Vancouver Community College Education Council
Meeting Agenda
April 8, 2025
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/67912179069

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		S. Callaghan			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-8**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. Education Service Renewal Report & Institutional Response: Student Conduct & Judicial Affairs Office	Info	D. Stevenson, C. Munro	10 min	✓	**9-20**
	b. Education Service Renewal Report& Institutional Response: Disability Services	Info	S. Wiwchar, C. Munro	10 min	✓	**21-31**
	c. Annual Deans' & Directors' Presentations – Part 4	Info	L. Griffith, D. Kirk	20 min		
	d. Strategic Innovation Plan (SIP) – Academic Update	Info	D. Wells	10 min		
	e. Duolingo Test Recalibration	Approval	D. McMullen	5 min	✓	**32-34**
	f. Concept Paper: Construction Electrician Foundation Certificate	Info	B. Griffiths	5 min	✓	**35-50**
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. New Course: MATH 1001 & Course Update: MATH 1100	Approval	N. Mandryk	5 min	✓	**51-61**
	ii. Program Update: Building Manager Short Certificate	Approval	H. Saxby	5 min	✓	**62-68**

	Topic	Action	Speaker	Time	Attachment	Page
	iii. Program Update: Graphic Design Diploma	Approval	S. Albert	5 min	✓	**69-78**
	iv. Program Update: High Performance and Custom Engine Technician Diploma	Approval	M. Coard, G. Mui	5 min	✓	**79-165**
	v. Program Update & Name Change: Automotive Logistics and Service Operations - Zero Emission Diploma	Approval	C. Vasallo	5 min	✓	**166-214**
	b. Policy Committee	Info	L. Dannhauer	5 min		
	c. Education Quality Committee	Info	L. Dannhauer	5 min		
	i. CD Fund 2025–26				✓	**215-216**
	ii. Program Renewal Report & Action Plan: Music Degree & Diploma				✓	**217-242**
8.	**CHAIR REPORT**	Info	N. Mandryk	5 min		
9.	**STUDENT REPORT**	Info	M. Ng	5 min		
10.	**NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		

Next meeting:
May 13, 2025, 3:30–5:30 p.m.

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
March 11, 2025
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	David Wells	Nafiseh Tohidi
Louise Dannhauer (Vice-Chair)	Dennis Innes	Shirley Lew
Andy Sellwood	Emily Logan	Stephanie Callaghan
Brianna Higgins	Kseniia Osipova	Todd Rowlatt
Dave McMullen	Lisa Beveridge	
David Kirk	Marcus Ng	
Regrets		
Anik Joy Varghese	Poorna Karthikeya Balachandar	Rahul Ranwa
Emily Simpson		Vivian Munroe
Guests		
Adrian Lipsett	Kirsten Hagemoen	Reza Siavashi
Dawn Cunningham Hall	Les Apouchtine	Rosie Gosling
Herbie Atwal	Lucy Griffith	Tannis Morgan
Jamie Choi	Melissa Chirino	Tanya O'Neill
Jennifer Kelly	Michael Weber	Taryn Thomson
Jo-Ellen Zakoor	Patris Aghakian	
Karen Brooke	Pervin Fahim	
Recording Secretary		
Darija Rabadzija		

1. CALL TO ORDER

- The meeting was called to order at 3:31.

2. ACKNOWLEDGEMENT

- N. Tohidi acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səl̓ilw̓ ətaʔɬ (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 March 11, 2025 agenda as amended (changed order of items 6b) and 6c).

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the February 11, 2025 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- M. Ng was welcomed back to Education Council. He was elected during the recent EdCo by-election to fill one vacant student seat.

- N. Mandryk reported on recent discussions among members of the Academic Governance Council,[4] which is made up of EdCo chairs and vice-chairs from institutions across BC. Topics included standing committee composition and practices around recording of EdCo meetings.

6. BUSINESS ARISING

a) Budget Update

- J. Choi presented on the draft budget for 2025/26, which was recently shared at a College-wide townhall. Principles and assumptions were outlined. The Language Instruction for Newcomers (LINC) contract was not renewed. Uncertainty remains around IRCC policies related to international students. The final version of the budget will be presented to the Board of Governors for approval at the end of March.

b) Annual Deans' & Directors' Presentations – Part 3

- Annual updates were presented by A. Lipsett, Dean, Centre of Continuing Studies, and D. Innes, Dean, School of Hospitality, Food Studies & Applied Business. Topics of discussion included micro-credentials, increased dual credit offerings in high schools, and use of virtual reality (VR) in culinary arts.

c) 2025–2026 Enrolment Plan

MOTION: THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the 2025–2026 Enrolment Plan.

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

- D. Wells presented a revised draft of the Enrolment Plan, updated from the initial draft that was provided to EdCo in February. The Registrar's Office shared some additional comments from schools on enrolment trends and changes to program structure with Education Council in advance of the meeting.
- Overall, the plan projects a decline of approximately 24% in overall enrolment numbers compared with the 2024–25 actuals. Much of the domestic decline is explained by the loss of the Language Instruction for Newcomers (LINC) contract. Additionally, last year's enrolment was higher than projected in the School of Instructor Education thanks to the provincial Future Skills Grant, which is not expected to continue this year. International enrolment is projected to declined by about 37% due to federal changes to policies affecting international students.
- There were questions about projections in some specific areas, including the significant increase in projected numbers for the Health Care Assistant (HCA) program. The reason is that targeted seats for the Health Career Access Program (HCAP) used to be counted separately but are now rolled into the HCA numbers for easier reporting.
- There was a discussion about the level of confidence in the data's accuracy and validity, challenges in capturing accurate registration numbers in the correct fiscal year for VCC's complex mix of programming, and the limitations of the plan to respond to or incorporate new information. It was noted that budgeted registration numbers may not account for recent trends or new program approvals, since calculations are often made in October, when there are limited data points available for the current fiscal year.

d) Program Discontinuance: Acute Care for Health Care Assistants Short Certificate & Program Discontinuance: Health Care Assistant Certificate (EAL Cohort)

MOTION: THAT Education Council recommends the Board of Governors approve discontinuance of the Acute Care for Health Care Assistants Short Certificate and the Health Care Assistant Certificate (EAL Cohort) effective May 2025.

Moved by D. Wells, Seconded & CARRIED (Unanimously)

- L. Beveridge presented the proposal to discontinue two programs in the Continuing Care department: the Acute Care for Health Care Assistants (HCAs) Short Certificate and the Health Care Assistant Certificate (EAL Cohort).
- The Acute Care for HCAs program provided HCAs with additional skills to work in acute care settings. Demand for this program was driven by the Vancouver Coastal Health Authority's requirement for HCAs to have completed the program prior to working in acute care. The health authority has replaced this requirement with a one-month orientation program. In addition, the provincial HCA curriculum was revised in 2023 and focuses more on acute care, further reducing the relevance of the short certificate. Intakes for the program have been on hold since the spring of 2023.
- The Health Care Assistant EAL (English as an Additional Language) Cohort Certificate program has experienced persistent challenges with enrolment since September 2019 and did not run between 2020 and 2024 despite marketing and outreach efforts. It was determined that students found the higher cost of the HCA EAL program prohibitive and preferred to improve their English language scores through the tuition-free EAL Pathways programs. A 2022 partnership with Vancouver Coastal Health (VCHA) to run a dedicated HCA EAL cohort funded through the provincial Health Career Access Program (HCAP) did not attract sufficient enrolment of qualified applicants.
- As outlined in the procedures for VCC Policy 414 Suspension and/or Discontinuance of Programs, the first step in retiring a program is to formally initiate a suspension of the program. After two years of suspension, a decision on program discontinuance can be made. The recommendation for program discontinuance without a previous approval of program suspension is unusual.
- Despite the deviation from procedure, EdCo entertained a motion to recommend program discontinuance without a prior period of suspension due to the clear rationale for judging the programs nonviable, the support from both department and dean to discontinue, and the fact that the programs have not run.
- While supporting the proposal, EdCo members cautioned that the approach of cancelling program intakes and later proposing program discontinuance is not in keeping with the intent of 414 Suspension and/or Discontinuance of Programs policy and procedures.
- EdCo discussed the effective date of the discontinuance to ensure any students still within the maximum time for program completion can complete their credential. It was agreed to discontinue the programs as of May 2025.

e) Concept Paper: Wind Turbine Maintenance Technician Certificate

- L. Griffith presented the concept paper for the new ten-month Wind Turbine Maintenance Technician Certificate. The program aims to equip students with skills for the renewable energy sector, specifically in wind turbine maintenance and related roles. Graduates will be prepared for positions such as wind farm service technicians, renewable energy service technicians, systems technicians, and wind energy operation specialists.
- The certificate aligns with VCC's current offerings in transportation trades, electronics, and electrical trades. There are few institutions in BC offering similar programs, with Northern Lights College being one of them.
- The program program will be delivered in a blended format, combining online and hands-on training with industry-standard equipment in the lab as well as in industry. Virtual reality or augmented reality (VR/AR) simulation technology will also be utilized.
- The school has received multiple grants to establish VR/AR (virtual reality/augmented reality) platforms and other necessary materials for the lab. The goal is for most hands-on training to be done within industry.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Courses: ASLD 1215 & INTR 1000

MOTION: THAT Education Council approve, in the form presented at this meeting, the new course outlines for INTR 1000 Introduction to Sign Language Interpreting and ASLD 1215 American Sign Language Level 7B, and recommend the Board of Governors approve the creation of the new courses.

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

- T. Rowlatt and K. Hagemoen presented the proposal for two new courses. During the recent renewal of the ASL & Deaf Studies Certificate, the program was shortened from ten to eight months to align with the standard term structure. As part of this revision, the highest level of ASL was removed from the program. The two proposed bridging courses include these higher-level ASL skills as well as an introduction to sign language interpreting, for those graduates of the ASL & Deaf Studies Certificate who wish to move into the Sign Language Interpretation (SLI) Diploma. INTR 1000 is also open to others looking to explore this field.

ii) New Program: Digital Learning for Innovative Teaching Short Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Digital Learning for Innovative Teaching Short Certificate and five new course outlines, and recommend the Board of Governors approve the new credential, courses and program implementation.

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

- K. Brooke presented the proposal for this new program in the School of Instructor Education (SIE). VCC received ministry funding to develop professional development opportunities for post-secondary educators in BC that address issues in teaching and learning in the age of digital technology, with a requirement to embed microcredentials within the program. The short certificate consists of five courses, with a digital badge attached to each course. These courses have been designed to eventually be available as electives in the Provincial Instructor Diploma program (PIDP) as well.

iii) New Specializations: Associate of Arts (Psychology) Degree, Associate of Science (Data Science) Degree, Associate of Science (Environmental Science) Degree & Associate of Science (Computer Science) Degree

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guides for the Psychology specialization within the Associate of Arts degree, the Data Science and Environmental Science specializations within the Associate of Science Degree, ten new course outlines and one revised course outline;

THAT Education Council amend the resolutions from its special meeting held on November 29, 2024 to rescind the recommendations to the Board of Governors;

THAT Education Council recommend the Board of Governors approve the following specializations within the existing Associate of Science and Associate of Arts credentials, and the creation of ten new courses:

- Associate of Arts (Psychology) degree
- Associate of Science (Environmental Science) degree
- Associate of Science (Data Science) degree
- Associate of Science (Computer Science) degree

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

- J. Kelly presented the proposal for three new specializations in the existing Associate of Arts and Associate of Science Degree programs. The three wireframe PCGs were approved at the special EdCo

meeting in November 2024. The specializations include both existing university transfer courses and newly created courses in the humanities, math and science. The programs are designed for broad transferability within BC and are aimed at both domestic and international students.

- Based on requests from the Registrar's Office and Curriculum Committee, some adjustments were made to admission requirements and student progression language, as well as to learning outcomes in SOCI 2250. The effective date will be January 2026 for the three PCGs and the course outlines.
- The existing Associate of Science (Computer Science) Degree was previously embedded within the "generic" Associate of Science Degree program content guide. A separate PCG for this specialization was approved by EdCo in November 2024. Only a minor adjustment was made to the evaluation of student learning section since then.
- N. Mandryk clarified that, following consultation with D. Wells, the specializations are being presented as changes to the existing associate degree credentials, rather than new programs or new credentials; the motion was updated accordingly. In addition, EdCo voted to amend the EdCo resolutions from November 2024 and rescind the recommendations to the Board regarding new credentials and new program implementation.
- EdCo discussed the implementation of specializations for both international and domestic students. Specializations will likely be more attractive to international students, since they align with Classification of Instructional Programs (CIP) codes eligible for post-graduation work permits. Marketing for domestic students will focus on the generic Associate of Arts and Associate of Science degrees, which offer more flexibility in course choice. All courses will be available to both domestic and international students.
- There was a discussion about strategies to protect course offerings for students in the generic degree programs who want to specialize but have not declared their specialization. It was noted that course availability would depend on enrollment, and that there might be a risk of students not getting their preferred courses. Members discussed potential solutions, such as reserving seating for students in a specialization, and improving tracking of student progression within programs.
- Tuition rates for associate degrees depend on the individual courses taken. Individual courses vary in both credits and cost.

iv) New Program: Health & Wellness Professional - Cosmetology Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the Health & Wellness Professional - Cosmetology Diploma and revisions to six courses, in two stages: course names and course descriptions effective September 2025, and all other changes effective May 2025.

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

- T. Rowlatt presented the finalized curriculum for the rapidly developed Health & Wellness Professional – Cosmetology Diploma program. The wireframe PCG was previously approved by Education Council. The program is based on VCC's hairstyling and skin and body therapy programs and aligns with a CIP code that is eligible for a post-graduation work permit. Revisions highlight the focus on health and wellness practices, hair and skin health and conditions, wellness techniques, massage and nutrition. Changes were made to course learning outcomes, descriptions and course names.
- In consultation with the dean, department head and CTLR, additional adjustments to the course names were proposed at the EdCo meeting to better reflect the different aspects of the diploma and the Hairstylist and Esthetics & Spa Therapy Certificates, which share the same courses.
- The initial plan was to launch all course revisions in May 2025. The Registrar's Office cannot support changes to the course names and course description for May. Therefore, the proposal was to approve the changes to the course names and course descriptions effective September 2025, with all other changes effective May 2025.

v) Course Deactivations

MOTION: THAT Curriculum Committee recommends deactivation of 18 courses that are no longer taught to Education Council for approval by the Board of Governors.

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

b) Policy Committee

- L. Dannhauer reported that the committee discussed the list of academic policies up for review at its last meeting. The discussion focused on prioritizing policies for review and next steps in managing policy updates. D. Wells is reaching out to the policy sponsors and responsible authorities as a first step.

c) Education Quality Committee

i) Education Services & Program Renewal Schedules 2024–2029

- The Education Services and Program Renewal Schedules were included in the meeting package for information.
- L. Dannhauer reported that EQC met with the deans on March 6 to discuss themes arising from annual program reviews. There was a rich discussion about evolving approaches to curriculum development, teaching and learning, including adjusting to shifting student demographics.
- CD Fund adjudication will take place on March 13, 2025.

ii) Feasibility Working Group: Executive Assistant & Medical Transcriptionist

- T. Rowlatt reported that the working group submitted its final feasibility report to the VP Academic, dean and Education Council. The working group was established under policy 414 Suspension and/or Discontinuance of Programs, since the department did not agree with the dean's proposal to suspend the Executive Assistant and Medical Transcriptionist Certificate programs. The dean will review the report to determine next steps for these two programs. Working group members were thanked for their contributions.

8. CHAIR REPORT

- N. Mandryk reported that the effective date of the renamed High Performance and Custom Engine Technician Diploma was changed from January to May 2025.
- There are ongoing discussions with the Registrar's Office and Marketing about processes to capture interest from prospective students in new, planned programs that have not yet been approved through governance.

9. STUDENT REPORT

- No report.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on April 8, 2025, 3:30–5:30 p.m.
- The meeting was adjourned at 5:24 p.m.

Natasha Mandryk
Chair, VCC Education Council

Observations, Report and Action Plan
Student Conduct & Judicial Affairs Educational Services Renewal

March 2025

Submitted by: Dave Stevenson, Student Conduct & Judicial Affairs Officer

Purpose

This report has been created following the previous Educational Services Renewal Policy and Procedures (D.1.1). The Student Conduct and Judicial Affairs (SCJA) Office exhaustively reviewed the findings from the external review and their own self-study to develop a final report outlining recommendations. With the support of the Associate Vice President of Student & Enrollment Services, this will form an operational plan for the next three year.

Introduction to the Student Conduct and Judicial Affairs Office

The office handles the administration of our student conduct policy and supports reasonable and responsible conduct by students at all times. It addresses concerns from students about other students as well as concerns from employees regarding the conduct of students. The office directs and supports the resolution of all issues within the context of policy. The scope of the issue is determined, and often an informal conversation and direction are given to students to resolve most issues. The office can also use the formal tools of the policy to direct students to follow the expectations of the code of conduct. The goal is always to meet students where they are and dialogue with them to provide education and paths to insight that aid with a moderation or elimination of concerning student behavior.

Methodology

The office interviewed multiple employees across the campus and reviewed with them how to better deliver services and support the ability of the office to support students and their time in the classroom and college. The office reviewed best practices in the field with multiple student conduct offices in BC and beyond. Surveys of both students and employees about the work of the office were completed. The office reviewed with practice leaders in student conduct and academic integrity support. All the information was reviewed, and a self-study was created, which was then reviewed again with best practices in the literature and current research. The office met with an external reviewer to dialogue and critique all aspects of the practice, policy, style, and challenges of student support in post-secondary.

The review process and reflection provided a myriad of ideas and suggestions to improve the practise of the office. The review and survey responses provided valuable feedback and ideas to be more effective and responsive to the needs of our students and employees.

The external review was support by following external professionals.

Jordon Mclinden	Manager, Student Support and Case Management Western University Review Support: Survey and Research
Evan Hilchey	Director, Student Affairs Camosun College Review Support: Self Study and Practise Evaluation
Sue Dorey	Executive Director, Student Engagement, Retention and Success Emily Carr University Review Support: Practise Evolutions and Outcomes

Also, thanks to all my colleagues at VCC, who both support my work with our students and our joint work together to create the best possible student success.

Summary of Findings

The review process and reflection provided a myriad of ideas and suggestions to improve the practice of the office. The review and survey responses provided valuable feedback and ideas to be more effective and responsive to the needs of our students and employees.

Finding #1: The campus is well served by the SCJA office

The office has an effective working relationship with all departments and services. The office administers the student conduct portfolio and actions related to VCC Policy 324 Student Non-Academic Conduct The office also tracks academic conduct and support investigations in relation to VCC Policy 325 Academic Integrity. The effectiveness of the office was confirmed by the self-study, the survey of students and employees and the review of interviews within the college.

The office is always looking to direct students to be aware of the policies of the college and look for a new way of viewing things, so the students can understand and alter their actions or conduct to be able to have success at the college.

After nine years of providing service and leadership to the college, it has been an honor and privilege to review the work done and the support and collaboration

that has occurred across the college to support and improve the success of students. The goal is to create a plan for the work area going forward, to celebrate what works, and to implement improvements to make the service even more responsive and effective.

When asked by someone outside of the college what I do at the college, my short answer is that my work is to help everyone get along. In truth it is far beyond that simple to support the needs of a complex and diverse student to understand and adhere to the student code of conduct policy and to support our departments and instructors in effective administration of the academic integrity policy. There is a myriad of grey areas that take place in the interaction between students, students and employees and students and community members, where misconduct, misunderstanding and ineffectual and ineffective communications and actions can take place.

The goal of the conduct office is to support that students are informed and aware of the expectations of Policy 324 Student Non-Academic Conduct and that supports are available to students when affected and when their conduct affects other students and employees or community members. The goal is always to inform and educate students and find the best workable solutions and support for any student issue.

The external review and the self-study confirm that the SCJAO office at VCC is viewed with high regard and provides compassionate effective service and is a well-trained individual who cares deeply about the work support students and the college. The office deals with all the issues that comprise a complex and widely scoped portfolio.

It is clear department on one is limited by the staffing level. The department is aided by the Office of Safety and Security and Risk Management, but the college is underserved. By nature, the office it is often put into a perceived conflicted role by having to provide case management functions for student issues. This is also a conflict in some events. It is difficult to respond to new requests from program areas and as a result, the services are stretched and could improve with added employee time. As the complexity of the needs of student conduct and academic integrity responses increase, there is additional expectations on the office to respond to concerns.

Finding #2: The area of academic integrity has also formed an increasing part of the portfolio

The office handles the keeping of academic integrity records, and the support of integrity issues and when needed investigation support. This also includes providing support to instructors and department heads to provide education and

support on administration of Policy 325 Academic Integrity. It is also critical to provide support for the campus wide education and tools for our students to be aware of and understand Policy 325 Academic Integrity, and how to create all their academic work by their individual effort. There is a need that requires cross campus response to the change in assessment and the change in the use of AI tools. In discussions with academic departments managing the adjudication of student work products in becoming increasingly complex. As an institution we are not at the optimal point managing this complex issue. There is time being spent to support authentic assessment and sorting out work that appears to not be student written. My office will continue to support and aid with investigations of alleged academic integrity concerns. My office will continue to work with our Academic leadership to support education and improving out support for effective academic integrity management.

