Programs referencing this course:
156: Health Care Assistant Diploma (International Cohort)

Course Name: Impacts of Colonization on the Health and Wellbeing of Indigenous People

Effective Date: January 2023

School/Centre: Health Sciences

Is this a non-credit course?

Department: Health Care Assistant (5116)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Beveridge</td>
<td><a href="mailto:lbeveridge@vcc.ca">lbeveridge@vcc.ca</a></td>
<td>5129</td>
</tr>
</tbody>
</table>

Banner Course Name:
Impacts of Colonization

Subject Code: HRCA - Home Support/RCA

Course Number: 1163

Year of Study: 1st Year Post-secondary

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 11/04/21 10:14 am
   Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 11/05/21 11:48 am
   Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 11/18/21 1:30 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
This course introduces the culture and history of Indigenous peoples of Canada. Students will review the direct impact that history and policy, past and present, have on Indigenous peoples, their health and healthcare.

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</th>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Describe the common and distinct cultures of the First Nations, Inuit and Métis peoples of Canada.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Explain key events in the colonization of Indigenous peoples of Canada.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Discuss how historical events influenced contemporary issues and health care inequities still felt today by Indigenous peoples.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Identify the Calls to Action relevant to Health Care providers.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Identify a variety of healthcare practices of Indigenous peoples of Canada.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Guest speakers, including Elders, seminar discussions, group and online activities.
**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>30</td>
</tr>
<tr>
<td>Lecture, Seminar, Online</td>
<td>20</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen,</td>
<td></td>
</tr>
<tr>
<td>Studio, Simulation</td>
<td></td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>10</td>
</tr>
</tbody>
</table>

**Course Topics:**

---
Course Topics:

Indigenous people of Canada: First Nations, Inuit and Metis peoples

Correct Terminology

Culture and traditions of the local First Nations: x̱wməθkwəy̓əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səl̓il̓w̓ atəɬ (Tsleil-Waututh)

Key events impacting Indigenous people in Canada (including but not limited to): Colonization, Residential Schools, The Indian Act (1876), Missing and Murdered Indigenous Women and Girls, Indian hospitals, 60’s Scoop

Health Care inequities (ie: Access to Health Care, Racializing Myths)

Common Healing practices and values of the x̱wməθkwəy̓əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səl̓il̓wətəɬ (Tsleil-Waututh).

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

Health Care Assistant Diploma (International Cohort)

Provide a rationale

for this proposal:
Additional Information

Provide any additional information if necessary.

This course and its learning outcomes integrate and adapt "Welcome to Canada Study Guide" by Kory Wilson, available under a Creative Commons Attribution-Noncommercial license ©2019, Kory Wilson.


Supporting documentation:

Reviewer Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:
Course Change Request

New Course Proposal

Date Submitted: 11/04/21 9:50 am

Viewing: HRCA 1261 : Communications for HCAs 2

Last edit: 11/09/21 9:39 am

Changes proposed by: lbeveridge

Programs referencing this course

156: Health Care Assistant Diploma (International Cohort)

Course Name:
Communications for Health Care Assistants 2

Effective Date: January 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

In Workflow
1. 5116 Leader
   Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. SHS Dean
   Jo-Ellen Zakoor (jzakoor): Rollback to 5116 Leader for SHS Dean
3. Curriculum Committee Chair
   Lisa Beveridge (lbeveridge): Rollback to Initiator
4. EDCO Chair
   Lisa Beveridge (lbeveridge): Approved for SHS Dean
5. Records
   Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. Banner

Approval Path
1. 05/10/21 8:01 am
   Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/10/21 11:51 am
   Jo-Ellen Zakoor (jzakoor): Rollback to 5116 Leader for SHS Dean
3. 05/10/21 12:04 pm
   Lisa Beveridge (lbeveridge): Rollback to Initiator
4. 11/04/21 10:14 am
   Lisa Beveridge (lbeveridge): Approved for 5116 Leader
5. 11/05/21 10:30 am
   Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 11/18/21 1:30 pm
   Todd Rowlatt (trowlatt): Approved
Course Description:

Students continue to receive professional communication and study skills instruction as they build on the skills of a Health Care Assistant. Professional communication and study skills are developed in conjunction with topics in the Health Care Assistant Term 2 curriculum through real-world communication tasks relevant to the healthcare setting including clinical. Students' professional communication skills are enhanced in class and in clinical while providing care for clients in a complex care setting. Students continue to develop their intercultural competence to support success in their studies and the workplace in a Canadian setting. Upon completion of HRCA 1133, students have the fundamental communication skills required to provide personal care for clients in a complex care setting and begin to interact professionally and appropriately with clients and health team members.

Course Pre-Requisites (if applicable):

HRCA 1161.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Communicate appropriately in class and in a Canadian complex care setting by applying intercultural communication skills.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Choose and apply strategies to understand unfamiliar written and spoken information.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Use and respond to HCA Term 2 professional terminology accurately.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Respond effectively to written and verbal information, explanations, questions, requests, and directives in class and in a complex care setting.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Document client information clearly and accurately in a complex care setting.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Report appropriately to health team members in a complex care setting.</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Demonstrate intercultural competence and professional behaviours both in class and in a complex care setting.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lectures, interactive class activities, lab activities, group work, online activities, and clinical experience

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory  
Passing grade:
Satisfactory (where "S" = 64%)

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>20</td>
<td>Interactive communication assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Online graded activities</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Journals and Written assignments</td>
</tr>
<tr>
<td>Lab Work</td>
<td>15</td>
<td>Communication skills assessed during lab based on a rubric.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>15</td>
<td>Communication skills assessed in a complex care setting based on a rubric.</td>
</tr>
</tbody>
</table>
Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>30</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>30</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>

Course Topics:

