Vancouver Community College Education Council
Meeting Agenda
March 8, 2023
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/65099538701?pwd=Tm5YUjVMUHdKa3IPWXhZRVExwQVl5UT09
Meeting ID: 650 9953 8701
Passcode: 728935

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<td>N. Mandryk</td>
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<td>b.</td>
<td>Annual Update – Deans and Directors Part 1</td>
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<td>J. Choi</td>
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<td>Annual Update – Deans and Directors Part 2</td>
<td>Info</td>
<td>J. Gossen, A. Lipsett, C. Munro, D. McMullen</td>
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<td>7.</td>
<td>COMMITTEE REPORTS</td>
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<td>a.</td>
<td>Curriculum Committee</td>
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<td>i.</td>
<td>New Courses: DHHE 0605-0609</td>
<td>Approval</td>
<td>A. Finley</td>
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<td>ii.</td>
<td>New Courses COMP 0736, 0986, 0987 &amp; Program Update ABE Graduation Program Certificate</td>
<td>Approval</td>
<td>M. Forster</td>
<td>5 min</td>
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<td>iii.</td>
<td>New &amp; Revised Digital Media Design Courses</td>
<td>Approval</td>
<td>S. Albert</td>
<td>10 min</td>
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<td>iv.</td>
<td>Changes to Grading Scales</td>
<td>Approval</td>
<td>T. Rowlatt</td>
<td>5 min</td>
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<td>11.</td>
<td>NEXT MEETING &amp; ADJOURNMENT</td>
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Special meeting:
Academic Plan & Enrolment Plan
March 16, 3:30-4:30 p.m.

Next regular meeting:
April 12, 2022, 3:30-5:30 p.m.
ATTENDANCE

<table>
<thead>
<tr>
<th>Education Council Members</th>
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<tr>
<td>Natasha Mandryk (Chair)</td>
<td>Adrian Lipsett</td>
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<tr>
<td>Shantel Ivits (Vice-Chair)</td>
<td>Ali Oliver</td>
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<td>Dave McMullen</td>
<td>Andrew Dunn</td>
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<td>David Wells</td>
<td>Claire Sauvé</td>
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<td>Heidi Parisotto</td>
<td>Clay Little</td>
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<td>Ishaan Saini</td>
<td>Dawn Cunningham Hall</td>
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<td>Janita Schappert</td>
<td>Dennis Innes</td>
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<td>Jessica Yeung</td>
<td>Elle Ting</td>
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<td>Jo- Ellen Zakoor</td>
<td>Francesco Barillaro</td>
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<td>John Demeulemeester</td>
<td>Jennifer Gossen</td>
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<td>Louise Dannhauer</td>
<td>Mari Paz Vera</td>
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<td>Lucy Griffith</td>
<td>Milagros Palacios Infantas</td>
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<td>Marcus Ng</td>
<td>Patris Aghakian</td>
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<td>Poshak Sachdeva</td>
<td>Pervin Fahim</td>
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<td>Sarah Kay</td>
<td>Shaun Wong</td>
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<td>Todd Rowlatt</td>
<td>Shirley Lew</td>
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<td>Sydney Sullivan</td>
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<td>Tannis Morgan</td>
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Recording Secretary

| Darija Rabadzija                               | Taryn Thomson                               |

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m.

2. ACKNOWLEDGEMENT

- N. Mandryk acknowledged the College’s location on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səl̓ilw̓ətaʔɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

**MOTION:** THAT Education Council adopt the February 8, 2022 agenda as amended.

*Moved by J.-E. Zakoor, Seconded & CARRIED (Unanimously)*

- N. Mandryk noted that the timing of item 6d) Annual Update on Affiliation Agreements may need to be adjusted.

4. APPROVE PAST MINUTES

**MOTION:** THAT Education Council approve the January 11, 2022 minutes as presented.

*Moved by S. Ivits, Seconded & CARRIED (Unanimously)*
6. ENQUIRIES & CORRESPONDENCE

- N. Mandryk reported on exchanges with Academic Governance Council members (Education Council Chairs from institutions across B.C.) around definitions of micro-credentials, as well as differentiation between revised and new programs at different institutions.
- N. Degagne’s 2021 Policy Report was distributed to members before the meeting; this will be a regular annual item going forward.

7. BUSINESS ARISING

a) Annual Update – Deans and Directors

- Deans and directors presented their areas’ accomplishments in 2021/22 and priorities for 2022/23. Presentations were made by D. Innes, Dean of Hospitality, Food Studies & Applied Business; S. Lew, Dean of Arts & Sciences; T. Morgan, Associate Vice-President Innovation, for Library, Teaching & Learning Services; J.-E. Zakoor, Dean of Health Sciences; and L. Griffith, Associate Director, Trades, Technology & Design.
- D. Innes reported that VCC is seeking membership in the Scottish Qualifications Authority (SQA), which would give the College access to curriculum, e.g., in supply chain management.

There was a discussion about Indigenization in the school, including as part of the Hospitality Management renewal. There are plans to reinvigorate collaborations with different First Nations in the Lower Mainland around Culinary and Baking & Pastry Arts. While the amount of food production has been reduced in these programs, a certain level of production is required to meet ITA requirements and prepare students for the workplace.

The school has conducted both formal and informal surveys to evaluate educational quality through the transition to online delivery. Enrolment has been steady, and feedback on online delivery has been positive overall.

A Hospitality Management micro-credential is in development, providing an orientation to main employment pathways in the industry.

- S. Lew responded to questions about marketing for developmental programs; prioritization of marketing resources will be discussed shortly.

There was a discussion about HyFlex learning (teaching students face-to-face and remotely at the same time) and challenges of online delivery for some student groups, such as students with disabilities; students tend to prefer either fully face-to-face or fully online delivery, with little interest in hybrid models. There is a need for training to prepare students for online learning.

- T. Morgan’s presentation addressed Open Educational Resources (OER) and the currently favourable climate for OER development and adaptation.

- J.-E. Zakoor outlined efforts to develop a common vision for Indigenization across the School of Health Sciences. A course on Impacts of Colonization on the Health and Wellbeing of Indigenous People was developed for the new international HCA Diploma program, and there are conversations about an introductory module for all Health Sciences students.

- L. Griffith responded to questions about infrastructure requirements for new AR/VR and design programming; technology is becoming more and more accessible, and VCC will leverage its partnerships with other institutions and businesses.

The experience with online and hybrid/HyFlex learning in traditionally hands-on trades programs was discussed, with E-pprentice offerings in Automotive trades as one successful example.

b) Draft Enrolment Plan 2022-23

- P. Aghakian presented the draft Enrolment Plan. Actual numbers were retrieved from Banner; budgeted numbers were provided by Finance, based on their consultations with each school. Part 1 of the plan provides a summary at the school level, with more details outlined in Part 2. Budgeted numbers for Continuing Studies will be included in the final draft, which will be presented to Education
Council at a special meeting on March 16. Actual numbers are as of January 19 and will be updated for the next draft.

- J. Demeulemeester requested a review of some of the actual numbers; he will connect with D. Wells and P. Aghakian. There was a discussion about budgeted numbers and expectations for the next year, particularly in view of the large increases in UT, ABE and Hospitality & Food Studies. It was later clarified that some data was included in error; D. Wells will work with Finance to correct the numbers by the March 16 meeting.

8. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Business Management Post-Degree Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program name change from Canadian Business Management Post-Degree Diploma to Business Management Post-Degree Diploma, related changes to the program content guide and 16 courses, and new course MGMT 2010 Fundamentals of Business Law.

Moved by A. Oliver, Seconded & CARRIED (Unanimously)

- M. Palacios Infantas presented the proposal; the original plan was to rename the Canadian Business Management Post-Degree Diploma (PDD) to Global Business Management PDD. Following the Curriculum Committee meeting, the question was raised whether “Global” accurately represented the program content. The department, in consultation with the dean and International Education, ultimately decided on the name Business Management PDD. While the program targets international students, topics such as international finance and law or globalization are not covered. The department supports the changes that were made to widen the scope of the curriculum beyond the Canadian context.

- There were questions about Indigenization in the program; this was discussed at Curriculum Committee, and the department will take a more holistic look at Indigenization during the renewal starting in the next 1-2 years.

- T. Rowlatt adjusted the motion to approval of the name change to Business Management Post-Degree Diploma.

9. BUSINESS ARISING (continued)

a) Alternative Process for Curriculum Changes during COVID-19 Pandemic

MOTION: THAT Education Council approve ending the provisional process for curriculum changes necessitated by the COVID-19 pandemic at the end of March 2022.

Moved by S. Ivits, Seconded & CARRIED (Unanimously)

- N. Mandryk outlined the provisional process for curriculum changes, which was approved in May 2020, shortly after the start of the pandemic, and later extended until the end of March 2022. The goal was to provide more flexibility for certain changes during the transition to remote delivery. As this provision was not extensively used, N. Mandryk proposed ending the process at the previously approved end date of March 2022. There was no discussion.

b) Annual Update on Affiliation Agreements

- D. Wells provided the update. Most practicum placement agreements are ongoing/current or in the process of being renewed. In contrast, almost half of the education agreements are either expired or in a renewal state. Several questions and considerations around renewals were outlined:
Some agreements are not captured under either C.3.10 Educational Affiliations (e.g., those included in the BC Transfer Guide) or C.3.5 Education Service Contract.

The level of detail varies widely between agreements (e.g., very broad MOUs preceding more specific agreements; less detail on the VCC-side in partnerships in which other institutions provide benefits to VCC students or alumni).

Questions around the process for renewing agreements classified as ongoing, which may remain substantially unchanged over the years.

To address these points, D. Wells recommended revising policy and procedures C.3.10 to clarify the classification of agreements and outline appropriate processes for review and renewal of various agreement types. He requested input around reporting and level of detail Education Council would like to receive. It was suggested to improve tracking of existing agreements and renewal/review dates as a first step. The EdCo Executive will discuss the points raised before continuing the conversation at Education Council.

c) EdCo By-Election

N. Mandryk reported that voting will take place from February 9–15; there are three nominees for two support staff seats, one nominee for the CTLR/School of Instructor Education faculty seat, and no Student Success faculty nominees.

10. COMMITTEE REPORTS (continued)

a) Policy Committee

S. Kay reported that policy C.1.1 Grading, Progression and Withdrawal is still with the working group. Policy A.3.2 Policy Development and Management went out for community feedback and was reviewed by Administrative Policy Committee and Operations Council. This policy will move forward for Board approval.

The committee will meet on February 9; R. Noel and S. Ivits will present on Gender-Based Analysis Plus (GBA+), and policy C.1.3 Granting of Credentials will be presented for initial feedback.

b) Appeals Oversight Committee

No report.

c) Education Quality Committee

No report.

11. RESEARCH REPORT

E. Ting reported that the call for proposals for VCC’s Research Fund will go out shortly. Individual projects are eligible for up to $2,500, interdepartmental projects for up to $5,000 in funding.

The Research Ethics Board met last week and welcomed a new faculty member from Dental Hygiene and a physician as a community member. REB members have participated in various training opportunities, including the updated federal CORE-2022 training (Course on Research Ethics) to maintain certification; the OCAP® training (First Nations principles of ownership, control, access, and possession of data and information); and GBA+ training. BCcampus has added a guide for researchers to its Pulling Together series.

VCC’s Teaching, Learning, and Research Symposium will be held on March 10 & 11, 2022 - Untangling and Weaving Our History, Knowledge, and Ways of Being: Co-Creating and Making Space for Indigenization and Decolonization in Teaching, Learning, and Research.
12. **CHAIR REPORT**

- N. Mandryk reported that two new programs will be presented to the Board of Governors for approval on February 9: the Applied Leadership and Business Management Certificate and the Health Care Assistant Diploma (International Cohort).

13. **STUDENT REPORT**

- M. Ng reported on SUVCC’s Lunar New Year activities. The union is working with the College to support gathering more student feedback on online learning. A week of action around Open Educational Resources (OER) is planned for March.

14. **NEXT MEETING AND ADJOURNMENT**

- The next Education Council meeting will be held on March 8, 2022, 3:30-5:30 p.m. A special meeting for approval of the Academic and Enrolment Plans will take place on March 16, 2022, 3:30-4:30 p.m.

  **MOTION:** THAT Education Council adjourn the February 8, 2022 meeting.

  **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- The meeting was adjourned at 5:37 p.m.

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*Natasha Mandryk*  
Chair, VCC Education Council
New Concept Paper Proposal

Building Manager

Name of Program:
Building Manager

School/Centre:
Continuing Studies

Credential Level:
Certificate

Anticipated Start Date:
January 2023

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

Contact(s)

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Sid Khullar</td>
<td><a href="mailto:skhullar@vcc.ca">skhullar@vcc.ca</a></td>
<td>604-443-8670</td>
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<td>Claire Sauve</td>
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PART 1: CONCEPT

Purpose and Context

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

The Building Management program has been running with a mostly unchanged structure at VCC since 1987, with minor revisions taking place over the years, with the most recently approved PCG being from 2016.

The program underwent program renewal in 2019/20 and this redesigned program is an outcome of that renewal, and the corresponding action plan.

The purpose of the redesigned Building Manager program is to provide learners with the skills and knowledge necessary to move into positions in the management of the built-environment. This program is well-suited for those taking their first steps in the built-environment industry, with a
view to further advancement in their career. The courses in the Building Manager program will also provide **professional development opportunities** for those already working in the building and building-related industry.

Students will learn foundational skills in building maintenance and cleaning, contracts, budgeting, building operations and technology, sustainability, risk management, as well as the communication and conflict resolution skills required of a building manager.

Learners will be prepared to take on various roles in building management such as:

- Building Caretaker,
- Building Maintenance Manager,
- Building Superintendent,
- Cleaning Supervisor,
- Cleaning Account Manager,
- and Front-desk/Reception Concierge.

Topics of study will include:

- Tenant application, screening process, inspections, and conflicts
- Basic rights and responsibilities of landlords and tenants under B.C. law and dispute-handling measures
- Records management, budgets, costing and inventory control, performance and benchmarking metrics
- Building maintenance and inspections
- Fire safety, security and risk management protocols
- Ethical, cultural, and privacy related aspects of communication
- Cleaning and disinfection processes
- Trends in building technology and sustainability
- Principles of building operation, project, and asset management

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

This proposed program aligned with VCC Values and Strategic Innovation Plan Priorities:

- The Building Manager program (initially established in 1987) has a long history of serving a diverse student body; demographic data collected for the program renewal (completed in 2020) indicated that students in the program are demographically diverse, with significant majority (>70%) being over the age of 40, which includes a high proportion of new immigrants. It is expected that the demographic of the renewed program will be similar.
The redesigned program will maintain many of the qualities (for instance, flexible, part-time schedule and à la carte registration, for working individuals) that cater to the diverse student body.

Because the program is designed to be completed part-time, it may not necessarily appeal to Indigenous students, for whom funding often requires full-time studies, or international students. A long-term plan for the Building Management Certificate program, is to build it out to a longer program.

The program design and content are well suited to online and blended delivery formats, which can increase access both for students within the Lower Mainland and in communities across BC.

There may be opportunities to explore partnerships for remote delivery through CETABC, and in Indigenous communities around BC.

The historic program has had good success outcomes in terms of both student advancement (low rate of attrition) and student satisfaction (high percentage of students that would recommend the program to others).

Starting with the already positive student outcomes, the redesigned program has been designed in consultation with a group of industry-representatives and subject-matter experts to be more relevant, up-to-date, and employment-focused.

The new program leverages the success of the existing program and incorporates industry feedback gathered through the Program Renewal and curriculum design processes.

The program instructors are well connected practitioners in the industry and have demonstrated excellence and commitment to student success.

As with all CS programs, the program costing will ensure balance between affordability for students and fiscal responsibility, and will include margins to cover all direct, indirect, and overhead expenses and costs.

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

The program is a redesign of the existing Building Manager program at VCC – www.vcc.ca/programs/building-manager/.

This program also provides a natural career progression pathway for graduates of the Building Service Worker course (also offered through VCC CS).

Needs Assessment

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

The program is designed to fulfill two unique educational needs; students entering the field of management in the built-environment industry, and students requiring professional development and upskilling for career advancement or a career transition.

The content and learning outcomes, as well as the flexible structure of the program uniquely position the program to meet those needs.
The changes proposed result from feedback received in the program renewal and from subsequent industry and instructor consultations. The changes include:

- Updated Program Goal and Learning Outcomes,
- Increase in the number of courses from four to nine,
- Exit pathway at the Short Certificate level,
- Expanded scope of graduate roles, stemming from a shift in focus from solely residential building management to include commercial management,
- Incorporation of online and blended delivery methods and modalities,
- Increased emphasis on hands-on and experiential learning, and
- An update and refresh of the course content to meet current and upcoming industry needs.

The current program structure and format support sponsorship through agencies such as WorkBC and WorkSafe, increasing access and options for learners seeking career change, and it is anticipated that the new program will have similar appeal.

In consultation with industry and subject experts, this program incorporates focused training on current and upcoming technological changes and trends in the built-environment, such as energy/heating system considerations, building automation, access controls, and building security. In light of the global, Canadian (canada.ca/en/services/environment/weather/climatechange/climate-plan/net-zero-emissions-2050.html), and provincial (BC: cleanbc.gov.bc.ca) push for sustainability and net-zero emissions targets, this program, with intent, encompasses topics in energy use, energy efficiency, energy savings, green retrofitting, HVAC and automation, electric vehicle (EV) readiness and more, through courses, such as Building Technology and Sustainable Buildings.

This program presents a first-of-its-kind opportunity for VCC to engage in training options that connect learners and industry professionals for developing skills and competencies to meet the current and future challenges of climate change and support provincial goals.

This program’s design support future expansion in breadth and depth of content that can fulfill the needs of the local industry and workforce training gap.

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

NOC 6733 is listed as one of the High Opportunity Occupations with 12,780 jobs expected in BC by 2029, and 2,350 on Vancouver Island and the South Coast. [https://www.workbc.ca/careers/6733#view-full-profile](https://www.workbc.ca/careers/6733#view-full-profile)

Job posting analysis of the roles mentioned above demonstrates 484 unique job postings (1,925 total job postings) from July 2020 and July 2021 in the Greater Vancouver Area (EMSI data November 4, 2021).
Looking at career outcomes, Facility operations and maintenance managers (NOC 0714) is listed as one of the High Opportunity Occupations with 4,660 jobs expected in BC by 2029, and 820 on Vancouver Island and the South Coast.

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

Currently, and over the past 5-years, the program has been well subscribed, and it is expected that the renewed / redesigned program will similarly have good enrollment numbers.

It is interesting to note that enrollment in the Building Management program and adjacent courses increased during the COVID-19 pandemic, which points to the resiliency of the student demand, as the program supports students looking for career change.

The program renewal and redesign process has involved significant consultation with multiple industry stakeholders, who have consistently indicated that the field of Building Management is expanding, which is validated by the labour market data.

Further, since the program provides ample flexibility for taking courses à la carte, these courses can appeal to a wider set of professions, including but not limited to Home Building and Renovation Managers (NOC 0712; https://www.workbc.ca/careers/0712 ), Construction Inspectors (NOC 2264, https://www.workbc.ca/careers/2264 ), and policy consultants, housing policy analysts, and program officers (NOC 4164; https://www.workbc.ca/careers/4164).

Competitive Analysis

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

There is no program in the Lower Mainland that is the same in scope, flexibility and length, as the proposed Building Manager Program.

There are some adjacent programs in the programs at Langara College (Professional Building Manager, $2,899) and BCIT (Operations Management Certificate, Facilities Option - $7,600), but they are both larger in scope and longer than the VCC program.