Finding #3: Growing Caseload.

The number of student issues dealt with by the office have continued to grow each year. This can be attributed to the number of programs offered at the college, the range of programs, the impact of an access institution, the stressor of the modern student experience and the complexity of the changes in our ability assess and grade in the age of rapid AI learning tool expansion. The number of issues has grown each of the last 9 years, and this year the office has seen 1008 student conduct inquires and 281 Academic integrity inquires.

The office receives multiple daily requests to support student conduct concerns and multiple weekly concerns regarding academic integrity inquires, investigation support and checks regarding policy and procedure adherence. The college is increasing aware of the presenting needs of students and the demands of being a student today. The stress of living in the Lower Mainland, the challenge of maintaining one's mental heath and the regular ebb and flow of the demands of courseload management can overwhelming and is a demand on this office and the services of the college. The office and the college is working to provide supports and services to assist our students.

Finding #4: Challenge with an office on only one person

A one-person office is challenged to meet workflow during peak periods and vacation and other off time. The office is aware for the need to build in a backup for the role and the need to prepare for a eventual transition to a new person in the office. The demands for service and a response to presenting needs is a challenge to balance. The office will work to improve the materials and support on our website to support students. The increased impact of the active mental health challenges faced by our students adds to the workload and complexity of the office

in dealing with student concerns. The office is appreciative of cross campus team approach to supporting student mental health.

Finding #5: Awareness of Policy and Practise.

Only 20% of student and 60% of employees know about the policies that guide student conduct and academic integrity. This is after 9 years and presentations to every group and every program area. Targeting training for unfamiliar employees and the fact we add new students every month means raising the awareness in an ongoing challenge that will continue to be addressed. A plan to increase employees and student knowledge of these two critical policies is required and will be implemented.

Finding #6: Confusion between Offices – Student Conduct & the Arbiter of Student Issues

There is still institutional confusion as to the role of each office, but some progress is being made. Some of the confusion is that employees want a response that is not possible by the mandate of our policy and practise. Our plan to provide another series of education and training campus wide may add to the awareness. My office will strive to be clear in the separation of tasks between the two offices.

Recommendations and Operational Plan

Several recommendations were related to the work of supporting student classroom management, the well-being of students, and enhancing support for faculty in dealing with students in distress. Improvements to the administrative functioning and overall intake process, including a database and privacy protocols for students, were found in both reviews as critical issues to address. The recommendations are summarized in Table A and were given a priority level from low to high based on advice from the external reviewers and our evaluation of the impact on the service and greater College Community.

The experience of undergoing a Service Renewal has been an incredibly thought provoking and useful process for the Office. The ability to review all aspects of the service, policy, and interconnection with all aspects of the college has been of great value. The office supports a range of issues to simple to extraordinarily complex and highly involved with multiple other college offices and community supports. The recommendations form an important overview and plan for the department over the next three years and I look forward to implementing the actions. I also look forward to working with an amazing team in an amazing college and support student success going forward.

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
Build campus awareness of student conduct policy and expectation and academic integrity policy and expectations	Better support students and employees to be aware of policy and expectations	1. Create with the support of marketing an information campaign.	Students, Employees, SCJAO AVPSS	2025/26 (to be determined with M&C)	Service Renewal Self-Study	Employee Time	High
		2. Work with Arbiter of Student Issues and Office of Safety, Security, Risk and Privacy to present training and awareness to all employees	SCJAO, ASI AVP of SS	Aug/25	Service Renewal Self-Study	Employee Time	Medium
		3. Create a lunch and learn video	SCJAO, ASI, MSS	2025/26 (to be determined with M&C)	Service Renewal Self-study	Employee time	Low
	Support Faculty to support student's success.	1. Define scope of practise for training faculty	SCJAO AVP of SS	Sept/25	Service Renewal Self-Study & External Review	Employee Time	Medium

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
		2. Develop & launch and supporting student conduct and academic integrity brochure.	SCJAO Marketing, AVPSS	2025/26 (to be determined with M&C)	Service Renewal Self Study & External Review	Employee time	High
		3. Guide & instruct faculty in how to respond to students conduct issue through regular liaisons with schools and departments, lunch & learns, Leader's Forum	SCJAO	Ongoing	Service Renewal Self Study & External Review	Employee Time	High
		4. Develop & deliver workshops with CTLR on supportive relationships with students to understand academic integrity	SCJAO, CTLR	Ongoing	Service Renewal Self Study	Employee Time	Medium
Improve SCJAO Office website and information for students and employees	Enhance campus information and awareness	1. Collaborate with Marketing to update the office website.	SCJAO, Marketing	2025/26 (to be determined with M&C)	Service Renewal Self Study & External Review		Medium

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
		2. Form a cross-campus launch event	SCJAO, Marketing	2025/26 (to be determined with M&C)	Service Renewal Self Study & External Review	Employee Time	High
		3. Create an ongoing education plan	SCJAO, Marketing	2025/26 (to be determined with M&C)	Service Renewal Self Study & External Review		Medium
		4. Review best option for the office and the college.		Mar/25	Service Renewal Self Study & External Review	Employee Time	High
Rename office and employees titles	Create a new office name and employee titles to better	1. Work with all offices in Student Success and Enrolment, with Marketing to create an online and in person onboarding experience	All SER services	Dec/26	Service Renewal Self Study &	Employee Time	High

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
	support student success				External Review		
Improve student onboarding process to college life and college services and policies.	Invest in development of online and on-boarding for the student success experience	1. Support Marketing to implement.	SCJAO	Dec/26	Service Renewal Self Study & External Review	Employee Time	High
		1. Work with AVP and other offices and IT department to source a functional database.	SCJAO and Arbiter	On-going	Service Renewal Self Study & External Review	Employee Time	High
Improve Record Keeping	Find a client database	1. Create a better outcome for students with comprehensive data to review	SCJAO	After database is operational	Service Renewal Self Study & External Review	Employee Time	High
		2. Work with AVP to look for budget options	SCJAO	In progress	Service Renewal Self Study	Employee Time	High

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
Additional coverage for vacation and service and paperwork/record keeping support	Find funding	1. Review college needs and options with partnership with HR to create case management capacity	SCJAO and AVPSS	Dec/25	Service Renewal Self Study & External Review	Employees Time and budget	Medium
Advocate for the resourcing of management at the college		1. Look for office training and support	SCJAO AVPSS	In progress	Service Renewal Self Study & External Review	PD funds; Financial support from SS	Medium
Enhance professional growth and competency		1. Explore access to Psychologist for consultation on complex students and events	SCJAO, AVPSS, Wellness Committee	June/25	Service Renewal Self Study	Resources to fund services	Low
		2. Bring in training for support for student with trauma and complex needs.	SCJAO and SER services	July /25	Service Renewal Self Study	Fees for Service	Low

Associate Vice President, Student and Enrollment Services – Response to Student Conduct Final Report and Action Plan for Education Services Renewal (March 2025)

I would like to express my great appreciation for the effort and expertise put into preparing the final report and action plan for the Department of Student Conduct and Judicial Affairs. As a department of one, it must be recognized how extremely challenging it is to navigate this important process while balancing the day-to-day demands of the college community. Nevertheless, this report offers a thorough and thoughtful reflection on the current challenges and emerging opportunities within the department and throughout the college relating to student conduct. The themes and recommendations outlined in the report provide a clear and strategic roadmap for the department, positioning us for continuous improvement in this evolving and complex area of work. I am grateful for the valuable insights and direction it provides us as we move forward.

Enhancing Campus Awareness

Efforts to build campus awareness of the student conduct policy and academic integrity policy are crucial. The proposed information campaign, in collaboration with Marketing and Communications, will undoubtedly help students and employees better understand these policies and expectations. The creation of a lunch and learn video and the development of a supporting brochure are excellent initiatives to further this goal. Additionally, the plan to work with the Arbiter of Student Issues and the Office of Safety, Security, Risk, and Privacy to present training and awareness to all employees is a significant step towards fostering a well-informed campus community.

Supporting the Learning Environment

The plan to define the scope of practice for employee's education and training, on the topic(s) of responding to student conduct issues, is vital for fostering a supportive learning environment. The workshops on fostering more supportive relationships with students and their understanding of academic integrity will also play a significant role in this regard. The ongoing efforts to guide and support faculty through regular liaisons with schools and departments, lunch & learns, and the Leader's Forum will be a worthwhile investment of time and attention and be critical to maintain the strong relationships needed to work in collaborative ways and towards the best possible outcomes. Furthermore, when reading this section of the report I was struck by how I could see this outreach being done in partnership with Indigenous Education and Community Engagement and in ways that would deepen our individual and collective knowledge and meaningful connections with Indigenous ways of being and knowing.

Improving Administrative Functioning

The recommendations to enhance the SCJAO Office website and information for students and employees, as well as the collaboration with Marketing and Communications to update the office

website, are essential steps towards improving administrative functioning. The cross-campus launch, and an ongoing education plan will further strengthen these efforts. Additionally, the plan to rename the office and employee title to better support student success is a thoughtful approach to improving the overall perception and effectiveness of the office.

Addressing Growing Caseload and Complexity

The acknowledgment of the growing caseload and complexity faced by a department of one highlights the need for us to look into the further depth of capacity. The plan to work towards additional coverage and supportive resources (e.g. access to a psychologist for consultation, increased trauma informed training) are important steps we need to consider in order to address the capacity challenges. It will be critical for us to purse this work in a way that only strengthens an ever-caring approach that reflects our VCC values, particularly with respect to access and success. This combined with ongoing efforts to improve record keeping and database management should enhance the office's ability to manage student conduct and academic integrity issues effectively.

Improving Record Keeping and Database Management

The focus on improving record keeping and finding a functional database is essential for creating better outcomes for students. The collaboration with the IT department and the ongoing efforts to source a functional database will significantly enhance the office's ability to manage student conduct and academic integrity issues effectively. The plan to create a better outcome for students with comprehensive data to review is a commendable approach to improving the overall effectiveness of the office. As noted above, this work will benefit the departments depth of capacity and help ensure continuity of service when limited resources are particularly stretched.

Conclusion

This report and action plan provides us with a clear and comprehensive strong way for Student Conduct and Judicial Affairs Office. The dedication to improving student success and supporting the college community through this very challenging work is truly inspiring. It demonstrates a strong commitment to the college community and heartfelt desire to lead and implement improvements that will strengthen our college community.

Clayton Munro
Associate Vice President, Student and Enrolment Services

Disability Services

Service Renewal: Final Report and Action Plan

February 21, 2025

This report has been drafted for the Associate Vice President, Student & Enrollment Services in accordance with policy D.1.1, Education Services Renewal – Procedures, section 6.

Summary of Findings

Since its inception in 2014, Disability Services has grown, improved internal systems, and strengthened connections within the VCC community. A significant cultural shift has occurred, with instructors now welcoming student accommodations and resistance is no longer the norm. Findings from the Educational Service Renewal self-study and external review process highlight that Disability Services is recognized for its high-quality, responsive service and its role in removing access barriers for students with disabilities.

However, challenges persist: a) the high volume and complexity of student caseloads strain the team during peak periods; b) building institutional capacity for Work Integrated Learning/Clinical accommodations is hindered by limited time and resources; c)

there is growing demand for support for neurodiverse students and for program instructors, particularly for needs not covered by typical accommodation plans (e.g., behavior support); and d) DS lacks clear processes for handling last-minute requests, leading to reactive accommodation planning.

This action plan will enable Disability Services to advance projects aligned with VCC's core values and will enhance service quality and efficiency. Highlights include: how DS can reflect on and take action toward indigenous reconciliation and decolonization; through Clockwork optimization, processes will be streamlined across campuses; the plan will guide the team in setting boundaries and establishing reasonable timeframes for last-minute accommodation requests, and finally, it will support the team with focusing in on key innovative projects.

Action plan

The following action plan includes recommendations from both the self-study and round table discussion external review have been incorporated. In assessing the priority and feasibility for each action, Disability Services used Stephen R. Covey's Time Management Matrix.

Urgent and Important	Not Urgent, but Important
Urgent, but Not Important	Not Urgent and Not Important

Recommendation	Goal	Action	Partners	Target Date	Source	Resources Required	Priority Level
Decolonization, Indigenization and Reconciliation	Strengthen Relationship with Indigenous Education	1. Form a working group to plan/schedule an in-person gathering with IECE team (share food together? A cultural activity?) 2. Prepare for the meeting – research intersections/current issues re: Disability Services and impacts affects on indigenous students 3. Engage in conversation re: how Disability Services can meaningfully indigenize over time	Disability Services team, IECE	Fall 2025	ad hoc discussions with IECE team members, round table	Time to schedule and plan a gathering, possible costs – for food and/or cultural activity – to be confirmed	Important and Urgent
	Land Acknowledgements at team meetings	1. Identify a process where the entire team can get experience with doing	Disability Services	Summer 2025		No cost	Important and Urgent

		the land acknowledgements 2. If more support is needed, research resources and/or invite a guest speaker to build capacity and confidence					
	Plan one team building cultural activity	1. after collecting guidance from IECE, put this on the agenda 2. Discuss ideas for activities 3. Plan an activity with the Disability Services team (e.g. Pulling Together book club, Cultural Workshop for our team get together	Disability Services in consultation with IECE	January 2026		No cost for the book club, Average cost for the indigenous cultural workshop - $500-700	Important and Urgent
Increase Clockwork Utilization	1. Streamline and standardize our workflow between campuses. 2.Improve efficiencies in	1. Launch new configuration of Clockwork 2. Launch student and instructor portals	Disability Services, Clockwork Team	1.February 2025 2. April 2025	Surveys, consults with Articulation group and Clockwork	Resources already invested, time needed to learn new system	Urgent and Important

	reporting and workload.						
Update Website	Improve functionality and content of DS Website	Make changes to facilitate Clockwork updates (student and instructor portal buttons)	Disability Services team, IT	April 2025		Time, continued funding for Clockwork support	Urgent and Important
		Develop plan and timeline to update website content	Disability Services, Marketing	Sept 2025	Feedback from surveys, DS Team experience	Time	Urgent and Important
Staffing Restructure and Increased Capacity: Lead DS Advisor, Auxiliary Counsellor, Assistive Technologist	Grow Disability Services and Establish New Roles	Lead DS Advisor		On-hold			On-hold
		Auxiliary DS Counsellor -It is lined up to recruit a part time DS Counsellor for coverage during 2025-26 special projects -Key question – is it possible to make this an on-going role?	Nigel Scott, VCCFA	February 2025	Surveys, consult with DS Team, anecdotal evidence lack of Counsellor Coverage during peak periods and during vacation		Important and Urgent

		Assistive Technologist		On-hold			On-hold
Explore Name Change and Raise Awareness of Disability Issues	Initiate a process to A) raise awareness of Disability Issues impacting students B) highlight the arguments for and against the name change and b) Explore if the VCC community would like DS to change it's name if so – to what?	1. Form a working group to a) research issues and b) plan a strategy and timeline for raising awareness and collecting feedback re: name change	Accessibility Committe, Disability Services team, Disabled VCC community members, External partners	On-hold	This was commonly cited as a concern in the survey and DS regularly gets feedback from faculty during presentations re: asking DS to change to Accessibility	No Cost, Time	Important, not urgent
	Implementing a Feedback tool	1. Delegate team member in DS to lead this project 2. Survey other schools for models 3. Decide on a feedback tool and strategy for sharing with students	Disability Services Team, VCC IR	Feb 2027	Gathering feedback is an ethical and best practice as cited by AHEAD	No Cost	Important, not urgent

Ensuring Delivery of a High Quality Service							
	Strategic Outreach Plan	1. Develop a strategic outreach plan to better educate faculty and students about Disability Services. 2. Implement plan that is proactive in reaching out to all VCC program areas over a period of time each year	Disability Services, all Program Areas	On-hold	Surveys, DS anecdotal experience	Time, no cost	Important, not urgent
	Define Reasonable Timeframe and set clear/ transparent boundaries to avoid last minute accommodation planning	1. Establish working group 2. Discuss issues (e.g. define reasonable timeframe) 3. Create internal working document 4. Deadline – when accommodation not possible for complex accommodations 5. Communication strategy - College	Disability Services	Draft guidelines in place Septembe r 2025 Finalize guidelines TBD			Important and Urgent

Innovation and Creativity	Explore possibility of initiating an Accessible Learning Policy at VCC that reduces the need for individual accommodation	1. Collaboration already initiated with Disability Services, Mary DeMarinis, JIBC 2. Symposium presentation March 2025 – initiate discussion with the VCC Community 3. Lit review, environmental scan at VCC (barriers/facilitators)	Disability Services, CTLR	March 2026	Surveys, Articulation, Disability Services Team	Time	Important, Urgent (because we received funding)
	Supporting Neurodiverse Students	1. Funding already secured 2. Recruit Auxiliary DS Counsellor – in progress 3. Conduct Environmental scan (lit review, survey? Outreach to external post-secondary schools)	Disability Services,	March 2026	Feedback from Disability Services team, instructors, Articulation		Important, Urgent
	Clinical & Work Integrated Learning Accommodations - need for	1. Reach out to key groups at VCC – EdCo, Deans, select department heads	Disability Services and College Community	Feb 2027	Feedback from Disability Services team,		Urgent, Important

	clearer procedures and strategic approach across areas and Disability Services Counsellors	2. Identify resources needed to develop and implement plan 3. Apply for funding (SIEF, Education Leave Funds) to carve out time in DS to implement			instructors, Articulation		

Associate Vice President, Student and Enrollment Services – Response to Disability Services' Final Report and Action Plan for Education Services Renewal (March 2025)

I would like to acknowledge the substantial work and thought that has gone into preparing the Disability Services Self Study and this final Report and Action Plan. This plan has been crafted during times of significant change at VCC yet has managed to identify key actions that will continue to keep the department moving forward in a good way. The DS Report and Action Plan has struck a balance of sustainability, relevance and innovation. Combined with your Disability Services Self Study, I believe the Final Report and Action plan will support DS in improving student access, increasing operational efficiencies, and finding innovative ways to be a leader in accessible post-secondary education. Further, I appreciate the collaborative effort that went in to both the creation of the action plan and the commitment to further collaboration with other VCC departments. While these meaningful collaborations and consultations may take additional time or patience, I believe they will enrich the work being done.

Decolonization, Indigenization and Reconciliation

As VCC continues working towards decolonization, indigenization and reconciliation, it is great to see this shared commitment highlighted in your action plan. Steps to deepen understanding and shared learning are nicely connected to tangible actions such as land acknowledgments at team meetings. Connecting with Indigenous Education and Community Engagement is a great partnership opportunity that will enhance this action. VCC also makes San'yas training available for employees who wish to explore Indigenous cultural safety. I would also suggest looking at the Pulling Together guides as a way of enriching your dialogues.

Improved Use of Technology and the Website

VCC and DS have made great investments into better utilizing ClockWork to streamline DS processes. This project, that started in late 2023, is nearing completion and will continue to receive support. I applaud the department's forward-thinking approach to the use of technology to eliminate time-consuming and manual tasks so that more time can be spent engaging with students.

Work on the DS webpage will be an important tool for DS to improve communication with students and the college community. Clarity on supports available, appropriate timelines and ways to connect with DS will allow DS to further its goal of improving and standardizing processes to increase operational efficiency and effectiveness. I understand that initial discussions have already started with Marketing and Communications and in partnership with them, I have no doubt that this work will fit in nicely with the college's overall website improvements.

Staffing

Over the last three years, DS has grown its staffing complement in strategic ways to support the changes in demand. The addition of permanent Accessibility Assistants, ongoing support for topping the faculty complement up to 4.0 FTE, and continued training and support for all staff, has allowed DS to meet the needs of students. Further, strategic partnerships with the VCC Foundation, along with successful applications for SIEF funding, have led to additional staff and faculty money available to continue supporting students while investing in innovative initiatives. VCC remains committed to exploring with DS how staffing can be aligned to best support students with disabilities while maintaining our other commitments.

Name Change

Through your consultations with students and employees, the idea of exploring the appropriate name for Disability Services has been raised. I appreciate your desire to undertake this as it would be a substantial project. It is important that the name of the department be one that students understand, while being sure that they feel respected by the language we use. This can be a fine balance and feel confident that the process of such a review will be crafted and executed with the intention and thoughtfulness that is customary for Disability Services.

Innovation

Innovation to enhance services and increase accessibility is an important part of your Final Report and Action Plan. As student demographics change, it is great to see DS adapting to ensure that we are prepared to serve students of the future. This is evidenced in your Supporting Neurodiverse Students project, your work to eliminate low-level accommodations through policy and curriculum changes, and the ongoing and vital work around clinical accommodations. As you partner with the greater college community on this work, I remain committed to finding ways to support your department to see this work completed.