1. Writing development (clarity, organization, sentence structure, mechanics)
2. Writing for the HCA professional (emails, charts, shift report, documentation)
3. Reading for the HCA professional (charts, instructions, emails)
4. Reading Assignments (Health Care Assistant textbook topics)
5. Reading and vocabulary learning strategies
6. Intercultural communication skills and strategies for effective professional communication within a complex care setting (including intercultural awareness and cultural humility)
7. Medical and professional terminology for HCA Term 2 (meaning, use, and pronunciation)
8. Giving and following direction (acknowledging; clarifying; confirming; responding)
9. Giving and receiving shift reports for complex care settings (summarizing, restating; explaining)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

New Course Proposal

Date Submitted: 11/04/21 9:52 am

Viewing: **HRCA 2135 : Clinical 2**

Last edit: 11/09/21 10:59 am
Changes proposed by: lbeveridge

Programs referencing this course

**156: Health Care Assistant Diploma (International Cohort)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Beveridge</td>
<td>lbeveridge</td>
<td>5129</td>
</tr>
</tbody>
</table>

Banner Course Name: Clinical 2

Effective Date: January 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 11/04/21 10:14 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 11/05/21 10:30 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 11/18/21 1:31 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Subject Code: HRCA - Home Support/RCA

Course Number: 2135

Year of Study: 1st Year Post-secondary
Course Description:
This supervised practical experience provides students with an opportunity to apply knowledge and skills from all other courses in the Health Care Assistant Diploma and work with individuals experiencing cognitive challenges in a multi-level or complex care setting.

Course Pre-Requisites (if applicable):

HRCA 1135, HRCA 2161, HRCA 2160, HRCA 1292, HRCA 1293.

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>Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Use an informed problem-solving approach to provide care and assistance for two clients experiencing cognitive and/or mental health challenges. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Provide care and assistance at a beginning level for two clients experiencing cognitive and/or mental health challenges.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Communicate clearly and in sensitive ways with clients experiencing cognitive and/or mental health challenges.</td>
</tr>
</tbody>
</table>
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 #6</td>
<td>Provide personal care and assistance in a safe, competent and organized manner.</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Recognize and respond to own self-development, learning and health enhancement needs.</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Perform the care-giver role in a reflective, responsible, accountable and professional manner.</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**
Clinical instruction, supervision and evaluation.

**Online activities**

---

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Satisfactory/Unsatisfactory</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Evaluation of performance as satisfactory or unsatisfactory as per Learning Outcomes plus satisfactory completion of skills check-list (rubrics).</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory attendance as per BC Care Aide Registry requirements.</td>
</tr>
</tbody>
</table>

---

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td></td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>90</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>
Course Topics:

1. Performance of skills.
2. Medical asepsis.
4. Safety.
5. Organization
6. Communication.
7. Responsibility.
8. Professional behavior.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

Health Care Assistant Diploma Program (International Cohort)

Provide a rationale for this proposal:

Additional Information
Course Change Request

New Course Proposal

Date Submitted: 11/04/21 9:51 am

Viewing: HRCA 2140: Common Health Challenges 3

Last edit: 11/09/21 9:40 am
Changes proposed by: lbeveridge

Programs referencing this course
156: Health Care Assistant Diploma (International Cohort)

Course Name: Common Health Challenges 3
Effective Date: January 2023
School/Centre: Health Sciences

Is this a non-credit course?

Department: Health Care Assistant (5116)
Contact(s)

Lisa Beveridge lbeveridge@vcc.ca 5129

Banner Course Name: Common Health Challenges 3

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 11/02/21 10:23 am Lisa Beveridge (lbeveridge): Rollback to Initiator
2. 11/04/21 10:14 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
3. 11/05/21 10:33 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
4. 11/18/21 1:31 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Beveridge</td>
<td><a href="mailto:lbeveridge@vcc.ca">lbeveridge@vcc.ca</a></td>
<td>5129</td>
</tr>
</tbody>
</table>

Banner Course Name: Common Health Challenges 3

Name:
Course Description:
This course continues the introduction to the structure and function of the human body and common challenges to health and healing from Common Health Challenges 1 and 2. The course focuses on the continuum of care and the development of knowledge related to health challenges associated with aging and disabilities. Building on knowledge from Term 1 and 2, the role of the Health Care Assistant in the managing of chronic and acute conditions will be further investigated. Cultural diversity in healing approaches will be explored as well as the importance of evidence informed research and practice.

Course Pre-Requisites (if applicable):

HRCA 1140, HRCA 1240, HRCA 1135.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of PLAR:

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Explain the pathophysiology of common chronic illness related to the aging process.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Identify signs and symptoms of illnesses in the older adult clients.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Describe head to toe observations required for clients with common health challenges.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Describe the management of illnesses associated with aging and the HCA role.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Provide examples of diversity in traditional healing practices in management of chronic illness.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe how evidence informed practice impacts nursing care of older adults.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
- Lecture
- Online activities

**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>Online graded activities demonstrating the course concepts.</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Projects/presentations</td>
</tr>
<tr>
<td>Exam</td>
<td>40</td>
<td>Two Exams</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 60
- Lecture, Seminar, Online 40
- Lab, Clinical, Shop, Kitchen, Studio, Simulation 0
## Course Topics:

<table>
<thead>
<tr>
<th>Physiological changes in older adults contributing to common health challenges.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of the presentation of common health challenges for older adults through head to toe observations.</td>
</tr>
<tr>
<td>Introduction to diagnostics</td>
</tr>
<tr>
<td>Management of common health challenges for the older adults according to body systems: Integumentary, Musculoskeletal, Gastrointestinal, Genitourinary, Respiratory, Cardiovascular, Neurological, Sensory and Endocrine.</td>
</tr>
<tr>
<td>Evidence informed research and practice in therapeutic interventions and treatments</td>
</tr>
<tr>
<td>Cultural diversity in health and healing, including end of life</td>
</tr>
<tr>
<td>Traditional healing practices (eg. acupuncture, smudging, sweat lodge, reiki)</td>
</tr>
</tbody>
</table>

## Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

### 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
Course Change Request

New Course Proposal

Date Submitted: 11/04/21 9:51 am

Viewing: HRCA 2161 : Communications for HCAs 3
Last edit: 11/09/21 10:57 am
Changes proposed by: lbeveridge

Programs referencing this course
156: Health Care Assistant Diploma (International Cohort)

Course Name:
Communications for Health Care Assistants 3

Effective Date: January 2023

School/Centre: Health Sciences
Department: Health Care Assistant (5116)

Contact(s)

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 05/10/21 8:01 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 05/10/21 11:52 am Jo-Ellen Zakoor (jzakoor): Rollback to 5116 Leader for SHS Dean
3. 05/10/21 12:04 pm Lisa Beveridge (lbeveridge): Rollback to Initiator
4. 11/04/21 10:14 am Lisa Beveridge (lbeveridge): Approved for 5116 Leader
5. 11/05/21 10:34 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 11/18/21 1:31 pm Todd Rowlatt (trowlatt): Approved
Banner Course Name: Communications for HCAs 3

Subject Code: HRCA - Home Support/RCA

Course Number: 2161

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:
Students continue to receive professional communication instruction as they build on the skills developed in HRCA 1133. Professional communication skills are further developed in conjunction with topics in the Health Care Assistant Term 3 curriculum through real-world communication tasks relevant to the healthcare setting including clinical. Students' professional communication skills are further enhanced in class and in clinical. Students continue to develop their intercultural competence to support success in their studies and the workplace in a Canadian setting. Upon completion of HRCA 1200, students have many of the communication skills required to provide personal care for clients in a special care setting and to interact professionally and appropriately with clients and health team members.

Course Pre-Requisites (if applicable):

HRCA 1161, HRCA 1261.

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>Communicate appropriately in class and in a Canadian special care setting by applying intercultural communication skills.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Apply effective strategies to understand unfamiliar written and spoken information.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Use and respond to HCA Term 3 professional terminology accurately.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Respond effectively to written and verbal information, explanations, questions, requests, and directives in class and in a special care setting.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Report and document client information clearly and accurately in a special care setting.</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Plan, organize and present a group presentation.</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Demonstrate intercultural competence and professional behaviours both in class and in a special care setting.</td>
</tr>
</tbody>
</table>

### Instructional Strategies:
- Lectures, interactive class activities, lab activities, group work and online activities

### Evaluation and Grading

**Grading System:** Satisfactory/Unsatisfactory  
**Passing grade:** Satisfactory (where "S" = 64%)

**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>20</td>
<td>Interactive communication assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Online graded activities</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Lab Work</td>
<td>15</td>
<td>Communication skills assessed during lab based on a rubric.</td>
</tr>
<tr>
<td>Field Experience</td>
<td>15</td>
<td>Communication skills assessed in a special care setting based on a rubric.</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation in class based on a rubric.</td>
</tr>
</tbody>
</table>
Hours by Learning Environment Type

Total Hours 60

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

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group presentation skills (planning; organizing; presenting)</td>
</tr>
<tr>
<td>2. Writing development (clarity; organization; sentence structure; mechanics)</td>
</tr>
<tr>
<td>3. Writing for the HCA professional (emails, charts, shift report, documentation)</td>
</tr>
<tr>
<td>4. Reading for the HCA professional (charts, instructions, emails)</td>
</tr>
<tr>
<td>5. Reading assignments (HCA Term 3 textbook topics)</td>
</tr>
<tr>
<td>6. Intercultural communication skills and strategies for effective professional communication within a special care setting (including intercultural awareness and cultural humility)</td>
</tr>
<tr>
<td>7. Medical and professional terminology for HCA Term 3 (meaning, use, and pronunciation)</td>
</tr>
<tr>
<td>8. Giving and following direction (acknowledging; clarifying; confirming; responding).</td>
</tr>
<tr>
<td>9. Giving and receiving shift reports (summarizing, restating, explaining)</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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
# New Course Proposal

**Course Name:** Clinical 3  
**Effective Date:** January 2023  
**School/Centre:** Health Sciences  
**Department:** Health Care Assistant (5116)

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Beveridge</td>
<td><a href="mailto:lbeveridge@vcc.ca">lbeveridge@vcc.ca</a></td>
<td>5129</td>
</tr>
</tbody>
</table>

**Banner Course Name:** Clinical 3

**Subject Code:** HRCA - Home Support/RCA  
**Course Number:** 2235  
**Year of Study:** 1st Year Post-secondary

---

## Programs referencing this course

- **156: Health Care Assistant Diploma (International Cohort)**

---

## In Workflow

1. **5116 Leader**
   - Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. **SHS Dean**
   - Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. **Curriculum Committee Chair**
   - Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 11/04/21 10:15 am  
   - Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 11/05/21 10:34 am  
   - Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 11/18/21 1:31 pm  
   - Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Credits: 6

Bridge College Code: HE
Bridge Billing Hours: 0-6
Bridge Course Level: 01

Course Description:
This supervised practice experience provides students with further opportunity to apply knowledge and skills learned in the other courses in the Health Care Assistant program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals with dementia. Opportunity will be provided for students to increase their expertise and confidence with the role of the Health Care Assistant within a complex care facility. During this course students’ skills and application of knowledge will be assessed.

This course is part of the Health Care Assistant Diploma Program (International Cohort)

Course Pre-Requisites (if applicable):
HRCA 2135, HRCA 2261, HRCA 2240, HRCA 2291.