Similar programs at private colleges (Resident Management Training Institute, Sprott Shaw) include aspects of property management.

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

No, there is no articulation committee.
Student Profile

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

Demographic data collected for the program renewal (completed in 2020) indicated that students in the program are demographically diverse, with nearly all (>70%) being over the age of 40, with a high proportion of new immigrants. Program renewal data (2018) indicates that 67% of students in the existing program have some prior post-secondary experience. It is expected that the demographic of the renewed program will be similar.

This program provides an opportunity for individuals working in the building service industry to upskill and upgrade their careers to include broader opportunities.

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

Since the program has been offered successfully at VCC for several years, recruitment for the redesigned program will be bolstered by the reputation of the program, both with graduates/alumni, and with industry.

Information sessions and digital ad campaigns will also be used for recruitment. There may be opportunities for corporate contract training recruitment, which will be facilitated by the CS registration system, Destiny One.

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

The program will be accessible in terms of admission requirements, which increased access and removes barriers for under-represented groups. The schedule of the program is such that individuals can work full-time while studying, which enables students that are working in low-paid professions to upskill and expand their employment opportunities.

Historically, women have been under-represented in this program. Program staff will explore recruitment strategies to increase participation of women and other under-represented groups. There may be opportunities for focused funded delivery in consultation with the Partnership Development Office on possible programming geared directly to marginalized groups.

Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?
There are no agreements as the program is unique.

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

There is an existing PAC, and the members have been engaged in the redesign process.

The program redesign group along with program instructors, represent members from the following industry stakeholder groups:

- Landlord BC,
- Canadian Mortgage and Housing Commission,
- BC Non-Profit Housing Association,
- Professional Association of Managing Agents,
- Austeville Properties,
- West Coast Senior Housing Management,
- Vancouver Community College Facilities.

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

The program instructors are qualified to teach the program courses/topics and have been involved in the program redesign. The instructional roster (CS Instructors) will also be expanded as needed.

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

The courses design incorporates hands-on experiential learning throughout the program. In consultation with industry experts, activities such as building tours and problem-based scenarios and case studies have been incorporated to include real-world applications. There is no practicum.

Admission, Delivery, and Design

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

The certificate consists of nine courses, with a short-certificate exit after four of the courses are completed. It can be completed within one year, dependent on course schedule. Courses will be scheduled part-time and run subject to sufficient enrolment. Registration will occur on a course-by-course basis and will be accepted ongoing in Spring, Winter, and Fall terms. The maximum number of students per course is 20 (soft-limit).
17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

There are no affiliation agreements in place currently, but there may be transfer potential for students into the longer programs at BCIT and Langara and other educational institutions across BC.

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

The program will be delivered part-time, evenings and weekends, in a blended delivery format.

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

The program will be structured to include an exit pathway upon completion of 4 specific courses, resulting in a Short Certificate.

Operational Needs

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

No, however, the program would greatly benefit from a field-trip/facility tour within the VCC campuses, as well as facilitation of a minor workshop to demonstrate repairs, such as drywall and painting. There would be limited, if any, impact in terms of cost and operational disruption.

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

Curriculum Development funds will be required for online course development and have been requested in 2022/23. Online offerings will support access and inclusion.

22. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn’t available for these large scale needs?
The online course development will not be possible without CD funds, thus cutting the flexibility and accessibility of the program.

**Phase In/Phase Out Plan**

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

The new program will be phased-in in a manner to ensure that current students have a pathway to credential completion. Arrangements will be made for a teach out of existing courses as new courses are launched.

**PART 2: INITIAL BUSINESS CASE**

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

What is the source of funding for this program?

See attached.

**Attach Initial Business Case**

2022-02-24 - Building Manager Business Case.pdf
Summary

The renewed Building Manager Certificate will be offered in a flexible format, similar to current programming, which is structured based on a-la-carte registration so students can take courses part time to meet a variety of professional training needs. There is a short certificate exit pathway upon completion of 8 credits/4 courses.

Intakes will be ongoing in Winter, Spring, and Fall terms. Registration in each course will vary, as students will complete the certificate at different paces according to their needs. Courses will run subject to sufficient enrolment, and will generate varying amount of net contribution accordingly.

There are no significant facilities, operating, or labour cost increases expected related to this redesign. The program will be administered within the existing FTE allocation for this program.

It is expected that this programming will generate a consistent revenue stream, similar to current programming, in the initial phases of implementation, and additional growth will be expected in subsequent years.

Competitive Scan

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credential</th>
<th>Credits</th>
<th>Hours</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCC</td>
<td>Building Manager Short Certificate</td>
<td>8</td>
<td>120</td>
<td>$2,620</td>
</tr>
<tr>
<td>Langara</td>
<td>Professional Building Manager Certificate</td>
<td>0</td>
<td>180-189</td>
<td>$2,830</td>
</tr>
<tr>
<td>VCC</td>
<td>Building Manager Certificate</td>
<td>18</td>
<td>270</td>
<td>$5,895</td>
</tr>
<tr>
<td>BCIT</td>
<td>Facilities Management Certificate</td>
<td>34</td>
<td>N/A</td>
<td>$7,600</td>
</tr>
</tbody>
</table>

Initial Costing

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Acceptable Tuition</td>
<td>$5,895</td>
</tr>
<tr>
<td>Breakeven Tuition</td>
<td>$5,569</td>
</tr>
<tr>
<td>5% Net Contribution</td>
<td>$5,862</td>
</tr>
<tr>
<td>10% Net Contribution</td>
<td>$6,188</td>
</tr>
<tr>
<td>15% Net Contribution</td>
<td>$6,552</td>
</tr>
</tbody>
</table>

Recommendation

This program will see a substantial increase in tuition following renewal (current program offered at $1618 for a 9.5 credit certificate program). It is recommended that the program adopts the stated market acceptable fee ($5,895) when costing is finalized to foster recruitment efforts and ensure the long-term sustainability of the program.
## Building Manager Certificate

### Multi-Year Projection

**Market Acceptable Tuition Fee**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Tuition per credit</th>
<th>Tuition per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$328</td>
<td>$5,895</td>
</tr>
<tr>
<td>Year 2</td>
<td>$328</td>
<td>$5,895</td>
</tr>
<tr>
<td>Year 3</td>
<td>$344</td>
<td>$6,093</td>
</tr>
<tr>
<td>Year 4</td>
<td>$341</td>
<td>$6,333</td>
</tr>
<tr>
<td>Year 5</td>
<td>$348</td>
<td>$6,568</td>
</tr>
</tbody>
</table>

### Revenue

- **Tuition fees**
  - Year 1: $82,530
  - Year 2: $82,530
  - Year 3: $84,181
  - Year 4: $91,997
  - Year 5: $100,093

### Instructor Costs

- **Salary**
  - Year 1: $18,900
  - Year 2: $18,900
  - Year 3: $19,278
  - Year 4: $19,664
  - Year 5: $20,057

- **Benefits**
  - Year 1: $1,890
  - Year 2: $1,890
  - Year 3: $1,928
  - Year 4: $1,966
  - Year 5: $2,006

### Total Instructor Costs

- Year 1: $20,790
- Year 2: $20,790
- Year 3: $21,206
- Year 4: $21,630
- Year 5: $22,063

### Support Staff

- **Salary - Program Coordinator**
  - Year 1: $16,411
  - Year 2: $16,411
  - Year 3: $16,739
  - Year 4: $17,074
  - Year 5: $17,416

- **Salary - Program Assistant**
  - Year 1: $10,731
  - Year 2: $10,731
  - Year 3: $10,838
  - Year 4: $10,946
  - Year 5: $11,056

- **Benefits - Program Coordinator**
  - Year 1: $4,595
  - Year 2: $4,595
  - Year 3: $4,687
  - Year 4: $4,781
  - Year 5: $4,876

- **Benefits - Program Assistant**
  - Year 1: $3,219
  - Year 2: $3,219
  - Year 3: $3,251
  - Year 4: $3,284
  - Year 5: $3,317

### Total Labour Costs

- Year 1: $34,956
- Year 2: $34,956
- Year 3: $35,516
- Year 4: $36,085
- Year 5: $36,665

### Total Direct Program Expenditures

- Year 1: $56,496
- Year 2: $57,487
- Year 3: $58,495
- Year 4: $59,523
- Year 5: $60,551

### Gross Margin Income Statement

- **Revenue from tuition**
  - Year 1: $82,530
  - Year 2: $82,530
  - Year 3: $84,181
  - Year 4: $91,997
  - Year 5: $100,093

- **Gross margin**
  - Year 1: $26,034
  - Year 2: $26,034
  - Year 3: $26,694
  - Year 4: $33,502
  - Year 5: $40,570

- **Net Surplus / (Deficit)**
  - Year 1: $4,565
  - Year 2: $4,565
  - Year 3: $4,849
  - Year 4: $11,274
  - Year 5: $17,951

### Program Gross Margin (GM)

- Year 1: 26,034
- Year 2: 26,034
- Year 3: 26,694
- Year 4: 33,502
- Year 5: 40,570

- Program Gross margin as % of Revenue:
  - Year 1: 32%
  - Year 2: 32%
  - Year 3: 32%
  - Year 4: 36%
  - Year 5: 41%

- Net contribution to VCC overhead / (Deficit)
  - Year 1: 4,565
  - Year 2: 4,565
  - Year 3: 4,849
  - Year 4: 11,274
  - Year 5: 17,951
DECISION NOTE

PREPARED FOR: Education Council

DATE: March 8, 2022

ISSUE: Five new courses in the Deaf and Hard of Hearing department

BACKGROUND:
The Deaf & Hard of Hearing (DHH) program area went through a renewal in 2019. As part of that renewal, the English Foundations courses have been revitalized. The initial five courses in this area were approved by Education Council in December 2020. The next five courses continue by aligning with the outcomes of the Canadian Language Benchmarks for the Deaf from CLB 5 to CLB 9.

DISCUSSION:
Alayna Finley, curriculum developer, presented the proposal. Curriculum Committee requested only minor revisions to the curriculum and complimented the high quality of the work presented. The only change requested was simplifying the course learning outcomes by removing some of the examples used to explain concepts. The Chair has worked with the area to make those edits.

RECOMMENDATION:

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 16, 2022
Course Change Request

New Course Proposal

Date Submitted: 01/29/22 9:00 pm

Viewing: DHHE 0605 : English for Access 5

Last edit: 02/16/22 3:33 pm
Changes proposed by: afinley

Course Name:
English for Academic & Workplace Access 5

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

Name: Marcia Tanaka
E-mail: mtanaka@vcc.ca
Phone/Ext.: 604-871-7000 Ext. 7342

Banner Course Name: English for Access 5

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number: 0605

Year of Study: ESLCRSE

In Workflow
1. 1902 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 01/31/22 9:25 am
   Marcia Tanaka (mtanaka):
   Approved for 1902 Leader
2. 02/01/22 8:48 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 02/16/22 4:00 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair
Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts of simple and some moderate complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 5 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0604, or department placement interview indicating competency in CLB 4.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Receptive ASL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Identify main points, some details, and underlying meaning in common social situations.</td>
<td></td>
</tr>
<tr>
<td>2) Identify language functions in social exchanges, including compliments, invitations, and preferences.</td>
<td></td>
</tr>
<tr>
<td>3) Follow 7-step everyday directions or instructions.</td>
<td></td>
</tr>
<tr>
<td>4) Recognize goals, main points, and underlying meaning in suggestions, advice, or opinions shared in everyday situations.</td>
<td></td>
</tr>
<tr>
<td>5) Recognize, identify, and interpret information about familiar or relevant topics.</td>
<td></td>
</tr>
<tr>
<td>6) Identify key words and phrases, details, underlying meaning, and opinions in descriptive or narrative presentations of up to 5 minutes.</td>
<td></td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

**CLO #2**
Expressive ASL
1) Participate in basic social conversations for some everyday purposes.
2) Participate in very short video calls by answering briefly, communicating simple information, and taking simple messages.
3) Give instructions and directions for everyday activities.
4) Make and respond to informal requests, suggestions, and advice.
5) Ask for and give information about everyday activities in one-on-one interactions.
6) Agree, disagree, and give opinions in small group discussions or meetings using clarification strategies.
7) Give presentations for up to 5 minutes about events or everyday routines.

**CLO #3**
Receptive English
1) Scan and identify key ideas and details in personal and public social messages.
2) Follow 7-10 step-by-step instructions for everyday instructions, procedures, or tasks.
3) Scan and identify 1-2 pieces of information in business or service texts to support decisions.
4) Scan and identify key parts of a 2-3 paragraph descriptive or narrative text.
5) Access 2 sources of information from web or print sources and distinguish facts from opinions.

**CLO #4**
Expressive English (Writing, typing, texting)
1) Write 1-2 paragraph formal and informal personal messages sharing or responding to a quick update, invitation, or feeling.
2) List 7-10 important notes from a one-page information sheet.
3) Write 5-7 accurate points from information in video texts/messages.
4) Fill out forms with required information that is recorded correctly and legibly.
5) Write an email for academic or workplace purposes.
6) Write a basic descriptive or explanatory paragraph.

Instructional Strategies:
Modelling, coaching, focused reading, thematic instruction, journalling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading System:</td>
<td>Satisfactory/Unsatisfactory</td>
<td>Passing grade: 70% (S)</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>Portfolio</td>
<td>100</td>
<td>A range of tasks including self- and peer-assessment, writing tasks, reflective journals, writing samples, checklists, presentations, simulations, quizzes, demonstrations.</td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Learning Environment Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>255</td>
</tr>
<tr>
<td>Lecture, Seminar, Online</td>
<td>204</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>51</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>

### Course Topics

- Circles: Self, Family, Community
- Academic/ Trades Readiness
- Digital Media
- Workplace
- Entrepreneurial Activities
- Canadian Society

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

Date Submitted: 01/29/22 9:13 pm

Viewing: DHHE 0606 : English for Access 6

Last edit: 02/16/22 3:32 pm

Changes proposed by: afinley

Course Name:
English for Academic & Workplace Access 6

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
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<tbody>
<tr>
<td>Marcia Tanaka</td>
<td><a href="mailto:mtanaka@vcc.ca">mtanaka@vcc.ca</a></td>
<td>604-871-7000 Ext. 7342</td>
</tr>
</tbody>
</table>

Banner Course Name: English for Access 6

Subject Code: DHHE - Deaf & Hard of Hearing English

Course Number: 0606

Year of Study: ESLCRSE
Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts within a range of moderate complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 6 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0605, or department placement interview indicating competency in CLB 5.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| CLO #1 | Receptive ASL  
1) Identify details and underlying meanings in video calls and face-to-face social conversations.  
2) Recognize order and sequence of 9-10 step instructions for personal and professional tasks, including when the sequence of steps must be inferred.  
3) Identify the intent, main idea, details, opinions, inferred meaning, and key words and expressions in everyday communication used to influence or persuade.  
4) Recognize the signals for collaboration, turn-taking, and interruptions during short group interactions and discussions.  
5) Follow informal monologues or presentations up to 10 minutes describing things or telling a story using visuals. |
Upon successful completion of this course, students will be able to:

CLO #2  Expressive ASL
1) Open, maintain, and close routine social conversations for some everyday purposes.
2) Participate in short personal video calls, communicate on familiar information and take/leave messages with 3-5 details.
3) Give step-by-step instructions or directions for everyday activities and processes.
4) Give informal or formal suggestions and polite requests with reasons.
5) Ask for and share opinions and feelings with detail one-to-one, in small groups or meetings.
6) Give presentations about past events, stories, or to describe/compare things.

CLO #3  Receptive English
1) Identify the context, meaning, and mood of common personal social messages.
2) Follow everyday instructions and procedures of at least 10 steps, and use visual clues to determine meanings and correct order of steps.
3) Locate and use 2-3 pieces of information in maps, course calendars, directories, or website menus.
4) Locate information from business or service texts containing advice, requests, or detailed specifications.
5) Retell or summarize descriptions or stories in a 3-5 paragraph text or 60-90-second captioned video.
6) Compare facts to make choices using information from formatted texts.
7) Locate and compare 2-3 pieces of information from online sources.

CLO #4  Expressive English (Writing, typing, texting)
1) Convey personal messages relevant to a context or audience.
2) Take messages or notes with 7-8 details while watching a 60-90 second captioned video or reading a one-page transcript.
3) Produce an outline or summary of a one-page text using accurate details and writing conventions.
4) Write an email with 1-2 paragraphs to a business requesting a service or communicating an issue.
5) Fill out forms with required information recorded legibly, with correct spelling, punctuation, and capitalization.
6) Write 1-2 connected paragraphs to describe a story or sequence of events; or to compare things, people, or routines.

Instructional Strategies:
Modelling, coaching, focused reading, thematic instruction, journalling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

Evaluation and Grading
Grading System: Satisfactory/Unsatisfactory

70%

Evaluation Plan:

<table>
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<tr>
<th>Type</th>
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<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td></td>
</tr>
</tbody>
</table>

Course Topics:

- Circles: Self, Family, Community
- Academic/ Trades Readiness
- Digital Media
- Workplace
- Entrepreneurial Activities
- Canadian Society

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

Rationale and Consultations
Course Change Request

New Course Proposal

Date Submitted: 01/29/22 9:21 pm

Viewing: DHHE 0607 : English for Access 7

Last edit: 02/16/22 3:40 pm

Changes proposed by: afinley

Course Name:
English for Academic & Workplace Access 7

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<td>604-871-7000 Ext. 7342</td>
</tr>
</tbody>
</table>

Banner Course Name: English for Access 7

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number: 0607

Year of Study: ESLCRSE

In Workflow
1. 1902 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 01/31/22 9:26 am
   Marcia Tanaka (mtanaka):
   Approved for 1902 Leader
2. 02/01/22 8:49 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 02/16/22 4:00 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair
Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts within an expanding range of moderate complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 7 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0606, or department placement interview indicating competency in CLB 6.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Receptive ASL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Identify and interpret discussions in social exchanges.</td>
</tr>
<tr>
<td></td>
<td>2) Identify clues to infer order of steps in 10-12 step instructions and directions.</td>
</tr>
<tr>
<td></td>
<td>3) Identify the intent, main idea, details, and implied meanings in persuasive communication.</td>
</tr>
<tr>
<td></td>
<td>4) Identify details, main ideas, and opinions to follow short group interactions, discussions, and meetings on familiar topics.</td>
</tr>
<tr>
<td></td>
<td>5) Identify main ideas, details, and opinions shared in presentations about personal experiences, general knowledge, or work-related topics.</td>
</tr>
</tbody>
</table>