Conclusion

The Disability Services Final Report and Action Plan is a great outline of the meaningful work DS is doing, and will continue to do, to increase support for students, faculty and staff at VCC. I appreciate the prioritization of work that will further VCCs commitment to decolonization, find operational efficiencies, and move the department and college into the future through innovative projects. I look forward to supporting the department in any way that I can.

Clayton Munro
Associate Vice President, Student and Enrolment Services

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 8, 2025

ISSUE: Duolingo Placement Score Adjustments for EAL Pathways

BACKGROUND:

Since 2020, the Duolingo English Test has provided prospective VCC students with a convenient, affordable option for assessing English language proficiency. The initial minimum scores required for placement into programs were developed based on the recommendations provided by Duolingo. Duolingo recommends that institutions review minimum thresholds: "When setting minimum thresholds, it is useful to set scores flexibly and conduct periodic reviews of score requirements" (Duolingo, n.d.).

In December 2021, the Duolingo minimum scores were recalibrated based on the recommendations of faculty, a review of other institutions' policies, and an evaluation of student outcomes. The recalibration exercise included adjustments to the minimum scores required for entrance into EAL/ESL Pathways courses. Pathways courses typically combine the skills of listening and speaking (LS) or reading and writing (RW).

Prior to 2024, Duolingo provided an overall score and integrated subscores. Integrated subscores combine skills into Production (writing and speaking), Literacy (reading and writing), Comprehension (listening and reading), and Conversation (speaking and listening). In July 2024, Duolingo expanded the score report to include single scores in each of the four skills: listening, speaking, reading, and writing. Single skill scoring provides a more accurate reflection of an individual's strengths and weaknesses in specific skills, which can lead to more accurate placement in skills-based courses.

From July 2024 through January 2025, Assessment Centre faculty examined where potential learners would be placed in Pathways courses based on their overall and single skill scores, and marked the speaking and writing sections of the learners' Duolingo tests using a VCC rubric. They also followed up on student outcomes in the courses they registered in.

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

This examination revealed that the listening and speaking scores required for entry into Pathways levels 6 and 7 courses were consistently higher than necessary for student success. This conclusion was confirmed in consultation with the Pathways department. The Assessment Centre and Pathways faculty agree that adopting the single skill scoring and lowering the required scores for these two levels will result in more accurate placement of learners in Pathways courses, and lead to greater student success and satisfaction.

CURRENT vs PROPOSED SCORES (primary changes in **bold**):

		Current	Proposed			
If you want to take this course		You need this score	You need this score			
Code	Name	(integrated subscores)	Listening	Speaking	Reading	Writing
ELSK 0915	EAL Listening & Speaking 9	115 - 120 (min. 115 in both Conversation and Literacy)	115 - 120	115 - 120		
ELSK 0920	EAL Reading & Writing 9	115 - 120 (min. 115 in both Conversation and Literacy)			115 - 120	115 - 120
ELSK 0925	EAL Pathway to UT English	115 - 120 (min. 115 in both Conversation and Literacy)	115 - 120	115 - 120	115 - 120	115 - 120
ELSK 0815	EAL Listening & Speaking 8	105 - 110 in Conversation	105 - 110	105 - 110		
ELSK 0820	EAL Reading & Writing 8	105 - 110 in Literacy			105 - 110	105 - 110
ELSK 0715	EAL Listening & Speaking 7	**95** - 100 in Conversation	**90** - 100	**90** - 100		
ELSK 0720	EAL Reading & Writing 7	**95** - 100 in Literacy			**90** - 100	**90** - 100
ELSK 0615	EAL Listening & Speaking 6	75 - **90** in Conversation	75 - **85**	75 - **85**		
ELSK 0620	EAL Reading & Writing 6	75 - **90** in Literacy			75 - **85**	75 - **85**
ELSK 0515	EAL Listening & Speaking 5	55 - 70 in Conversation	55 - 70	55 - 70		
ELSK 0520	EAL Reading & Writing 5	55 - 70 in Literacy			55 - 70	55 - 70

CONCLUSION:

The evolution of the Duolingo English Test's scoring system has allowed for more precise assessments of prospective VCC students' language proficiency. By incorporating single skill scoring and aligning placement scores with faculty insights and student outcomes, students will be placed more accurately into Pathways courses. These efforts reflect the institution's commitment to fostering student success through evidence-based practices and continuous improvement.

MOTION:

THAT Education Council approve the revised Duolingo scores for placement into EAL/ESL Pathways courses.

PREPARED BY:

Dave McMullen, Registrar

New Concept Paper Proposal

Construction Electrician Foundation Certificate

Name of Program:
Construction Electrician Foundation Certificate

School/Centre:
Trades, Technology & Design

Credential Level:
Certificate

Anticipated Start Date:
January 2025

If this is a joint educational offering, name of other institution (refer to Educational Affiliations policy 407):

Contact(s)

Name	E-mail	Phone/Ext.
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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 Construction Electrician Foundation Certificate program aims to prepare students with the fundamental technical knowledge, practical skills, and problem-solving abilities required to enter the electrical trade with a focus on construction electrical work. The program will focus on electrical theory, electrical code requirements, wiring methods, and safety practices essential for beginning a career as a construction electrician.

Program Goals:

- Provide comprehensive foundational education in electrical systems, theory, and applications
- Develop hands-on skills in the installation, testing, and troubleshooting of electrical systems
- Foster critical thinking abilities for addressing electrical challenges in construction settings

- Build awareness of electrical codes, standards, and safety requirements
- Prepare graduates to enter apprenticeships or entry-level positions in the electrical field

Graduates will be prepared for roles such as:

- Electrical Apprentice
- Construction Electrician Assistant
- Electrical Installation Helper
- Electrical Maintenance Assistant
- Electrical Systems Installer
- Lighting Systems Installer
- Residential Wiring Technician
- Commercial Electrical Assistant
- Electrical Service Technician Helper
- Electrical Contractor Support Staff

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

This program directly aligns with VCC's Strategic Innovation Plan 2022-25, particularly supporting the following priorities:

Academic Innovation: The Construction Electrician Foundation Certificate delivers sustainable programming responsive to changing learner, community, and employer needs in the construction and electrical sectors. The program will employ diverse educational delivery models with practical, hands-on components to address evolving industry requirements.

Campuses of the Future: The program supports VCC's commitment to creating learning spaces optimized for learner success through practical, industry-relevant electrical labs and training facilities.

Engaged Communities: This program will foster industry partnerships in the electrical and construction sectors, enhancing VCC's community impact and recognition in a field essential to BC's infrastructure and economic development.

Operational Excellence: The program supports VCC's commitment to system integration through ensuring graduates have relevant skills for today's electrical industry needs.

The program also aligns with provincial priorities for skilled trades development and the ongoing need for qualified electrical workers in BC's construction industry.

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

The Construction Electrician Foundation Certificate will have strong connections to several existing VCC programs and courses:

- **Fundamentals of Electricity:** Provides essential electrical theory that will be foundational to this certificate program.
- **Principles of Magnetism:** Core concepts in this course directly apply to electrical systems and components.
- **Wiring Methods:** Skills taught in this course are central to the certificate program's focus on construction electrical installations.
- **Electrical Code, Plans and Specifications:** Understanding electrical codes is essential for construction electricians.
- **Applied Mechanics:** Mechanical principles relevant to electrical installations in construction settings.
- **AC Circuit Analysis:** Understanding of AC circuits is fundamental to electrical work in modern buildings.

The program will serve as a streamlined entry point to electrical careers, with potential pathways to more advanced electrical programs at VCC and through apprenticeship routes.

Needs Assessment

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

This program addresses several critical educational gaps:

1. **Entry-Level Skills Development:** There is a need for programs that specifically prepare students with the foundational skills to enter the construction electrical trade.
2. **Pre-Apprenticeship Training:** Many employers seek candidates who already have foundational electrical knowledge before entering apprenticeships.
3. **Practical Hands-On Experience:** Students need access to practical training in construction wiring methods before entering the field.
4. **Code Knowledge Introduction:** Understanding electrical codes and specifications is critical for anyone entering the electrical field, particularly in construction settings.
5. **Safety Training:** Comprehensive electrical safety training is essential before working on construction sites.

This program aims to fill these gaps by providing focused technical training specifically designed to prepare students for entry into the construction electrical field, either through apprenticeships or entry-level positions.

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

The BC Labour Market Outlook 2024-2034 provides strong evidence of demand for construction electricians:

- The report highlights that "Construction industry continues to benefit from significant investments in infrastructure projects" and "The provincial government's focus on affordable housing, transportation infrastructure and green building initiatives will continue to fuel demand in this sector."
- The Outlook shows strong growth in related occupations:
    - Electricians (except industrial and power system): 4,280 job openings (2024-2034)
    - Construction trades helpers and labourers: 12,300 job openings
    - Electrical power line and cable workers: 490 job openings
    - Construction millwrights and industrial mechanics: 2,810 job openings

Additionally, factors contributing to demand for electricians include:

- Ongoing residential and commercial construction throughout BC
- Aging infrastructure requiring electrical upgrades and retrofits
- Increasing complexity of electrical systems in modern buildings
- Electrification trends driving demand for upgraded electrical services
- Aging workforce in the electrical trades leading to significant replacement demand

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

Student demand for construction electrician foundation programs is evidenced by:

1. **Consistent Interest in Electrical Careers:** Electrical trades consistently rank among the most sought-after trades careers due to good wages and job security.
2. **High Enrollment in Related Programs:** Strong enrollment numbers in VCC's existing electrical courses demonstrates ongoing interest in the field.
3. **Employer Feedback:** Local employers have indicated they seek candidates with foundational electrical knowledge to enter apprenticeships.
4. **Employment Data:** Construction electrician jobs typically offer competitive salaries and stable employment prospects, which are key factors influencing student program selection.
5. **Apprenticeship Trends:** Electrical apprenticeships remain among the most in-demand apprenticeship programs in BC, with many requiring pre-apprenticeship training.

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?

Current related programs in the Lower Mainland include:

British Columbia Institute of Technology (BCIT):

- Offers an Electrical Foundation Certificate
- Focus: Foundational electrical knowledge and skills
- Length: 24 weeks full-time
- Cost: Approximately $4,500
- Provides technical training credit toward Level 1 apprenticeship

Kwantlen Polytechnic University (KPU):

- Offers a Construction Electrician Foundation program
- Focus: Preparation for electrical apprenticeship
- Length: 24 weeks
- Cost: Approximately $3,800
- Provides technical training credit toward Level 1 apprenticeship

Camosun College:

- Offers an Electrical Foundation program
- Focus: Entry-level electrical skills
- Located on Vancouver Island (not Lower Mainland)
- Length: 25 weeks
- Cost: Approximately $3,500

The proposed VCC Construction Electrician Foundation Certificate would be distinct by:

- Providing focused training specifically for construction electrical applications
- Emphasizing practical, hands-on installation and testing skills
- Being accessible to students without prior post-secondary education
- Offering a direct pathway to electrical apprenticeships
- Providing a competitive and affordable option compared to other institutions
- Leveraging VCC's downtown location and industry connections

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

There is no specific articulation committee for Clean Energy Technology programs recognized by BCCAT. However, we would explore articulation through the following relevant committees:

1. **Electrical Articulation Committee:** Many core concepts overlap with electrical programs
2. **Technology (Engineering) Articulation Committee:** For technical aspects of energy systems
3. **Environmental Programs Articulation Committee:** For sustainability components

We would work with BCCAT to establish appropriate transfer credit arrangements with related programs at other institutions, potentially including:

- BCIT's Sustainable Energy Management Advanced Certificate
- KPU's Environmental Protection Technology Diploma
- Camosun's Electronics and Computer Engineering Technology program

Additionally, we would explore opportunities for block transfer agreements with related degree programs to create pathways for further education.

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?

Target Student Profile:

Age and Background:

- Recent high school graduates (18-24) with interest in technology and sustainability
- Mature students (25-45) seeking career transitions into the growing clean energy sector
- Working professionals from related fields (electrical, HVAC, construction) seeking to upgrade skills

Educational Background:

- High school graduates with strong math and science foundations
- Trades workers with some technical experience seeking specialization
- Those with partial post-secondary education in related fields
- Graduates of VCC's Electrical Foundations program

Student Characteristics:

- Interest in technical problem-solving and hands-on work
- Commitment to environmental sustainability
- Basic mechanical and electrical aptitude
- Willingness to work with both established and emerging technologies

- Comfort with digital technologies and computer applications

Important Characteristics:

- Ability to work safely with electrical systems
- Physical capability to perform hands-on installation work
- Strong analytical and troubleshooting skills
- Commitment to ongoing learning in a rapidly evolving field

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

For Recent High School Graduates:

- Information sessions at high schools, focusing on STEM programs
- Participation in career fairs and educational exhibitions
- Social media campaigns highlighting clean energy careers and sustainability impact
- Campus tours featuring hands-on lab demonstrations
- Partnerships with science teachers and career counselors

For Career Transitioners:

- Industry information sessions targeting workers in related fields
- Targeted digital marketing to professionals in adjacent sectors
- Partnerships with WorkBC and employment centers
- Evening information sessions to accommodate working professionals

For Indigenous Students:

- Dedicated outreach to Indigenous communities through VCC's Indigenous Education and Community Engagement department
- Partnerships with Indigenous skills training organizations
- Development of culturally relevant program components
- Exploration of specific funding opportunities

General Marketing Approaches:

- Highlighting career opportunities and salary potential in the clean energy sector
- Emphasizing the program's contribution to climate solutions
- Showcasing state-of-the-art equipment and hands-on learning experiences
- Promoting industry partnerships and work-integrated learning opportunities

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?

Technical and trades programs, including those in the energy sector, have traditionally faced underrepresentation from several groups:

Gender Imbalance: Women are significantly underrepresented in energy and electrical technology programs.

Indigenous Representation: Indigenous learners have historically been underrepresented in technical diploma programs.

Diverse Cultural Backgrounds: Some immigrant and diverse cultural communities face barriers to accessing technical education.

Accessibility Concerns: Persons with disabilities may encounter challenges in technical programs with hands-on components.

Program Strategies to Address Barriers:

1. **Gender Equity:**
    - Active recruitment of women through targeted marketing
    - Highlighting female instructors and industry professionals as role models
    - Creating an inclusive classroom culture
    - Partnering with organizations like Women in Renewable Energy (WiRE)
2. **Indigenous Inclusion:**
    - Incorporating Indigenous perspectives on sustainable energy
    - Working with VCC's Indigenous Education department to develop supportive practices
    - Creating specific scholarships and support systems
    - Exploring renewable energy applications in remote and Indigenous communities
3. **Cultural Diversity:**
    - Ensuring program materials and examples are culturally inclusive
    - Providing additional language support where needed
    - Recognizing international credentials and experience
4. **Accessibility:**
    - Designing lab spaces with accessibility in mind
    - Creating flexible learning options where possible
    - Providing accommodations for different learning needs
5. **Financial Accessibility:**
    - Working with industry partners to develop scholarships
    - Exploring microcredential options for incremental skill development
    - Creating part-time pathways for working students

The program will also align with VCC's commitment to Justice, Equity, Diversity & Inclusion as outlined in the Strategic Innovation Plan.

Quality

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

Potential Accreditations/Certifications:

1. **Technical Safety BC Recognition:** Ensuring the program meets provincial safety standards for electrical and energy systems work.
2. **Canadian Standards Association (CSA) Alignment:** Program content will align with CSA standards for renewable energy installations.
3. **North American Board of Certified Energy Practitioners (NABCEP) Associate Program:** Exploring alignment with this internationally recognized solar certification.
4. **Building Performance Institute (BPI) Standards:** Alignment with energy efficiency standards and practices.

Potential Articulations/Transfer Agreements:

1. **BCIT:** Exploring block transfer options into their Sustainable Energy Management Advanced Certificate or Electrical Engineering Technology program.
2. **Thompson Rivers University:** Potential articulation with their Bachelor of Technology programs.
3. **Royal Roads University:** Exploring pathways into their Bachelor of Science in Environmental Practice.
4. **VCC Electrical Foundation Program:** Creating clear pathways for graduates to enter the Clean Energy Technology Diploma with advanced standing.

We will also explore industry-recognized micro-credentials that could be embedded within the program, allowing students to earn stackable credentials while completing their diploma.

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

VCC will have faculty in the Clean Energy Technology program and Wind Turbine Technician program with expertise in electrical systems, which is directly relevant to the Construction Electrician Foundation Certificate.

Current Faculty Qualifications:

- Electrical systems and wiring expertise
- Electronics and controls knowledge
- Industrial electrical experience
- Teaching experience in related programs

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

Applied Projects (Throughout Program):

- Real-world electrical installation and troubleshooting projects
- Potential collaboration with community organizations and industry partners
- Projects could include residential and commercial wiring installations

Industry Field Trips:

- Visits to active construction sites with electrical installations in progress
- Tours of electrical contractor facilities
- Site visits to completed electrical projects

Potential Industry Mentorship Program:

- Pairing students with industry professionals
- Guidance on career development and technical specialization
- Networking opportunities within the electrical industry

These work-integrated learning components will be developed in close consultation with industry partners to ensure relevance and value for both students and employers.

Admission, Delivery, and Design

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

Delivery Model:

- Blended online program with hands-on training
- Mix of online, laboratory, and practical training
- Total of approximately 720 instructional hours

Intakes:

- Initially one intake per year (September)
- Potential for a second intake (January) based on demand after program establishment

Cohort Size:

- Initial cohort: 20 students
- Target cohort once established: 24 students per intake
- Maximum capacity based on lab space: 24 students

This structure allows for:

- Manageable class sizes for hands-on laboratory work
- Efficient use of specialized equipment and facilities
- Sustainable staffing model
- Appropriate level of individual attention for technical skills development
- Potential for growth as demand and resources allow

16. 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.

Pathways INTO the Program:

1. **Direct Entry:** Students meeting admission requirements can enter directly from high school or other backgrounds.
2. **VCC Programs:**
    - Graduates of VCC's Electrical Foundations program
    - Students with partial completion of related VCC programs
    - Potential bridge course for graduates of other trades programs
3. **Other Institutions:**
    - Students with related coursework from other colleges
    - Transfer students from related fields
4. **Prior Learning Assessment:** Options for those with relevant work experience in electrical, construction, or energy fields.

Pathways FROM the Program:

1. **Direct Employment:** Primary pathway to careers in clean energy sector.
2. **Advanced Education:**
    - Bachelor's degree programs in sustainable energy, engineering technology, or related fields (e.g., BCIT, Thompson Rivers University, Royal Roads University)
    - Specialized certificates in specific clean energy technologies
3. **Professional Certifications:**
    - Industry-specific certifications (NABCEP, etc.)
    - Technical Safety BC certifications
4. **Apprenticeship Pathways:**
    - Possible credits toward related apprenticeship programs
    - Advanced standing in electrical or related trades
5. **Entrepreneurship:**
    - Preparation for starting clean energy installation or consulting businesses
    - Specialized technical knowledge for green business development

We will develop formal articulation agreements to facilitate these pathways once the program is established.

17. 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 initially be offered as a full-time in a blended online delivery:

Initial Delivery Model:

- **Full-Time Delivery:** Online theory, in-person labs and practical.
- **Mixed-Mode Components:**
  - Theory courses may include online or hybrid components
  - In-person attendance required for all laboratory and hands-on components
  - Some courses may utilize flipped classroom approach with online theory and in-person application

Future Delivery Options (post-implementation):

- **Part-Time Option:** Development of a part-time pathway extending program duration to 3-4 years for working professionals
- **Evening/Weekend Components:** Potential for specific courses to be offered in evenings or weekends to accommodate working students
- **Expanded Online Components:** Increasing online delivery for appropriate theoretical content while maintaining in-person delivery for hands-on skills

Rationale for Mixed-Mode Approach:

- Technical skills require hands-on practice with specialized equipment
- Complex systems integration is best learned through direct experience
- Safety considerations require supervised practice
- Theory components can be effectively delivered through online or hybrid formats
- Mixed-mode approach increases flexibility for students while maintaining quality

The program structure will be designed with future flexibility in mind, potentially allowing for modular course offerings that could be delivered in various formats.

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

There will not be multiple entry and exit points

Operational Needs

19. 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.; People Services: 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.

Facilities Needs:

- Electrical Training Laboratory with:
  - Residential wiring simulation areas
  - Commercial electrical panels and distribution systems
  - Conduit bending and installation stations
  - Electrical testing and troubleshooting stations
- Modifications to existing electrical labs to accommodate new equipment
- Storage area for equipment and materials
- Faculty office space

Equipment/Technology Needs:

- Electrical panels, breakers, and distribution equipment
- Conduit and raceway materials
- Residential and commercial wiring materials
- Lighting fixtures and controls
- Electrical test equipment
- Specialized hand and power tools
- Motor control equipment

IT Requirements:

- Computer lab with capacity for 20 students
- Software licenses for:
  - Electrical design software
  - Code reference databases
  - Electrical simulation programs
  - CAD software for electrical layouts

Human Resources:

- Program Head (1 FTE)
- Electrical instructors (2-3 FTE)
- Lab technician support (0.5 FTE)
- Administrative support

Library Resources:

- Electrical code references and handbooks
- Subscriptions to industry journals and publications

- Standards documents (CSA, IEEE, etc.)
- Digital resources for electrical construction

Marketing:

- Program promotion materials
- Industry outreach
- Recruitment events and information sessions
- Website and digital marketing

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

Existing faculty from the Clean Energy Technology department can be leveraged to develop this program.