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>Provide care and assistance that recognizes and respects the uniqueness of each individual client.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Use an informed problem-solving approach to provide care and assistance for five or six dependent residents. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of residents and families.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Provide care and assistance for clients experiencing complex health challenges.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Provide care and assistance for clients experiencing cognitive and/or mental health challenges.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #6 | Communicate clearly, accurately and in sensitive ways with clients and families. |
| CLO #7 | Provide personal care and assistance for five/six residents in a safe, competent and organized manner: |
| CLO #8 | Recognize and respond to own self-development, learning and health enhancement needs |
| CLO #9 | Perform the care-giver role in a reflective, responsible, accountable and professional manner |

Instructional Strategies:
- Clinical instruction, supervision and evaluation.
- Online activities

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory
Passing grade: Satisfactory and 85% attendance

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Examination</td>
<td></td>
<td>Practical evaluation of performance and completion of skills check-list as per learning outcomes</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Mandatory 85% attendance as per BC Care Aide Registry requirements</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 180

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation 180

Practicum, Self-Paced, Individual Learning
### Course Topics:

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of skills</td>
</tr>
<tr>
<td>Medical asepsis</td>
</tr>
<tr>
<td>Body mechanics</td>
</tr>
<tr>
<td>Safety</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Responsibility</td>
</tr>
<tr>
<td>Professional behavior</td>
</tr>
</tbody>
</table>

### Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

### 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**

- Health Care Assistant Diploma Program (International Cohort)

### Additional Information

Provide any additional information if necessary.

Supporting documentation:
New Course Proposal

Date Submitted: 11/04/21 9:52 am

Viewing: HRCA 2240 : Common Health Challenges 4

Last edit: 11/18/21 4:53 pm
Changes proposed by: lbeveridge

Programs referencing this course

156: Health Care Assistant Diploma (International Cohort)

Course Name:
Common Health Challenges 4

Effective Date: January 2023

School/Centre: Health Sciences

Is this a non-credit course?

Department: Health Care Assistant (5116)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
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<td><a href="mailto:lbeveridge@vcc.ca">lbeveridge@vcc.ca</a></td>
<td>5129</td>
</tr>
</tbody>
</table>

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 11/02/21 10:23 am
   Lisa Beveridge (lbeveridge): Rollback to Initiator
2. 11/04/21 10:14 am
   Lisa Beveridge (lbeveridge): Approved for 5116 Leader
3. 11/05/21 10:37 am
   Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
4. 11/18/21 1:31 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name: Common Health Challenges 4

Contact(s)
Course Description:
This course is designed to discuss the Canadian cultural contexts in which HCAs work with clients experiencing common health challenges. The course focuses on the role of the HCA in supporting clients with common health challenges in a variety of cultural and societal contexts. The Health Care Assistant’s ethical and legal responsibility in advocating for clients and families will be discussed. Students will explore their understanding of cultural safety and humility.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Analyze the role of the health care assistant in the holistic context of patient care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Apply ethical and legal practices when working with clients and families.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify strategies to cultivate age-friendly and inclusive communities.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe the potential challenges of the older adult within the context of family and community.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Discuss concepts of Indigenous Cultural Safety and Humility.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #6</th>
<th>Describe various healthcare practices of Canada’s Indigenous people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #7</td>
<td>Identify ways to integrate the Calls to Action into your practice.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
- Lecture
- Discussion
- Online activities

**Evaluation and Grading**

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

| C+ |

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Assignments demonstrating application of theory to case studies.</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Assignments demonstrating application of theory to simulated practice.</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>Unit-based quizzes</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>30</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>0</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td>0</td>
</tr>
</tbody>
</table>

Course Topics
Course Topics:

- Determinants of Health
- Challenges Facing Older Adults (ie: Isolation, Access to Health Services)
- Legal and Ethical Practice
- Delegation of Tasks
- Indigenous Health Perspectives
- 2SLGBTQIA Health Perspectives
- Lifelong learning, self-evaluation
- Advocacy and Social Justice

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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
- Health Care Assistant Diploma (International Cohort)

Provide a rationale for this proposal:
Course Change Request

New Course Proposal

Date Submitted: 11/04/21 9:51 am

Viewing: HRCA 2261: Communications for HCAs 4

Last edit: 11/09/21 11:02 am
Changes proposed by: lbeveridge

Programs referencing this course

156: Health Care Assistant Diploma (International Cohort)

Course Name:
Communications for Health Care Assistants 4

Effective Date: January 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 05/10/21 8:02 am
Lisa Beveridge (lbeveridge):
Approved for 5116 Leader
2. 05/10/21 11:52 am
Jo-Ellen Zakoor (jzakoor):
Rollback to 5116 Leader for SHS Dean
3. 05/10/21 12:04 pm
Lisa Beveridge (lbeveridge):
Rollback to Initiator
4. 11/04/21 10:14 am
Lisa Beveridge (lbeveridge):
Approved for 5116 Leader
5. 11/05/21 11:35 am
Jo-Ellen Zakoor (jzakoor):
Approved for SHS Dean
6. 11/18/21 1:31 pm
Todd Rowlatt (trowlatt): Approved
Banner Course Name: Communications for HCAs 4
Subject Code: HRCA - Home Support/RCA
Course Number 2261
Year of Study 2nd Year Post-secondary
Credits: 2

Course Description:
Students continue to receive professional communication skills instruction as they build on the skills developed in HRCA 1200. Professional communication skills are refined and applied in conjunction with topics in the Health Care Assistant Term 4 curriculum through real-world communication tasks relevant to the healthcare setting, including clinical. Students' professional communication skills continue to be enhanced in class and in clinical while providing care for extended care clients in a complex care setting. Students also continue to develop their intercultural competence to support success in their studies and in the workplace in a Canadian setting. Upon completion of HRCA 1300, students have the communication skills to provide personal care for clients in a complex care setting and to interact professionally and appropriately with clients and health team members.