Upon successful completion of this course, students will be able to:
<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Expressive ASL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Participate in and maintain less routine everyday social conversations by managing comprehension and using strategies for conversational flow.</td>
<td></td>
</tr>
<tr>
<td>2) Communicate by video phone on familiar routine matters and take/leave video messages with 5-7 details.</td>
<td></td>
</tr>
<tr>
<td>3) Give an extended set of instructions/directions related to familiar technical and non-technical tasks.</td>
<td></td>
</tr>
<tr>
<td>4) Give detailed suggestions, recommendations, advice, or warnings.</td>
<td></td>
</tr>
<tr>
<td>5) Communicate opinions and feelings to qualify opinion; express reservations, approval, and disapproval; and express or ask about possibility/probability in one-to-one and small group discussions or meetings.</td>
<td></td>
</tr>
<tr>
<td>6) Give a structured presentation to summarize or report the main points of a presentation by someone else, to tell a story, or to describe, compare, and contrast in detail 2 events, jobs, or procedures.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Receptive English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Identify specific factual details and inferred meanings in personal and public social messages.</td>
<td></td>
</tr>
<tr>
<td>2) Follow a set of 10-13 step instructions for procedures related to familiar technical and non-technical tasks.</td>
<td></td>
</tr>
<tr>
<td>3) Locate and use 3-4 pieces of information from formatted text by identifying layout and organization.</td>
<td></td>
</tr>
<tr>
<td>4) Identify main ideas, factual and supporting details and underlying meaning in business/service texts containing assessments, evaluations, and advice.</td>
<td></td>
</tr>
<tr>
<td>5) Distinguish facts from opinions and evaluate ideas in text to draw conclusions in complex extended descriptions, narrations, or reports.</td>
<td></td>
</tr>
<tr>
<td>6) Interpret information in moderately complex formatted texts following the sequence of steps.</td>
<td></td>
</tr>
<tr>
<td>7) Locate and compare 3-4 pieces of information in extensive and visually complex online or print reference sources.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Expressive English (Writing, typing, texting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Convey a personal message in a formal short letter, note, or e-mail using 2-3 paragraphs, expressing or responding to a range of circumstances.</td>
<td></td>
</tr>
<tr>
<td>2) Write an outline or a summary of a longer 2-page text by reducing information to main points, with accurate supporting details.</td>
<td></td>
</tr>
<tr>
<td>3) Take notes and leave written messages from video messages or clear prerecorded public information reducing information to main points with up to 10 accurate details.</td>
<td></td>
</tr>
<tr>
<td>4) Fill out moderately complex/extended forms.</td>
<td></td>
</tr>
<tr>
<td>5) Write business or service correspondence of up to 2 paragraphs for routine or less routine purposes.</td>
<td></td>
</tr>
<tr>
<td>6) Write 2-3 connected paragraphs to narrate a sequence of events or to provide a detailed comparison or description of a person, system, routine, or procedure.</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Strategies:
Modelling, coaching, focused reading, thematic instruction, journalling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory
Passing grade: 70%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>100%</td>
<td>A range of tasks including self- and peer-assessment, writing tasks, reflective journals, writing samples, checklists, presentations, simulations, quizzes, demonstrations.</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 255
Lecture, Seminar, Online 204
Lab, Clinical, Shop, Kitchen, Studio, Simulation 51
Practicum, Self-Paced, Individual Learning

**Course Topics**

Course Topics:
Course Topics:

<table>
<thead>
<tr>
<th>Circles: Self, Family, Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics &amp; Trades</td>
</tr>
<tr>
<td>Digital Media</td>
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</tr>
<tr>
<td>Entrepreneurial Activities</td>
</tr>
<tr>
<td>Canadian Society</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

English Foundations - Bridge

Provide a rationale for this proposal:

Are there any Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
New Course Proposal

Date Submitted: 01/29/22 9:26 pm

Viewing: DHHE 0608 : English for Access 8

Last edit: 02/16/22 3:48 pm

Changes proposed by: afinley

In Workflow
1. 1902 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 01/31/22 9:26 am
   Marcia Tanaka (mtanaka): Approved for 1902 Leader
2. 02/01/22 8:50 am
   Shirley Lew (slew): Approved for SAS Dean
3. 02/16/22 4:00 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>Marcia Tanaka</td>
<td><a href="mailto:mtanaka@vcc.ca">mtanaka@vcc.ca</a></td>
<td>604-871-7000 Ext. 7342</td>
</tr>
</tbody>
</table>

Banner Course Name: English for Access 8

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number: 0608

Year of Study: ESLCRSE
Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts with mostly moderate complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 8 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0607, or department placement interview indicating competency in CLB 7.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Receptive ASL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Identify stated and unspecified details, underlying meanings, and functional expressions in social exchanges.</td>
</tr>
<tr>
<td></td>
<td>2) Follow an extended set of multi-step instructions or directions on technical and non-technical tasks for familiar, moderately complex processes.</td>
</tr>
<tr>
<td></td>
<td>3) Identify the intent, main idea, factual details, opinions, implied meaning, key words, and functional expressions/techniques in face-to-face discourse video messages.</td>
</tr>
<tr>
<td></td>
<td>4) Identify and respond to requests for main ideas, details, key phrases, and examples in extended descriptive or narrative monologues or presentations.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Expressive ASL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Open, maintain and close a lengthy formal conversation.</td>
<td></td>
</tr>
<tr>
<td>2) Manage a conversation by checking if a communication partner can follow, and by using a variety of strategies to sustain conversation and encourage others to participate.</td>
<td></td>
</tr>
<tr>
<td>3) Introduce a person formally to a large, unfamiliar audience.</td>
<td></td>
</tr>
<tr>
<td>4) Carry on a 4-5 minute video phone conversation in a professional manner on less familiar and some non-routine matters.</td>
<td></td>
</tr>
<tr>
<td>5) Give directions/instructions about established familiar process or procedure.</td>
<td></td>
</tr>
<tr>
<td>6) Identify and propose solutions or changes to problems in a familiar area.</td>
<td></td>
</tr>
<tr>
<td>7) Interact one-on-one to discuss options, as well as request and provide detailed information related to personal needs, varied daily activities, and routine work requirements.</td>
<td></td>
</tr>
<tr>
<td>8) Participate in a group debate, discussion, or meeting on an abstract familiar topic or issue.</td>
<td></td>
</tr>
<tr>
<td>9) Give an up-to-20-minute structured presentation to describe and explain a complex structure, system or process based on research, or to tell a story.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Receptive English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Identify factual details and underlying meanings in moderately complex personal and public social messages.</td>
<td></td>
</tr>
<tr>
<td>2) Follow an extended set of coherent multi-step instructions and directions for an established process.</td>
<td></td>
</tr>
<tr>
<td>3) Locate and integrate 3-4 pieces of information contained in moderately complex formatted texts.</td>
<td></td>
</tr>
<tr>
<td>4) Identify the purpose, topic, key information, factual and inferred meanings in written proposed solutions, proposals, recommendations, statements of regulations, laws, and norms.</td>
<td></td>
</tr>
<tr>
<td>5) Identify main and supporting details in moderately complex extended descriptions, feature articles, reports, and narrations, and present them in an alternate form such as a chart or visual display.</td>
<td></td>
</tr>
<tr>
<td>6) Evaluate ideas in text, to draw conclusions and compare with own opinion.</td>
<td></td>
</tr>
<tr>
<td>7) Demonstrate understanding of moderately complex charts, graphs, diagrams, pictures, or website navigation menus and present them in an alternate form.</td>
<td></td>
</tr>
<tr>
<td>8) Access, locate, compare, and integrate several pieces of information in reference sources, using effective online search strategies.</td>
<td></td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Expressive English (Writing, typing, texting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Convey a personal message of up to 3 paragraphs in a formal short letter, note, or email expressing or responding to a broad range of circumstances.</td>
</tr>
<tr>
<td>2)</td>
<td>Write an outline or summary of a 1-2 page text, reducing information to main points, with accurate supporting details and no major omissions.</td>
</tr>
<tr>
<td>3)</td>
<td>Take accurate, organized notes in point form from a captioned video presentation or transcript.</td>
</tr>
<tr>
<td>4)</td>
<td>Take notes and write accurate instructions about an established process or procedure given in a live demonstration, on videoconferencing, or from previously recorded captioned video material.</td>
</tr>
<tr>
<td>5)</td>
<td>Fill out a range of forms with over 40 items and text responses that are up to 1 paragraph.</td>
</tr>
<tr>
<td>6)</td>
<td>Convey messages as written notes, memos, letters, work record log entries or reports to indicate a problem, to request a change or to request information.</td>
</tr>
<tr>
<td>7)</td>
<td>Write 3-4 paragraphs to relate a historical event, express or analyze opinions, provide a detailed description and explanation of a phenomenon or process.</td>
</tr>
<tr>
<td>8)</td>
<td>Write paragraphs to relate/explain information in a table, graph, flow chart, photo, or diagram.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
- Modelling, coaching, focused reading, thematic instruction, journalling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

### Evaluation and Grading

| Grading System: Satisfactory/Unsatisfactory | Passing grade: 70% |

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>100%</td>
<td>A range of tasks including self- and peer-assessment, writing tasks, reflective journals, writing samples, checklists, presentations, simulations, quizzes, demonstrations.</td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

| Total Hours | 255 |
Lecture, Seminar, Online

204

Lab, Clinical, Shop, Kitchen, Studio, Simulation

51

Practicum, Self-Paced, Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circles: Self, Family, Community</td>
</tr>
<tr>
<td>Academics &amp; Trades</td>
</tr>
<tr>
<td>Digital Media</td>
</tr>
<tr>
<td>Workplace</td>
</tr>
<tr>
<td>Entrepreneurial Activities</td>
</tr>
<tr>
<td>Canadian Society</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

   English Foundations - Bridge

Provide a rationale for this proposal:
New Course Proposal

Date Submitted: 02/01/22 10:03 am

Viewing: DHHE 0609 : English for Access 9

Last edit: 02/16/22 3:59 pm

Changes proposed by: afinley

Course Name:
English for Academic & Workplace Access 9

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcia Tanaka</td>
<td><a href="mailto:mtanaka@vcc.ca">mtanaka@vcc.ca</a></td>
<td>604-871-7000 Ext. 7342</td>
</tr>
</tbody>
</table>

Banner Course Name: English for Access 9

Subject Code: DHHE - Deaf & Hard of Hearing English

Course Number: 0609

Year of Study: ESLCRSE
Course Description:
English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts with a range of complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 9 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):
DHHE 0608, or department placement interview indicating competency in CLB 8.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Receptive ASL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Identify stated, implied, and some unstated meanings and functional expressions in complex formal social interactions between participants with varying roles, relationships, and status.</td>
<td></td>
</tr>
<tr>
<td>2) Understand and integrate complex, somewhat detailed, and extensive multistep directions and instructions for familiar processes or procedures.</td>
<td></td>
</tr>
<tr>
<td>3) Follow cohesion links in discourse to carry out the procedure or process.</td>
<td></td>
</tr>
<tr>
<td>4) Identify main intent, main idea, factual details, words and expressions, and inferred meanings in transcripts from captioned video persuasive texts.</td>
<td></td>
</tr>
<tr>
<td>5) Evaluate extended suggestions for appropriateness, usefulness, relevance, and validity of the proposed solution.</td>
<td></td>
</tr>
<tr>
<td>6) Demonstrate critical comprehension of an extensive lecture or presentation.</td>
<td></td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

CLO #2  Expressive ASL
1) Manage a range of personal, business, and academic interactions, using appropriate assertive communication strategies.
2) Contribute to discussion or debate in small formal groups by negotiating discussion points and using strategies to keep the discussion on track.
3) Interact one-on-one to provide, obtain and discuss detailed complex information and opinions in order to coordinate teamwork or assignments.
4) Give multistep instructions about complex familiar technical and non-technical tasks, procedures and processes.
5) Raise an issue with an authority figure/group in person or through video.
6) Present a formal proposal to address concerns or deal with problems.
7) Co-facilitate to a debate, discussion, or meeting.
8) Argue a point persuasively through a demonstration, briefing, report, or position paper on familiar or researched topics.

CLO #3  Receptive English
1) Identify factual details and underlying meanings in complex written communication.
2) Follow an extended set of formal multi-step instructions and directions for familiar procedures in complex texts.
3) Identify purpose, topic, key information, factual, and underlying meanings in complex texts to inform significant decisions, including fine print.
4) Identify main ideas, relevant details, facts, concepts, and underlying meaning in complex texts, and present them in an alternate form, such as a chart or visual display.
5) Identify organization of text, topic sentences, relationships between paragraphs and thematic patterns in order to analyze or evaluate ideas.
6) Locate, integrate, and paraphrase several pieces of information contained in formatted in extensive and visually complex online or print resources.

CLO #4  Expressive English (Writing, typing, texting)
1) Convey a range of personal and business messages in semi-formal or formal correspondence.
2) Write functional notes, outlines or summaries, conveying essential information and reducing it to main points, with accurate supporting details with no major factual omissions or errors.
3) Take accurate, organized notes in point form from a live or recorded captioned visual presentation capturing decisions, actions to be taken, and policy statements in meeting minutes.
4) Reduce complex information and ideas from multiple sources.
5) Complete extensive complex forms and report documents with pre-set formats.
6) Write a range of business or service correspondence for a broad range of purposes.
7) Write essays, reports, or narratives up to 1,500 words to relate past events; to describe and compare complex ideas, phenomena, or processes; or to express or analyze opinions.
8) Write a paragraph to summarize complex information in questionnaires, graphs, charts.
Instructional Strategies:
Modelling, coaching, focused reading, thematic instruction, journalling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

---

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Satisfactory/Unsatisfactory</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<td>100%</td>
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**Hours by Learning Environment Type**

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<tr>
<th>Total Hours</th>
<th>255</th>
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<tr>
<td>Lecture, Seminar, Online</td>
<td>204</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>51</td>
</tr>
</tbody>
</table>

---

**Course Topics**

---
### Course Topics:

<table>
<thead>
<tr>
<th>Circles: Self, Family, Community</th>
</tr>
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<tbody>
<tr>
<td>Academics &amp; Trades</td>
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<td>Entrepreneurial Activities</td>
</tr>
<tr>
<td>Canadian Society</td>
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</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

- English Foundations - Bridge

---

### Additional Information

Provide any additional information if necessary.

---

Supporting documentation:

Reviewer

Comments

---

### Marketing Information
DECISION NOTE

PREPARED FOR: Education Council

DATE: March 8, 2022

ISSUE: New computing courses offered by College & Career Access (CCA)

BACKGROUND:
The CCA department is proposing three new courses.

COMP 0986 Digital Arts & Graphics and COMP 0987 Computer Programming are at a Grade 12 level and meet the articulated course learning outcomes for BC. They are being integrated into the ABE Graduation Program Certificate as elective options. This work comes out of recommendations by the external review team during the renewal of the Computing courses in ABE, completed in January 2022.

The third course is an introductory course for online learning skills: COMP 0736 Online Learning Skills 10. It is intended to bridge the gap between basic computer literacy and credit computer studies courses.

DISCUSSION:
Matthew Forster, curriculum developer, presented the proposal. Curriculum Committee requested only minor revisions to the curriculum:

- The two Grade 12-level courses have Prior Learning Assessment and Recognition (PLAR) pathways; this option needed to be added to the PCG, as these are the first two courses in the ABE Graduation Program Certificate that offer PLAR.
- Members asked when the online learning skills course might be offered, and suggested August might be helpful, as many students struggle when they enter programs in September due to limited computer literacy skills. The department head and dean took that suggestion away.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, changes to the ABE Graduation Program Certificate program content guide and three new courses: COMP 0736 Online Learning Skills 10, COMP 0986 Digital Arts & Graphics and COMP 0987 Computer Programming.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 16, 2022
Program Change Request

Date Submitted: 01/31/22 5:29 pm

Viewing: ABE Graduation Program Certificate

Last approved: 01/24/22 11:27 am
Last edit: 02/16/22 3:14 pm
Changes proposed by: mforster

Catalog Pages Using this Program

ABE Graduation Program Certificate

In Workflow
1. 2004 Leader
   KJ Hills (kjhills):
   Approved for 2004 Leader
2. SAS Dean
   Shirley Lew (slew):
   Approved for SAS Dean
3. Curriculum Committee Chair
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 02/01/22 10:45 am
   KJ Hills (kjhills):
   Approved for 2004 Leader
2. 02/07/22 11:53 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 02/16/22 3:14 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History
1. Jan 8, 2018 by Todd Rowlatt (trowlatt)
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Jan 24, 2022 by Darija Rabadjija (drabadzija)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KJ Hills</td>
<td><a href="mailto:kjhills@vcc.ca">kjhills@vcc.ca</a></td>
<td>7366</td>
</tr>
</tbody>
</table>
Program Content Guide

Purpose

The ABE Graduation Certificate Program prepares students for success in post-secondary education, life-long learning and employability by offering education and skills in a supportive and flexible learning environment. The program gives students the opportunity to plan an education/employment pathway and acquire all of the necessary courses to access Career and/or University Transfer programs at VCC and other post-secondary institutions.

Admission Requirements

Students are admitted into the Program on an individual course basis as determined by the College and Career Access and College Foundations departments. Students taking ABE courses through the College and Career Access require departmental approval prior to registering for courses.

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR Prior learning assessment and recognition is not available for the following courses: this program:
COMP 0986 Digital Arts and Graphics
COMP 0987 Computer Programming

Students may complete up to eight (8) credits through PLAR. Tuition and fees may still apply to PLAR candidates. See the course outlines for methods of assessment or contact the department for details. See VCC’s D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

Students have three (3) years to complete the Program.
Students must complete a minimum of eight (8) credits from the core courses and enough elective courses to complete the total minimum program credit requirement of twenty-eight (28) credits.
* Some ABE courses are delivered in two (2) parts. Successful completion of both parts of a course is required in order to receive an equivalent credit for one ABE level course.

Note: Students, who complete the program requirements as listed above, are eligible to apply for the Adult Graduation Diploma from the BC Ministry of Advanced Education.
Program Learning Outcomes

Upon successful completion of the Program, students will be able to:
Use critical thinking skills to analyze text, interpret information, and solve problems.
Compose well-organized and coherent text across several genres.
Read, evaluate, and analyze a variety of text, including literature, articles and reports.
Use mathematical software to model and solve problems.
Use mathematical models to represent and solve real-world problems across a variety of disciplines.
Utilize research strategies to strategically search, identify, retrieve and utilize information from a variety of appropriate sources.
Apply academic citation standards to correctly document information sources.

Additional Program Learning Outcomes (dependent on the electives chosen by students)

Upon successful completion of the Program, students may be able to:
Apply scientific concepts, analyze scientific problems, and conduct biology, chemistry, and/or physics experiments.
Apply responsible local and global citizenship skills in the areas of cultural diversity, human rights and safety, and the environment.
Communicate personal values and positions on a variety of social issues.
Discuss and evaluate Canadian history, government, law, culture, economy, and geography from 1914 to present.
Analyze the effects of contact and colonization on First Nations people, including the impact of certain policies, such as the residential school system.
Examine challenges faced by specific First Nations populations, such as women, veterans, elders, and youth.
Analyze and synthesize ideas from multiple sources, by identifying main points and integrating own ideas.
Communicate through a variety of methods including essays, summaries, debates, maps, charts, graphs, and presentations.
Use word processing software to apply typographic principles and create business and academic documents that include formulas, charts and macros.
Design spreadsheets to analyze, interpret, and project outcomes.
Make educational and career choices and develop action plans.
Apply effective communication skills both professionally and personally.
Apply problem solving and critical thinking skills relevant to work, life and school.
The program is delivered by both the College and Career Access (CCA) and College Foundations (CF) departments and provides students with two course delivery options. CCA offers a self-paced delivery model, and CF offers a class-based delivery model. Students can choose to take courses through either or both departments.

**Self-paced format:**
Students receive individualized instruction and work/learn at their own pace using course material that is customized to accommodate their needs and enhance their success while meeting the course requirements. The instructional methodology is based on one-to-one model with instructors providing individualized instruction, guidance, and assessments to students. Students complete assignments and assessments according to a flexible schedule they determine with the instructors. Students can access the self-paced classrooms at any time of day they are open and receive six (6) hours of direct instruction per course per week.

**Class-based format:**
Students receive instruction in classes that have a fixed schedule and instructor. In most cases, courses are delivered either six (6) hours per week or twelve (12) hours per weeks giving students the flexibility to take courses that best suit their needs and schedules. Students also have access to instructors during set office hours. Instruction is provided in classrooms and/or labs through lectures, seminars, and demonstrations. In general, course assignments and assessments follow a fixed schedule.