21. 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?

Risk Mitigation Strategies:

If full funding is not immediately available, we would explore:

1. **Phased Implementation:** Begin with less equipment-intensive components while securing funding for advanced labs.
2. **Industry Partnerships:** Seek equipment donations or shared access to industry facilities.
3. **Grant Opportunities:** Apply for climate action and clean energy training grants.
4. **Leased Equipment:** Explore leasing rather than purchasing certain equipment.
5. **Shared Resources:** Collaborate with other departments/institutions to share specialized resources.

Phase In/Phase Out Plan

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

This is a new program, not a substantial change to an existing program. Therefore, no phase-out plan is required.

However, we will ensure the program is designed to:

1. Build upon and complement existing electrical and technology programs at VCC
2. Create clear pathways from existing programs (particularly Electrical Foundations)

3. Avoid unnecessary duplication of content with existing courses
4. Potentially share resources and facilities with related programs where appropriate

If current courses in existing programs will be utilized as part of this new program, we will ensure appropriate scheduling and capacity to accommodate both existing and new student cohorts.

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?

Funding will come from domestic student tuition

Program Name: Construction Electrician Foundation

Anticipated Start Date: January 2026

	Proposed
Scenarios	**New Scenario A**
Tuition per credit per student - Domestic	$ 287
Tuition per student - Domestic	$ 9,465
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
Total students (with X FTE attrition) - Domestic	22
Duration - instructor months	4
Program Duration	16
Duration - instructional programming days	82
Duty days per year	180
Instructor FTE required per intake	0.45
Number of credits	33
Tuition Fee per Credit -Domestic	286.83
Support Staff FTE	0.20
Operational costs	$ 5,000
Revenue per **credit per student**	$ 301
Cost per **credit per student**	$ 277
Revenue per **student**	$ 9,937
Cost (breakeven tuition fee) per **student**	$ 9,134
Breakeven tuition fee per **credit per student**	$ 277
Tuition fees per student - Domestic	$ 9,465
Block fund per student FTE	$ 10,000

Revenue		
Projected Tuition revenue -Domestic	$	208,239
Projected Tuition revenue -Other Fees	$	10,376
Total revenue (projected)	**$**	**218,615**
Instructor		
Salary (step 1)	$	52,811
Benefits (28%) (FY2324)		15,051
Total instructor costs	**$**	**67,862**
Support Staff		
Salary	$	12,529
Benefits (30.5%)	$	3,821
Total support staff costs	**$**	**16,350**
Total labour cost	**$**	**84,212**
Operational costs		
Operational Expenses	$	5,000
Curriculum Renewal	$	36,383
Total operational costs	**$**	**41,383**
Indirect student support		
Indirect student support	$	75,357
Total indirect student support	**$**	**75,357**
Total expenditures	**$**	**200,952**
Net contribution to VCC overhead / (Deficit)	**$**	**17,663**
Net contribution to VCC overhead / (Deficit)		**8.1 %**

Gross margin breakeven tuition per student	*$ 5,709*
Minimum number of students to cover gross margin	*13*
Minimum number of students to cover direct + indirect	*13*
Minimum number of students to cover all costs	*21*

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 8, 2025

ISSUE: New course MATH 1001 and revisions to MATH 1100

BACKGROUND:
The Math Department is proposing a new course: MATH 1001 Calculus Connections Lab, along with accompanying changes to MATH 1100 Calculus 1. First-year calculus generally has a low success rate despite a high MATH 1100 pre-requisite of a 'B' in Pre-Calculus 12. This presents not only a barrier to entry for students who did not achieve a B, but also has not adequately improved the likelihood of success for students.

Following a co-requisite remediation model, the department is proposing a new support course where students who received a 'C' or higher in Pre-Calculus 12 could take both MATH 1001 and MATH 1100 concurrently. MATH 1001 reviews pre-calculus concepts and problem-solving in a calculus context, allowing 'just-in-time' review and a focus on re-organizing pre-calculus knowledge.

DISCUSSION:
Natasha Mandryk, Department Head of Mathematics, presented the proposal. The Committee had a few minor suggestions that have been implemented. The Articulation & Transfer Credit Office in the Registrar's Office has raised more significant concerns with the inclusion of MATH 1001 as part of the pre-requisite for MATH 1100; there is ongoing discussion of ramifications on our current transfer and articulation agreements for MATH 1100. The department will make a decision prior to the Education Council whether to withdraw this proposal from consideration.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course MATH 1001 Calculus Connections Lab and revisions to MATH 1100 Calculus 1, and recommend the Board of Governors approve the creation of MATH 1001.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 27, 2025

Course Change Request

New Course Proposal

Date Submitted: 03/07/25 9:44 am

Viewing: MATH 1001 : Calculus Connections Lab

Last edit: 03/18/25 4:26 pm

Changes proposed by: nmandryk

Course Name:
Calculus Connections Lab

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Math (2017)

Contact(s)

Name	E-mail	Phone/Ext.
Natasha Mandryk	math@vcc.ca	604-871-7294

Banner Course Name: Calculus Connections Lab

Subject Code: MATH - Mathematics

Course Number 1001

Year of Study 1st Year Post-secondary

In Workflow

1. **2017 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 03/07/25 9:45 am Natasha Mandryk (nmandryk): Approved for 2017 Leader
2. 03/07/25 10:08 am Jennifer Kelly (jekelly): Approved for SAS Dean
3. 03/27/25 1:50 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed to strengthen student success in Calculus 1 (MATH 1100) through additional review, practice and support. Students are re-introduced to polynomial functions, rational functions, exponential and logarithmic functions and trigonometric functions to align with the introduction of related calculus concepts. Students will apply fundamental algebra and trigonometry concepts to solve basic differential calculus problems.

Course Pre-Requisites (if applicable):

Pre-Calculus 12 with a 'C' grade.

Course Co-requisites (if applicable):

MATH 1100.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Solve problems involving equations of lines, rates of change and linear inequalities
CLO #2	Analyze polynomial functions through factoring, determining zeros, end behavior, and solving associated equations and inequalities
CLO #3	Analyze rational expressions/functions by determining their key features including domains, zeros, asymptotes, critical points, discontinuities, and solving associated equations and inequalities
CLO #4	Construct inverse functions graphically and algebraically; apply properties of inverse functions to analyse the behaviour of functions, including exponential and logarithmic functions
CLO #5	Perform complex symbolic calculations including factoring, simplification, and rationalization of expressions with polynomial and non-polynomial terms
CLO #6	Apply trigonometric concepts to solve equations, prove identities, and evaluate trigonometric expressions

	Upon successful completion of this course, students will be able to:
CLO #7	Identify relevant mathematical concepts and techniques to apply in solving various calculus problems

Instructional Strategies:

This course consists of combination of theory, problem solving and exercises in both group and individual settings. Emphasis is given to applying pre-calculus concepts in a calculus context.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		Weekly assignments

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:
Lab

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
• Functions, inverse functions and compositions • Simplification of algebraic expressions • Polynomial and rational functions, equations, and inequalities • Trigonometric expressions, identities, and functions; exponential/logarithmic functions • Introduction to rate of change and limits • Mathematical problem-solving techniques and learning strategies • Series and convergence

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

Rationale and Consultations

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

No

Provide a rationale for this proposal:

First-year calculus (MATH 1100 and 1200) have low success rates despite the high MATH 1100 prerequisite of a B in Pre-Calculus 12. The high prerequisite creates a barrier to entry because it doesn't adequately do the job of filtering for the knowledge and skills needed to succeed.

Following a corequisite remediation model, we are proposing a support course to accompany MATH 1100. Students with a 'C' or higher in Pre-Calculus 12 can take MATH 1100 and 1001 concurrently. MATH 1001 reviews pre-calculus concepts and problem-solving in a calculus context, allowing "just-in-time" review and a focus on reorganizing pre-calculus knowledge.

Are there any expected costs as a

result of this proposal?

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Generally supportive. Some discussion about levelling (UT vs ABE) and about appropriateness of prerequisite vs corequisite approach to supporting MATH 1100. Provided feedback on course outline including prerequisite, hours. Faculty developer put an exceptional level of thought into topics and sequencing; little further discussion from department.
Registrar's Office	Provided advice on course number, credits, prerequisites.
Centre for Teaching, Learning, and Research (CTLR)	Advised on CLOs, hours, credits, evaluation plan
Advising & Recruitment	Advised that letter grades are preferred for UT courses by students entering certain competitive programs
Learning Centre	Advised on CLOs, topics, and sequencing.

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Course Change Request

Date Submitted: 03/07/25 9:00 am

Viewing: MATH 1100 : Calculus 1

Last approved: 05/03/22 5:43 am

Last edit: 03/18/25 4:27 pm

Changes proposed by: nmandryk

Programs referencing this course

219: Associate of Science (Computer Science) Degree

220: Associate of Science (Data Science) Degree

Course Name:
Calculus 1

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Math (2017)

Contact(s)

In Workflow

1. 2017 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 03/07/25 9:45 am Natasha Mandryk (nmandryk): Approved for 2017 Leader
2. 03/07/25 10:08 am Jennifer Kelly (jekelly): Approved for SAS Dean
3. 03/27/25 1:50 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Apr 16, 2020 by Nicole Degagne (ndegagne)
2. Nov 30, 2021 by Darija Rabadzija (drabadzija)
3. May 3, 2022 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Natasha Mandryk	math@vcc.ca	604-871-7294

Banner Course Name: Calculus 1

Subject Code: MATH - Mathematics

Course Number 1100

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code	UT
Bridge Billing Hours	0-3
Bridge Course Level	01

Course Description:

This course is designed to provide students with a fundamental knowledge of differential calculus. Topics include the concepts of limit and continuity; rates of change; basic differentiation rules; derivatives of algebraic and transcendental functions; applied optimization problems; implicit differentiation and related rates; the mean value theorem; linear approximations; curve sketching; simple differential equations and models; antiderivatives; simple parametric equations and polar coordinates.

Course Pre-Requisites (if applicable):

Pre-Calculus 12 with a 'B' grade, or equivalent; or Pre-Calculus 12 with a 'C' grade and concurrent registration in MATH 1001. ~~Both MATH 0983 and MATH 0993 with a minimum grade of 'B', or MATH 1020 with a minimum grade of 'C', or Precalculus 12 with a minimum grade of 'B', or Math Precalculus Test with a minimum score of 22 out of 30, or equivalent.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Recognition - Math 1100 Challenge Exam with a C (not accepted for the UT Engineering Certificate or the UT Computer Science and Software Systems Certificate).

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate limits of functions analytically, graphically and numerically
CLO #2	Determine continuity of polynomial and transcendental functions
CLO #3	Apply the Intermediate Value Theorem in solving applied problems
CLO #4	Compute derivatives and antiderivatives of functions
CLO #5	Solve applied optimization (max/min) problems
CLO #6	Apply L'Hospital's ~~L'Hopital's~~ Rule to study the behaviour of functions
CLO #7	Estimate function values utilizing linear approximations
~~CLO #8~~	~~Solve initial value problems~~
CLO #8 ~~#9~~	Derive general solutions of simple differential equations and find particular solutions satisfying initial conditions
CLO #9 ~~#10~~	Derive differential equations which explain mathematical models in the applied sciences

Instructional Strategies:

Lectures coupled with computer lab exercises

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Midterm Exam	35	Written, MC, SA, problems
Final Exam	35	Written, MC, SA, problems

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 60

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Prelude to Calculus: tangent lines and slope predictors; limit concept; more limits; concept of continuity ~~Prelude to Calculus: tangent lines and slope predictors; limit concept; more limits; concept of continuity The Derivative: the derivative and rates of change; basic differentiation rules; chain rule; derivatives of algebraic functions; maxima and minima of functions; applied optimization problems; derivatives of trigonometric functions and their inverses; exponential and logarithmic functions; implicit differentiation and related rates; successive approximations and Newton's method.~~
The Derivative: the derivative and rates of change; basic differentiation rules; chain rule; derivatives of algebraic functions; maxima and minima of functions; derivatives of trigonometric, exponential and logarithmic functions; implicit and logarithmic differentiation ~~Applications of the Derivative: differentials and linear approximations; increasing and decreasing functions; mean value theorem; first derivative test and applications; curve sketching;~~

Course Topics:
~~higher derivatives and concavity; simple curve sketching and asymptotes; indeterminate forms and L'Hopital's rule; more indeterminate forms~~
Applications of the Derivative: differentials and linear approximations; increasing and decreasing functions; mean value theorem; first derivative test and applications; curve sketching; higher derivatives and concavity; simple curve sketching and asymptotes; indeterminate forms and L'Hospital's rule; Newton's method; antiderivatives; optimization ~~Antiderivatives: antiderivatives and initial value problems~~
Differential Equations: simple equations and models

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

MATH 1001

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 8, 2025

ISSUE: Revisions to Building Manager Short Certificate

BACKGROUND:
The Centre for Continuing Studies (CS) is proposing changes to the courses in the Building Manager Short Certificate program. CS has developed a partnership with the Aboriginal Community Career Employment Services Society (ACCESS) and the Vancouver Aboriginal Friendship Centre Society to offer a version of this program, and was asked if BLDG 1206 Introduction to Building Operations and Risk Management could be substituted into the program in place of BLDG 1201 Contract Law in the Built Environment. BLDG 1206 is a course in the longer Building Manager Certificate program. A goal of this partnership is for interested students to move into the full certificate program, so the proposed revision allowing either course to be taken will support this partnership without disadvantaging any student who wishes to move into the full certificate program.

DISCUSSION:
Hal Saxby, Program Coordinator for Building Manager, presented the proposal. There were no concerns about the proposed curriculum change.

One concern was raised by the Registrar's Office regarding the number of program credits (eight credits in total). After this program was approved, the College's Granting of Credentials Policy was updated to require a minimum of nine credits for a short certificate. After discussion, both Curriculum Committee and the RO recommend that Education Council approve the proposed change without any additional changes to the total credit. The program will likely enter program renewal next year, and the question of credits can be revisited at that time.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revisions to the Building Manager Short Certificate program content guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 27, 2025

Program Change Request

Date Submitted: 03/05/25 4:28 pm

Viewing: **Building Manager Short Certificate**

Last approved: 06/26/24 2:37 pm

Last edit: 03/18/25 9:20 am

Changes proposed by: hsaxby

Program Name:
Building Manager Short Certificate

Credential Level:	Short Certificate
Effective Date:	May 2025 ~~September 2023~~
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Continuing Studies
Department	Building & Construction Leadership (6038)
Contact(s)	

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**

Approval Path

1. 03/05/25 4:28 pm Hal Saxby (hsaxby): Approved for 6038 Leader
2. 03/05/25 9:05 pm Claire Sauve (csauve): Approved for Senior PC
3. 03/06/25 8:35 am Adrian Lipsett (alipsett): Approved for CCS Dean
4. 03/27/25 2:14 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jul 4, 2022 by Sid Khullar (skhullar)
2. Feb 28, 2023 by Darija Rabadzija (drabadzija)

3. Jun 26, 2024 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
~~Sid Khullar~~	~~skhullar@vcc.ca~~	~~8670~~
~~Joy Dalla-Tina~~	~~jdallatina@vcc.ca~~	~~8671~~
Hal Saxby	hsaxby@vcc.ca	8756

Program Content Guide

Purpose

Learn the foundational skills in building maintenance and cleaning, contracts, interpersonal communication, and conflict resolution skills required of a building manager.
The program is designed to meet the needs of a variety of learners, including those who are hoping to start a career in the field of building management or for working professionals who are looking for further advancement in their career.
Learners will be prepared to take on roles, such as General Building Maintenance Person / Technician, Cleaning Supervisor, Cleaning Account Manager, and Front Desk / Reception Concierge.

Admission Requirements

No program admission requirements.
Two courses - BLDG 1201 Contract Law in the Built Environment and BLDG 1202 Interpersonal Communication for Building Managers - have a minimum pre-requisite of 'English 10 or equivalent'.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Students may complete the program in 1 to 2 ~~3~~ years (maximum) on a part-time basis.
After completing the Building Manager Short Certificate program, students may continue on to complete the Building Manager Certificate program.
Students can receive both the Building Manager Certificate and the Building Manager Short Certificate.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Handle tenant application, screening processes, inspections, and conflicts
PLO #2	Explain basic rights and responsibilities of landlords and tenants under BC law and dispute-handling measures
PLO #3	Perform rudimentary building maintenance and building inspections
PLO #4	Describe building fire safety, and risk management protocols
PLO #5	Consider the ethical, cultural, and privacy related aspects of communication in the built environment
PLO #6	Manage building cleaning and disinfection processes
PLO #7	Use asset registries for a variety of building types

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Classes may be offered in-person/on-campus, fully online, or through a blended /hybrid delivery format, by instructors who have experience in the building industry and/or are working in a field related to the course content. Instruction will emphasize practical skill and knowledge development through interactive and collaborative learning activities.

Evaluation of Student Learning

Evaluation will focus on assessments directly related to the course content and applicability to the built environment. Examples include case-studies, scenarios, projects, discussions, presentations, and role-plays.
Students must have a minimum grade of 'C' in all courses in order to graduate.

Recommended Characteristics of Students

Interest in working in the built environment
Working proficiency in English (reading, writing, speaking, and listening comprehension)
Ability to work with confidence independently and as part of a team
Ability to practice cultural sensitivity and professional judgement
Willingness to share experiences and reflect as part of the learning process

Courses

Complete **all** of the following core courses:

~~BLDG 1201~~	~~Contract Law in the Built Environment~~	~~2~~

BLDG 1203	Building Service Management	2
BLDG 1202	Interpersonal Communication for Building Managers	2
BLDG 1204	Building Maintenance	2

Completion of **one** of the following elective courses:

BLDG 1201	Contract Law in the Built Environment	2
BLDG 1206	Introduction to Building Operations and Risk Management	2

Total Credits: 8

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:

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Rationale and Consultations

Provide a rationale
for this proposal.

This proposal was developed based on program delivery for ACCESS and the Vancouver Aboriginal Friendship Centre Society, with curriculum designed to meet their specific needs. Additionally, to expand learning opportunities for our students, we aim to use this initiative as an indicator of student interest in completing the full Building Manager Certificate. If students enroll in courses 1201 and 1206, it may demonstrate demand for offering additional courses from the 18-credit certificate program.

Are there any expected costs to this proposal.

There are no expected costs for this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Meeting on Feb 5, 2025, spoke about this change is minor change as there is no change to credits, hours, and FTE. We also spoke about timeline, consultation, rational.
Institutional Research (IR)	Sent email to IR Feb 21, 2025. No concerns reported

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

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

This program is for: Domestic

Marketing Description

What you will learn

What to expect

Reviewer Comments

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 8, 2025

ISSUE: Revisions to admissions requirements for Graphic Design Diploma

BACKGROUND:
The Digital Media Department is proposing changes to the admission requirements for Year 1 entry to the Graphic Design Diploma. After reviewing similar programs at other institutions, the department is proposing to remove the interview, portfolio, resume and letter of intent requirements for students. VCC is the only program in BC with these types of requirements, and the department is concerned they act as significant barriers for high school students and other diverse applicants who might not have enough material for a portfolio. For now, the department is not proposing any changes to the Advanced Entry process.

DISCUSSION:
Feras Ghesen, Associate Director for the School of Trades, Technology and Design, presented the proposal. Sigrid Albert, the department head, was not able to attend but spoke to the chair of Curriculum Committee prior to the meeting.

The Committee asked about any potential concerns around student success, particularly in the early parts of the program, with the reduction of the admission requirements. The department acknowledges the potential impact on success but believes the first term of the program provides the fundamental skills needed for students, even if they are new to their interest in graphic design.