Course Pre-Requisites (if applicable):

HRCA 1161, HRCA 1261, HRCA 2161.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
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<td><a href="mailto:lbeveridge@vcc.ca">lbeveridge@vcc.ca</a></td>
<td>5129</td>
</tr>
</tbody>
</table>
Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Communicate appropriately in class and in a Canadian complex care setting by competently applying intercultural communication skills.</td>
</tr>
<tr>
<td>#2</td>
<td>Apply effective strategies to understand unfamiliar written materials and spoken information in a complex care setting.</td>
</tr>
<tr>
<td>#3</td>
<td>Use and respond to HCA Term 4 professional terminology accurately.</td>
</tr>
<tr>
<td>#4</td>
<td>Respond effectively to verbal and written information, including explanations, questions, requests, and directives in class and in a complex care setting.</td>
</tr>
<tr>
<td>#5</td>
<td>Clearly and accurately report and document client information in a complex care setting.</td>
</tr>
<tr>
<td>#6</td>
<td>Apply job search techniques to meet their career plan.</td>
</tr>
<tr>
<td>#7</td>
<td>Prepare for and complete a job interview related to their career goals.</td>
</tr>
<tr>
<td>#8</td>
<td>Demonstrate professional behaviours both in class and in a complex care setting.</td>
</tr>
</tbody>
</table>

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory
Passing grade: Satisfactory (where "S" = 64%)

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>Interactive communication assignments</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Field Experience</td>
<td>50</td>
<td>Communication skills assessed in a complex care setting based on a rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type
Total Hours 40

Lecture, Seminar, Online 15

Lab, Clinical, Shop, Kitchen, Studio, Simulation 25

Practicum, Self-Paced, Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job search skills</td>
</tr>
<tr>
<td>2. Employment interviews</td>
</tr>
<tr>
<td>3. Resume, cover letter, and job application</td>
</tr>
<tr>
<td>4. Intercultural communication skills and strategies for effective and appropriate professional communication including handling challenging workplace situations in a complex care setting</td>
</tr>
<tr>
<td>5. Documentation of resident information</td>
</tr>
</tbody>
</table>

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

Health Care Assistant Diploma (International Cohort)

Additional Information
Course Change Request

New Course Proposal

Date Submitted: 11/04/21 9:52 am

Viewing: HRCA 2265 : Community Practicum

Last edit: 11/09/21 11:04 am
Changes proposed by: lbeveridge

Programs referencing this course

156: Health Care Assistant Diploma (International Cohort)

Course Name:
Community Practicum

Effective Date: January 2023

School/Centre: Health Sciences

Is this a non-credit course? Yes

Department: Health Care Assistant (5116)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
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<td><a href="mailto:lbeveridge@vcc.ca">lbeveridge@vcc.ca</a></td>
<td>5129</td>
</tr>
</tbody>
</table>

Banner Course Name:
Community Practicum

Subject Code: HRCA - Home Support/RCA

Course Number: 2265

Year of Study: 2nd Year Post-secondary

Approval Path

1. 11/04/21 10:15 am
   Lisa Beveridge (lbeveridge): Approved for 5116 Leader

2. 11/05/21 10:43 am
   Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean

3. 11/18/21 1:31 pm
   Todd Rowlatt (trowla): Approved for Curriculum Committee Chair
Course Description:
This practical course provides students with an opportunity to apply knowledge and skills from all other courses in the Health Care Assistant program with individuals and families in a community setting. Opportunity will be provided for students to become more familiar with the role of the Health Care Assistant within a Home Support Agency, Assisted Living facility or a Group Home, and gain abilities that will prepare graduates for employment in these settings. It is important that students understand the philosophy of community care settings and its emphasis on client choice and independence.

Course Pre-Requisites (if applicable):

HRCA 1135, HRCA 2135, HRCA 2235.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of PLAR:

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Provide person-centred care and assistance that recognizes and respects the uniqueness of each client.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Provide care and assistance for clients experiencing complex health challenges.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Provide care and assistance for clients experiencing cognitive and/or mental health challenges.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.</td>
</tr>
</tbody>
</table>
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 #6</td>
<td>Communicate clearly, accurately and in sensitive ways with clients and families within a variety of contexts.</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Provide personal care and assistance in a safe, competent and organized manner.</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Recognize and respond to own self-development, learning and health enhancement needs.</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Perform the care-giver role in a reflective, responsible, accountable and professional manner.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
- Clinical instruction and supervision by agency and facility staff and evaluation by faculty.
- Online activities.

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory  
Passing grade: Satisfactory + 100% attendance

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td></td>
<td>Practical evaluation of performance as per rubric</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>Mandatory 100% attendance as per BC Care Aide Registry requirements</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours: 90
- Lecture, Seminar, Online
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
- Practicum, Self-Paced, Individual Learning
Course Topics

1. Performance of skills
2. Medical asepsis
3. Body mechanics
4. Safety
5. Organization
6. Communication
7. Responsibility
8. Professional behavior

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

Health Care Assistant Diploma (International Cohort)

Provide a rationale for this proposal:

Are there any expected costs as a Consultations
Course Change Request

New Course Proposal

Date Submitted: 11/04/21 9:52 am

Viewing: HRCA 2291: Advanced Comm Skills for CMC

Last edit: 11/09/21 11:07 am
Changes proposed by: lbeveridge

Programs referencing this course

156: Health Care Assistant Diploma (International Cohort)

Course Name:
Advanced Communication Skills for Cognitive and Mental Health Challenges

Effective Date: January 2023

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Beveridge</td>
<td><a href="mailto:lbeveridge@vcc.ca">lbeveridge@vcc.ca</a></td>
<td>5129</td>
</tr>
</tbody>
</table>

Banner Course Name: Advanced Comm Skills for CMC

In Workflow
1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 11/02/21 10:23 am
Lisa Beveridge (lbeveridge):
Rollback to Initiator

2. 11/04/21 10:14 am
Lisa Beveridge (lbeveridge):
Approved for 5116 Leader

3. 11/05/21 11:26 am
Jo-Ellen Zakoor (jzakoor):
Approved for SHS Dean

4. 11/18/21 1:31 pm
Todd Rowlatt (trowlatt):
Approved for Curriculum Committee Chair
Course Description:
This course builds on concepts from other courses to assist with advanced approaches and strategies to communicate effectively with individuals experiencing cognitive or mental health challenges. The emphasis is on supporting clients by applying interpersonal communication strategies and trauma informed-practice to prevent and de-escalate responsive behaviors.