**Evaluation of Student Learning**

Evaluation methods are clearly stated in each course outline. These may include exams, quizzes, assignments, reports, essays and lab activities.

**Recommended Characteristics of Students**

- Ability to work independently
- Good communication skills
- Motivation and dedication to complete an academic program
- Ability to take initiative
- Ability to take responsibility for learning
- Reliability and dependability
- Respectful of others
- Ability to take directions and guidance

**Courses**

<table>
<thead>
<tr>
<th>Core Courses (Minimum of 8 credits)</th>
<th>ENGL 0981</th>
<th>English 12 Part 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGL 0991</td>
<td>English 12 Part 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ENGL 0994</td>
<td>English 12 Essential</td>
<td></td>
</tr>
<tr>
<td>MATH 0861</td>
<td>Math 11 Part 1</td>
<td></td>
</tr>
<tr>
<td>MATH 0871</td>
<td>Math 11 Part 2</td>
<td></td>
</tr>
<tr>
<td>MATH 0882</td>
<td>Business/Technical Math 11</td>
<td></td>
</tr>
<tr>
<td>MATH 0862</td>
<td>Foundations of Mathematics 11 Part 1</td>
<td></td>
</tr>
<tr>
<td>MATH 0872</td>
<td>Foundations of Mathematics 11 Part 2</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses (Minimum of 28 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACED 0707</td>
<td>Job Search Techniques</td>
</tr>
<tr>
<td>ACED 0709</td>
<td>Education and Career Exploration</td>
</tr>
<tr>
<td>ACED 0710</td>
<td>Work Experience</td>
</tr>
<tr>
<td>ACED 0711</td>
<td>Communications</td>
</tr>
<tr>
<td>BIOL 0983</td>
<td>Biology 12 - Part 1</td>
</tr>
<tr>
<td>BIOL 0993</td>
<td>Biology 12 - Part 2</td>
</tr>
<tr>
<td>CHEM 0983</td>
<td>Chemistry 12 - Part 1</td>
</tr>
<tr>
<td>CHEM 0993</td>
<td>Chemistry 12 Part 2</td>
</tr>
<tr>
<td>COMP 0981</td>
<td>Computer Science 12</td>
</tr>
<tr>
<td>COMP 0982</td>
<td>Word Processing 12</td>
</tr>
<tr>
<td>COMP 0984</td>
<td>Spreadsheet Management 12</td>
</tr>
<tr>
<td>COMP 0985</td>
<td>Database Management 12</td>
</tr>
<tr>
<td><strong>COMP 0986</strong></td>
<td>Digital Art and Graphics</td>
</tr>
<tr>
<td><strong>COMP 0987</strong></td>
<td>Computer Programming</td>
</tr>
<tr>
<td>LAWS 0982</td>
<td>Law 12 - Part 1</td>
</tr>
<tr>
<td>LAWS 0992</td>
<td>Law 12 - Part 2</td>
</tr>
<tr>
<td>MATH 0983</td>
<td>Math 12 Part 1</td>
</tr>
<tr>
<td>MATH 0993</td>
<td>Math 12 Part 2</td>
</tr>
<tr>
<td>PHYS 0983</td>
<td>Physics 12 Part 1</td>
</tr>
<tr>
<td>PHYS 0993</td>
<td>Physics 12 Part 2</td>
</tr>
<tr>
<td>PSYC 0981</td>
<td>Psychology 12 Part 1</td>
</tr>
<tr>
<td>PSYC 0991</td>
<td>Psychology 12 Part 2</td>
</tr>
</tbody>
</table>
The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters. The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

## Grading Standard

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

### Course Standings

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

## Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of
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.

**Addition of two new topics in ABE Computer Studies 12 (Computer Programming and Digital Art and Graphics).**

These courses are intended to increase the relevance of the Computer Studies 12 course. Additional options for technical and creative fields recommended by external review team in program renewal report.

In addition, computer skills is adding an introductory course for online learning skills. This is intended to bridge the gap between basic computer literacy and credit computer studies courses.

Are there any expected costs to this proposal.

CD costs outlined in computer skills program renewal CD funds report.

No additional costs.

Consultations

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Teaching, Learning, and Research (CTLR)</td>
<td></td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Noted that outlines all need to reference the two part nature of the Computer Studies 12 credit.</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Math: Addition of PLAR options. Modification of evaluation plan for Online Learning Skills 10</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td></td>
</tr>
<tr>
<td>Indigenous Education &amp; Community Engagement (IECE)</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>CCA: Provided feedback regarding the content and topics of Online Learning Skills 10</td>
</tr>
<tr>
<td>Consulted Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>EAL: Provided feedback regarding the content and topics of Online Learning Skills 10</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Basic ED: Provided feedback regarding the content and topics of Online Learning Skills 10</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

**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:

Marketing Description

Earn credits toward a B.C. Adult Graduation Diploma (“Adult Dogwood”) in a supportive and flexible learning environment.

What you will learn

What to expect

Reviewer Comments
New Course Proposal

Date Submitted: 01/31/22 5:28 pm

Viewing: COMP 0736 : Online Learning Skills 10

Last edit: 02/25/22 11:33 am
Changes proposed by: mforster

Course Name: Online Learning Skills 10
Effective Date: September 2022
School/Centre: Arts & Sciences

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Forster</td>
<td><a href="mailto:mforster@vcc.ca">mforster@vcc.ca</a></td>
<td>n/a</td>
</tr>
</tbody>
</table>

Banner Course Name: Online Learning Skills 10
Subject Code: COMP - Computer Studies
Course Number: 0736
Year of Study: Grade 10 Equivalency
Credits: 0

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

Approval Path
1. 02/01/22 10:43 am
   KJ Hills (kjhills): Approved for 2004 Leader
2. 02/07/22 11:54 am
   Shirley Lew (slew): Approved for SAS Dean
3. 02/16/22 3:14 pm
   Todd Rowlett (trollatt): Approved for Curriculum Committee Chair
Course Description:
This course will introduce students to Windows, macOS, and the various software applications required for success in an online learning environment.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO</th>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Perform basic Windows and macOS tasks.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Manage and organize files.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Select appropriate applications and web applications for common school tasks.</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Independently navigate and use online learning resources.</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Define terms and abbreviations relating to basic computer use, online safety, and online learning.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Drop-in lab sessions.

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory
Passing grade: S
### Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>33.3</td>
<td></td>
</tr>
</tbody>
</table>

---

### Hours by Learning Environment Type

- **Total Hours**: 24
- **Lecture, Seminar, Online**: 
- **Lab, Clinical, Shop, Kitchen, Studio, Simulation**: 
- **Practicum, Self-Paced, Individual Learning**: 
  - **Total Hours**: 24

---

### Course Topics:

- Files and File Systems
- Terminology
- Moodle
- Video Meeting Software
- Keyboard Shortcuts and OS Tools
- Common Applications for School
- Using VCC Services

---

### 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: 01/31/22 5:31 pm

Viewing: COMP 0986 : Digital Art and Graphics

Last edit: 02/11/22 10:36 am

Changes proposed by: mforster

Programs referencing this course:

108: ABE Graduation Program Certificate

Course Name:
Digital Art and Graphics

Effective Date: September 2022

School/Centre: Arts & Sciences


Contact(s)

<table>
<thead>
<tr>
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<th>Phone/Ext.</th>
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</thead>
<tbody>
<tr>
<td>Matthew Forster</td>
<td><a href="mailto:mforster@vcc.ca">mforster@vcc.ca</a></td>
<td>n/a</td>
</tr>
</tbody>
</table>

Banner Course Name:
Digital Art and Graphics

Subject Code: COMP - Computer Studies

Course Number: 0986

Year of Study: Grade 12 Equivalency

Credits: 4

In Workflow

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

Approval Path

1. 02/01/22 9:27 am
   KJ Hills (kjhills): Approved for 2004 Leader
2. 02/07/22 12:01 pm
   Shirley Lew (slew): Approved for SAS Dean
3. 02/16/22 3:14 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
This course introduces tools and procedures required for digital art and graphic design. Basic terminology of digital images and file formats will be introduced. Students will begin their study of digital art using photo editing software (GIMP, Photoshop). Photo editing will introduce students to design software and familiarize them with common functions of design software such as movement, selection, and colour manipulation.

Completion of 2 of the following courses is required for completion of ABE Provincial Level Computer Studies: COMP 0982, COMP 0984, COMP 0985, COMP 0986, COMP 0987. These courses may be taken in any order.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
Students with prior experience in digital design may submit a portfolio of their work in lieu of the coursework. Students who elect to challenge the course via PLAR will be evaluated by:

70% Portfolio
30% Culminating Project

Course Learning Outcomes (CLO):

| CLO #1 | Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Digital Art and Graphics) as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe |

Upon successful completion of this course, students will be able to:
Instructional Strategies:
Online, optional in person lab access.

**Evaluation and Grading**

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

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>10</td>
<td>One test.</td>
</tr>
<tr>
<td>Project</td>
<td>60</td>
<td>Four mini-projects.</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>One culminating project.</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

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

Course Topics:

- Software options and basic terminology for graphic design
- Object transformations and selection options
- Common graphic design operations and tools
- Color and image formatting
- Various tools and operations relating to photo editing
- Extended software suites for graphic design
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

ABE Graduation Certificate Program

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
Course Change Request

New Course Proposal

Date Submitted: 01/31/22 5:30 pm

Viewing: COMP 0987 : Computer Programming

Last edit: 02/16/22 9:42 am
Changes proposed by: mforster

Programs referencing this course

108: ABE Graduation Program Certificate

Course Name: Computer Programming

Effective Date: September 2022

School/Centre: Arts & Sciences


Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
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</thead>
<tbody>
<tr>
<td>Matthew Forster</td>
<td><a href="mailto:mforster@vcc.ca">mforster@vcc.ca</a></td>
<td>n/a</td>
</tr>
</tbody>
</table>

Banner Course Name: Computer Programming

Subject Code: COMP - Computer Studies

Course Number: 0987

Year of Study: Grade 12 Equivalency

Credits: 4

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

Approval Path
1. 02/01/22 9:26 am KJ Hills (kjhills): Approved for 2004 Leader
2. 02/07/22 12:02 pm Shirley Lew (slew): Approved for SAS Dean
3. 02/16/22 3:14 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
This course introduces students to the topic of Computer Programming. Students will learn the basic syntax of a popular programming language (Java, python, or C++). Students will learn how to approach and solve problems using basic procedural solutions (one-dimensional arrays, non-nested loops, minimal nested conditionals, no recursion) that demonstrate understanding of the fundamental concepts of programming.

Completion of 2 of the following courses is required for completion of ABE Provincial Level Computer Studies: COMP 0982, COMP 0984, COMP 0985, COMP 0986, COMP 0987. These courses may be taken in any order.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
Students with prior experience in programming may submit an example program in lieu of the coursework. Students who elect to challenge the course via PLAR will be evaluated by:

70% Example Program
30% Practical Programming Assessment

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Programming) as stated in the most recent ABE Articulation Handbook: <a href="https://www.bctransferguide.ca/search/abe">https://www.bctransferguide.ca/search/abe</a></th>
</tr>
</thead>
</table>

Instructional Strategies:
Online, optional in person lab access.

### Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</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>Quizzes/Tests</td>
<td>10</td>
<td>Up to ten quizzes.</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>Two tests.</td>
</tr>
<tr>
<td>Project</td>
<td>40</td>
<td>Four mini-projects.</td>
</tr>
</tbody>
</table>
| Final Exam    | 20         | Variables
Conditional Expressions
Iteration
Procedures
Arrays
Basic Algorithms
I/O |
| Project       | 20         | One culminating project.                                 |

### Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>96</td>
</tr>
<tr>
<td>Lecture, Seminar, Online</td>
<td></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 Learning</td>
<td>96</td>
</tr>
</tbody>
</table>

**Course Topics:**
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

ABE Graduation Certificate Program

Provide a rationale
for this proposal:

Additional Information

Provide any additional information if necessary.

Supporting
documentation:
DECISION NOTE

PREPARED FOR: Education Council

DATE: March 8, 2022

ISSUE: New and revised courses in Digital Media Design

BACKGROUND:
The Digital Media Design department is in the process of developing four new programs in user interface (UI) and user experience (UX) design, as well as a major revision to their existing Graphic Design Diploma program. These programs would shift away from a cohort model, with mostly required courses, to a more flexible structure, better supporting part-time studies and an extensive array of elective courses.

During consultation, the Registrar’s Office and International Education identified a series of concerns related to operationalizing these flexible programs and asked for additional time to test solutions around issues of self-registration and scheduling. In consultation with David Wells, VP Academic & Research, it was decided to remove the programs from the Curriculum Committee agenda but to continue with the approval of the new and revised courses. These courses, once approved, can be used in the existing program (for the revised courses) or potentially taught as individual courses, as consultations continue.

The revisions to the courses see an extensive incorporation of principles of equity, diversity and inclusion (EDI) across the entire curriculum, including a specific EDI course that critically explores the cultural and systemic impact of design work.

DISCUSSION:
Anne Emberline, Department Head of Digital Media Design, presented the proposal. Overall, the course curriculum is excellent, and the committee commended the work. The committee discussed the integration of EDI principles throughout the program, the consistent assessment plans used in the courses, and spoke briefly about the ongoing consultations related to the programs.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, 18 revised courses and 16 new courses in Digital Media Design.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 16, 2022
Course Name: **VCDP 1110 : Design Foundation**

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

Programs referencing this course

165: UI/UX Design Diploma

167: Design Foundation Certificate

Approval Path

1. 02/04/22 1:20 pm
   Anne Emberline (aemberline)
   Approved for 4430 Leader

2. 02/04/22 1:44 pm
   Brett Griffiths (bgriffiths)
   Approved for CTT Dean

3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt)
   Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)
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</tr>
</tbody>
</table>

**Banner Course**

**Name:**

**Subject Code:** VCDP - Graphic Design Diploma

**Course Number** 1110

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

**Credits:** 3

**Bridge College Code** VO

**Bridge Billing Hours** 0-3

**Bridge Course Level** 01

**Course Description:**

In this foundational course, students will learn design principles as they apply to graphic designers. Students will begin by exploring and identifying the roles and responsibilities of a creative team and the role of the graphic designer within that team. They will also develop informed use of colour schemes and harmonies, and then analyse different uses and functions of colour within a design project. Through the exploration of history, students will learn how to identify the main influential visual movements, which influence contemporary graphic designers. By critiquing their own and each other's work, students will develop terminologies and methodologies to analyze design. Design process and theories will be the focal points of this course.

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

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

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

Yes No

**Details of PLAR:**
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Describe the role and responsibilities of a graphic designer</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Describe the industry standard design process</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Describe, identify and apply basic design principles and colour theory</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Research and apply graphic design history to projects</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Discuss the value and impact of design across a variety of scales and contexts (culture, community, financial, environmental, social, etc.) Produce, in a timely manner, visual concepts to communicate and support message</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Identify a designer's responsibilities in adhering to intellectual property laws and respecting cultural symbols, traditions, and expression</td>
</tr>
</tbody>
</table>

Evaluation and Grading

<table>
<thead>
<tr>
<th>Evaluation Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td>Project</td>
</tr>
<tr>
<td>Assignments</td>
</tr>
<tr>
<td>Lab Work</td>
</tr>
<tr>
<td>Participation</td>
</tr>
</tbody>
</table>
Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Learning Environment Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>42</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>12</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
</tr>
</tbody>
</table>

Course Topics

- Roles and responsibilities of graphic designers
- Creative design process
- Design principles
- Colour theory
- History of graphic design
- Brainstorming and ideation techniques
- **The cultural influence of design**

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
Course Change Request

Date Submitted: 02/04/22 1:00 pm

Viewing: **VCDP 1111 : Technical Foundation**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:46 pm

Changes proposed by: aemberline

Programs referencing this course

- **165: UI/UX Design Diploma**
- **167: Design Foundation Certificate**

Course Name: Technical Foundation

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow
- 1. 4430 Leader
- 2. CTT Dean
- 3. Curriculum Committee Chair
- 4. EDCO Chair
- 5. Records
- 6. Banner

Approval Path

1. 02/04/22 1:20 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader

2. 02/04/22 1:44 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean

3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)

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<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Course Description:
Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and their appropriate project use for Adobe applications. The course will then focus on the main Adobe Cloud graphic applications, such as Photoshop and InDesign, before concentrating on Illustrator to help create, modify and transform objects for use across multiple media through various hands on projects.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes No

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1 Apply industry standard software practices and project work-flows</td>
</tr>
<tr>
<td>CLO #2 Identify the different colour systems of RGB and CMYK and their use</td>
</tr>
<tr>
<td>CLO #3 Explain the impact of different image types on resolution, quality, and file size</td>
</tr>
<tr>
<td>CLO #4 Create files for digital, press, and web output</td>
</tr>
<tr>
<td>CLO #5 Identify elements of the Illustrator user interface and demonstrate their functions</td>
</tr>
<tr>
<td>CLO #6 Create, modify and transform objects through the use of drawing tools in Illustrator</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

**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>Final project</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Assignments</td>
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<tr>
<td>Lab Work</td>
<td>30</td>
<td>May include in-class exercises, assignments, quizzes/tests, and work-in-progress</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**
Total Hours 54  
Lecture, Seminar, Online 42  
Lab, Clinical, Shop, Kitchen, Studio, Simulation  
Practicum, Self-Paced, Individual Learning 12  

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry standard softwares (Adobe CC &amp; Mac OS), practices, and project workflows</td>
</tr>
<tr>
<td>Colour systems</td>
</tr>
<tr>
<td>Font file formats and font management systems</td>
</tr>
<tr>
<td>Image types, resolution, and file size</td>
</tr>
<tr>
<td>Digital press and web output</td>
</tr>
<tr>
<td>Introduction to Adobe Illustrator, Photoshop, and Acrobat</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  
UI/UX Design Diploma PCG
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:00 pm

Viewing: VCDP 1115 : Digital Design Tools

Last edit: 02/15/22 1:46 pm
Changes proposed by: aemberline

Programs referencing this course

165: UI/UX Design Diploma
166: UI/UX Design Core Certificate

Course Name:
Digital Design Tools

Effective Date:
January 2023

School/Centre:
Trades, Technology & Design

Department:
Visual Communication Design Dipl (4430)

Contact(s)

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<tr>
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</tbody>
</table>

Banner Course Name: Digital Design Tools

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1115

In Workflow

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline (aemberline):
Approved for 4430 Leader
2. 02/04/22 1:44 pm
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/16/22 4:01 pm
Todd Rowlatt (trowlatt):
Approved for Curriculum Committee Chair
Course Description:
In this course, students will learn the tools involved in designing for digital and interactive media. Students will focus on technical skills from the design of professional graphics for digital uses to the creation of high-fidelity clickable prototypes for mobile and web applications. Beyond these technical skills, students will also learn the basic stages and tasks involved in digital or interaction design projects and will practice using cloud-based tools to collaborate and manage projects digitally. The course will finish with a comprehensive project where students use their technical skills to communicate not only design aesthetics but also motion, interaction, and user flow.

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe the basic stages and tasks involved in digital or interaction design projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Use digital tools to collaborate with a team on design projects</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Describe the importance of low-fidelity sketching and wireframing in digital design projects</td>
</tr>
</tbody>
</table>

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Pre-Requisites (if applicable):
VCDP 1111, taken prior or concurrently.