The Registrar's Office has agreed to the effective date of May 2025 as this is a reduction in requirements and can be immediately updated on the website after approval.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revisions to the admission requirements in the Graphic Design Diploma program content guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 27, 2025

Program Change Request

Date Submitted: 03/14/25 3:53 pm

Viewing: Graphic Design Diploma

Last approved: 12/11/24 5:29 pm

Last edit: 03/25/25 11:18 am

Changes proposed by: salbert

Catalog Pages Using this Program

Graphic Design Diploma

Program Name:
Graphic Design Diploma

Credential Level:	Diploma
Effective Date:	September 2025
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Trades, Technology & Design
Department	Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. 4430 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council

Approval Path

1. 03/14/25 3:54 pm Sigrid Albert (salbert): Approved for 4430 Leader
2. 03/18/25 10:45 am Darija Rabadzija (drabadzija): Approved for CTT Dean
3. 03/27/25 2:53 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim
2. Jun 26, 2019 by Nicole Degagne (ndegagne)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)
4. Jan 16, 2020 by Darija Rabadzija (drabadzija)

5. Mar 11, 2020 by Anne Emberline (aemberline)
6. May 21, 2021 by Anne Emberline (aemberline)
7. Jan 24, 2023 by Todd Rowlatt (trowlatt)
8. Mar 8, 2023 by Darija Rabadzija (drabadzija)
9. Mar 22, 2023 by Darija Rabadzija (drabadzija)
10. May 11, 2023 by Darija Rabadzija (drabadzija)
11. Jul 17, 2023 by Darija Rabadzija (drabadzija)
12. Jan 8, 2024 by Nicole Degagne (ndegagne)
13. Jan 25, 2024 by Darija Rabadzija (drabadzija)
14. Jul 2, 2024 by Darija Rabadzija (drabadzija)
15. Dec 11, 2024 by Sigrid Albert (salbert)

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-443-8516

Program Content Guide

Purpose

The goal of this program is to prepare students for a creative career in the graphic design industry. Since the program focuses on practical hands-on creative skills for a variety of media, students are well poised to do design work in web, print, or UI/UX design. The training prepares students for many types of design contexts, including in-house corporate design teams, self-employed or independent freelance design projects, and dedicated creative agencies. In addition to technical and creative skills, students will also learn the important professional skills they need to succeed in this competitive industry. Students will learn communication, collaboration, and management skills by running design projects with real-world clients in the program's client studio. They will also learn important personal management and professional development skills through self-reflective independent projects that encourage students to take a lifelong learning approach to design. Additionally, students gain an important perspective on the world of design, as well as excellent professional connections, through a 120-hour industry work experience completed at the end of the program.

Admission Requirements

Applications are accepted on a continuous basis throughout the year, and students are admitted on a competitive selection basis. Applicants can apply to meet either the Standard Admission Requirements or the Advanced Entry ~~Admission~~ Requirements for the program. Applicants who do not meet the Program Admission Requirements may be admitted based on the interview with the Selection Committee following the College's Flexible Admissions policy.

A) Standard Admission Requirements (Year 1)

English 12 with a minimum 'C' grade, or equivalent
~~English 12 with a minimum 'C' grade, or equivalent~~
~~Interview with Selection Committee~~
~~Prior to the interview students are required to provide:~~
~~Personal portfolio*~~
~~Resumé and letter of intent (250-500 words) clearly listing reasons for pursuing the diploma*~~

B) Advanced Entry ~~Admission~~ Requirements (Year 2)

Completion of a graphic design certificate program equivalent to the first year of the program, from a recognized institution as determined by the department. If necessary, additional first-year courses as determined by the department.
Interview with Selection Committee
Prior to the interview students are required to provide:
Professional portfolio*
Resumé and letter of intent (250-500 words), clearly listing reasons for pursuing the diploma*
Three references from people who have worked with the applicant in a relevant professional or academic environment
*For more information on application submissions, please see the Submission Guidelines

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 is available for all required courses in the program, except:
VCDP 2455 Studio: Special Topics
VCDP 2465 Studio: Specialization
VCDP 2490 Portfolio
VCDP 2500 Graphic Design Work Experience
Students may complete up to 12 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.
Methods for assessing prior learning may include interviews, portfolios, projects, assignments, or other evaluations. Please see the course outlines for details.
If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.
See the Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

This full-time program is two years in length. The maximum time for completion is five years.
The Advanced Entry ~~Entrance~~ option (Year 2) is 10 months in length. The maximum time for completion is three years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Use design-thinking strategies and the creative process to solve a wide variety of problems faced by designers
PLO #2	Predict industry trends and create up-to-date designs for a variety of media using current technologies
PLO #3	Develop an effective design concept and strategy using market research, client consultation, and creative thinking
PLO #4	Develop and maintain a professional graphic design portfolio and a personal self-promotion or career plan to support professional growth or the pursuit of further studies
PLO #5	Use self-directed learning strategies and reflective practice to continue the lifelong learning of design
PLO #6	Use an understanding of ethics and business standards to make professional decisions in research and design
PLO #7	Use high-level technical design skills to prepare properly constructed and formatted design files

	Upon successful completion of this program, graduates will be able to:
PLO #8	Incorporate knowledge of design history, colour theory, typography, composition, brand strategy, and UI/UX design into design decisions
PLO #9	Use an understanding of business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams
PLO #10	Conceptualize, plan, and implement design solutions that meet client expectations and appeal to target audiences
PLO #11	Critically analyze design solutions for the values they support and potential biases, as well as their impact on larger cultural, social, and economic systems
PLO #12	Discuss how design can influence diversity, equity, and inclusion

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Graphic Design Diploma program is designed to provide contextual learning experiences that mimic the real-world graphic design industry. The creative, hands-on courses are designed to introduce students to relevant theories and then immediately plunge them into practical work that relates to those theories while allowing students to also develop critical technical skills. Students learn through a combination of instructional activities including lectures, practical labs, demonstrations, guest lectures, work-integrated learning, collaborative client projects, self-directed projects, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning.
The Digital Graphic Design lab, located at the Downtown campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes have a capacity of 18 students per class.

Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques, and quizzes (both written and performance-based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions, which can include reflections and client feedback. Professional conduct (which includes collaboration and teamwork, time management, organization, communication, participation and attendance) will also affect the final grade in each section.
Students must maintain a minimum grade of 'C' (2.00) in each course to progress in the program, or must receive Department permission to continue.
A minimum grade of 'C' (2.00) is required in each course for students to successfully complete the program and graduate.

Recommended Characteristics of Students

Ability to work well in a fast-paced, deadline-driven environment
Ability to work effectively in a team and independently with confidence
Customer service-oriented outlook and ability to work well with a wide variety of people
Ability to give and receive feedback
Motivation, curiosity, and research-orientation
Excellent oral and written communication skills
Ability to spend full days doing computer-based work
Basic understanding of Mac computers (strongly recommended)

Courses

Course sequence may change subject to department scheduling.

Plan of Study Grid

First Year		Credits
VCDP 1110	Design Foundation	3
VCDP 1111	Technical Foundation	3
VCDP 1130	Typography	3
VCDP 1120	Digital Image 1	3
VCDP 1121	Photography	3
VCDP 1140	Composition 1	3
VCDP 1133	Design Thinking	3
VCDP 1250	Brand Identity 1	3
VCDP 1270	Web Design	3
VCDP 1132	Writing for Designers 1	3
VCDP 1271	Web Development 1	3
VCDP 1242	Composition 2	3
VCDP 1251	Print Production	3
VCDP 1260	Brand Identity 2	3
VCDP 1280	UI/UX Design	3
VCDP 1253	Video Production	3
VCDP 1283	Wordpress 1	3
VCDP 1292	Guided Design Exploration	3
VCDP 1293	Mini-Portfolio	2
	Credits	56
Second Year		
VCDP 2350	UI/UX Strategy and Design 2	3
VCDP 2312	Digital Image 2	3
VCDP 2460	Web Development 2	3
VCDP 2325	Studio: Fundamentals	5
VCDP 2440	Wordpress 2	3

VCDP 2320	Advertising and Art Direction	3
VCDP 2455	Studio: Special Topics	5
VCDP 2480	Online Marketing	3
VCDP 2445	Video and Animation	3
VCDP 2465	Studio: Specialization	5
VCDP 2470	Packaging Design	3
VCDP 2341	Writing for Designers 2	3
VCDP 2490	Portfolio	3
VCDP 2430	Editorial Design	3
VCDP 2495	Graduating Event Design	3
VCDP 2500	Graphic Design Work Experience	4.5
	Credits	55.5
	Total Credits	111.5

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA. 78

Rationale and Consultations

Provide a rationale for this proposal.

To reduce barriers to admission, especially for high school students and diverse applicants who may not have a portfolio to submit. The portfolio requirement for Advanced Admission will remain.

Are there any expected costs to this proposal.

None

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Would consider reinstalling portfolio requirement in future if selection process needs to be more competitive.

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

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

This program is for: Domestic
International

Marketing Description

Learn advanced design tools, theory, and processes used in graphic design for print and web while working directly with public clients in a mentored studio setting.

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 8, 2025

ISSUE: Revisions to the High Performance and Custom Engine Technician Diploma

BACKGROUND:
The Automotive Service Technician Department is proposing a significant restructuring of the High Performance and Custom Engine Technician Diploma, including 17 new course outlines that re-organize the program. The revised program is now aligned with the requirements of SkilledTradesBC (STBC) as well as the U.S.-based Automotive Service Excellence (ASE) standards, providing additional recognition of their learning to students. In addition, the program maintains its post-graduation work permit eligibility for international students**.**

DISCUSSION:
Gary Mui, lead developer, presented the proposal. A few minor adjustments were requested to standard language in the maximum time for completion, course pre-requisites, evaluation of student learning and admission requirements. The changes have been made.

The department also proposed changing the effective date to January 2026, from May 2026.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the High Performance and Custom Engine Technician Diploma and 17 new courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 27, 2025

Program Change Request

Date Submitted: 02/28/25 7:47 am

Viewing: High Performance and Custom Engine Technician Diploma

Last approved: 02/20/25 8:57 am

Last edit: 03/27/25 2:32 pm

Changes proposed by: lsammy

Program Name:
High Performance and Custom Engine Technician Diploma

Credential Level:	Diploma
Effective Date:	January 2026 ~~May 2025~~
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Trades, Technology & Design
Department	Auto Serv Tech Diploma Intl (4328)
Contact(s)	

In Workflow

1. **4328 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 02/28/25 8:08 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/03/25 8:45 am Brett Griffiths (bgriffiths): Rollback to 4328 Leader for CTT Dean
3. 03/04/25 2:12 pm Michael Coard (mcoard): Approved for 4328 Leader
4. 03/04/25 2:14 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
5. 03/27/25 2:33 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 12, 2024 by Darija Rabadzija (drabadzija)

2. Dec 16, 2024 by Darija Rabadzija (drabadzija)
3. Dec 20, 2024 by Dawn Cunningham Hall (dahall)
4. Feb 20, 2025 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Mike Coard	mcoard@vcc.ca	7417

Program Content Guide

Purpose

Graduates of the High Performance and Custom Engine Technician Diploma program apply technical knowledge and skills to increase the power of diesel and automotive engines, enhance the performance of automobiles, perform repair, service, and maintenance on high-performance vehicles. Students will learn to add performance accessories, modify powertrains, tune custom engines, suspensions, and exhaust systems, and use dynamometers and other diagnostic equipment. Students also will acquire foundational knowledge, skills, and attitudes necessary to carry out their duties in a safe, ethical, and professional manner. The 2-year ~~2 year~~ program delivers apprenticeship training to enhance a graduate's employability as an apprentice in the industry.
The diploma program is aligned with Skilled Trades BC (STBC) and Automotive Service Excellence (ASE) standards. Graduates will have the option of qualifying for STBC Level 1 apprenticeship 'Prior Learning Credit' as well as the option to challenge ASE tests.

Admission Requirements

Grade 12 graduation or equivalent
Composition 11 (English 11) or equivalent
Apprenticeship and Workplace Math 10 or equivalent
~~Applicants who do not meet the Program Admission Requirements may be admitted based on an assessment of relevant trades experience following the College's Flexible Admissions policy.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This program is two years of full-time study. The maximum time to complete the program is 5 years.
~~The program is 2 years in length. Maximum time for completion is 5 years.~~

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Practice safety ~~safely~~ including complying with WorkSafe BC and WHMIS in the workplace. ~~regulations.~~
PLO #2	Apply employability and communication skills while working in a businesslike manner.
PLO #3	Utilize hand, measuring, and power tools and shop equipment safely and effectively.
PLO #4	Provide general automotive maintenance services ~~and high-performance modifications~~ with lubrication and fluids, belts and hoses, exterior lamps, exhaust system, ~~body trim and hardware,~~ tires and wheels. ~~wheels, non-friction bearings and spindles and hubs.~~
PLO #5	Assess, diagnose, and service gasoline and diesel engines and apply high performance modifications. ~~Assess, diagnose, service and update performance on hydraulic drum brake, disc brake, power assist and anti-lock brake systems.~~
PLO #6	Describe vehicle powertrain systems and explain high performance drive lines. ~~Assess, diagnose, service and update performance on steering systems.~~
PLO #7	Assess, diagnose, and service regular vehicle brake, suspension, and steering systems and apply high performance modifications. ~~Assess, diagnose, service and update performance on suspension systems.~~
PLO #8	Describe, diagnose and repair electrical and engine management systems. ~~Describe and diagnose electrical, electronic, and ignition systems.~~
PLO #9	Describe heating, ventilation and air conditioning systems. ~~Analyze and diagnose On Board Diagnostic (OBD) System data using advanced electrical test equipment including computer controls, multiplex and network systems.~~
PLO #10	Assess, diagnose, and service vehicle trims. ~~Identify and service fuel delivery systems, fuel types, alternate fuels, and gasoline fuel injection components.~~
PLO #11	Describe new vehicle technology and hybrid and electric vehicles. ~~Describe and test engine management systems including input sensors and output actuators.~~
PLO #12	Perform engine tuning and dynamometer testing. ~~Describe new vehicle technology and hybrid systems.~~
~~PLO #13~~	~~Perform engine tuning and dynamometer testing.~~

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Students will work in classroom and shop environments to gain the theoretical knowledge and hands on experience to succeed in the automotive technology industry. The initial courses focus on students learning and practicing tool kit use, identifying tools, mechanical technology as used on the shop floor, as well as understanding and identifying design structures of tools and technology. This will all be undertaken following the principles of safety and WHMIS. Once mastery of this is achieved, students will learn the theory and practice to the specific components of vehicle repairs.

Throughout the classroom experience students will learn through a variety of teaching and learning styles such as group work, presentations, lectures and examinations.

In the shop environment, students apply the theory they acquired in class to diagnose, service, and repair all components of vehicles through hands on-projects, tasks and assessments.

Evaluation of Student Learning

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills include quizzes, exams, practical assessments, and assignments. Formative assessments allow instructors to provide students with feedback on their progress and learning needs.

In alignment with provincial standards, students must receive a minimum grade point average of 2.67 ('B-', 70%) to successfully complete each course, and a minimum cumulative grade point average of 2.67 to graduate.

~~Students are evaluated by both theory and practical evaluations in order for a combined mark to be assigned- 70% is based on theory and 30% is based on their practical work.~~

~~Theory is evaluated by:~~

~~Course work and competency tests determining 60%~~

~~Final examination which comprises 40%~~

~~Practical is assessed by:~~

~~rubrics to evaluate the students' performance of their competency for quality repair, clean work habits, safety, participation, teamwork, and the ability to follow instructions.~~

~~Final grades reflect a combination of theory and practical marks. In alignment with provincial standards, the passing grade is B- (70%).~~

Recommended Characteristics of Students

The program can be physically taxing, with students typically needing to stand on concrete floors for extended periods of time. Tasks require precise hand-eye coordination and dexterity for handling tools, instruments, and performing detailed procedures. Physical strength and stamina are involved with the handling of heavy parts and equipment as required by the program and in the field of practice.

The program environment will include regular exposure to loud machinery noise, power tools, and equipment vibrations. The learning environment involves regular exposure to automotive chemicals, including fuels, oils, lubricants, coolants, and cleaning agents. Work may also involve exposure to fumes, dust, and airborne particles from paints, solvents, and mechanical processes.

A valid driver's license is necessary for the program segments that involve driving cars to and from their proper spaces. Basic computer applications will be used in the program.

~~Basic computer skills~~

~~Good general health and respiratory condition~~

~~Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program~~

~~Ability to tolerate noise and vibration~~

~~Mechanical aptitude and interest~~

~~Good manual dexterity~~

~~Good hand-eye co-ordination~~

~~Good eyesight and normal colour vision~~

~~Good line, form and depth perception~~

~~Possession of valid driver's license~~

Courses

Plan of Study Grid

First Year

Term One	Credits
HPAS 1000Automotive Workplace Safety	1.0
HPAS 1010Automotive Employability Skills	2.0
HPAS 1020Automotive Tools and Equipment	5.0
HPAS 1030General Automotive Maintenance	6.0
Credits	14

Term Two	
HPAS 1210Engine Repair and Custom Engine	5
HPAS 1220Manual Drivetrain and Axles	3.5
HPAS 1230Automatic Transmission and Transaxle	1.5
HPAS 1240Brake Systems and High Performance Brake	6.0
Credits	16

Second Year

Term Three

HPAS 2110	Suspension Systems and High Performance Suspension	5.0
HPAS 2120	Steering Systems and High Performance Steering	6
HPAS 2130	Electrical and Electronic Systems	4.0
	Credits	15

Term Four

HPAS 2210	Engine Management and Performance Systems	4.5
HPAS 2220	Light Vehicle Diesel Engines and Support Systems	1.5
HPAS 2230	Automotive Heating and Air Conditioning	1.5
HPAS 2240	Vehicle Trim	2.5
HPAS 2250	Hybrid and Electric Vehicles and ADAS	3.0
HPAS 2260	High Performance Engine Tuning and Dynamometers	2.0
	Credits	15

Term One

~~IAST 1010~~	~~Automotive Safety~~	~~2~~
~~IAST 1015~~	~~Communication and Business~~	~~2~~
~~IAST 1020~~	~~Automotive Repair Tools~~	~~4~~
~~IAST 1025~~	~~Automotive Service~~	~~7~~
	Credits	0

Term Two

~~IAST 1030~~	~~Automotive Methods~~	~~4~~
~~IAST 1023~~	~~Automotive Electronics~~	~~6~~
~~IAST 1245~~	~~High Performance Hydraulic & Mechanical Brakes~~	~~6~~
	Credits	0

Term Three

~~IAST 2010~~	~~Auto Frame & Body Support~~	~~4~~
~~IAST 2145~~	~~High Performance Automotive Steering~~	~~7~~
~~IAST 2020~~	~~Advanced Electric/Electronics~~	~~5~~
	Credits	0

Term Four

~~IAST 2025~~	~~Electronic Ignition Systems~~	~~3~~
~~IAST 2030~~	~~Fuel Delivery Systems~~	~~3~~
~~IAST 2035~~	~~Engine Management Systems~~	~~4~~
~~IAST 2245~~	~~High Performance Engine Tuning and Dynamometers~~	~~3~~
	Credits	0
	Total Credits	60

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

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75		2.67
F	0-69	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

Rationale and Consultations

Provide a rationale
for this proposal.

A new program created from the old Auto Service Technology Diploma Program. This revised program will align with guidelines for SkilledTrades BC AST Harmonized, the National Institute for Automotive Service Excellence (ASE) and the new CIP regulations for IRCC.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Reviews and discussion about content helped build as needed
Centre for Teaching, Learning, and Research (CTLR)	Reviews and wordage, suggestions on credit amounts per course. Consultations assistance.
International Education	Adhering to Term deliveries for transcript/IRCC regulation purposes
Registrar's Office	Progressive course with pre-reqs added as needed.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

AST - revised - High Performance PCG.pdf

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: International

Marketing Description

Graduates of this 2-year Diploma program will apply technical knowledge and skills to increase the power of diesel and automotive engines, enhance the performance of automobiles, and perform repair, service, and maintenance on high-performance vehicles.

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:48 am

Viewing: HPAS 1000 : Auto Workplace Safety

Last edit: 03/27/25 2:43 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Automotive Workplace Safety

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Auto Workplace Safety

Subject Code: HPAS - High Performance Automotive Systems

Course Number 1000

Year of Study 1st Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:08 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:01 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:33 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will gain a comprehensive understanding of essential safety practices and regulations in the automotive service industry. The course covers the rights and responsibilities as defined by WorkSafe BC, the application of the Workplace Hazardous Materials Information System (WHMIS) including Safety Data Sheets (SDS), and the basics of the Occupational Health and Safety (OHS) Regulation. Students will learn about fire conditions, classifications, prevention, and control, as well as lockout procedures and emergency equipment shutoff. The course emphasizes the use of Personal Protective Equipment (PPE) and personal safety precautions, alongside safe operation of vehicles and shop equipment in the workplace.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe rights and responsibilities as defined by WorkSafe BC.
CLO #2	Describe and apply the Workplace Hazardous Materials Information System (WHMIS), including the contents of the Safety Data Sheet (SDS).
CLO #3	State the "Core Requirements" and the "General Hazard Requirements" of the Occupational Health and Safety (OHS) Regulation.
CLO #4	Describe the conditions and classifications of fire, its prevention and control.
CLO #5	Describe lockout procedures and emergency shutoff of equipment.