Course Pre-Requisites (if applicable):

HRCA 1191, HRCA 1291, and either HRCA 2135 OR HRCA 1294.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Upon successful completion of this course, students will be able to:</th>
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<tbody>
<tr>
<td>CLO #1</td>
<td>Examine the multiple contexts that shape societal views on cognitive and mental illness in Canada.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Discuss the stigma associated with living with cognitive and mental illness, physical and/or developmental disability and addictions.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Discuss principles of trauma informed practice in relation to health care assistant practice.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Demonstrate effective therapeutic communication strategies for working with clients experiencing cognitive and mental health challenges.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #5</th>
<th>Apply emotional, environmental, interpersonal and communication strategies to prevent and de-escalate responsive behaviours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #6</td>
<td>Demonstrate suitable and respectful self-protection techniques to use in situations of risk.</td>
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</tbody>
</table>

Instructional Strategies:
- Lectures, Role Playing, Discussions, Online Activities

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Lab Work</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
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</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>60</td>
</tr>
<tr>
<td>Lecture, Seminar, Online</td>
<td>15</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>45</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
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</table>

**Course Topics:**
- 
- 
-
Course Topics:

Culture and Mental health in Canada

Cognitive Challenges in Older Adulthood.

Therapeutic communication strategies for the older adult (P.I.E.C.E.S. – Responsive Behavior)

Gentle Persuasive Approach

Individualized behavioural escalation prevention plans

Respectful physical intervention principles to de-escalate responsive behaviours in a clinical setting

Trauma-informed practice

Provincial Violence Prevention Curriculum

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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

Health Care Assistant International

Provide a rationale for this proposal:
BACKGROUND:
The College’s policy framework has been under review for some time and has included a comprehensive review of policy A.3.2 Policy Development and Maintenance. This policy and procedures were last fully reviewed in 2011.

A working group consisting of Clayton Munro, Reba Noel, Todd Rowlatt, Deborah Lucas and Nicole Degagne reviewed and rewrote the policy, taking into consideration:

a. VCC’s current organizational structure
b. Outcomes of policy framework discussions over the past year
c. College initiatives such as Indigenization by decolonization and reconciliation (I=D+R); justice, equity, diversity, inclusion through the lens of decolonization (d/JEDI); and risk management
d. Recommendations for improvements to the full policy framework, such as an online content management system and policy recategorization

The policy and procedures were heavily edited to provide clarity on a number of issues around the development, review and approval of policies and procedures, and other established College practices. The policy’s name also changed from “development and maintenance” to “development and management.”

There were five significant revisions to the policy and procedures:

1. Added a category of “Operational Guidelines and Standards” to go along with College-level policies and procedures and Departmental Practices. During the rewriting of these documents, a gap was identified regarding the College’s use of Guidelines and Standards in general practice. Guidelines and Standards outline processes that apply to the whole College community (e.g., data standards) but where the level of specificity or technical requirement would require regular updates. Defining this category will improve the communication of those guidelines around the College and help mitigate risk and address critical issues without the need for a time-intensive approval process.
2. Added policy principles acknowledging VCC’s commitment to decolonization, Indigenization, and equity, diversity, inclusion and justice.
3. Established an expedited process for revisions to procedures and definitions where the Review Body (typically a policy committee) can approve changes without sending the policy and procedures out for community feedback. This pathway will enable smaller clarifications to
procedures to happen quickly when the focus of a policy is not changing. The policy and procedures would still always go through a fulsome 5-year review process.

4. Added new sections on: College feedback, legal opinion, and expedited policy and procedures for emergencies. This primarily codifies what is already current practice.

5. Expanded the role of the Policy Coordinator position to include guidance, direction and support on policy-related matters and managing the overall policy framework.

DISCUSSION:
The policy and procedures were presented to Education Policy Committee at its November 10, 2021 meeting.

There was a discussion about the need for the policy sponsor to identify the direction of any development or revision, with respect to the approval authority. Identifying the parties involved in review and approval at the beginning will help facilitate a smooth process.

The wording of Procedure #7f was discussed at length. Committee agreed to keep the procedure as worded, noting that review bodies would not proactively seek out Guidelines and Standards, but may be asked to provide feedback on these documents.

Committee recommended listing definitions in the Policy only, and including definitions in the expedited review and approval process. The review body would make the determination of whether definition changes were significant enough to warrant a full review.

Other recommendations included:
- Revising the definition of Policy (working group to refine wording).
- Procedure #28: Replace “highest level authority in that department” with “responsible senior team member” for clarity; remove “department.”
- Supporting documents: Suggestion to provide a flowchart and examples to make the policy more accessible.
- Minor wording and formatting changes.

RECOMMENDATION:
Education Policy Committee moved to bring A.3.2 Policy Development and Management policy and procedures to Education Council to be sent for community feedback. However, it was clarified after the meeting that the approval authority rests solely with the Board of Governors (no requirement for EdCo advice). This item is presented to EdCo for information only.

Operations Council reviewed the policy and procedures and approved posting them for community feedback, which can be submitted from November 30 until December 14, 2021.