Course Co-requisites (if applicable):
Upon successful completion of this course, students will be able to:

- CLO #4: Create low-fidelity and high-fidelity clickable prototypes for mobile or web application designs
- CLO #5: Effectively communicate motion, interaction, or user flows in a design
- CLO #6: Create professional graphics for digital uses
- CLO #7: Identify and avoid common issues in working with developers on web and interaction design projects

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

**Evaluation Plan**:

<table>
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</table>

**Hours by Learning Environment Type**

- Total Hours: 54
- Lecture, Seminar, Online: 42
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
Course Topics:

- Digital graphics
- Masking
- Basic animation
- Sketching and wireframing
- Mockups
- Low-fidelity and high-fidelity prototypes
- Cloud-based collaboration
- Digital and interaction design project stages
- Communication skills for team design projects
- Getting stakeholder or user feedback on designs

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

UI/UX Design Diploma PCG

Additional Information
Course Change Request

Date Submitted: 02/04/22 1:00 pm

Viewing: **VCDP 1120 : Digital Image 1**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:46 pm

Changes proposed by: aemberline

Programs referencing this course
- 165: UI/UX Design Diploma
- 167: Design Foundation Certificate

Course Name:
Digital Image 1

Effective Date:
January 2023

School/Centre:
Trades, Technology & Design

Department:
Visual Communication Design Dipl (4430)

Contact(s)
- 1. 4430 Leader
- 2. CTT Dean
- 3. Curriculum Committee Chair
- 4. EDCO Chair
- 5. Records
- 6. Banner

Approval Path
1. 02/04/22 1:20 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:44 pm
   Bre Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History
1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)

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</table>
Banner Course Name: Digital Image 1

Subject Code: VCDP - Graphic Design Diploma
Course Number: 1120
Year of Study: 1st Year Post-secondary
Credits: 3

Bridge College Code: VO
Bridge Billing Hours: 0-3
Bridge Course Level: 01

Course Description:
Part of a graphic designer's toolbox must include the careful and competent use of images in designs. Students will learn how to source and select images with consideration of copyright laws, as well as develop proficiency in Adobe Photoshop essential tools. Additionally, students will explore mixing and recognizing colour limitations in different colour spaces, making educated choices in resolution size and cropping for various applications, making basic selections and retouching, and exploring layers. Through hands-on projects, students will work from simple guided experimentation towards the assembly of multiple images in a single document.

Course Pre-Requisites (if applicable):

**VCDP 1111, taken prior or concurrently.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes No

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Adhere to creative commons guidelines and copyright laws when selecting and creating material</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe the advantages and disadvantages of vector and raster images</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify colour space limitations on image output</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Demonstrate image production techniques for various media</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Demonstrate use of Photoshop’s essential tools</td>
</tr>
<tr>
<td>CLO #5 #6</td>
<td>Effectively use appropriate software for a design-specific need</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Discuss ethical and cultural issues that arise around both the representation of people in photographs and the use of image manipulation</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

<table>
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<tr>
<th>Type</th>
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</table>

**Course Topics**

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

**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

UI/UX Design Diploma PCG
Course Change Request

Date Submitted: 02/04/22 1:00 pm

Viewing: VCDP 1121: Photography

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:47 pm

Changes proposed by: aemberline

Programs referencing this course

165: UI/UX Design Diploma
166: UI/UX Design Core Certificate

Course Name: Photography

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader

2. 02/04/22 1:44 pm
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Is this a non credit course?

80
Banner Course Name: Photography

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1121

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:
This is a project-based course that introduces students to both the theoretical and practical applications of digital photography for graphic designers. Students will learn how to professionally use a DSLR camera and basic photo principles to create original images for various projects. Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use specialized image software to edit photography.

Course Pre-Requisites (if applicable):

**VCDP 1120, taken prior or concurrently.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Use a DSLR Camera while considering how functions affect image</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Use industry-standard image-editing tools to edit a custom photo shoot</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Apply photographic theories and practices to image creation</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create images while considering different properties of light</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Apply elements and aspects of composition as they relate to photography</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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**Hours by Learning Environment Type**

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

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSLR cameras and basic functions</td>
</tr>
<tr>
<td>Photography theories and practices</td>
</tr>
<tr>
<td>Depth of field and aperture</td>
</tr>
<tr>
<td>Movement and shutter speed</td>
</tr>
<tr>
<td>ISO and noise, night and darker scenes</td>
</tr>
<tr>
<td>Metering and exposure</td>
</tr>
<tr>
<td>Image size capture for different application</td>
</tr>
<tr>
<td>Types of lighting and light sources: natural vs artificial</td>
</tr>
<tr>
<td>Photography composition</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

UI/UX Design Diploma PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 02/04/22 1:01 pm

Viewing: VCDP 1130 : Typography

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:47 pm

Changes proposed by: aemberline

Programs referencing this course
- 165: UI/UX Design Diploma
- 166: UI/UX Design Core Certificate

Course Name: Typography

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:20 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:44 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlett (trowlett): Approved for Curriculum Committee Chair

History
1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)

<table>
<thead>
<tr>
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</table>
**Banner Course**  Typography  
**Name:**  
**Subject Code:**  VCDP - Graphic Design Diploma  
**Course Number**  1130  
**Year of Study**  1st Year Post-secondary  
**Credits:**  3  

<table>
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<td>0-3</td>
</tr>
<tr>
<td>Bridge Course Level</td>
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</tr>
</tbody>
</table>

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

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

**VCDP 1110, taken prior or concurrently; VCDP 1111, taken prior or concurrently.**

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

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

Yes  No  

**Details of PLAR:**
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

| CLO #1 | Explain the historical foundation of the development of letterforms and typographic design |
| CLO #2 | Apply typesetting techniques using industry-standard tools |
| CLO #3 | Discuss typographic choices with proper terminology |
| CLO #4 | Explore the use of typographic voice, matching type to meaning and type pairing |
| CLO #5 | Use effective typographic hierarchy to make text more readable and aesthetically pleasing |
| CLO #6 | Create a structured system of character and paragraph styles in industry-standard design software |

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

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</table>

Hours by Learning Environment Type
Total Hours 54
Lecture, Seminar, Online 42
Lab, Clinical, Shop, Kitchen, Studio, Simulation
Practicum, Self-Paced, Individual Learning 12

Course Topics

Course Topics:

- History of classic typefaces
- Typesetting techniques using Adobe InDesign and Illustrator
- Typographic terminology, anatomy, and classification systems
- Typographic pairing techniques
- Current trends and issues in typography
- Typographic style sheets

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

UI/UX Design Diploma PCG
Course Change Request

Course Name: Design Thinking
Effective Date: January 2023
School/Centre: Trades, Technology & Design
Department: Visual Communication Design Dipl (4430)

Contact(s)
In Workflow
1. 4430 Leader
   Anne Emberline (aemberline): Approved for 4430 Leader
2. CTT Dean
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. Curriculum Committee Chair
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

History
1. Jun 12, 2020 by Anne Emberline (aemberline)

Programs referencing this course:
- 165: UI/UX Design Diploma
- 166: UI/UX Design Core Certificate

Date Submitted: 02/04/22 1:01 pm
Number of Viewing: VCDP 1133 : Design Thinking
Last approved: 06/12/20 5:09 am
Last edit: 02/15/22 1:47 pm
Changes proposed by: aemberline

<table>
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<tr>
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<tbody>
<tr>
<td>Anne Emberline</td>
<td><a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a></td>
<td>604-916-2663 8535</td>
</tr>
</tbody>
</table>
Design Thinking

VCDP - Graphic Design Diploma

1133

1st Year Post-secondary

3

VO

0-3

01

Course Description:

Graphic designers must often solve challenging problems beyond simple aesthetic choices, and design thinking is an approach to problem solving that can help designers tackle these types of problems. Students in this course will learn to define a complex design problem, research and empathize with the stakeholders affected by that problem, generate possible solutions via sketching, and then select a final solution to build, refine, prototype, and test. Emphasis will be placed on building skill in strategic, creative thinking.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes No

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Define a complex design problem and its stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Research and empathize with the users of a design</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Engage in creative ideation to generate multiple potential solutions to a design problem</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Evaluate multiple ideas and select the best possible solution to build, refine, prototype, and test</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Evaluate potential solutions for their impact and fit across a variety of contexts (financial, social, community, etc.)</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Work creatively towards solving design problems with a team</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Identify ways to work respectfully with diverse stakeholders, including those in marginalized or underrepresented groups</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

---

**Evaluation and Grading**

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

**Passing grade:** C

**Evaluation Plan:**

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**Hours by Learning Environment Type**

Total Hours 54

Lecture, Seminar, Online
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
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</thead>
<tbody>
<tr>
<td>Design thinking and user-centred design</td>
</tr>
<tr>
<td>Empathy, user research, and personas</td>
</tr>
<tr>
<td>Sketching, prototyping, and testing</td>
</tr>
<tr>
<td>Ideation, strategy, and creative thinking</td>
</tr>
<tr>
<td>Professional ethics and social responsibility</td>
</tr>
<tr>
<td><strong>Respectful design</strong></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

UI/UX Design Diploma PCG

Provide a rationale for this proposal:
**New Course Proposal**

**Date Submitted:** 02/04/22 1:01 pm

**Viewing:** VCDP 1134 : Writing for Designers

**Last edit:** 02/15/22 1:47 pm

Changes proposed by: aemberline

- Programs referencing this course:
  - 165: UI/UX Design Diploma
  - 166: UI/UX Design Core Certificate

**Course Name:**
  Writing for Designers

**Effective Date:** January 2023

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

**Department:** Visual Communication Design Dipl (4430)

**Contact(s)**

<table>
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<tr>
<th>Name</th>
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</tbody>
</table>

**Banner Course Name:**
  Writing for Designers

**Subject Code:** VCDP - Graphic Design Diploma

**Course Number:** 1134
This course introduces students to the writing skills that are critical specifically for designers. Students will learn to analyze the intended audience, purpose, and message of a piece of writing and will practice using outlines, drafts, revisions, and proofreading to create well-structured and clear communication. The course will cover the types of communication that designers practice in the industry, from emails and presentations to self-promotional content and creative briefs. Throughout all types of communication, students will also learn to use inclusive language.

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Analyze the intended audience, purpose, and message of a piece of writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Plan a piece of writing with an outline and bring it through multiple drafts to a final copy</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Communicate clearly and effectively in well-structured language</td>
</tr>
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</table>
**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

**Evaluation Plan:**

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**Hours by Learning Environment Type**

| Total Hours       | 54         |
| Lecture, Seminar, Online | 42         |
| Lab, Clinical, Shop, Kitchen, Studio, Simulation |
Practicum, Self-Paced, Individual Learning

### Course Topics

<table>
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<tr>
<td>Audience and purpose</td>
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<td>Outlines, drafts, revisions, and proofreading</td>
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<tr>
<td>Professional presentations</td>
</tr>
<tr>
<td>Business communication and self-promotion</td>
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<tr>
<td>Creative briefs</td>
</tr>
<tr>
<td>Persuasive messaging</td>
</tr>
<tr>
<td>Writing for self-promotion</td>
</tr>
<tr>
<td>Inclusive language</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

See UI/UX Diploma PCG

Provide a rationale for this proposal:
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:01 pm

Viewing: VCDP 1135 : Design Research

Last edit: 02/15/22 1:47 pm
Changes proposed by: aemberline

Programs referencing this course
165: UI/UX Design Diploma
166: UI/UX Design Core Certificate

Course Name: Design Research
Effective Date: January 2023
School/Centre: Trades, Technology & Design
Department: Visual Communication Design Dipl (4430)

Contact(s)

<table>
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<td>604-916-2663</td>
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Banner Course Name:
Design Research
Subject Code: VCDP - Graphic Design Diploma
Course Number 1135

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:20 pm
   Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:44 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
Research is a critical component of the design process. Both primary and secondary research can be used to ensure that designers create work that speaks to the right audience and adequately serves the human needs they’re aiming to address. In this course, students will survey various primary and secondary research methods often used in design projects, including qualitative and quantitative approaches. They will practice evaluating and interpreting research data and then put their research skills to work in the creation of a related design project.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Discuss the importance of research in the design process</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform and analyze primary research, including surveys, interviews, and usability studies</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Perform secondary research using both academic and industry resources</td>
</tr>
</tbody>
</table>

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Describe the strengths and weaknesses of qualitative and quantitative research methods</th>
</tr>
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<tbody>
<tr>
<td>CLO #5</td>
<td>Select appropriate and effective research methods for a design project and organize data from many research sources</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Critically evaluate, interpret and use research data in making design decisions</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Create a user persona based on primary or secondary research</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Discuss ethical issues in design research</td>
</tr>
</tbody>
</table>

Instructional Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

<table>
<thead>
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**Hours by Learning Environment Type**

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<tr>
<td>Lecture, Seminar, Online</td>
<td>42</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
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</tbody>
</table>
### Course Topics

**Course Topics:**

- Design research
- Primary and secondary research
- Qualitative and quantitative research
- Surveys, interviews, focus groups, and usability studies
- Analytics
- Industry reports
- Data-based decision making
- User personas
- Ethical issues
- Research bias
- Critical thinking in research
- Working with diverse communities, including marginalized groups
- Participatory and co-design research

**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

Date Submitted: 02/04/22 1:02 pm

Viewing: VCDP 1142 : Composition

Last edit: 02/15/22 1:47 pm
Changes proposed by: aemberline

Programs referencing this course
167: Design Foundation Certificate
94: Graphic Design Diploma

Course Name:
Composition

Effective Date:
January 2023

School/Centre:
Trades, Technology & Design

Department:
Visual Communication Design Dipl (4430)

Contact(s)

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</table>

Banner Course Name:
Composition

Subject Code:
VCDP - Graphic Design Diploma

Course Number:
1142

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:20 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair
Course Description:
In this course, students will learn how to apply traditional design principles and client communication objectives to a variety of compositions. They will learn to identify the key factors that determine a designer's selection of design elements like type, image, colour, and layout, and will work conceptually with semiotics to learn how type and image combine in the creation of meaning. While working through these concepts, students will continue to develop proficiency in Adobe CC software as well as proper file setup for design projects.

Course Pre-Requisites (if applicable):
VCDP 1110, taken prior or concurrently; VCDP 1111, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

<table>
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<th>CLO #</th>
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<tbody>
<tr>
<td>#1</td>
<td>Describe how the use of different composition principles impact visual communication</td>
</tr>
<tr>
<td>#2</td>
<td>Analyze a composition and identify areas of strength and weakness</td>
</tr>
<tr>
<td>#3</td>
<td>Apply principles of visual composition and organizational layout in design projects</td>
</tr>
</tbody>
</table>
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
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<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Total Hours 54
Lecture, Seminar, Online 42
Lab, Clinical, Shop, Kitchen, Studio, Simulation
Praccum, Self-Paced, Individual Learning

12

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of visual composition</td>
</tr>
<tr>
<td>Compositional relationships</td>
</tr>
<tr>
<td>Visual and typographic hierarchy</td>
</tr>
<tr>
<td>Integrating type and image</td>
</tr>
<tr>
<td>Layout design</td>
</tr>
<tr>
<td>Visual communication</td>
</tr>
<tr>
<td>Preparing professional digital files</td>
</tr>
<tr>
<td>Concept development process</td>
</tr>
<tr>
<td>Semiotics</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

UI/UX Design Diploma PCG

---

**Additional Information**
New Course Proposal

Date Submitted: 02/04/22 1:02 pm

Viewing: VCDP 2100 : EDI in Design

Last edit: 02/15/22 1:48 pm
Changes proposed by: aemberline

Programs referencing this course
165: UI/UX Design Diploma
166: UI/UX Design Core Certificate

Course Name:
Equity, Diversity, and Inclusion in Design

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Anne Emberline</td>
<td><a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a></td>
<td>604-916-2663</td>
</tr>
</tbody>
</table>

Banner Course Name: EDI in Design

Subject Code: VCDP - Graphic Design Diploma

Course Number 2100
Design can have a powerful influence on social, cultural, economic, and political systems. As a result, it's important for designers to think critically about how their work can influence our world. This course will introduce students to key concepts relating to equity, diversity, and inclusion, including the history of systemic discrimination and inequity in Canada, and will then move deeper into investigating how the work of designers can impact these issues. Students will practice critically analyzing design solutions for the influence they may have on larger systems and will also learn to work respectfully with diverse groups. Throughout the course, students will critically examine personal beliefs, attitudes, and biases and will finish by developing a personal equity, diversity, and inclusion statement that relates to their work as designers.

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

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

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

Yes

**Details of PLAR:**

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

**Course Learning Outcomes (CLO):**

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Thinking critically, discuss key concepts that relate to equity, diversity, and inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Discuss the history of colonization, systemic discrimination, and inequities in Canada</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #3 | Examine the role design can play in upholding or dismantling systemic discrimination or inequity |
| CLO #4 | Critically analyze design solutions for the values they support and their impact on larger cultural, social, and economic systems |
| CLO #5 | Examine issues of representation in culture and media and identify methods of improving representation |
| CLO #6 | Discuss ways to improve diversity, equity, and inclusion in professional contexts |
| CLO #7 | Respectfully work with diverse people, including marginalized groups, and include them in the design process with an openness to different perspectives |
| CLO #8 | Critically examine personal beliefs, attitudes, and biases about marginalized groups and develop a personal equity, diversity, and inclusion statement |

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade: S

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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### Hours by Learning Environment Type

<table>
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<th>Hours</th>
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<tbody>
<tr>
<td>Total Hours</td>
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<td>12</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td>12</td>
</tr>
</tbody>
</table>

### Course Topics:

- Equity, diversity, and inclusion
- Power and privilege
- Systemic discrimination and inequity
- Marginalization
- Implicit bias
- Microaggressions
- Representation
- Values in design
- Decolonization
- Participatory design and co-design
- Respectful design
- Indigenous history and reconciliation
- Design justice and social justice
- Issues of race, gender, age, and ability in design
- Accessibility
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2110 : Print Production**

Last edit: 02/15/22 1:48 pm
Changes proposed by: aemberline

Programs referencing this course

1. **165: UI/UX Design Diploma**
2. **167: Design Foundation Certificate**

Course Name:
Print Production and Design

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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Banner Course Name:
Print Production

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2110

In Workflow

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
   Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
Students will explore the life cycle of a print job while using industry-standard design software like InDesign and Acrobat Professional to setup print projects. Students will learn print terminology, classifications of paper, printing methods, and print management, with a focus on understanding how print concerns can affect layout and design strategies. Through practical assignments and a tour of a local print shop, students will learn to create, check, and export designs to PDF for output to a printer.

Course Pre-Requisites (if applicable):

VCDP 1110, VCDP 1111; VCDP 1142, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe the print production process</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Distinguish between classifications of paper and how they are used</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify limitations in various print production techniques</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Prepare design files for printing using proper colour mode, resolution, bleed, file type, and format</td>
</tr>
</tbody>
</table>
Instruconal Strategies:
A combinaon of lecture, demonstraon, producon simulaons, problem solving, practical labs and reﬂective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

<table>
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Hours by Learning Environment Type

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<td>12</td>
</tr>
</tbody>
</table>

Course Topics:

Upon successful compleon of this course, students will be able to:
CLO #5 Discuss environmental concerns related to print and packaging
Course Topics:

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print production and preflight process</td>
</tr>
<tr>
<td>Colour separations</td>
</tr>
<tr>
<td>Colour management and ICC profiles</td>
</tr>
<tr>
<td>Classifications of paper</td>
</tr>
<tr>
<td>Job estimates and specifications</td>
</tr>
<tr>
<td>Print file setup: colour mode, resolution, bleed, file type, format</td>
</tr>
<tr>
<td>Printing images</td>
</tr>
<tr>
<td>Overprint preview</td>
</tr>
<tr>
<td>Editorial design</td>
</tr>
<tr>
<td>Packaging design</td>
</tr>
<tr>
<td>Sustainability and environmental concerns related to printing 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

See UI/UX Design Diploma PCG

Provide a rationale for this proposal:
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2115 : Video Production**

Last edit: 02/15/22 1:48 pm
Changes proposed by: aemberline

Programs referencing this course:

- **165: UI/UX Design Diploma**
- **166: UI/UX Design Core Certificate**

Course Name:
Video Production

Effective Date:
January 2023

School/Centre:
Trades, Technology & Design

Department:
Visual Communication Design Dipl (4430)

Contact(s)

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Banner Course Name:
Video Production

Subject Code:
VCDP - Graphic Design Diploma

Course Number:
2115

In Workflow

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader

2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean

3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair
Course Description:
In this course, students will be introduced to basic video production, from planning and storyboarding through to final editing. Students will shoot their own video footage and create their own graphic assets and then use professional video-editing software to create final videos that can be exported for use on various platforms. Projects will explore technical video production topics like lighting, sound, white balance, colour and exposure, transitions, title screens, timing, and export settings.