	Upon successful completion of this course, students will be able to:
CLO #6	Use Personal Protective Equipment (PPE) and apply personal safety precautions and procedures.
CLO #7	Perform safe vehicle and shop equipment operation in the workplace.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to safety regulations
Quizzes/Tests	15	
Exam	30	
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 25

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 20

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
WorkSafeBC and OHS regulations
Workplace safe work practices
Workplace Hazardous Materials Information System (WHMIS) and SDS
Fire classification, prevention and control
Personal Protective Equipment
Shop emergency equipment and procedures
Safe vehicle operation

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

WorkSafeBC and OHS regulations web site / booklets

Workplace Hazardous Materials Information System (WHMIS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:48 am

Viewing: HPAS 1010 : Auto Employability Skills

Last edit: 03/27/25 2:43 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Automotive Employability Skills

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Auto Employability Skills

Subject Code: HPAS - High Performance Automotive Systems

Course Number 1010

Year of Study 1st Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:08 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course equips students with the essential skills needed to thrive in the automotive service industry. Students will learn to apply effective communication techniques, including active listening and digital communication, within a shop environment. The course covers the roles and career paths of various shop personnel, emphasizing the professionalism expected in the industry. Students will explore shop efficiency through management methods, pay structures, and productivity. Student will create job application materials and practice interview techniques. Practical application of trades math and science skills in the automotive service context is also a key component of this course.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply effective communication techniques, including active listening, and digital communication in a shop environment.
CLO #2	Describe and differentiate the roles of various shop personnel, including the career paths of an automotive technician.
CLO #3	Demonstrate professionalism that is expected from the automotive service industry.
CLO #4	Describe shop efficiency within the context of management methods, including different pay structures and productivity.
CLO #5	Create job application materials by identifying job search resources and practicing interview techniques.

	Upon successful completion of this course, students will be able to:
CLO #6	Apply trades math and science skills in the automotive service industry.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Assignments related to job applications, trade math and science.
Quizzes/Tests	20	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	20	Instructor observation of interview practices, professionalism.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 50

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 20

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Rehearsal

Shop/Kitchen

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Communication techniques
Professionalism in auto service industry
Job titles, duties, career paths
Job applications, resume writing, interviews
Trades Math
Trades Science

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:48 am

Viewing: HPAS 1020 : Auto Tools & Equipment

Last edit: 03/27/25 2:43 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Automotive Tools and Equipment

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Auto Tools & Equipment

Subject Code: HPAS - High Performance Automotive Systems

Course Number 1020

Year of Study 1st Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:09 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 5.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students with hands-on experience and knowledge essential for the automotive service industry. Students will learn to use both hand and power tools, as well as diagnostic equipment to identify and resolve vehicle issues. The course covers the selection, description, and repair of various fasteners, and introduces specialty shop tools. Emphasis is placed on safety procedures for using hoisting and lifting equipment, accurate application of service manuals and technical information, and proper documentation of work orders and other forms. Additionally, students will demonstrate the safe use of welding equipment.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use tools and equipment specific to the automotive service industry, including both hand and power tools.
CLO #2	Use diagnostic equipment to identify causes of vehicle issues and to maintain proper vehicle operation.
CLO #3	Describe, select, and repair various types of fasteners.
CLO #4	Describe specialty shop tools used in the automotive service industry.
CLO #5	Apply safety procedures for using hoisting and lifting equipment.
CLO #6	Apply service manuals and technical information accurately.

	Upon successful completion of this course, students will be able to:
CLO #7	Document work orders and other forms appropriately.
CLO #8	Demonstrate safe use of welding equipment.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Tools and equipment.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 125

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 95

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Tools and shop equipment
Diagnostic equipment
Fasteners
Specialty tools
Hoisting and lifting
Service manuals and technical information
Documentation

Course Topics:
Welding equipment

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:48 am

Viewing: HPAS 1030 : General Auto Maintenance

Last edit: 03/27/25 2:43 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
General Automotive Maintenance

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: General Auto Maintenance

Subject Code: HPAS - High Performance Automotive Systems

Course Number 1030

Year of Study 1st Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:09 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:35 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 6.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on essential maintenance and service procedures. Students will learn to perform maintenance on various automotive systems, adhering to manufacturer's specifications. Students will select the correct fluids for optimal performance and perform inspection and servicing of components such as filters, accessory drive belts, and hoses, as well as maintaining cooling and transmission systems. Additionally, students will gain skills in inspecting and replacing exterior lamps, performing necessary aiming and reset procedures, and conducting visual and audible inspections of exhaust systems, tire and wheel servicing and leaks assessment.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform maintenance on automotive systems, adhering to manufacturer's specifications.
CLO #2	Select correct fluids for automotive systems.
CLO #3	Inspect and service various components, including filters, accessory drive belts, and hoses.
CLO #4	Maintain cooling and transmission systems, including fluid level inspection, and service procedures.
CLO #5	inspect and replace exterior lamps and perform any necessary aiming and reset procedures.
CLO #6	Inspect and service exhaust system, includes visual and audible inspections.

	Upon successful completion of this course, students will be able to:
CLO #7	Service tires and wheels, including inspection, mounting, balancing and repair.
CLO #8	Detect and assess leaks determining causes and solutions, and properly documenting their findings.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to General Automotive Maintenance.
Quizzes/Tests	15	
Final Exam	30	Students are given multiple choice final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 50

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 100

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
General automotive maintenance
Fluids and lubricants
Drive belts, hoses and clamps
Wheels and tires
Leaks assessment
Exhaust system

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Badge Name

Badge Description

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:48 am

Viewing: **HPAS 1210 : Engine Repair & Custom Engine**

Last edit: 03/27/25 2:43 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Engine Repair and Custom Engine

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Engine Repair & Custom Engine

Subject Code: HPAS - High Performance Automotive Systems

Course Number 1210

Year of Study 1st Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:09 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:36 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides a comprehensive overview of gasoline and diesel engines, covering their components, configurations, and construction materials. Students will gain an in-depth understanding of the four-stroke cycle in internal combustion engines and learn to evaluate engine mechanical conditions using various diagnostic tests. Students will also disassemble and reassemble engines, focusing on cleaning, measuring, and evaluating components. Additionally, the course covers servicing gaskets and seals, diagnosing and repairing lubrication and cooling systems, and understanding high-performance engine components.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the components of gasoline and diesel engines, including engine configurations, design, and construction.
CLO #2	Explain the four-stroke cycle in an internal combustion engine.
CLO #3	Evaluate engine mechanical conditions using various tests, including compression test, leak down test, and leak detection.
CLO #4	Describe engine removal and installation, adhering to safety procedures and understanding weight distribution.
CLO #5	Disassemble and reassemble an engine, including cylinder head and short block assemblies.
CLO #6	Service gaskets and seals by applying proper selection, removal and replacement procedures.

	Upon successful completion of this course, students will be able to:
CLO #7	Describe, diagnose and repair lubrication system operation and components.
CLO #8	Describe, diagnose and repair cooling system operation and components.
CLO #9	Describe high performance engine components.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Engine repair.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 125

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 25

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 100

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Internal Combustion Engines
Engine assembly
Gaskets and seals
Lubricating systems
Cooling systems
Accessory drive systems
High performance engine components

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Badge Name

Badge Description

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:48 am

Viewing: HPAS 1220 : Manual Drivetrain and Axles

Last edit: 03/27/25 2:44 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Manual Drivetrain and Axles

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Manual Drivetrain and Axles

Subject Code: HPAS - High Performance Automotive Systems

Course Number 1220

Year of Study 1st Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:09 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:37 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores various clutch systems, including conventional and dual disc clutches, and their components. Students will learn about the components of manual transmissions and transaxles and different types of drive shafts and axle shafts used in front-wheel and rear-wheel drive systems. Additionally, students will study the components of final drive assemblies and understand the functions of limited slip and locking differentials. The operation of all-wheel drive (AWD) and four-wheel drive (4WD) systems, as well as high-performance drive line components will also be covered.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the different types of clutch systems, including conventional and dual disc clutches, and their components.
CLO #2	Describe the components of manual transmissions and transaxles, including gears, shafts, synchronizers, and linkages.
CLO #3	Describe the different types of drive shafts and axle shafts, including those used in front-wheel and rear-wheel drive systems.
CLO #4	Describe the components of final drive assemblies, including housings, gears, shafts, and axles, as well as understand the function of limited slip and locking differentials.
CLO #5	Explain the operation of all-wheel drive (AWD) and four-wheel drive (4WD) systems.

	Upon successful completion of this course, students will be able to:
CLO #6	Describe high performance drive line components.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Manual Drivetrain and Axles.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 87.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 27.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 50

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Clutches
Manual transmission and transaxles
Drive shafts and axles
Final drive assemblies
4WD & AWD systems
High performance drive lines

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Badge Name

Badge Description

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:48 am

Viewing: HPAS 1230 : Auto Transmission & Transaxle

Last edit: 03/27/25 2:38 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Automatic Transmission and Transaxle

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Auto Transmission & Transaxle

Subject Code: HPAS - High Performance Automotive Systems

Course Number 1230

Year of Study 1st Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:09 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:38 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores automatic transmissions and transaxles, covering various types such as conventional planetary, dual-clutch (DCT), and constant velocity (CVT) systems. Students will learn about the components and operation of these systems, including gear ratios, power flow, hydraulics, and electronics. The course emphasizes essential service procedures, including testing, inspection, lubrication, fluid exchanges, software updates, and relearns. Additionally, students will apply maintenance procedures to ensure the optimal performance and longevity of automatic transmissions and transaxles.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the components and operation of different types of automatic transmissions and transaxles, such as conventional planetary, dual-clutch (DCT), and constant velocity (CVT), including gear ratios, power flow, hydraulics and electronics.
CLO #2	Apply service procedures on automatic transmissions and transaxles, including testing, inspection, lubrication, and fluid exchanges, as well as software updates and relearns.
CLO #3	Perform maintenance procedures for automatic transmissions and transaxles, including filtration and fluid exchange.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Automatic Transmission and Transaxle.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 37.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 12.5

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Automatic transmission and transaxles
Service transmission
Software updates and relearns

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

New Course Proposal

Date Submitted: 02/28/25 7:49 am

Viewing: HPAS 1240 : Brake & High Perf Systems

Last edit: 03/27/25 2:39 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Brake Systems and High Performance Brake

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Brake & High Perf Systems

Subject Code: HPAS - High Performance Automotive Systems

Course Number 1240

Year of Study 1st Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:09 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:39 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 6.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course offers a comprehensive study of brake systems, focusing on the hydraulic brake systems. Students will learn to diagnose, service and replace hydraulic, drum, and disc brake systems. Students will also learn about power brake assist systems, understand the operation and components of anti-lock braking systems (ABS), traction control (TC) and dynamic stability control (DSC) systems, as well as the diagnosis and service of hubs and wheel bearings. The selection and use of appropriate tubing and fittings will be covered, as well as high-performance braking system modifications and components.

Course Pre-Requisites (if applicable):

HPAS 1000.

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	Select and use appropriate tubing and fittings for brake systems, including cutting, bending, and flaring.
CLO #2	Identify and describe the components of hydraulic brake systems, including disc and drum types, master cylinders, wheel cylinders, and calipers.
CLO #3	Describe, diagnose and replace hydraulic brake systems, including inspection, service, and bleeding procedures.
CLO #4	Describe, diagnose and replace drum and disc brake system components, including inspection, service and adjustments.
CLO #5	Describe and service power brake assist systems such as vacuum and hydraulic types.

	Upon successful completion of this course, students will be able to:
CLO #6	Describe Anti-lock Braking Systems (ABS), including their operation and components, and diagnose and repair ABS.
CLO #7	Describe Traction Control (TC) and Dynamic Stability Control (DSC) operation.
CLO #8	Describe, diagnose and service hubs and wheel bearings, including serviceable and non-serviceable bearings.
CLO #9	Explain high performance braking system modifications and components such as calipers, pads, rotors and hoses.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Brake systems.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture

Hours in Category 1: 25

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:
Lab
Shop/Kitchen
Simulation

Hours in Category 2: 125

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Tubing and fitting
Drum brake systems
Disc brake systems
Anti-lock Braking Systems (ABS)
Traction Control (TC) and Electronic Stability Control (ESC) systems
Hubs and Wheel bearings

Course Topics:
High performance braking systems

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:49 am

Viewing: HPAS 2110 : Suspension & High Perf System

Last edit: 03/27/25 2:39 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Suspension Systems and High Performance Suspension

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Suspension & High Perf System

Subject Code: HPAS - High Performance Automotive Systems

Course Number 2110

Year of Study 2nd Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:09 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:39 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 5.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The course covers various automotive chassis and suspension components, including frames, springs, shock absorbers, struts, and electronic and adaptive systems. Additionally, students will learn to diagnose, service, and modify high-performance suspension systems.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify different frame types, unibody and body-over-frame designs.
CLO #2	Describe suspension dynamics forces acting upon a suspension system, including body roll, suspension travel, and weight shifting.
CLO #3	Identify and compare different types of suspension systems, such as rigid/solid, independent, McPherson strut, short and long arm, and multi-link systems.
CLO #4	Identify and service suspension system components, such as control arms, ball joints, sway bars and rubber bushings.
CLO #5	Describe and service automotive spring, including coil, leaf, air, and torsion bar.
CLO #6	Describe the construction, operation and service of shock absorbers and struts.
CLO #7	Describe, diagnose and service electronic suspension systems and adaptive suspension systems.
CLO #8	Explain high performance suspension system modifications and components.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Suspension systems.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 125

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 25

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 100

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Body frames
Type of Suspension systems
Type of suspension springs
Shock absorbers and struts
Electronic suspension systems
High performance suspension systems

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:49 am

Viewing: **HPAS 2120 : Steering & High Perf Systems**

Last edit: 03/27/25 2:40 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Steering Systems and High Performance Steering

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Steering & High Perf Systems

Subject Code: HPAS - High Performance Automotive Systems

Course Number 2120

Year of Study 2nd Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:09 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:40 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 6

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course offers comprehensive training on the various automotive steering and passenger restraint systems. Students will perform service steering systems and wheel alignments. Safely handle passenger restraint systems. The course also covers electronic steering systems, including the role of sensors and wiring, and explores high-performance steering system modifications and components, equipping students with the skills needed to excel in advanced automotive service environments.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the components of passenger restraint systems and perform proper safety procedures to disarm and rearm airbag systems.
CLO #2	Describe the components of steering columns, including their mounting, bearings, and collapsing functions.
CLO #3	Describe and service both gear box and rack and pinion steering gears, addressing issues such as seal leakage, and proper adjustments.
CLO #4	Describe and service the components of power steering systems, including the pump, hoses, and control valves, steering gears.
CLO #5	Inspect and repair steering linkage components, including identifying wear in ball joints, tie rod ends, and other components.

	Upon successful completion of this course, students will be able to:
CLO #6	Describe, diagnose and service wheel alignment using factory and aftermarket methods.
CLO #7	Describe, diagnose, and repair electronic steering systems, including column and rack types, and understand the role of related sensors and wiring.
CLO #8	Explain high performance steering system modifications and components.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Steering systems.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 25

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 125

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Occupant restraints system
Steering columns, steering linkage and steering gears
Electronic steering systems
Wheel alignment
High performance steering systems and alignment geometry

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Badge Name

Badge Description

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:49 am

Viewing: HPAS 2130 : Electrical&Electronic Systems

Last edit: 03/27/25 2:40 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Electrical and Electronic Systems

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Electrical&Electronic Systems

Subject Code: HPAS - High Performance Automotive Systems

Course Number 2130

Year of Study 2nd Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:10 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:40 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 4.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course offers a comprehensive overview of automotive electrical systems, including the fundamentals of electrical circuits and components. Students will learn to use electrical test equipment, interpret wiring diagrams, and diagnose and repair electrical faults. Additionally, the course covers battery design, starting and charging systems, lighting systems, and various electrical options and accessories, with hands-on practice to develop essential diagnostic and repair skills.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the fundamentals of electrical circuits and components, including terminology, Ohm's law, and magnetism.
CLO #2	Use electrical test equipment to measure voltage, amperage, and resistance and perform voltage drop tests.
CLO #3	Interpret wiring diagrams, including abbreviations, symbols, colors, identification numbers.
CLO #4	Describe, diagnose and repair electrical faults such as opens, shorts, and grounds in circuits.
CLO #5	Perform visual inspections and repair wiring harnesses.
CLO #6	Describe battery design and operation, select, test, and maintain batteries, and diagnose the battery failure.
CLO #7	Describe, diagnose and repair starting and charging systems and related components.

	Upon successful completion of this course, students will be able to:
CLO #8	Describe, diagnose and repair lighting systems, including conventional, adaptive, HID, and LED types, along with their wiring and controls.
CLO #9	Describe, diagnose and repair electrical options and accessories, such as sunroofs, mirrors, seats, windows, keyless entry, and theft deterrents.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Electrical and Electronic Systems.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 100

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 80

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Fundamentals of electrical circuits and components
Electrical faults
Wiring diagrams
12 volts batteries
Starting and charging systems
Lighting and wiper systems
Electrical options and accessories

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Badge Name

Badge Description

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:49 am

Viewing: **HPAS 2210 : Engine Mgmt & Perf Systems**

Last edit: 03/27/25 2:41 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Engine Management and Performance Systems

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Engine Mgmt & Perf Systems

Subject Code: HPAS - High Performance Automotive Systems

Course Number 2210

Year of Study 2nd Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:10 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 4.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building from the skills in HPAS 2130, this course covers advanced electrical and electronic principles for diagnosing and repairing gasoline engine support systems. Students will learn to read wiring diagrams and use electrical test equipment. The curriculum includes computer control systems, fuel delivery and injection, ignition, engine management, emission control, and network communication systems. It also covers air induction, forced induction, and exhaust systems. Through hands-on practice and theory, students will gain the skills to diagnose, repair, and maintain modern automotive systems.

Course Pre-Requisites (if applicable):

HPAS 2130, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply advanced electrical and electronic principles when diagnosing and repairing gasoline engine support systems.
CLO #2	Interpret advanced wiring diagrams, including conventional and computer-controlled circuits, from North American and European manufacturers.
CLO #3	Use advanced electrical test equipment, such as lab scopes and scan tools, to diagnose vehicle systems.
CLO #4	Describe the operation of computer control systems, including inputs, processes, storage, outputs, memory, adaptions, and software.
CLO #5	Describe, diagnose and repair gasoline fuel delivery and injection systems, including EFI, MPFI and GDI systems.

	Upon successful completion of this course, students will be able to:
CLO #6	Describe, diagnose and repair electronic ignition systems, including DI and EI types, by understanding their principles, components.
CLO #7	Describe, diagnose and repair engine management systems, including various inputs sensors and outputs actuators.
CLO #8	Describe air induction, forced induction, and exhaust systems, including understanding the principles of operation of turbochargers and superchargers.
CLO #9	Describe, diagnose and repair vehicle emission control systems, including pre-combustion and post-combustion systems, and evaporative emission control systems.
CLO #10	Describe, diagnose and repair network communication systems, including CAN bus networks and multiplexing systems.

Instructional Strategies:

Classroom activities include lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Engine Management and Performance Systems.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students

Type	Percentage	Brief description of assessment activity
		are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 112.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab
Shop/Kitchen
Simulation

Hours in Category 2: 67.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Advanced wiring and Electronics

Course Topics:
Gasoline engine ignition systems
Gasoline fuel delivery and injection systems
Engine management systems
Emission control systems
Vehicle networking systems
Forced Induction systems
Instrumentation and entertainment systems

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:49 am

Viewing: HPAS 2220 : Diesel Engines & Support Sys

Last edit: 03/27/25 2:41 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Light Vehicle Diesel Engines and Support Systems

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Diesel Engines & Support Sys

Subject Code: HPAS - High Performance Automotive Systems

Course Number 2220

Year of Study 2nd Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:10 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building from the skills in HPAS 1210, this course explores diesel engine technology, emphasizing engine design and materials. Students will learn about diesel fuel characteristics, low-pressure fuel delivery systems and high-pressure fuel injection systems. Students will gain experience and knowledge in diagnosing and repairing low- and high-pressure fuel systems and injection systems.