PREPARED BY: Natasha Mandryk, Chair, Education Policy Committee

DATE: November 30, 2021
CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) creates policy to advance the College’s mission and strategic direction; comply with legal, regulatory and other requirements; promote operational efficiency and effectiveness; manage institutional risk; and set conduct expectations, roles and responsibilities.

This Policy establishes the principles and practices for the consistent, transparent and coordinated approach for the development, approval, amending and rescinding of Policy and related Procedures.

DEFINITIONS

**Departmental Practice:** Processes developed by individual College departments to guide the management of issues and processes within their particular jurisdiction and control. Generally characterized by one or more of the following:

a. The issue does not have a critical impact on the College
b. The issue is unique and applicable to an individual department
c. The issue requires frequent review and modification to reflect technical or other, emerging issues (e.g. acquisition of new electronic devices)
d. The issue can be initiated and managed by the department without broad, College-wide consultation

**Operational Guidelines and Standards:** An outline of the processes required to standardize operations and efficiency at the College. They outline the specific steps, technical specifications and/or the requirements necessary to maintain a high level of quality and performance.

**Policy:** A written document that establishes the context, scope and guiding principles related to important issues or address the legislative requirements of the College. They have broad application and align with and support the College’s mission and strategic direction.

**Procedures:** The specific steps required to implement a Policy; they communicate processes, set boundaries, and establish who is responsible for any required action. Procedures require a parent Policy.

**Scheduled Review:** The comprehensive evaluation of a Policy, related procedures, and relevant resources.
SCOPE AND LIMITS

The development, maintenance and approval of College policy comes under the jurisdiction of the Board of Governors, Education Council and the President as follows:

a. **Board of Governors**: Policy relating to the management, administration and control of property, revenue, business and affairs of the College pursuant to section 19 of the *College & Institute Act*, or as directed by the Ministry of Advanced Education and Skills Training.

b. **Board of Governors with Education Council Advice**: Policy relating to academic governance pursuant to section 23 of the *College & Institute Act*.

c. **Board of Governors and Education Council Jointly**: Policy relating to academic governance pursuant to section 25 of the *College & Institute Act*.

d. **Education Council**: Policy relating to academic governance pursuant to section 24 of the *College & Institute Act*.

e. **President**: Policy that addresses operational or administrative processes not identified as part of the authority of the Board of Governors and/or Education Council, or as directed by the Board of Governors.

POLICY PRINCIPLES

1. The College is committed to the development and renewal of policy and procedures through robust and open dialogue, engaging with varied perspectives, and actively working to remove systemic barriers to justice, equity, diversity and inclusion.

2. The College is on a journey toward Indigenization and decolonization and is dedicated to providing a safe and empowering environment for Indigenous peoples.

3. Policy ensures that the College’s processes and practices align with its strategic direction, core principles, and regulatory environment.

4. Procedures reflect the current organizational structure and regulatory framework of the College and are therefore subject to more frequent revision, and an accelerated review and approval processes.

5. Departmental Practices and Operational Guidelines and Standards must be consistent with and not contravene any official College Policy, Procedures or collective agreements. In the event of a conflict, College Policy, Procedures or relevant collective agreement will prevail.

6. All members of the College community are responsible for familiarizing themselves with and complying with College Policy and Procedures.

7. Official College Policy and Procedures are presented on a standardized template. To remain distinct, Departmental Practices and Operational Guidelines and Standards cannot be on the same or a similar template as policy and procedures.

8. Policy and Procedures will undergo a scheduled review every five (5) years, unless otherwise required by legislation or as directed by government.

9. The policy development and management process is managed and accessed through the Coordinator, Curriculum and Policy.
RELATED RESOURCES

Legislation
College and Institute Act (RSBC 1996) Chapter 52

Policy
A.3.9 Records Management
B.6.1 Archives

Procedures
A.3.2 Policy Development and Maintenance

Other
Templates, Flow Charts, etc
GENERAL

1. The College’s official Policy template includes:
   a. Policy Name and Number
   b. Approval Body
   c. Policy Sponsor
   d. Next Scheduled Review Date
   e. Effective date (last revised)
   f. Context and Purpose
   g. Definitions
   h. Scope and Limits
   i. Policy Principles
   j. Related Resources, including Procedures where applicable

2. The Policy Coordinator will present an annual summary of policy and procedures that are due for Scheduled Review to each Approval Body. The list will include any additional policy and procedures that may require a review to address a significant change in legislation, regulations or College operations.

ROLES AND RESPONSIBILITIES

Approval Body

3. The three (3) approval authorities for College Policy – Board of Governors, Education Council, and the President – are responsible for approving:
   a. New Policy and Procedures
   b. Policy and Procedure revisions as part of a scheduled review
   c. Policy revisions (not part of a scheduled review)

Policy Sponsor (the Sponsor)

4. A senior executive of the College, appointed by the President, responsible for:
   a. Assigning a Responsible Authority
   b. Ensuring that appropriate research and consultation in the development of Policy and procedures are thorough and complete
   c. Approving requests for a legal opinion
   d. Presenting draft documents for final approval
5. For Board approved Policy, the President is the Sponsor.