Course Pre-Requisites (if applicable):

VCDP 1111.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

| CLO #1 | Create a storyboard for a video project, considering the desired message and aesthetic |
| CLO #2 | Describe the key characteristics of a well-produced video |
| CLO #3 | Light and shoot basic video footage |
| CLO #4 | Use professional video-editing software to edit together footage and graphic assets and export a final video for use on various platforms |
| CLO #5 | Make colour and exposure corrections and other basic adjustments to video footage |
| CLO #6 | Discuss the cultural influence of video and the related ethical concerns designers should consider |
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

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

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### Practicum, Self-Paced, Individual Learning

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video production</td>
</tr>
<tr>
<td>Planning and storyboarding</td>
</tr>
<tr>
<td>Video editing software and techniques</td>
</tr>
</tbody>
</table>
Course Topics:

- Shooting video
- Creating graphic assets for video
- Lighting
- White balance
- Transitions
- Title screens
- Basic adjustments
- Export settings
- The cultural influence of video

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

See UI/UX Design Diploma PCG

Additional Information

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2120 : Brand Identity 1**

Last edit: 02/15/22 1:48 pm

Changes proposed by: aemberline

Programs referencing this course
- **165: UI/UX Design Diploma**
- **167: Design Foundation Certificate**

**Course Name:**
Brand Identity Design 1

**Effective Date:**
January 2023

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

**Department:**
Visual Communication Design Dipl (4430)

**Contact(s)**

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**Banner Course**

Name: Brand Identity 1

**Subject Code:**
VCDP - Graphic Design Diploma

**Course Number:**
2120

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
Brand identity design is one of the most important disciplines for designers. This creative and dynamic course will give students a robust introduction to the brand identity design process, from research, planning and strategy to design implementation and final file preparation. Students will develop an understanding of the different components of a brand identity by way of a series of brand case studies and will then explore creative approaches to building a brand identity. Each student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral, and style guidelines. Technical skills will also be developed with the use of Adobe Creative Cloud software throughout various in-class assignments and projects.

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

| CLO #1 | Use market research skills to identify a brand’s target audience |
| CLO #2 | Develop a brand strategy through research, client consultation, and design thinking |
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Identify logo types and describe the design principles that make a logo design successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Use industry-standard design software to design clean, well-crafted logos and brand assets</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Conceptualize and develop a brand identity system that communicates a brand message using consistent visual language</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Prepare final logo files in various formats to be delivered to a client</td>
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<tr>
<td>CLO #7</td>
<td>Discuss the cultural influence of branding and the related ethical concerns designers should consider</td>
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</table>

**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

## Evaluation and Grading

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

**Evaluation Plan:**

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**Hours by Learning Environment Type**

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<td></td>
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</tbody>
</table>
Practicum, Self-Paced, Individual Learning

12

Course Topics

**Course Topics:**

- Brand identity development, theory, strategy, and history
- Logo design principles and processes
- Brand identity case studies
- Brand identity design terminology and principles
- Brand identity systems and style guides
- Target audiences and market research
- Collateral material and brand identity design applications
- Logo file preparation
- Creative briefs
- The cultural influence of branding
- The ethics of branding

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

See UI/UX Design Diploma PCG
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:03 pm

Viewing: VCDP 2125 : Design Exploration

Last edit: 02/16/22 9:43 am
Changes proposed by: aemberline

Programs referencing this course
- 165: UI/UX Design Diploma
- 166: UI/UX Design Core Certificate

Course Name:
Design Exploration

Effective Date:
January 2023

School/Centre:
Trades, Technology & Design

Department:
Visual Communication Design Dipl (4430)

Contact(s)

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Banner Course Name:
Design Exploration

Subject Code:
VCDP - Graphic Design Diploma

Course Number:
2125

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlett (trowlett): Approved for Curriculum Committee Chair
Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO
Bridge Billing Hours: 0-3
Bridge Course Level: 01

Course Description:
Being able to independently and proactively engage in design exploration is a great asset to every designer, and this course gives students the opportunity to freely explore various design-related topics through self-selected projects. The self-selected projects are intended to help students develop their skills in independent thinking and time management as they select and plan their own work. Students will also expand their skills in teamwork and communication by completing at least one collaborative project during the course. In selecting projects, students will be asked to consider how their selections will help build skills and knowledge needed to launch a successful design career after graduation - for example, by gaining skill in an area of specialization, bolstering an area of weakness, or creating unique work for a portfolio. The course will include mentorship from an instructor who will check in with each student personally each class and will also lead learning activities related to creative thinking, personal and project management, professional development, and communication.

Course Pre-Requisites (if applicable):

VCDP 1110, VCDP 1111.

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>Select a personal design project that will help build important career skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Assess weaknesses in personal management, time management, learning, or organization skills and develop strategies to overcome those weaknesses</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Organize a collaborative project into tasks and roles that can be assigned to various teammates</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Identify skill or knowledge gaps that need to be addressed to complete a given design project</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Request and respond to feedback</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Participate in critique discussions using accurate design terminology and clear language</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>Participation</td>
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<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 54

<table>
<thead>
<tr>
<th>Learning Environment Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>42</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
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</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td>12</td>
</tr>
</tbody>
</table>
### Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideation</td>
</tr>
<tr>
<td>Project planning</td>
</tr>
<tr>
<td>Time management</td>
</tr>
<tr>
<td>Personal management</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Professional development</td>
</tr>
<tr>
<td>Self-directed learning</td>
</tr>
<tr>
<td>Creative thinking and problem solving</td>
</tr>
<tr>
<td>Communication, critiques, and feedback</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

See UI/UX Design Diploma PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2312 : Digital Image 2**

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>165: UI/UX Design Diploma</td>
</tr>
<tr>
<td>166: UI/UX Design Core Certificate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
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</thead>
<tbody>
<tr>
<td>Digital Image 2</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Effective Date:</th>
</tr>
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<tbody>
<tr>
<td>January 2023</td>
</tr>
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<table>
<thead>
<tr>
<th>School/Centre:</th>
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<tbody>
<tr>
<td>Trades, Technology &amp; Design</td>
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<table>
<thead>
<tr>
<th>Department:</th>
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</thead>
<tbody>
<tr>
<td>Visual Communication Design Dipl (4430)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 4430 Leader</td>
</tr>
<tr>
<td>2. CTT Dean</td>
</tr>
<tr>
<td>3. Curriculum Committee Chair</td>
</tr>
<tr>
<td>4. EDCO Chair</td>
</tr>
<tr>
<td>5. Records</td>
</tr>
<tr>
<td>6. Banner</td>
</tr>
</tbody>
</table>

In Workflow:
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path:
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Bre Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History:
1. Jun 12, 2020 by Anne Emberline (aemberline)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Emberline</td>
<td><a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a></td>
<td>604-916-2663 8535</td>
</tr>
</tbody>
</table>
Banner Course Name: Digital Image 2

Subject Code: VCDP - Graphic Design Diploma
Course Number: 2312
Year of Study: 2nd Year Post-secondary
Credits: 3

Bridge College Code: VO
Bridge Billing Hours: 0-3
Bridge Course Level: 01

Course Description:
A strong ability in image editing allows a designer to create images that fit well into their designs and also communicate the desired message of a project. In this course, students will push their ability to create and edit images, using advanced editing and retouching techniques to create professional images and photographic composites. Projects will explore technical skills like advanced selections and masks, image adjustments, filters, blend modes, patching and healing, non-destructive editing, and more. Students will use these technical skills to create images that communicate a conceptual message, a brand message, or a narrative.

Course Pre-Requisites (if applicable):

VCDP 1120.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

| CLO #1 | Create seamless composite photographs using advanced masks, image adjustments, and digital painting techniques |

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

<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Assess the quality of an image and make improvements with advanced image adjustments and retouching techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #3</td>
<td>Select, combine, or create images that express a brand concept or narrative</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Apply methods of non-destructive image editing</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Use an advanced understanding of resolution and file format to prepare graphics for print or screen use</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Critique and defend image choices in professional discussions</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Use non-destructive editing techniques to preserve the integrity of a digital image</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Analyze images to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

<table>
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<tr>
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**Hours by Learning Environment Type**

Total Hours 54
Lecture, Seminar, Online 42
Lab, Clinical, Shop, Kitchen, Studio, Simulation 12
Practicum, Self-Paced, Individual Learning 12

Course Topics

Course Topics:

Image-editing software
Retouching techniques
Advanced image adjustments
Advanced selections and masks
Filters and blend modes
Colour, contrast, exposure, lighting
Composite images
Non-destructive editing
Copyright and ethical issues

Branding

Representations of race, gender, and culture in images

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
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:04 pm

Viewing: VCDP 2313 : Design Project Management

Last edit: 02/15/22 1:49 pm
Changes proposed by: aemberline

Programs referencing this course
- 165: UI/UX Design Diploma
- 166: UI/UX Design Core Certificate

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:01 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

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

Banner Course Name:
Design Project Management

Subject Code:
VCDP - Graphic Design Diploma

Course Number:
2313
Year of Study 2nd Year Post-secondary
Credits: 3

Course Description:
Professional design projects are complex, requiring several stages and different collaborative roles. This course introduces students to the key principles in design project management, from initial research stages and project planning through to completion and final presentation. Students will choose from a variety of mock client projects and will collaboratively practice their project management skills via role play, project planning, design implementation, and presentation. At the completion of this course, students will be ready to work with real clients in the program's advanced client studio courses.

Course Pre-Requisites (if applicable):

VCDP 1111; VCDP 1133, taken prior or concurrently; VCDP 1280 OR VCDP 2315, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Discuss how design thinking and design research fit into design project management</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Interview a client to gain preliminary information on project scope, target market, challenges, timeline, etc</td>
</tr>
</tbody>
</table>
Instructor Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

<table>
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<th>Type</th>
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<th>Brief description of assessment activity</th>
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<td>Assignments</td>
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<td>May include in-class exercises, assignments, quizzes/tests, and work-in-progress</td>
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Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>42</td>
</tr>
</tbody>
</table>
### Course Topics:

- Design project stages
- Work schedules, timelines, milestones
- Common tasks and roles in design projects
- Budgets, contracts, and quotes
- Design research
- Participatory and co-design
- Diversity, equity, and inclusion
- Respectful design
- Creative briefs
- Client interviews
- Collaboration and communication skills
- Presentations
- Design rationales
- Freelance design work

### 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: 02/04/22 1:04 pm

Viewing: VCDP 2315 : UI/UX Design 1

Last edit: 02/15/22 1:49 pm
Changes proposed by: aemberline

Programs referencing this course

165: UI/UX Design Diploma
166: UI/UX Design Core Certificate

Course Name:
UI/UX Strategy and Design 1

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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<tr>
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<td>604-916-2663</td>
</tr>
</tbody>
</table>

Banner Course Name: UI/UX Design 1

Subject Code: VCDP - Graphic Design Diploma

Course Number 2315

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/16/22 4:02 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:
This course will give students a strong foundational understanding of the user interface (UI) and user experience (UX) design principles designers need to create intuitive and effective websites and apps. Students will gain an understanding of user research and user-centred design approaches and will learn how to use common user-interface elements in designing custom interactive functionalities. Students will improve their skill in problem-solving and will learn to think in systems while working on complex design projects.

Course Pre-Requisites (if applicable):
VCDP 1110, VCDP 1115; VCDP 1133, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Design complex user experiences based on the specific needs of a project and its user group</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Create wireframes, mockups, prototypes, and style guides that can be given to clients or developers to communicate plans for a website or app</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify and correct common issues with usability in interface design</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Describe accessibility standards and how they are applied in UI/UX design projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Discover and follow current conventions in interface design</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe types of research used in UI/UX design</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Describe ethical issues in UI/UX design and user research</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

Evaluation Plan:

<table>
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**Hours by Learning Environment Type**

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</table>
## Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI and UX design principles</td>
</tr>
<tr>
<td>User research and personas</td>
</tr>
<tr>
<td>Navigation and information architecture</td>
</tr>
<tr>
<td>Wireframes, mockups, prototypes, and style guides</td>
</tr>
<tr>
<td>User-interface elements</td>
</tr>
<tr>
<td>Tasks, scenarios, user journeys, and user flows</td>
</tr>
<tr>
<td>Usability and accessibility</td>
</tr>
<tr>
<td>Design thinking</td>
</tr>
<tr>
<td>Rapid prototyping</td>
</tr>
<tr>
<td>Feature prioritization</td>
</tr>
<tr>
<td>Design systems</td>
</tr>
<tr>
<td>Collaboration strategies</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

See UI/UX Design Diploma PCG
Course Change Request

Date Submitted: 02/04/22 1:04 pm

Viewing: **VCDP 2320 : Advertising and Art Direction**

**Direction**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Course Name: Advertising and Art Direction

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Is this a non-credit course? Yes

Department: Visual Communication Design Dipl (4430)

Contact(s)

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
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<tbody>
<tr>
<td>165: UI/UX Design Diploma</td>
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<tr>
<td>166: UI/UX Design Core Certificate</td>
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</table>

**Approval Path**

1. 02/04/22 1:21 pm
   Anne Emberline (aemberline): Approved for 4430 Leader

2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean

3. 02/16/22 4:02 pm
   Todd Rowla (trowla): Approved for Curriculum Committee Chair

**History**

1. May 15, 2018 by cdeans

2. Jun 12, 2020 by Anne Emberline (aemberline)
Course Description:
Concept is key in advertising design, and in this course, students will use creative thinking and visual communication principles to develop an ad campaign concept that can be adapted across various media. They will create designs that effectively communicate a desired message to a target audience, applying their idea through multiple advertisements with visuals customized for different media. Students will also learn to communicate their artistic direction to other creatives working on a team, such as photographers, illustrators, or writers.

Course Pre-Requisites (if applicable):

**VCDP 1142; VCDP 1251 OR VCDP 2110.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Details of PLAR:

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Create professional solutions for advertising briefs using creative art direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Create a campaign for communication across different media</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Adapt an image campaign for a variety of media formats</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Use visual communication principles to express concepts through layout, design, typography, and image choices</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Give creative direction to team members working on photography, illustration, or writing</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Analyze advertising concepts to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
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<td>C</td>
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Hours by Learning Environment Type

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</table>
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Advertising history and contemporary issues, including ethics issues</td>
</tr>
<tr>
<td>Branding, brand messaging, and narratives</td>
</tr>
<tr>
<td>Semiotics</td>
</tr>
<tr>
<td>Ad campaign design</td>
</tr>
<tr>
<td>Design considerations for different media</td>
</tr>
<tr>
<td>Creative direction and communication</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

UI/UX Design Diploma PCG

Provide a rationale for this proposal:
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:04 pm

Viewing: VCDP 2345 : Web Development

Last edit: 02/15/22 1:49 pm
Changes proposed by: aemberline

Programs referencing this course

165: UI/UX Design Diploma
94: Graphic Design Diploma

<table>
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<tr>
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<tr>
<td>Anne Emberline</td>
<td><a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a></td>
<td>604-916-2663</td>
</tr>
</tbody>
</table>

Course Name: Web Development

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. 4430 Leader
   Anne Emberline (aemberline):
   Approved for 4430 Leader

2. CTT Dean
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean

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

Approval Path

1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader

2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean

3. 02/16/22 4:02 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

Banner Course Name: Web Development

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2345
Course Description:
This course introduces students to the basic technologies of front-end web development and guides them through hand-coding various layouts for the web. Students will learn about the technical setup of domain names and web hosting accounts while creating custom websites with HTML5 and CSS3 using standard and up-to-date best practices. Explorations with web code will centre around responsive page layout and grid structure, basic animations, patterns and images. Students will upload their projects to a live web server via FTP software.

Course Pre-Requisites (if applicable):
VCDP 1111; VCDP 1115, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Create basic responsive web pages from scratch using HTML5 and CSS3</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Build a clean layout using a CSS-based grid system or framework</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Select correct file types for images on the web and optimize both pixel resolution and file size</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Use FTP software to successfully upload a simple hand-coded website to a live server</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Use independent research to discover current techniques and find solutions to problems</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Create and setup a coding environment with proper file paths and naming conventions</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Properly document code files via commenting</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Identify core strategies for accessibility in web development</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

Evaluation Plan:

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**Hours by Learning Environment Type**

Total Hours 54
Lecture, Seminar, Online 42
Lab, Clinical, Shop, Kitchen, Studio, Simulation
Course Topics:

Domain names and web hosting

HTML fundamentals: elements, tags, attributes, nesting, structure

CSS3 fundamentals: stylesheets, selectors, inheritance, cascade order

CSS3 layout: box model, positioning, navigation, layout techniques

CSS3 styling: typography, images, backgrounds, patterns, borders, transitions, transforms, hovers

File structure, linking, and FTP

Proper formatting and syntax for HTML5 and CSS3

Image optimization and file types

Responsive techniques

Code editor setups

Accessibility

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

See UI/UX Design Diploma PCG

Additional Information
Course Change Request

Date Submitted: 02/04/22 1:05 pm

Viewing: VCDP 2350 : UI/UX Design 2

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Programs referencing this course
- 165: UI/UX Design Diploma
- 166: UI/UX Design Core Certificate

Course Name:
UI/UX Strategy and Design 2

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader

2. 02/04/22 1:43 pm
   Bre Griffiths (bgriffiths):
   Approved for CTT Dean

3. 02/16/22 4:02 pm
   Todd Rowla (trowla): Approved for Curriculum Committee Chair

History
1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)

Name | E-mail | Phone/Ext.
---|---|---
Course Description:
Students in this course will improve their ability to creatively solve problems as UI/UX designers. Projects will present students with advanced web or interaction design challenges that require novel solutions and creative problem solving. Students will work collaboratively by forming an in-depth understanding of a particular user problem and then conceptualizing and designing custom solutions using wireframes, prototypes, and mockups. Projects will also allow students to continue practicing their visual skills by creating consistent visual identities and style guides for web or app design projects. By the end of this course, students will have a greater ability to engage in the depth of thinking and level of problem solving required by complex UI/UX design projects.