Course Pre-Requisites (if applicable):

HPAS 1210, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the design and materials of diesel engines, including their compression ignition and ratio.
CLO #2	Describe the characteristics of diesel fuels and explain the function of low-pressure fuel delivery systems.
CLO #3	Describe, diagnose and repair both low-pressure and high-pressure diesel fuel systems and injection systems.
CLO #4	Explain the operation of air induction, forced induction, and exhaust systems, including the components of each system.
CLO #5	Describe diesel emission systems and related components.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Light Vehicle Diesel Engines.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 37.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 22.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Diesel Engines
Diesel fuel delivery and injection systems
Diesel intake and exhaust systems
Diesel emission control systems

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

New Course Proposal

Date Submitted: 02/28/25 7:49 am

Viewing: HPAS 2230 : Auto Heat & Air Conditioning

Last edit: 03/27/25 2:42 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Automotive Heating and Air Conditioning

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Auto Heat & Air Conditioning

Subject Code: HPAS - High Performance Automotive Systems

Course Number 2230

Year of Study 2nd Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:10 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:42 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course covers the basics of heating and air conditioning systems in vehicles. Students will learn to identify key components, how these systems work, and common issues. Through hands-on inspections and tests, they will diagnose problems related to air flow and heating systems. Students will also gain practical skills in safely inspecting, testing, and repairing air conditioning refrigerant systems, including recovery and recharge techniques.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the components, operation, and common faults of air flow control and heating systems, including actuators, sensors, doors, linkage, wiring, and computer controls.
CLO #2	Describe air flow and heating system issues through sensory, mechanical, and electrical inspections, as well as functional tests and code analysis.
CLO #3	Describe the principles of operation and components of air conditioning refrigerant systems.
CLO #4	Perform safety procedures to service air conditioning refrigerant systems.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides

reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Heating and Air Conditioning.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 37.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab
Shop/Kitchen
Simulation

Hours in Category 2: 22.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Heating systems
Air conditioning

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

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

High Performance and Custom Engine Technician Diploma

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:49 am

Viewing: HPAS 2240 : Vehicle Trim

Last edit: 03/27/25 2:42 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:10 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:42 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name:
Vehicle Trim

Effective Date:	January 2026
School/Centre:	Trades, Technology & Design
Department:	Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name:	Vehicle Trim
Subject Code:	HPAS - High Performance Automotive Systems
Course Number	2240
Year of Study	2nd Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on the diagnosis and repair of wind noises, rattles, and water leaks in vehicles, utilizing sensory inspection and testing methods such as smoke, sound, and water tests. Students will gain comprehensive knowledge of interior and exterior body components and trim, including mirrors, roof racks, bumpers, seats, dashboards, carpets, and headliners. The course emphasizes diagnosing issues with NVH (Noise, Vibration, and Harshness) assessment. Practical skills in repairing interior and exterior components. Additionally, students will learn to diagnose and repair latches, locks, and movable glass components.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe and diagnose wind noises, rattles, and water leaks using sensory inspection and testing methods, including smoke, sound, and water tests.
CLO #2	Describe interior and exterior body components and trim, including mirrors, roof racks, bumpers, seats, dashboards, carpets, and headliners.
CLO #3	Describe and diagnose issues with interior and exterior components and trim, using sensory inspection, operation tests, and NVH (Noise, Vibration, and Harshness) assessment.
CLO #4	Describe and repair interior and exterior components and trim using appropriate tools and techniques, such as adhesives, gaskets, sealants, and fastening devices.
CLO #5	Describe, diagnose and repair latches, locks, and movable glass components, including locks, cables, regulators, sensors, switches, and actuators.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Vehicle Trim.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 62.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 47.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Wind noise, rattles and water leaks
Exterior components: Bumper, Light assembly, Mirrors, Roof rack
Interior components: Door panel, Seats, Dashboard
Latches, locks and movable glass
Accessories: Running boards, Bug shield
Diagnostic tools: Smoke machine, Chassis ears, Water hose

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: 02/28/25 7:50 am

Viewing: HPAS 2250 : Hybrid/Electric Vehcls & ADAS

Last edit: 03/27/25 2:42 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
Hybrid and Electric Vehicles and ADAS

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: Hybrid/Electric Vehcls & ADAS

Subject Code: HPAS - High Performance Automotive Systems

Course Number 2250

Year of Study 2nd Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:10 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:42 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides comprehensive training on hybrid and electric vehicle systems, emphasizing safety protocols and the use of high voltage equipment. Students will explore the fundamentals of hybrid and electric vehicles, identifying HVAC systems, high voltage components and motor/generators. Students will learn how to diagnose and service high voltage batteries, onboard chargers and Advanced Driver Assistance Systems (ADAS) operation, diagnostics, and servicing. The course ensuring a well-rounded understanding of modern automotive technology.

Course Pre-Requisites (if applicable):

HPAS 1000.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply safety protocols for hybrid and electric vehicles, using high voltage PPE and equipment.
CLO #2	Describe the fundamentals of operation of different types of hybrid and electric vehicles, including series, parallel, plug-in, and fully electric vehicles.
CLO #3	Identify high voltage components in hybrid and electric vehicles such as the high voltage battery, inverter, and motor/generator.
CLO #4	Describe and perform high voltage disconnect procedures using a high voltage contactor and shut-down service plug.
CLO #5	Describe, diagnose and service hybrid and electric vehicle systems, including high voltage batteries and onboard chargers.

	Upon successful completion of this course, students will be able to:
CLO #6	Describe hybrid and electric vehicle HVAC systems, including the PTC heater, heat pump, and battery/electronics cooling systems.
CLO #7	Describe the operation of various Advanced Driver Assistance Systems (ADAS) such as adaptive cruise control, lane departure warning, and automatic emergency braking.
CLO #8	Perform Advanced Driver Assistance Systems (ADAS) calibrations.
CLO #9	Describe instrumentation, entertainment systems, and displays, including navigation, ADAS, and warning light.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to Hybrid/Electric Vehicles and ADAS.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 25

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab
Shop/Kitchen
Simulation

Hours in Category 2: 50

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Hybrid and Electric Vehicles Safety
Hybrid and Electric Vehicles operation
Advanced Driver Assistance Systems

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

Advanced Driver Assistance Systems (ADAS) calibration tools.

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

High Performance and Custom Engine Technician Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Course Change Request

New Course Proposal

Date Submitted: 02/28/25 7:50 am

Viewing: **HPAS 2260 : High Perf Tuning/Dynamometers**

Last edit: 03/27/25 2:43 pm

Changes proposed by: lsammy

Programs referencing this course

210: High Performance and Custom Engine Technician Diploma

Course Name:
High Performance Engine Tuning and Dynamometers

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7417

Banner Course Name: High Perf Tuning/Dynamometers

Subject Code: HPAS - High Performance Automotive Systems

Course Number 2260

Year of Study 2nd Year Post-secondary

In Workflow

1. 4328 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/28/25 8:10 pm Michael Coard (mcoard): Approved for 4328 Leader
2. 03/04/25 2:02 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 03/27/25 2:43 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building from the skills in HPAS 2210, in this course the students will gain hands-on experience tuning engines using a chassis dynamometer. The course focuses on improving engine performance by applying mechanical principles, tuning mathematics, and engine management strategies. Topics include volumetric efficiency, air induction, tuned exhaust systems, fuel and ignition adjustments, engine mapping, and re-flashing calibrations with specialized software and protocols.

Course Pre-Requisites (if applicable):

HPAS 2210, or department permission.

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	Use a chassis dynamometer for performing engine tuning.
CLO #2	Apply engine mechanical theory and tuning mathematics to enhance performance, including optimizing volumetric efficiency, air induction, and exhaust systems.
CLO #3	Apply engine management theory to optimize performance, including ignition timing, fuel delivery, air management, emissions control, and fuel trim systems.
CLO #4	Optimize engine output and dynamics by adjusting fuel and ignition tables through engine mapping and custom settings.
CLO #5	Reflash updated engine calibrations using appropriate programs, protocols, and software.

Instructional Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Assignments related to High Performance Engine Tuning and Dynamometers.
Quizzes/Tests	15	
Final Exam	30	Students are given final exam at the end of the course to assess their theoretical knowledge.
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.
Participation	10	Demonstrated engagement with course activities and discussions.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 50

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Safe dynamometer usage
Engine dynamics
Tuning mathematics
Engine management
The tuning process

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

Automotive Technology: Principles, Diagnosis, and Service (Published by Pearson)

Moodle (LMS)

Turning hardware, software and Dynamometers

Rationale and Consultations

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 8, 2025

ISSUE: Program Update & Name Change: Automotive Logistics and Service Operations – Zero Emission Diploma

BACKGROUND:
The School of Trades, Technology and Design is proposing changes to the Automotive Parts and Service Management Diploma program, including a program name change to Automotive Logistics and Service Operations – Zero Emission Diploma. The proposal moves the existing diploma program into overall automotive supply chain, logistics and service management. In addition, the program is focusing on zero emission approaches to logistics, with students learning how to integrate zero emission into the criteria driving logistical decisions.

Six existing courses were revised, and three new courses are proposed: APSM 2107 Automotive Transportation Management; APSM 2206 Automotive Procurement, Contracts & Supply Management; and APSM 2207 Automotive Supply Chain Finance and Cost Account.

DISCUSSION:
Cateno Vassallo, Department Head of Automotive Parts and Service Management, and Feras Ghesen, Associate Director of the School, presented the proposal. The main concern raised by the Committee was the integration of the 'zero emission' focus into the program. The proposers explained that the goal of the program was to thread zero emissions throughout the entire program, focusing on the overall logistics and operational side of the auto world. That focus was not fully apparent to Committee members, and they suggested more explicitly including zero emissions in the program purpose, program learning outcomes, course descriptions and course learning outcomes, in elements related to strategic decision making, procurement, costing, and transportation. Additional changes have been made by the proposers, with discussion ongoing with the CTLR and Curriculum Committee Chair around integrating this focus in the program purpose and learning outcomes.

The department also agreed to move the program launch date to September 2026, from May 2026, on the advice of the Registrar's Office and International Education.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the renamed new Automotive Logistics and Service Operations – Zero Emission Diploma, three new course outlines and revisions to six course outlines; and recommend the Board of Governors approve the program name change.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 27, 2025

Program Change Request

New Program Proposal

Date Submitted: 02/19/25 11:54 am

Viewing: **Automotive Logistics and Service Operations - Zero Emission Diploma**

Last edit: 04/01/25 3:22 pm

Changes proposed by: bgriffiths

Program Name:
Automotive Logistics and Service Operations - Zero Emission Diploma

Credential Level:	Diploma
Effective Date:	September 2026
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Trades, Technology & Design
Department	Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	7057

In Workflow

1. **4361 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 02/19/25 12:05 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:11 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Program Content Guide

Purpose

This program prepares individuals to manage and coordinate all logistical functions in a parts and warehousing environment, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivering inventory, with specific focus on components for zero emissions vehicles. Additionally, students learn the knowledge and skills to work effectively as automotive service advisors or automotive parts persons. Special attention is paid to advanced technology in the automotive field such as zero emissions vehicles and advanced driver assist systems. Graduates will also have a strong foundation of knowledge to prepare for future management roles within the industry.

Admission Requirements

Grade 12 graduation, or equivalent
Composition 12 with a minimum 'C-' grade, or equivalent
Workplace Math 10 with a minimum 'C-' grade, or equivalent
Department Assessment: If you are unable to provide either of the above, you can contact the Department Head to make an appointment for a department assessment.

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 is available for all courses in the program, up to a maximum of 6 credits per term.
Methods of PLAR vary by course, and may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.
See Prior Learning Assessment and Recognition policy for more information.
*International Students requesting PLAR, please contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

Program Duration & Maximum Time for Completion

This program is two years of full-time study. The maximum time to complete the program is 5 years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Use parts catalogs and inventory systems to identify, locate, and manage automotive parts and stock levels across the supply chain.
PLO #2	Plan and coordinate comprehensive logistics operations including the purchasing, receiving, storing, tracking, and distributing of automotive parts while implementing efficient supply chain strategies and

	Upon successful completion of this program, graduates will be able to:
	inventory control systems for both conventional and zero emissions vehicle components.
PLO #3	Apply basic supply chain procedures to source and stock parts for both traditional and modern vehicle systems, including electric, hydrogen fuel cell, and other zero emissions vehicles, ADAS systems, and connected vehicle platforms.
PLO #4	Support automotive operations by applying basic management, teamwork skills, and problem-solving skills in parts and service departments.
PLO #5	Implement inventory and warehouse management systems by utilizing industry-specific software to control stock levels, manage material handling, and optimize storage solutions for automotive components, with consideration for the unique storage requirements of zero emissions vehicle parts.
PLO #6	Deliver professional service advising by accurately diagnosing customer concerns, recommending maintenance schedules, and providing detailed estimates while maintaining high customer satisfaction.
PLO #7	Coordinate transportation and distribution networks by managing shipping, receiving, and logistics operations to ensure efficient movement of automotive parts from manufacturers to end users.
PLO #8	Apply financial management principles to parts operations by analyzing costs, managing budgets, and optimizing resource allocation across the automotive supply chain network.
PLO #9	Apply effective just-in-time principles to maintain efficient inventory levels in automotive parts operations.
PLO #10	Use industry software and forecasting tools to estimate resource needs for automotive parts operations.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities.

Evaluation of Student Learning

Students are evaluated by both theory and practical evaluations for a combined mark to be assigned for each course.
Theory is evaluated by: Course work and competency tests and final examinations.
Practical is assessed by: rubrics to evaluate the students' performance of their competency, work habits, safety, participation, teamwork, and the ability to follow instructions.
Students must receive a minimum grade point average of 2.00 ('C', 61%) to successfully complete each course, and a minimum cumulative grade point average of 2.00 to graduate.

Recommended Characteristics of Students

Basic computer skills
Good general health and respiratory condition
Physical strength and stamina compatible with the handling of parts and equipment as required by the program
Ability to tolerate noise and vibration
Good manual dexterity
Good hand-eye co-ordination
Good eyesight and normal colour vision

Courses

Plan of Study Grid

Term One		Credits
APSM 1101	Introduction to the Partsperson Trade	3
APSM 1102	Warehousing Tasks and Parts Catalogues	3
APSM 1103	Counter Duties and Basic Vehicle Systems	3
APSM 1104	Introduction to Mechanical Parts	3
APSM 1105	Standard Stock, Lubricant & Shop Supplies	3
	Credits	15
Term Two		
APSM 1201	Catalogues and Engine Components	3
APSM 1202	Engine Support Systems	3
APSM 1203	Canadian Occupational Health & Safety	3
APSM 1204	Automotive Service Systems and Shop Safety	3
APSM 1205	Automotive Workplace	3
	Credits	15
Term Three		
APSM 2101	Emerging Transportation Technologies 1	3
APSM 2102	Introduction to Management	3
APSM 2105	Automotive Operations Management	3
APSM 2107	Automotive Transportation Management	3
APSM 2103	Organizational Performance	3
	Credits	15
Term Four		
APSM 2202	Service Advising	3
APSM 2203	Emerging Transportation Technologies 2	3
APSM 2204	Merchandising & Inventory Management	3
APSM 2206	Automotive Procurement, Contracts & Supply Management	3
APSM 2207	Automotive Supply Chain Finance and Cost Accounting	3
	Credits	15
	Total Credits	60

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.

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49		0.00
S	61 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

Rationale and Consultations

Provide a rationale
for this proposal.

Creating new PCG for renamed Automotive Logistics and Service Operations Diploma (formerly Automotive Parts and Service Management Diploma.

Program name, courses, program learning outcomes and description have been updated to better reflect program alignment with CIP 52.0203 - Logistics, materials, and supply chain management.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Feedback from Francesco implemented into course updates
Registrar's Office	Feedback from Dawn and Les implemented
International Education	Supported changes to align with CIP

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Auto Parts and Service Management Diploma-tracked changes Feb 3 2025.pdf
APST- Feedback and Comments- VCC.xlsx

Marketing Information

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

This program is for: Domestic
International

Course Change Request

Date Submitted: 02/19/25 11:48 am

Viewing: APSM 1102 : Warehousing & Parts

Last approved: 05/08/24 9:06 am

Last edit: 03/18/25 4:51 pm

Changes proposed by: bgriffiths

Programs referencing this course

184: Automotive Parts and Service Management Diploma

231: Automotive Logistics and Service Operations - Zero Emission

Course Name:
Warehousing Tasks and Parts Catalogues

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Feras Ghesen	fghesen@vcc.ca	7788794138
Brett Griffiths	bgriffiths@vcc.ca	604-488-4204

In Workflow

1. **4361 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 02/19/25 12:05 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:11 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 8, 2024 by Darija Rabadzija (drabadzija)

Banner Course Name:	Warehousing & Parts
Subject Code:	APSM - Auto Parts and Service Management
Course Number	1102
Year of Study	1st Year Post-secondary
Credits:	3

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

Course Description:

Students will be introduced to the different kinds of warehouse systems. They will set up a simulated warehouse and stock items based on two types of stocking procedures. Students will become familiar with the many different catalogue systems available and be able to locate accurate part numbers for a variety of applications.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and explain various types of warehouse systems.

	Upon successful completion of this course, students will be able to:
CLO #2	Support the setup and operation of a functional automotive parts warehouse. ~~Apply knowledge to set up a simulated warehouse.~~
CLO #3	Explain and perform different types of stocking procedures.
CLO #4	Utilize various catalogue systems to locate accurate part numbers for a variety of applications.

Instructional Strategies:

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities, simulation

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	5 quizzes worth 5% each
Assignments	30	3 assignments worth 10% each
Midterm Exam	15	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar
Tutorial

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to warehouse systems Setting up a simulated warehouse Types of stocking procedures Catalogue systems for part numbers Application of knowledge in a simulated warehouse setting

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

Parts Technician: First Period: Complete Alberta Package Product: #7850000331

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

Automotive Logistics and Service Operations - Zero Emission

Course Change Request

Date Submitted: 02/19/25 11:49 am

Viewing: APSM 1204 : Service Systems & Shop Safety

Last approved: 05/08/24 9:07 am

Last edit: 03/18/25 4:51 pm

Changes proposed by: bgriffiths

Programs referencing this course

184: Automotive Parts and Service Management Diploma

231: Automotive Logistics and Service Operations - Zero Emission

Course Name:
Automotive Service Systems and Shop Safety

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Feras Ghesen	fghesen@vcc.ca	778-879-4138
Brett Griffiths	bgriffiths@vcc.ca	604-488-4204

In Workflow

1. 4361 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/19/25 12:06 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:11 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:11 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 8, 2024 by Darija Rabadzija (drabadzija)

Banner Course Name:	Service Systems & Shop Safety
Subject Code:	APSM - Auto Parts and Service Management
Course Number	1204
Year of Study	1st Year Post-secondary
Credits:	3

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

Course Description:

Students will learn safe work practices and the required protocol/procedures they must follow in the shop(s) throughout the transportation industry. Topics include the purpose and fundamentals of safe work practices, and the use of personal protection equipment. The course emphasizes incorporating safe practices in the usage of these various pieces of equipment.

Additionally, students will learn the effective operation and function of information technology applicable to business environments in the transportation industry. Students will use software applications to prepare appropriate business communications, schedule service and repair activities, and manage and track merchandise and inventory. Students will also explore financial and accounting software commonly used in the automotive service sector.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain safe work practices and the required protocols/procedures appropriate to automotive industry shop(s).
CLO #2	Explain the purpose and fundamentals of safe work practices and the use of personal protective equipment (PPE) in the workplace.
CLO #3	Incorporate safe work practices in the use of various pieces of equipment in the automotive industry.
CLO #4	Implement quality control measures to ensure the safety and efficiency of the automotive shop. ~~Use information technology applicable to business environments in the automotive industry.~~
CLO #5	Utilize software applications to prepare appropriate business communications, schedule service and repair activities, and manage and track merchandise and inventory.
CLO #6	Use financial and accounting software commonly used in the automotive service sector to manage budgets and finances.