Review Body

6. A Policy Committee, responsible for:
   a. Scrutinizing draft Policy and Procedures and providing feedback and direction as needed
   b. Approving draft Policy and Procedures for College feedback
   c. Confirming that all feedback has been appropriately addressed
   d. Providing a recommendation for the approval of new or reviewed Policy and procedures, or revised Policy
   e. Vetting and approving revisions to Procedures
   f. Reviewing draft Guidelines and Standards as requested

Responsible Authority

7. An individual or group responsible for:
   a. Researching, consulting, and drafting/revising documents
   b. Presenting draft documents to the Review Body
   c. Reviewing and addressing College feedback
   d. Creating and initiating an implementation plan as needed

Policy Coordinator (the Coordinator)

8. The College’s official Policy holder, responsible for:
   a. Acting on requests to create new or revise existing Policy and Procedures and initiating scheduled reviews
   b. Providing guidance, support and direction on the impact of regulatory, operational or other requirements on Policy and Procedures
   c. Providing recommendations and support on the College’s Policy framework and related processes
   d. Tracking and reporting on activities related to Policy and Procedures
   e. Ensuring the completeness and accuracy of Policy approvals, documents, and related resources, such as forms, guidelines or standards
   f. Informing the College community of new or changes to Policy and Procedures, and maintaining Policy web pages
   g. Working with the Responsible Authority to implement Policy and Procedures in a timely manner
   h. Assisting with the development and review of Operational Guidelines and Standards as requested

DEVELOPMENT, REVIEW AND APPROVAL

A. Policy and Procedures

This section outlines the process for:
   a. New policy and procedures
   b. Revisions to policy and procedures as part of a scheduled review
   c. Any revision to a policy (Note: Revisions to procedures that are not part of a scheduled review follow an expedited process. See section B. Procedures.)

9. Requests to create, revise or review policy and procedures are submitted to the Coordinator, who works with the Sponsor to determine appropriate next steps, and to assign a Responsible Authority.
10. The Responsible Authority conducts any required research and consultation with key stakeholders and others; drafts documents; and presents drafts to the Review Body for feedback and direction.

11. The Review Body approves draft documents for College feedback.

12. The Responsible Authority presents revised documents and a feedback summary to the Review Body.

13. The Review Body makes a recommendation for approval.

14. The Sponsor presents documents for final approval.

15. The Responsible Authority and Coordinator implement as needed.

B. Procedures

This section outlines the expedited process for the review and approval of revisions to procedures that are not part of a scheduled review.

16. The Responsible Authority conducts any required research and consultation with key stakeholders and others; edits the document; and presents a draft to the Review Body for input and direction as needed.

17. The Review Body may:
   a. Approve revisions to procedures
   b. Approve revisions to policy definitions
   c. Provide recommendations for further revisions and/or an implementation plan as needed
   d. Determine that the change is significant and direct the Responsible Authority to either begin a scheduled review or revise the policy

18. The Responsible Authority and Coordinator implement as needed.

C. Editorial Changes

19. Editorial revisions to policy and procedures include but are not limited to:
   a. correcting typographical errors
   b. updating job titles
   c. revising related resources
   d. changing the logo or template
   e. minor changes to language that helps clarify a practice

20. Requests for editorial changes are reviewed and approved by the Responsible Authority and Coordinator.

21. The Coordinator manages all aspects of an editorial change.

22. Editorial changes do not impact the dates noted on a policy or procedures.

D. Departmental Practice

23. Departmental Practices will be reviewed by key stakeholders prior to implementation, but do not require formal approval.

24. For Departmental Practices, the approval authority is the Department Leader or Manager.

25. Individual departments are responsible for communicating, and making accessible, their Departmental Practices to relevant stakeholders.

26. Departmental practices must be consistent with all College policies, procedures and collective agreements (as per Policy Principle 5).
E. Operational Guidelines and Standards
27. Operational Guidelines and Standards will be reviewed by key stakeholders prior to implementation, but do not require formal approval.
28. The approval authority for Operational Guidelines and Standards is the appropriate Vice President or designate.
29. Individual departments are responsible for communicating, and making accessible, their Operational Standards and Guidelines to relevant stakeholders and/or the College community.

F. Rescinding a Policy
30. A policy may be rescinded when it is no longer needed to establish high level practices and processes, or when consolidated with another policy.
31. Requests to rescind a policy are reviewed by the Responsible Authority and Sponsor.
32. If deemed appropriate to rescind a policy, the Responsible Authority submits the policy and rationale for rescinding to the Review Body.
33. The policy will be posted for community feedback.
34. Approval to rescind a policy is provided by the appropriate Approval Body.
35. A rescinded policy is removed from the website and archived.

COLLEGE FEEDBACK
36. The Coordinator notifies the College community of policy and procedures that are open for feedback.
37. The College community will have fifteen (15) business days to respond.
38. The Responsible Authority and Coordinator review feedback and prepare a summary for the Review Body.

LEGAL OPINION
39. From time to time, it will be necessary and prudent to seek legal advice especially for specialized areas of expertise or to assess risk. Requests for legal advice must be approved by the Sponsor.
40. The Sponsor determines whether, and at what stage, a draft policy will be submitted for legal opinion and provides instructions to legal counsel regarding the nature and scope of such review.

EXPEDITED POLICY AND PROCEDURES
41. Under exceptional and/or emergency circumstances, the President may approve new policy and procedures or revisions to existing policy and procedures on an interim basis until such time that the policy may proceed through the regular policy approval process. This may include but is not limited to addressing an immediate change to legislation and/or regulations or directives from the provincial government.
42. The decision of the President will immediately be forwarded to the appropriate Approver who may, depending on their legislated authority, override the decision of the President.
43. Any policy put into, or taken out of, effect in an expedited manner will enter a normal development process in accordance with the appropriate approval process.
44. The College community will be notified of expedited policy decisions in a timely manner.

IMPLEMENTATION
45. Approved Policy and Procedures become effective on the date that they are approved, unless a later effective date is indicated by the Approval Body.

46. Upon approval, the Coordinator notifies the College community and updates the College website.

47. The Responsible Authority and Coordinator initiate an implementation plan as needed.

RELATED RESOURCES
A.3.2 Policy Development and Management Policy
College & Institute Act
Terms of Reference/Bylaws (?) for various Committees (Governance, OpsCo, APC, EPC, EDCO, Board)
Related Guidelines and Standards
Policy development resources: Templates, Flow Charts, Risk Assessment Tools, EDI Matrix, etc