Course Pre-Requisites (if applicable):

**VCDP 1280 OR VCDP 2315; VCDP 1135.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes No

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Plan and design a detailed user journey for a website or app with complex functionality, taking into account user needs, desires, and problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Ethically perform and analyze user research, including surveys, interviews, and usability studies</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create a clickable high-fidelity prototype for a mobile or web application design</td>
</tr>
<tr>
<td>CLO #2 #4</td>
<td>Create a strong and consistent visual identity for an interactive project and communicate it using easy-to-understand style guides and mockups</td>
</tr>
<tr>
<td>CLO #3 #5</td>
<td>Plan and deliver a professional presentation to demonstrate and explain interactive functionalities</td>
</tr>
<tr>
<td>CLO #4 #6</td>
<td>Find, evaluate, and use UI/UX design resources, libraries, and reference materials</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Identify the scope of a UI/UX design project based on user research and project requirements</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Evaluate UI/UX designs for their impact and fit across a variety of contexts (financial, social, community, etc)</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Apply accessibility standards in the design of websites and apps</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Use design research to inform UI/UX design decisions</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

<table>
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<th>Evaluation Plan:</th>
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<tbody>
<tr>
<td>Type</td>
</tr>
</tbody>
</table>

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Upon successful completion of this course, students will be able to:
### Hours by Learning Environment Type

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<td>Practicum, Self-Paced, Individual Learning</td>
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<td>Participation and professionalism</td>
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</tbody>
</table>

**Total Hours** 54

**Course Topics**

- Wireframes, mockups, prototypes, **style guides** and **design systems**
- User research and user-centred design
- User journeys, tasks, and scenarios
- **Style guides, visual identities, and design systems**
- Collaboration and communication skills
- Project management
- Problem **solving**, **design thinking**, and **systems**
- Feature prioritization
- **Research ethics**
- Interaction design principles
### Course Topics:

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapid prototyping</td>
</tr>
<tr>
<td>Micro-interactions</td>
</tr>
<tr>
<td><strong>Usability and accessibility</strong></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

UI/UX Design Diploma PCG

Provide a rationale for this proposal:

---

Are there any expected costs as a Consultations?

---

### Additional Information

Provide any additional information if necessary.
Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:05 pm

Viewing: VCDP 2351: Content Strategy and IA

Last edit: 02/15/22 1:49 pm
Changes proposed by: aemberline

Programs referencing this course
165: UI/UX Design Diploma
166: UI/UX Design Core Certificate

Course Name:
Content Strategy and Information Architecture

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:02 pm
   Todd Rowla (trowla):
   Approved for Curriculum Committee Chair

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Banner Course Name: Content Strategy and IA

Subject Code: VCDP - Graphic Design Diploma

Course Number 2351
Course Description:
The selection and organization of content is a critical component in the design of interactive experiences, and this course introduces students to important concepts in both content strategy and information architecture. Students will learn to use design research to inform the creation of a content strategy that fits users' needs and achieves project goals. Coursework will introduce students to various principles of information architecture – the logical and thoughtful organization of information. Students will explore various approaches to information structure, organization schemes, and navigation and will practice communicating content strategy using standard industry approaches.

Course Pre-Requisites (if applicable):

VCDP 1115; VCDP 1280 OR 2315; VCDP 1135, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Discuss the importance of information architecture and content strategy in the design of interactive experiences</th>
</tr>
</thead>
</table>
Upon successful completion of this course, students will be able to:

| CLO #2 | Use design research to develop and test an effective content strategy, considering the unique qualities of primary user groups in the creation of a content strategy |
| CLO #3 | Organize information by selecting appropriate information structure and organization scheme |
| CLO #4 | Design effective navigation to support content strategy, taking into account both accessibility principles and users’ mental models |
| CLO #5 | Identify and avoid common usability and accessibility issues related to information architecture and content strategy |
| CLO #6 | Communicate content strategy using sitemaps, wireframes, and prototypes |

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

---

**Evaluation and Grading**

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

Evaluation Plan:

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---

**Hours by Learning Environment Type**

Total Hours 54
Lecture, Seminar, Online 42
Course Topics:

- Information architecture
- Content strategy
- Research methods related to IA and content strategy
- Mental models
- Content inventories and taxonomies
- Labeling
- Navigation
- Search and filter functionalities
- Information structures (hierarchical, linear, etc)
- Organization schemes (topic, task, audience, alphabetical, tags, etc)
- Usability and accessibility
- Search engine optimization
- Content mapping

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
New Course Proposal

Date Submitted: 02/04/22 1:05 pm

Viewing: VCDP 2355 : Wordpress

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs referencing this course
165: UI/UX Design Diploma
168: Web Development and Design Diploma

Course Name: Wordpress

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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</tr>
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</table>

Banner Course Name: Wordpress

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2355
Course Description:

Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will be introduced to the basic functionalities included in a default Wordpress installation and will also be guided through the process of selecting and installing themes and plugins to change the look, layout, and functionality of the website. The course will also teach students to customize existing Wordpress templates using hand-coded CSS, page-builder plugins, and customizable theme settings. Domain names, web hosting, and FTP software will be reviewed.

Course Pre-Requisites (if applicable):

VCDP 1271 OR VCDP 2345, taken prior or concurrently; VCDP 1280 OR VCDP 2315, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Install and configure a basic 5-10 page Wordpress website, including domain name setup, and populate the website with content</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Organize website content to effectively achieve client and user goals</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify advantages and disadvantages of using a content management system (CMS) and pre-made themes</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Research, select, install, and configure basic Wordpress themes</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #5</th>
<th>Extend website functionality by selecting, configuring, and troubleshooting Wordpress plugins</th>
</tr>
</thead>
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<tr>
<td>CLO #6</td>
<td>Customize the look of a Wordpress site by adding basic hand-coded CSS</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Use a page-builder plugin to create a custom page layout and style</td>
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</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

---

**Evaluation and Grading**

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### Course Topics

<table>
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<th>Course Topics:</th>
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<tbody>
<tr>
<td>Web design principles</td>
</tr>
<tr>
<td>Content management systems (CMS)</td>
</tr>
<tr>
<td>Wordpress themes and plugins</td>
</tr>
<tr>
<td>Hosting, domain names, and FTP</td>
</tr>
<tr>
<td>Website security</td>
</tr>
<tr>
<td>Child themes and custom CSS</td>
</tr>
<tr>
<td>Page builders</td>
</tr>
<tr>
<td>File and database backups</td>
</tr>
<tr>
<td>Common technical issues and Wordpress troubleshooting</td>
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</tbody>
</table>

### Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See UI/UX Design Diploma PCG

### Additional Information

Provide any additional information if necessary.

Supporting documentation:
New Course Proposal

Date Submitted: 02/04/22 1:05 pm

Viewing: VCDP 2360 : Brand Identity 2

Last edit: 02/15/22 1:50 pm
Changes proposed by: aemberline

Programs referencing this course
165: UI/UX Design Diploma
166: UI/UX Design Core Certificate

Course Name:
Brand Identity Design 2

Effective Date: January 2023

School/Centre: Trades, Technology & Design
Department: Visual Communication Design Dipl (4430)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Emberline</td>
<td><a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a></td>
<td>604-916-2663</td>
</tr>
</tbody>
</table>

Banner Course Name: Brand Identity 2

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2360
Year of Study: 2nd Year Post-secondary
Credits: 3

Bridge College Code: VO
Bridge Billing Hours: 0-3
Bridge Course Level: 01

Course Description:
Students in this course will develop analytical, strategic, and creative thinking skills in the analysis and design of corporate brand identities. Students will develop a deeper understanding of the different components of a brand identity by conceptualizing an overarching message, designing an accompanying visual identity, and then developing visual materials that effectively communicate the brand's message across a variety of different media. Students will create several different types of collateral material, which may include multi-page documents, digital graphics, social media content, or print designs.

Course Pre-Requisites (if applicable):
VCDP 1250 OR VCDP 2120; VCDP 1135, taken prior or concurrently.

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>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Create brand assets across a variety of different media, both print and digital</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Integrate concept, content, and form into a consistent set of designs</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Apply visual language to create and communicate a corporate brand message</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Apply compositional principles and organizational strategies to a layout</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Create a comprehensive brand style guide with guidelines for colour, type, image, and voice</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe the essence of a brand in expressive and succinct language</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Use design research to inform branding design decisions</td>
</tr>
</tbody>
</table>
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

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>Project</td>
<td>30</td>
<td>Final project</td>
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<td>Assignments</td>
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</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Total Hours 54
Lecture, Seminar, Online 42
Lab, Clinical, Shop, Kitchen, Studio, Simulation
Practicum, Self-Paced, Individual Learning 12

Course Topics

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

CLO #8 Analyze brands to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts
Rationale and Consultations

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

Yes

Is this the primary proposal?
  No

Primary Proposal
  See UI/UX Design Diploma PCG

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer
  Comments

Marketing Information
**Course Change Request**

Date Submitted: 02/04/22 1:06 pm

**Viewing: VCDP 2430 : Editorial Design**

Last approved: 08/07/20 4:12 am

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

- **Programs referencing this course**
  - 165: UI/UX Design Diploma
  - 166: UI/UX Design Core Certificate

---

**Course Name:**
Editorial Design

**Effective Date:**
January 2023

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

**Department:**
Visual Communication Design Dipl (4430)

**Contact(s)**

---

**In Workflow**

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

---

**Approval Path**

1. 02/04/22 1:21 pm
   Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/16/22 4:02 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

---

**History**

1. May 15, 2018 by cdeans
2. Aug 7, 2020 by Anne Emberline (aemberline)

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---
Banner Course Name: Editorial Design

Subject Code: VCDP - Graphic Design Diploma

Course Number 2430

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:
Students in this exciting course will extend their creativity to create a professionally structured magazine from concept to print-ready files. Through research and case studies, students will inspect magazine design elements and learn how context and message differentiate varying genres. Students will create covers, logos, table of contents pages, feature pages, and department sections. Typography, layout, illustration, photography, infographics, grids, white space, headlines, and body copy will all become familiar elements in students’ editorial design vocabulary. How to package editorial material into a cohesive on-brand style will be emphasized.

Course Pre-Requisites (if applicable):

**VCDP 1142; VCDP 1251 OR VCDP 2110.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Design and produce a multiple page publication using InDesign</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Discuss current and historical magazine design</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Produce a masthead and elements to be used for magazine branding</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Develop and apply a grid system in the design of a magazine layout</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Use typographic principles and type hierarchy in the design of a magazine layout</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Source, select, edit and place visual elements into a magazine layout</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Construct advertisements for publications based on audience</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

Evaluation Plan:

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**Hours by Learning Environment Type**

Total Hours 54
Lecture, Seminar, Online 42
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of magazine design</td>
</tr>
<tr>
<td>Publication planning</td>
</tr>
<tr>
<td>Publication masthead and branding</td>
</tr>
<tr>
<td>Typography</td>
</tr>
<tr>
<td>Photography and illustration</td>
</tr>
<tr>
<td>Publication advertising design and production</td>
</tr>
<tr>
<td>InDesign for publication: Setting up multiple page documents, developing a style template, designing core pages and spreads, covers and proofing</td>
</tr>
<tr>
<td>PDF workflow for publications</td>
</tr>
<tr>
<td>Digital editorial presentations and PDFs</td>
</tr>
</tbody>
</table>

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

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**Rationale and Consultations**

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

Yes

Is this the primary proposal?

No

Primary Proposal

UI/UX Design Diploma PCG
Course Change Request

Date Submitted: 02/04/22 1:06 pm

Viewing: **VCDP 2445 : Video and Animation Production-2**

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs referencing this course

- **165: UI/UX Design Diploma**
- **166: UI/UX Design Core Certificate**

**Course Name:** Video and Animation Production-2

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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In Workflow

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:43 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/16/22 4:02 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jun 12, 2020 by Anne Emberline (aemberline)
Banner Course: Video and Animation Production 2

Name: 

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2445

Year of Study: 2nd

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:
Designers are increasingly asked to prepare content for a variety of digital media platforms, from eCommerce product videos to animated GIFs for social media. In this course, students will use industry-standard tools to create dynamic video- or animation-based content that can be used across various platforms. An emphasis will be placed on creating on-brand videos or animations that can be used for online marketing campaigns or websites. By learning more advanced technical skills for video and animation, as well as more conceptual thinking skills in how video can be used online, students in this course will expand their ability to create campaign-oriented content across all media.

Course Pre-Requisites (if applicable):

VCDP 1253 OR VCDP 2115.

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 | Plan a video or animation project and select appropriate tools to use in creating the final product |
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Create dynamic video-based or animated content that can be used for online marketing campaigns or websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #3</td>
<td>Prepare final video or animation files for use on a variety of media platforms</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Translate a brand concept into video or animated content</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Consider audience and context when creating or editing time-based media</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe how message and context are expressed in a video or animation</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Analyze videos to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

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**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>42</td>
</tr>
</tbody>
</table>
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketching and storyboarding ideas</td>
</tr>
<tr>
<td>Video and animation software</td>
</tr>
<tr>
<td>Video editing</td>
</tr>
<tr>
<td>Preparing video and animation assets</td>
</tr>
<tr>
<td>Branding</td>
</tr>
<tr>
<td>Videos for websites and social media</td>
</tr>
<tr>
<td>Special effects</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

UI/UX Design Diploma PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 02/04/22 1:06 pm

Viewing: **VCDP 2455** : **Studio**: **Studio2**: Special Topics

Topics

Last approved: 06/12/20 5:09 am
Last edit: 02/15/22 1:50 pm
Changes proposed by: aemberline

Programs referencing this course
94: Graphic Design Diploma

Course Name:
**Studio**: **Studio2**: Special Topics

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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</tbody>
</table>
Course Description:
In this studio course, students will work collaboratively on various graphic design instructor-led projects for real-world clients. at the cutting edge of new design trends and techniques while continuing to work with real clients in the department’s client studio. Under the mentorship of an instructor, students will meet with a client to determine project scope and will then create a project plan to coordinate the roles of each team member and define milestones and deadlines. Students will then work together to research, design, and complete their projects, including presenting their work to their clients. Alongside this client work, students will also work on diverse instructor-led projects at the cutting edge of new design trends and techniques. Topics will be selected based on the current design landscape and the needs of the design industry and may include new technologies, digital illustration, animation, web design and development, video, social media, advertising, and more.

Course Pre-Requisites (if applicable):

VCDP 2313
*Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.

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>Research and identify current trends in design styles and techniques</td>
</tr>
<tr>
<td><strong>CLO #2</strong></td>
<td><strong>Research and discuss current ethical and cultural issues related to design</strong></td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create designs with up-to-date techniques and technologies</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Communicate effectively and professionally with clients</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Effectively and positively participate within a team environment</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Identify new technologies or techniques to include in ongoing professional development</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Create and revise designs that meet client specifications</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

---

**Evaluation and Grading**

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

Evaluation Plan:

<table>
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<td>Project</td>
<td>30</td>
<td>Client projects</td>
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<tr>
<td>Assignments</td>
<td>30</td>
<td>Instructor-led assignments</td>
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<tr>
<td>Lab Work</td>
<td>30</td>
<td>May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress</td>
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<tr>
<td>Participation</td>
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<td>Participation and professionalism</td>
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</tbody>
</table>

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**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>108</th>
<th>104</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>49</td>
<td>44</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td>24</td>
<td>20</td>
</tr>
</tbody>
</table>

**Course Topics:**

- Design trends
- New design technologies
- Multimedia and interactive approaches to design
- Professional communication
- Project management
- Collaboration strategies
- Design presentations

**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**

UI/UX Design Diploma PCG
Course Change Request

Date Submitted: 02/04/22 1:07 pm

Viewing: **VCDP 2465 : Studio:**

**Studio3: Specialization**

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs referencing this course

165: UI/UX Design Diploma
94: Graphic Design Diploma

Course Name:

**Studio: Studio3: Specialization**

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

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</table>
Banner Course: Studio: Studio 3: Specialization

Subject Code: VCDP - Graphic Design Diploma
Course Number: 2465
Year of Study: 2nd Year Post-secondary
Credits: 5

Bridge College Code: VO
Bridge Billing Hours: 0-5
Bridge Course Level: 01

Course Description:
In this final studio course, students will explore independent learning and entrepreneurial thinking through self-directed projects. Alongside continued work for real clients in the department's client studio, students will also be required to engage in self-directed learning by selecting a personal area of specialization and completing a core independent project that requires new learning. Students will explore entrepreneurial thinking by either completing an independent paid project for their own freelance clients under the mentorship of an instructor or by planning and pitching a unique business idea that they could realistically pursue after graduation. Alongside this work, continued work for real clients in the department's client studio, students will also be required to engage in self-directed learning by selecting a personal area of specialization and completing a core independent project that requires new learning. Students will be encouraged to use their work in this course to develop their personal identities as designers, building strength and confidence that will help them build careers after graduation.

Course Pre-Requisites (if applicable):

VCDP 2313
*Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.

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>
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<tr>
<th>CLO #</th>
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<tr>
<td>CLO #1</td>
<td>Identify a personal area of specialization and engage in independent learning to strengthen relevant skills</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Describe the common administrative procedures required in running a small business or freelance design career</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify and pursue creative and professional opportunities</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create a plan for ongoing professional development</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Build a professional network</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Create and revise designs that meet client specifications</td>
</tr>
<tr>
<td><strong>CLO #7</strong></td>
<td>Research and discuss current ethical and cultural issues related to design</td>
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Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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</table>

**Hours by Learning Environment Type**

| Total Hours | 108 104 |
Course Topics:

- Ideation and design thinking
- Business structures
- Administrative procedures
- Proposals, quotes, and contracts
- Networking
- Marketing and self-promotion
- Business and professional ethics
- Project management
- Career planning
- Self-directed learning strategies

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
Course Change Request

Date Submitted: 02/04/22 1:07 pm

Viewing: VCDP 2470 : Packaging Design

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs referencing this course
- 165: UI/UX Design Diploma
- 166: UI/UX Design Core Certificate

In Workflow
1. 4430 Leader
   Anne Emberline (aemberline): Approved for 4430 Leader
2. CTT Dean
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/16/22 4:02 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. May 15, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Banner Course: Packaging Design

Name: Anne Emberline
E-mail: aemberline@vcc.ca
Phone/Ext: 604-916-2663

Subject Code: VCDP - Graphic Design Diploma
Course Number: 2470
Year of Study: 2nd Year Post-secondary
Credits: 3

Bridge College Code: VO
Bridge Billing Hours: 0-3
Bridge Course Level: 01

Course Description:
Students in this course will journey through the inner workings of the entire packaging design process from creative brief and conceptual ideation to the development of a print-ready design file. Through a series of case studies and practical experiences, students will explore the boundaries of designing for packaging and will learn the foundational concepts, principles and strategies. Projects include the creation of a final assembled package design that can be understood in the context of a merchandized retail space. Students learn how to design for three dimensions, make a product stand out on a shelf, and setup final print-ready packaging design files. They also develop an understanding of the hierarchy of information in a packaging context.

Course Pre-Requisites (if applicable):

**VCDP 1142; VCDP 1251 OR VCDP 2110.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Analyze and examine packaging trends and audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Apply compositional principles and organizational strategies to a custom package design</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create a prototype and a plan for package production</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Analyze legal issues related to package design</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Identify and employ design choices that can reduce the environmental impact of packaging</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Setup a final print-ready file for a packaging design, including dielines</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C</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>Project</td>
<td>30</td>
<td>Final project</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Assignments</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>May include in-class exercises, assignments, quizzes/tests, and work-in-progress</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<p>| Total Hours   | 54         |
| Lecture, Seminar, Online | 42         |
| Lab, Clinical, Shop, Kitchen, Studio, Simulation |</p>
<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different package types</td>
</tr>
<tr>
<td>Laying out package design (technical, design and budgetary considerations)</td>
</tr>
<tr>
<td>Preparing artwork and mockups</td>
</tr>
<tr>
<td>Producing dielines</td>
</tr>
<tr>
<td>Material considerations</td>
</tr>
<tr>
<td>Environmental impact</td>
</tr>
<tr>
<td>Legal issues in packaging design</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

UI/UX Design Diploma PCG

Provide a rationale for this proposal:
New Course Proposal

Date Submitted: 02/04/22 1:07 pm

Viewing: **VCDP 2475 : Studio: Design and Development**

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs referencing this course:

- **165: UI/UX Design Diploma**
- **168: Web Development and Design Diploma**

Course Name:

- Studio: Design and Development

Effective Date:

- January 2023

School/Centre:

- Trades, Technology & Design

Department:

- Visual Communication Design Dipl (4430)

Contact(s):

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Emberline</td>
<td><a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a></td>
<td>604-916-2663</td>
</tr>
</tbody>
</table>

In Workflow:

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path:

1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:02 pm
   Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

Banner Course Name:

- Studio: Design and Development

Subject Code:

- VCDP - Graphic Design Diploma

Course Number:

- 2475
Course Description:
In this unique studio course, design and development students with different specialties will work together in small groups to design and build a UI/UX project for a real-world client. Under the mentorship of an instructor, students will meet with a client to determine project scope and will then create a project plan to coordinate the roles of each team member and define milestones and deadlines. Students will then work collaboratively to research, design, build, test, and launch their UI/UX project.

Course Pre-Requisites (if applicable):

VCDP 2313 OR CSTP 1301 AND CSTP 1206 OR VCDP 2350

*Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.

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>Create and implement a detailed project plan for a UI/UX design project through to launch</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Bring a UI/UX design project through all stages from research through to development</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Effectively collaborate with both designers and developers in the creation of a UI/UX product</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Communicate effectively and professionally with clients</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Create and revise designs that meet client specifications</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Effectively and positively participate within a team environment</td>
</tr>
</tbody>
</table>

Upon successful completion of this course, students will be able to:
Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**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>Client projects</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Instructor-led assignments</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Hours</td>
<td>108</td>
</tr>
<tr>
<td>Lecture, Seminar, Online</td>
<td>35</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>49</td>
</tr>
<tr>
<td>Practicum, Self-Paced, Individual Learning</td>
<td>24</td>
</tr>
</tbody>
</table>

**Course Topics:**

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

CLO #7 Ethically perform and use appropriate research in a UI/UX design and development process.
**Course Topics:**

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI/UX design stages</td>
</tr>
<tr>
<td>Project management</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Client intake</td>
</tr>
<tr>
<td>Client needs</td>
</tr>
<tr>
<td>Design research</td>
</tr>
<tr>
<td>Working with other designers and developers</td>
</tr>
<tr>
<td>Client briefs</td>
</tr>
<tr>
<td>Communicating with sitemaps, wireframes, and mockups</td>
</tr>
<tr>
<td>Web and app development</td>
</tr>
<tr>
<td>Presentations</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

UI/UX Design Diploma PCG

---

**Additional Information**
Course Change Request

Date Submitted: 02/04/22 1:19 pm

Viewing: VCDP 2480: Online Marketing

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Course Name:
Online Marketing

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow
1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:43 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:02 pm
   Todd Rowlett (trowlett):
   Approved for Curriculum Committee Chair

History
1. May 15, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)

Name | E-mail | Phone/Ext.
--- | --- | ---
## Banner Course

**Name**: Online Marketing

**Subject Code**: VCDP - Graphic Design Diploma

**Course Number**: 2480

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

**Credits**: 3

**Bridge College Code**: VO

**Bridge Billing Hours**: 0-3

**Bridge Course Level**: 01

### Course Description:

In this course, students will learn different marketing approaches used to promote products and services online. The course will introduce students to basic general marketing principles and then focus on training students in skills and knowledge related specifically to online marketing, including email campaigns, social media marketing, search engine optimization, marketing analytics, and website content strategy. Students will practice strategic thinking while analyzing market research, creating a marketing plan, and designing content for an online campaign. The course will also cover web design principles that can boost the effectiveness of websites that aim to sell products and services online.

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

- **VCDP 1135**, **VCDP 1115**.

### 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>
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<tbody>
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<td><a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a></td>
<td>604-916-2663</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Identify online marketing practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe how research is used to inform marketing decisions and evaluate marketing performance. Perform and analyze basic market research, including analytics</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create content for social media and email marketing campaigns</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create an on-brand online marketing strategy</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Use social media for self-promotion</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Integrate online marketing principles into website designs to help them more effectively sell products and services</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Discuss the cultural influence of marketing and the related ethical concerns designers should consider</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
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<th>Type</th>
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<td>Lab Work</td>
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</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Total Hours 54
Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics:

- Marketing principles
- Marketing analytics
- Marketing campaigns
- Search engine optimization
- Email campaigns
- Website content strategy
- Social media marketing
- eCommerce principles
- **Ethics of marketing**
- **Cultural influence of marketing**

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?
Course Change Request

Date Submitted: 02/04/22 1:08 pm

Viewing: **VCDP 2490 : Portfolio**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs referencing this course

165: UI/UX Design Diploma
166: UI/UX Design Core Certificate

Course Name:
Portfolio

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
   Anne Emberline (aemberline):
   Approved for 4430 Leader
2. 02/04/22 1:42 pm
   Brett Griffiths (bgriffiths):
   Approved for CTT Dean
3. 02/16/22 4:02 pm
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. Jul 5, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
</table>

Course Description:
This course will prepare students to look for work in the competitive design industry. Students will select and refine past design projects and then create a professional design portfolio for both online and print formats. The course will also cover job search strategies that are important for graphic designers, including networking and self-promotion, and each student will create a personal job-search or self-promotion plan that will help them find the design work that suits them best.

Course Pre-Requisites (if applicable):

*Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Create a personal brand identity that can be used across different media</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Develop a self-directed schedule for portfolio completion</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create professional web- and print-based portfolios by selecting and refining design projects</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Write a targeted cover letter and resume</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Create a personal job-search or self-promotion plan based on personal career aspirations</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Complete a job interview thoughtfully and confidently</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tr>
<td>Lab Work</td>
<td>30</td>
<td>May include in-class exercises, assignments, quizzes/tests, and work-in-progress</td>
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<td>Participation</td>
<td>10</td>
<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>42</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td></td>
</tr>
</tbody>
</table>
### Course Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal branding</td>
<td>Web- and print-based portfolio design</td>
</tr>
<tr>
<td>Developing a personal schedule for a project including all milestones</td>
<td>Career planning</td>
</tr>
<tr>
<td>Job search strategies</td>
<td>Job interview preparation</td>
</tr>
<tr>
<td>Self-promotion and networking</td>
<td>Professional social media presence</td>
</tr>
<tr>
<td>Cover letters, resumes, and biographies</td>
<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**

- See UI/UX Design Diploma PCG

Provide a rationale for this proposal:
Course Change Request

Date Submitted: 02/04/22 1:08 pm

Viewing: **VCDP 2495 : Graduating Event Design Collaborative-Capstone**

Last approved: 06/12/20 5:09 am
Last edit: 02/15/22 1:51 pm
Changes proposed by: aemberline

- **Programs** referencing this course:
  - 165: UI/UX Design Diploma
  - 166: UI/UX Design Core Certificate

- **Course Name:** Graduating Event Design Collaborative-Capstone
- **Effective Date:** January 2023
- **School/Centre:** Trades, Technology & Design
- **Department:** Visual Communication Design Dipl (4430)
- **Contact(s):**
  - 1. 4430 Leader
  - 2. CTT Dean
  - 3. Curriculum Committee Chair
  - 4. EDCO Chair
  - 5. Records
  - 6. Banner

- **Approval Path**
  1. 02/04/22 1:21 pm
     - Anne Emberline (aemberline):
       Approved for 4430 Leader
  2. 02/04/22 1:42 pm
     - Brett Griffiths (bgriffiths):
       Approved for CTT Dean
  3. 02/16/22 4:02 pm
     - Todd Rowlatt (trowlatt):
       Approved for Curriculum Committee Chair

- **History**
  1. Jun 12, 2020 by
     - Anne Emberline (aemberline)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Emberline</td>
<td><a href="mailto:aemberline@vcc.ca">aemberline@vcc.ca</a></td>
<td>604-916-2663 8535</td>
</tr>
</tbody>
</table>
Banner Course: Graduating Event Design Collaborative Capstone

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2495

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:
In this course, students will draw on everything they’ve learned previously in their programs the Graphic Design Diploma program to brand and market the department’s annual create a comprehensive marketing project or event that promotes the students in the graduating event, which aims to connect VCC with the design industry while promoting students graduating from our programs. class as well as the overall program at VCC. Typically students create an in-person graduating exhibition, but the course offers some flexibility to explore other project ideas within therequirements. Students must start with ideation and the creation of a brand concept. Once the brand is established, students will work out the details of their event and create a marketing plan that strategically targets the right audiences and expresses the brand well. Finally, students will be responsible for producing all design elements required to complete the project. All work will be collaborative and organized by the students, building skill in communication, collaboration, problem solving, and project management.

Course Pre-Requisites (if applicable):

**VCDP 2120**
*Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.*

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>Use a design thinking approach to solve problems in a large cross-platform design project</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Apply a comprehensive brand strategy through various brand touchpoints</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create and implement a marketing plan for a project or event</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Manage a collaborative project with different roles, deadlines, and deliverables</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Communicate clearly with team members about expectations and problems</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Consider budget constraints when generating and assessing creative ideas</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Discuss strategies to improve equity, diversity, and inclusion in the planning and design of events, conferences, awards, or publications</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System: Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>C</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>Project</td>
<td>30</td>
<td>Execution of final event or project</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Project preparation and supporting materials</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>May include in-class exercises, assignments, work-in-progress, peer assessment, and self-assessment</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation and professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>54</th>
</tr>
</thead>
</table>
Lecture, Seminar, Online
12
Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning
12
Course Topics

**Course Topics:**

Marketing principles
Branding and brand messaging
Ideation
Event planning and promotion
Self-promotion
Visual communication
Collaboration and communication
Project management
Design thinking
File preparation for print and screen uses

**Equity, diversity, and inclusion**

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

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**Rationale and Consultations**

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

Yes

Is this the primary proposal?
Course Change Request

Date Submitted: 02/04/22 1:08 pm

Viewing: **VCDP 2500 : Practicum**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs referencing this course
- 94: Graphic Design Diploma

Course Name:
- Practicum

Effective Date:
- January 2023

School/Centre:
- Trades, Technology & Design

Department:
- Visual Communication Design Dipl (4430)

Contact(s)
- 1. 4430 Leader
- 2. CTT Dean
- 3. Curriculum Committee Chair
- 4. EDCO Chair
- 5. Records
- 6. Banner

Approval Path
1. 02/04/22 1:21 pm
   - Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:42 pm
   - Bre Griffiths (bgriffiths): Approved for CTT Dean
3. 02/16/22 4:02 pm
   - Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. May 15, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)
Banner Course Name: Praccum

Subject Code: VCDP - Graphic Design Diploma
Course Number: 2500
Year of Study: 2nd Year Post-secondary
Credits: 4.5

Bridge College Code: VO
Bridge Billing Hours: 0-4.5
Bridge Course Level: 01

Course Description:
A practicum bridges the gap between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will gain industry experience through a mentorship placement in a professional environment. These opportunities can include working with a freelancer, working in in-house corporate environments or working in advertising, marketing and interactive agencies. Upon completion, students will deliver a final presentation to report on their work experience.

Course Pre-Requisites (if applicable):

*Students should have completed 100% of their other required program credits prior to registering for this course or have special department permission to register.

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>Communicate skills, knowledge, and interest effectively in a job interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Research a career path and develop a professional network</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Work within the culture, norms, and expectations of the design industry</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Request and respond to feedback</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Solve problems in real design projects</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Reflect on and professionally present a personal work experience</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, role-playing, work experience, research projects, and practice.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Satisfactory/Unsatisfactory</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S</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></td>
<td>Industry interview* *Students must successfully complete all components to achieve &quot;S&quot;</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>Practicum supervisor evaluation* *Students must successfully complete all components to achieve &quot;S&quot;</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td>Practicum report* *Students must successfully complete all components to achieve &quot;S&quot;</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>10</td>
</tr>
</tbody>
</table>
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum, Self-Paced, Individual Learning

120

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
</tr>
<tr>
<td>Research and interviewing</td>
</tr>
<tr>
<td>Responsibilities and goals</td>
</tr>
<tr>
<td>Conflict resolution and decision making</td>
</tr>
<tr>
<td>Client and workplace expectation management</td>
</tr>
<tr>
<td>Project workflow for different environments</td>
</tr>
<tr>
<td>Personal reflection</td>
</tr>
<tr>
<td>Communication skills and professional presentations</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

See UI/UX Design Diploma PCG

Provide a rationale for this proposal:
DECISION NOTE

PREPARED FOR: Education Council

DATE: March 8, 2022

ISSUE: Changes to grading scale in 21 programs

BACKGROUND:
Policy C.1.1 Grading, Progression, and Withdrawal is currently undergoing its 5-year review. As part of that, a working group of Melinda Schram, Natasha Mandryk and Todd Rowlatt was struck to review the grading scales used in VCC programs.

The current approved version of C.1.1 has a recommended grading scale that is used by 53 programs (as of August 2021). 66 programs use a combination of 17 other grading scales. The working group reviewed those scales and recognized that many programs use very similar grading scales that were typically different only in small ways (e.g. ‘A+’ grade is either 95-100% or 96-100%, with every other grade 1 point different down to the ‘F’ grade). As a result, the working group is proposing that the College attempt to get down to three grading scales, instead of 18. See Appendix A for the three scales.

DISCUSSION:
Prior to updating the policy, the working group wanted to see if programs were willing to make adjustments to their grading scales. With three “acceptable” options, our hope was that most programs would be very comfortable with making that change. We started with Scale 3. Many programs use Scale 3 currently, including programs in Hospitality, Canadian Business Management, Project Management and Administrative Professional.

Scale 3 – 5 percentage points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100%</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>71-75%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>66-70%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>61-65%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>56-60%</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-55%</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Other programs used minor variations of Scale 3: Paralegal, Office Admin, IT Operations, Applied Leadership, Jewellery, CAD/BIM, Medical Office, and Graphic Design. We have reached out to all of
these programs and are all willing to adopt the same Scale 3. If approved, the changes would apply based on the Effective Dates identified below.

The proposal was presented to Curriculum Committee on February 15, 2022, and unanimously supported.

RECOMMENDATION:
THAT Education Council approve changes to the grading scales for the programs listed, effective on the dates identified for each program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Effective Date for Adoption of Scale 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD Technician Short Certificate</td>
<td>April 2022</td>
</tr>
<tr>
<td>IT Operations Professional Certificate</td>
<td>May 2022</td>
</tr>
<tr>
<td>Network Security Advanced Certificate</td>
<td>May 2022</td>
</tr>
<tr>
<td>Network Technology Administration and Security Post-Degree Diploma</td>
<td>May 2022</td>
</tr>
<tr>
<td>Building Manager Certificate</td>
<td>May 2022</td>
</tr>
<tr>
<td>Paralegal Diploma</td>
<td>May 2022</td>
</tr>
<tr>
<td>Paralegal Certificate</td>
<td>May 2022</td>
</tr>
<tr>
<td>Office Administration Certificate: Administration and Supervision</td>
<td>May 2022</td>
</tr>
<tr>
<td>Office Administration Certificate: Legal Office Skills</td>
<td>May 2022</td>
</tr>
<tr>
<td>Office Administration Certificate: Medical Office Skills</td>
<td>May 2022</td>
</tr>
<tr>
<td>Office Administration Certificate: Records Management Skills</td>
<td>May 2022</td>
</tr>
<tr>
<td>CAD/BIIM Technician Diploma</td>
<td>September 2022</td>
</tr>
<tr>
<td>Architectural Technician Certificate</td>
<td>September 2022</td>
</tr>
<tr>
<td>Civil/Structural Technician Certificate</td>
<td>September 2022</td>
</tr>
<tr>
<td>Mechanical Engineering Technician Certificate</td>
<td>September 2022</td>
</tr>
<tr>
<td>Steel Construction Modelling Technician Certificate</td>
<td>September 2022</td>
</tr>
<tr>
<td>Medical Office Assistant Certificate</td>
<td>September 2022</td>
</tr>
<tr>
<td>Medical Transcriptionist Certificate</td>
<td>September 2022</td>
</tr>
<tr>
<td>Jewellery Art and Design Diploma</td>
<td>New program, launching September 2022 with Scale 3</td>
</tr>
<tr>
<td>Jewellery Art and Design Certificate</td>
<td>New program, launching September 2022 with Scale 3</td>
</tr>
<tr>
<td>Graphic Design Diploma</td>
<td>January 2023</td>
</tr>
</tbody>
</table>

PREPARED BY: Natasha Mandryk, Todd Rowlatt, and Melinda Schram

DATE: February 16, 2022
### Appendix A: Grading Scales

#### Scale 1 - Current standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59%</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54%</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### Scale 2 – ITA*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100%</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-75%</td>
<td>2.67</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*still under discussion with ITA programs what final version will look like

#### Scale 3 – 5 percentage points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100%</td>
<td>4.33</td>
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<tr>
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<tr>
<td>B</td>
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<td>B-</td>
<td>71-75%</td>
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</tr>
<tr>
<td>C+</td>
<td>66-70%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>61-65%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>56-60%</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-55%</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
<td>0.00</td>
</tr>
</tbody>
</table>
# Appendix B: Updates on other program grading scale not requiring approval by Curriculum Committee

<table>
<thead>
<tr>
<th>Other Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Leadership and Management Certificate</td>
<td>Replaced by Applied Leadership and being taught out – no change needed</td>
</tr>
<tr>
<td>Management Skills for Supervisors Certificate</td>
<td>Replaced by Applied Leadership and being taught out – no change needed</td>
</tr>
<tr>
<td>Sport and Recreation Management Certificate</td>
<td>Plan to suspend program – no change needed</td>
</tr>
<tr>
<td>Wedding and Event Management</td>
<td>Under renewal – Scale 3 will be adopted with revised program</td>
</tr>
<tr>
<td>Asian Culinary Arts Certificate</td>
<td>No real changes to grading scale but stylistically updated to match new Scale 2</td>
</tr>
<tr>
<td>Asian Culinary Arts Advanced Certificate?</td>
<td>No real changes to grading scale but stylistically updated to match new recommendations</td>
</tr>
<tr>
<td>Culinary Arts Diploma</td>
<td>No real changes to grading scale but stylistically updated to match new Scale 2</td>
</tr>
<tr>
<td>Professional Cook 1 Plus Certificate</td>
<td>No real changes to grading scale but stylistically updated to match new Scale 2</td>
</tr>
<tr>
<td>Professional Cook 1 Certificate (EAL Cohort)</td>
<td>No real changes to grading scale but stylistically updated to match new Scale 2</td>
</tr>
<tr>
<td>Professional Cook 1 Certificate (ITA Youth Cohort)</td>
<td>No real changes to grading scale but stylistically updated to match new Scale 2</td>
</tr>
<tr>
<td>Professional Cook 2 Advanced Certificate</td>
<td>No real changes to grading scale but stylistically updated to match new Scale 2</td>
</tr>
<tr>
<td>Baking Foundation Certificate</td>
<td>No real changes to grading scale but stylistically updated to match new Scale 2</td>
</tr>
<tr>
<td>Baking and Pastry Arts – Artisan Baking Certificate</td>
<td>Larger change coming – grading scale style has been updated to Style 2</td>
</tr>
<tr>
<td>Baking and Pastry Arts – Pastry Certificate</td>
<td>Larger change coming – grading scale style has been updated to Style 2</td>
</tr>
</tbody>
</table>