Instructional Strategies:

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	5 quizzes 5% each
Assignments	30	3 assignments 10% each
Midterm Exam	15	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Shop Safety ~~Introduction to safe work practices and protocols/procedures in the automotive industry shop(s) Purpose and fundamentals of safe work practices and personal protective equipment (PPE) Incorporating safe practices in the usage of various equipment in the automotive industry Introduction to information technology applicable to business environments in the automotive industry Introduction to software applications for preparing appropriate business communications, scheduling service and repair activities, and managing and tracking merchandise and inventory Introduction to financial and accounting software commonly used in the automotive service sector to manage budgets and finances.~~
PPE Fundamentals

Course Topics:
Equipment Safety
Automotive IT
Service Software
Financial Systems

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

Automotive Logistics and Service Operations - Zero Emission

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

Course Change Request

Date Submitted: 02/19/25 11:49 am

Viewing: APSM 2102 : Introduction to Management

Last approved: 05/08/24 9:07 am

Last edit: 03/18/25 4:51 pm

Changes proposed by: bgriffiths

Programs referencing this course

184: Automotive Parts and Service Management Diploma

231: Automotive Logistics and Service Operations - Zero Emission

Course Name:
Introduction to Management

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Feras Ghesen	fghesen@vcc.ca	778-879-4138
Brett Griffiths	bgriffiths@vcc.ca	604-488-4204

In Workflow

1. **4361 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 02/19/25 12:07 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:11 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:11 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 8, 2024 by Darija Rabadzija (drabadzija)

Banner Course Name:	Introduction to Management
Subject Code:	APSM - Auto Parts and Service Management
Course Number	2102
Year of Study	2nd Year Post-secondary
Credits:	3

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

Course Description:

This course involves detailed study of management principles, concepts, and techniques. Students will examine applications and problems from actual business cases and focus on management practices that can be applied in a regional, national, or global environment. Special attention will be paid to applications relevant to the automotive industry.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
~~CLO #1~~	~~Explain how modern management evolved~~

	Upon successful completion of this course, students will be able to:
~~CLO #2~~	~~Describe the current dynamic environment of management~~
~~CLO #3~~	~~Explain the spectrum of management from non-profit to entrepreneurial organizations around the world~~
~~CLO #4~~	~~Describe decision-making fundamentals~~
~~CLO #5~~	~~Identify and apply strategic management concepts~~
CLO #1 ~~#6~~	Analyze the evolution of management theory and its application in today's dynamic global environment, from non-profit to entrepreneurial organizations. ~~Discuss the importance of developing organizational objectives~~
CLO #2 ~~#7~~	Apply strategic management concepts to develop and implement organizational objectives through effective decision-making processes. ~~Propose organizational structures for specific businesses~~
CLO #3 ~~#8~~	Design and evaluate organizational structures that align with business needs and strategic goals. ~~Explain the fundamentals of human resources management~~
CLO #4 ~~#9~~	Demonstrate understanding of human resources management principles and their role in organizational success. ~~Explain the requirements of leadership in the workplace~~
CLO #5 ~~#10~~	Evaluate the characteristics of effective leadership and workplace communication strategies that drive organizational performance. ~~Review the importance of communications in the workplace~~
CLO #6 ~~#11~~	Assess approaches to change management and organizational development in contemporary business environments. ~~Discuss the fundamentals of change management~~

Instructional Strategies:

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	10	

Type	Percentage	Brief description of assessment activity
Assignments	30	3 assignments 10% each
Midterm Exam	25	
Final Exam	25	
Participation	10	

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
The Evolution of Management and Foundations of Modern Management
Managing in a Cultural and Ethical Environment
Managing Diverse Employees in a Multicultural Environment
Managing in the Global Environment
The Manager as Decision Maker, Planner and Strategist
Managing Organizational Structure and Culture
Organizational Control and Change
Human Resource Management
Motivation and Performance
Leadership
Managing Effective Groups and Teams
Promoting Effective Communication
Controlling and Building commitment
Managing Conflict, Politics, and Negotiation

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

Automotive Logistics and Service Operations - Zero Emission

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Course Change Request

New Course Proposal

Date Submitted: 02/19/25 11:51 am

Viewing: APSM 2107 : Auto Transportation Management

Last edit: 04/01/25 3:23 pm

Changes proposed by: bgriffiths

Programs referencing this course

231: Automotive Logistics and Service Operations - Zero Emission Diploma

Course Name:
Automotive Transportation Management

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	7057

Banner Course Name: Auto Transportation Management

Subject Code: APSM - Auto Parts and Service Management

Course Number 2107

In Workflow

1. 4361 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/19/25 12:07 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:11 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:11 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

In this course, students will investigate the core principles of transportation and distribution specifically related to automotive parts. They will examine various shipping modes, logistics networks, and support services to understand how automotive components move through the supply chain. Emphasis will be placed on zero-emissions technologies, sustainability practices, cargo security, and emerging disruptive innovations including AI, blockchain, and automation reshaping the future of logistics. Students will also acquire the skills needed to manage the transportation of automotive components, raw materials, and finished goods, both globally and across the diverse regions of Canada. Throughout, the focus remains on strategic decision-making, guiding students to select the safest, most cost-effective, and time-conscious transportation options—or combinations of options—to optimize automotive logistics.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the importance of transportation to the economic vitality of Canada and other countries and regions

	Upon successful completion of this course, students will be able to:
CLO #2	Distinguish between the different types of ships, railroad cars, vehicles, and jets used in transportation, and explore the criteria for selecting each
CLO #3	Compare the efficiencies of diverse transportation modes (rail, road, air, water, and pipeline) along with the requisite procedures and documentation for each
CLO #4	Examine how transportation, including zero-emissions vehicles, affects the price of goods, services, and market areas
CLO #5	Examine the importance of transportation to globalization and global supply chains and how zero-emissions vehicles and traditional transport methods contribute to the effective flow of commerce among close and distant regions
CLO #6	Recognize the important role of equipment technology, particularly zero emissions vehicle advancements, in transportation sustainability, safety, and cargo security
CLO #7	Identify disruptive technologies, including AI, blockchain, automation, and zero emissions vehicle innovations, that will drive innovation in transportation services

Instructional Strategies:

Lectures, case studies, groupwork.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-20	
Project	10-20	Individual project
Midterm Exam	10-20	
Final Exam	20	
Project	30-40	Group project, including presentation

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Canadian Transportation System; Transportation by Water, Rail, Air, and Pipeline; Small Package Transportation; Intermediate Transportation Agencies; Transportation of Dangerous Goods; Movement, Transportation, and Location; The Demand and Supply for Transportation; Transportation and Government Policy; International Economics, Policy, and Trade; Transportation and Environment; Regulatory Compliance;

Course Topics:
Transportation Claims; Contracts of Carriage

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

Automotive Logistics and Service Operations - Zero Emission

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective Date

Course Change Request

Date Submitted: 02/19/25 11:50 am

Viewing: APSM 2202 : Service Advising

Last approved: 05/08/24 9:07 am

Last edit: 03/18/25 4:51 pm

Changes proposed by: bgriffiths

Programs referencing this course

184: Automotive Parts and Service Management Diploma

231: Automotive Logistics and Service Operations - Zero Emission

Course Name:
Service Advising

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Feras Ghesen	fghesen@vcc.ca	778-879-4138
Brett Griffiths	bgriffiths@vcc.ca	604-488-4204

In Workflow

1. **4361 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 02/19/25 12:08 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:11 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:11 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 8, 2024 by Darija Rabadzija (drabadzija)

Banner Course Name:	Service Advising
Subject Code:	APSM - Auto Parts and Service Management
Course Number	2202
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 apply business communication and leadership and management principles and techniques to the operations of a simulated automotive service business environment. Students build on their learning by practicing their human resources, sales, and customer relations skills within an industry context

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use shop management systems to manage workflow, including parts ordering, financial transactions, and customer communication

	Upon successful completion of this course, students will be able to:
CLO #2	Process and code repair work for reimbursement
CLO #3	Explain results of a vehicle inspection
CLO #4	Provide advice regarding preventative maintenance
CLO #5	Demonstrate conflict resolution strategies to effectively manage disputes between customers and service staff. ~~Demonstrate conflict resolution strategies~~
CLO #6	Interview customer to accurately represent their concerns to technicians

Instructional Strategies:

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	5 quizzes; 5% each
Assignments	30	3 assignments; 10% each
Midterm Exam	15	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Repair orders
Fleet management and payment systems
Preventative maintenance
Communication skills
Labour coding
Workflow

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

Rezin, A. A. (2009). Automotive Service Management: Principles into Practice. Pearson CourseSmart Archive. https://bookshelf.vitalsource.com/books/9780136039716

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

Date Submitted: 02/19/25 11:50 am

Viewing: APSM 2203 : Emerging Transportation Tech 2

Last approved: 05/08/24 9:07 am

Last edit: 03/18/25 4:51 pm

Changes proposed by: bgriffiths

Programs referencing this course

184: Automotive Parts and Service Management Diploma

231: Automotive Logistics and Service Operations - Zero Emission

Course Name:
Emerging Transportation Technologies 2

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Feras Ghesen	fghesen@vcc.ca	778-879-4138
Brett Griffiths	bgriffiths@vcc.ca	604-488-4204

In Workflow

1. **4361 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 02/19/25 12:08 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:11 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:11 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 8, 2024 by Darija Rabadzija (drabadzija)

Banner Course Name:	Emerging Transportation Tech 2
Subject Code:	APSM - Auto Parts and Service Management
Course Number	2203
Year of Study	2nd Year Post-secondary
Credits:	3

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

Course Description:

This course introduces students to the emerging technologies within the automotive sector. Students will examine advancements in all systems across the four major areas of technology, efficiency, quality design, and safety. These advancements may include systems such as critical warning signal windshield displays; new engine and transmission design; and hybrid, electric, and hydrogen fuel cell vehicles. The course will also explore advancements in transportation technologies, including integrating GPS technology; integrating modular telematics; BUS networking; and electric, semi-autonomous, and autonomous machines.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the function and operation of critical warning systems
CLO #2	Compare and contrast new engine and transmission designs
CLO #3	Explain the function and operation of hybrid electric, electric, and hydrogen fuel cell vehicles
CLO #4	Explain the function and operation of autonomous and semi-autonomous vehicles.
CLO #5	Explain the function and operation of connected vehicles
CLO #6	Discuss the environmental impact of emerging vehicle technologies.

Instructional Strategies:

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade: C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	5 quizzes 5% each
Assignments	30	3 assignments 10% each
Midterm Exam	15	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Critical warning systems
New engine designs
New transmission designs
Zero emission vehicles
Autonomous and semi-autonomous vehicles
Wireless connected vehicles

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: 02/19/25 11:51 am

Viewing: APSM 2204 : Merchandising & Inventory Mgt

Last approved: 05/08/24 9:07 am

Last edit: 03/18/25 4:51 pm

Changes proposed by: bgriffiths

Programs referencing this course

184: Automotive Parts and Service Management Diploma

231: Automotive Logistics and Service Operations - Zero Emission

Course Name:
Merchandising & Inventory Management

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Feras Ghesen	fghesen@vcc.ca	778-879-4138
Brett Griffiths	bgriffiths@vcc.ca	604-488-4204

In Workflow

1. **4361 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 02/19/25 12:09 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:11 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:11 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 8, 2024 by Darija Rabadzija (drabadzija)

Banner Course Name:	Merchandising & Inventory Mgt
Subject Code:	APSM - Auto Parts and Service Management
Course Number	2204
Year of Study	2nd Year Post-secondary
Credits:	3

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

Course Description:

This course builds on the courses in the first year of this program. Focus is on parts organization and structure processes in the automotive service industry and beyond. Students will learn inventory control procedures, warehouse storage procedures, and shipping, receiving, and distribution procedures. Students will practice checking and recording inventory and will use computerized inventory control systems. Students will learn to interpret reports issued for computerized control.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Utilize advanced inventory management software to streamline inventory tracking, forecasting, and replenishment processes.
CLO #2	Implement LEAN inventory principles to maintain optimal stock levels and improve efficiency in inventory management. ~~Implement LEAN inventory principles~~
CLO #3	Conduct data-driven inventory analysis to identify trends, optimize stock levels, and improve overall inventory efficiency. ~~Conduct data-driven inventory analysis~~
CLO #4	Develop strategic supplier relationships to ensure a reliable supply chain and enhance inventory management practices. ~~Develop strategic supplier relationships~~
CLO #5	Design targeted merchandising strategies to align inventory with customer demand, maximize sales, and reduce excess stock. ~~Design targeted merchandising strategies~~

Instructional Strategies:

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	5 quizzes 5% each
Assignments	30	3 assignments 10% each
Midterm Exam	15	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Catalogs
Trade abbreviations
Serial numbers
Product location
Inventory procedures
Inventory control systems
Forms and tags
Bar codes
Record systems
Record entry

Course Topics:
Stock classification
Turn over analysis
Inventory management
Pricing structure
Merchandising
Parts department efficiency

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

Automotive Logistics and Service Operations - Zero Emission

Provide

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 02/19/25 11:52 am

Viewing: APSM 2206 : Procure, Contract, Supply Mgmt

Last edit: 04/01/25 3:25 pm

Changes proposed by: bgriffiths

Programs referencing this course

231: Automotive Logistics and Service Operations - Zero Emission Diploma

Course Name:
Automotive Procurement, Contracts & Supply Management

Effective Date: May 2026

School/Centre: Trades, Technology & Design

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	7057

Banner Course Name: Procure, Contract, Supply Mgmt

Subject Code: APSM - Auto Parts and Service Management

Course Number 2206

In Workflow

1. 4361 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/19/25 12:10 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:12 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:11 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

In this course, students will explore the nuances of procurement, contracts, and supply management, specifically within the automotive parts industry. Emphasis will be placed on strategic sourcing decisions, recognizing the often-overlooked costs of outsourcing, evaluating centralized versus decentralized purchasing approaches, and making tactical supply chain choices. Students will also learn advanced supplier selection methods, including how to implement Vendor-Managed Inventory (VMI) systems, zero-emissions transportation alternatives, and leverage technology solutions pertinent to automotive components. In addition, they will develop expertise in acceptance sampling plans and negotiation strategies, while staying attuned to the legal, ethical, and sustainable considerations critical to contemporary automotive parts procurement.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss procurement planning, sourcing, and contract management.
CLO #2	Explain the core concepts and significance of Procurement and Supply Management, incorporating the legal, ethical, and sustainable aspects

	Upon successful completion of this course, students will be able to:
CLO #3	Analyze and optimize sourcing decisions within supply chains, considering benefits and drawbacks, including VMI implementation strategies and zero-emissions transportation alternatives
CLO #4	Design and implement sourcing portfolios, considering the hidden costs of outsourcing and the application of VMI technologies
CLO #5	Evaluate centralized and decentralized purchasing models, applying strategic and tactical decision-making, integrating VMI benefits and technology considerations
CLO #6	Implement supplier selection methods such as Weighted Factor and Analytic Hierarchy Process (AHP)
CLO #7	Assess acceptance sampling plans, including single and multiple plans in line with Military Standard 105E, ensuring efficient procurement quality control strategies
CLO #8	Develop negotiation and auction management skills in procurement, considering the legal, ethical, and sustainability aspects integral to procurement practices

Instructional Strategies:

Lectures, groupwork, case studies.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	
Final Exam	30	
Assignments	20	Individual and group assignments
Quizzes/Tests	20	Two or more quizzes
Participation	10	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to Procurement and Purchasing Management
Strategic Sourcing and Supplier Selection
Supplier Relationship Management
Contract Management and Negotiation
Ethical and Sustainable Procurement Practices
Procurement and Supply Chains within, to, and from Indigenous businesses
E-Procurement and Technology in Purchasing
Supplier Performance Measurement and Evaluation

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

Course Change Request

New Course Proposal

Date Submitted: 02/19/25 11:52 am

Viewing: APSM 2207 : Supply Chain Finance & Account

Last edit: 04/01/25 3:26 pm

Changes proposed by: bgriffiths

Programs referencing this course

231: Automotive Logistics and Service Operations - Zero Emission Diploma

Course Name:
Automotive Supply Chain Finance and Cost Accounting

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Parts and Service Management (4361)

Contact(s)

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	7057

Banner Course Name: Supply Chain Finance & Account

Subject Code: APSM - Auto Parts and Service Management

Course Number 2207

In Workflow

1. 4361 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/19/25 12:10 pm Cateno Vassallo (cvassallo): Approved for 4361 Leader
2. 02/19/25 12:12 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 04/01/25 5:11 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

In this course students will be introduced to the multiple financial concepts which are critical to supply chain management. Firstly, students will learn about different cost accounting items such as labour, material, and overhead costs. Students will then examine job cost and service statements, as well as cost accounting systems. The course will incorporate considerations for zero-emissions vehicles in supply chain operations, including cost-benefit analyses, investment evaluation, and financial impacts of sustainable transportation solutions. In the second half of the course, students will learn about the various financial concepts and principles that relate to supply chains, including working capital management, cash flow optimization, trade credit and payment terms, factoring and invoice discounting. Special attention will be given to financial frameworks that support the transition to zero-emissions fleets and the long-term financial viability of sustainable supply chain practices.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Methods of assessment may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain supply chain financial concepts and principles.
CLO #2	Analyze supplier financial data as part of the pre-purchase order/contract award stage.

	Upon successful completion of this course, students will be able to:
CLO #3	Account for material costs by completing pro forma stock control documentation relating to the movement of materials into a business, within a business, and from a business, including considerations for zero-emissions transportation and storage.
CLO #4	List the procedures for recording labour costs and describe the documentation required, including tracking of zero-emissions initiatives in operational activities.
CLO #5	Describe the apportionment and allocation of overhead costs, including those associated with zero-emissions infrastructure and compliance.
CLO #6	Explain how job cost statements and service cost statements are produced for products, incorporating zero-emissions factors in the production process.
CLO #7	Record transactions in a cost accounting system using either an interlocking or integrated cost accounting system, with appropriate tracking of zero-emissions investments and operational costs.
CLO #8	Describe the following concepts as they apply to supply chain management: working capital management, cash flow optimization, trade credit and payment terms, factoring and invoice discounting, and financial implications of zero-emissions technology adoption.

Instructional Strategies:

Lectures, groupwork, case studies, problem solving.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Supply chain finance project
Attendance	10	
Assignments	30	A number of assignments related to cost accounting
Midterm Exam	15	
Final Exam	25	

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture

Hours in Category 1: 45

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to Supply Chain Financial Management and Analysis Costing Methods and Financial Ratios Labour costs and documentation Material costs Overhead costs Job cost and service cost statements Cost accounting systems Working Capital Management (Overview of working capital and its components, Strategies for optimizing working capital within the supply chain, The relationship between working capital and supply chain efficiency) Cash Flow Optimization (Understanding the flow of funds within the supply chain, Techniques to enhance cash

Course Topics:
flow, Managing payment cycles) Trade Credit and Payment Terms (Exploring trade credit terms, Negotiating and managing trade credit terms, Balancing supplier and buyer needs, Early payment discounts and their implications) Factoring and Invoice Discounting (Factoring and invoice discounting, Benefits and risks associated with invoice financing)

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

Automotive Logistics and Service Operations - Zero Emission

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

2025/26 CD Fund Proposals

#	Proposals submitted	Project Lead	Amount Approved
	HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS		
1	IT Project Management Course Development	A. Sellwood	$ 27,000
2	Culinary Arts Renewal Program Action Plan	Y. Sukic	$ 54,000
3	Development of Year 2 Global Supply Chain Management courses	A. Sellwood	$ 20,000
4	Hospitality & Food Service System Management Diploma revisions	M. Tunnah/B. Mand	$ 6,000
5	Administrative Professional Program Renewal		$ 5,000
			$ 112,000
	CONTINUING STUDIES		
6	Fashion Merchandising	S. Murray	$ 16,500
7	Summer Camps	A. Korens/H. Saxby	$ 6,000
8	Online Learning Supports for Practicum	A. Korens/E. Bach	$ 7,500
9	Medical Device Reprocessing Technician - Program Renewal		$ 5,000
			$ 35,000
	ARTS & SCIENCES		
10	Retail & Service Careers Post Program Renewal CD	B. Beeching/L. Deacon	$ 10,000
11	Associate of Arts Degree in Psychology - Course Development & Planning	J. Loveday	$ 10,000
12	Associate of Science (Data Science) - Course Development	N. Mandryk	$ 9,000
13	Course Development (EVSC 2010, BIOL 2105, BIOL 2204)	N. Tohidi	$ 13,500
14	Music 4 Year Program with 2 Year Exit & Program Revisions	E. Logan	$ 20,000
15	Developing a New Course: Chemistry for Engineering	N. Tohidi	$ 4,500
16	CCA Intermediate & Advanced Developmental Math 10	A. Woods	$ 3,000
17	ECCE Curriculum Update & Revision	D. Wilson/O. Chaye	$ 10,000
18	Visually Impaired	J. Corbett	$ 5,000
19	EASD (formerly CACE) Career Awareness & Food Services Program Renewals		$ 10,000
			$ 95,000
	TRADES, TECHNOLOGY & DESIGN		
20	Graphic Design Program Renewal - Transition to a 60 Credit Diploma	S. Albert	$ 19,000

2025/26 CD Fund Proposals

#	Proposals submitted	Project Lead	Amount Approved
21	Esthetics & Spa Therapy Certification Alignment with SQA	P. McDonald	$ 27,500
22	APSM Course Content Development	C. Vassallo	$ 33,500
23	International Automotive Service Tech Diploma Program	G. Mui	$ 20,000
24	AST Tuner Course	K. Merkt	$ 5,000
			$ 105,000
	SCHOOL OF HEALTH SCIENCES		
25	Pharmacy Tech Program Curriculum Revision for Accreditation	J. Vo	$ 28,000
26	Integrating New Clinical Software Program to Update DH	J. Macdonald	$ 8,000
27	OPTA Program Curriculum Update	C. Kimoto	$ 12,000
			$ 48,000
	CENTRE FOR EDUCATIONAL EXCELLENCE		
28	PIDP (Provincial Instructor Diploma) Program Renewal		**$ 5,000**
			$ 5,000
	Grand Total		**$400,000.00**

PROGRAM RENEWAL

Final Report

Music Diploma and Bachelor of Applied Music

Submitted to

David Wells, Vice President Academic, Students & Research
Todd Rowlatt, Chair, Education Quality Committee
Natasha Mandryk, Chair, Education Council

Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5

On February 24, 2025

By

Fionna Chong, Music Renewal Chair
Emily Logan, Department Leader
Deirdre Morgan, Assistant Department Leader
Bernie Arai, Instructor
Jennifer Kelly, Associate Director, School of Arts & Sciences
Shirley Lew, Dean, School of Arts & Sciences

Table of Contents

1 Executive Summary

The Music programs at VCC have existed for about 50 years, starting with a 2-year diploma in 1975. The Music Department was originally at the old King Edward School before moving to the library at Langara, followed by the Cambie and 8th campus and finally the VCC Broadway campus. Discussions about a possible degree began in the 80's. Slowly, the department started including some third-year courses into the program for students to take post-graduation. Colleges started being able to grant degrees in the 90's with VCC Music jumping on board. Serious work was done on a Bachelor of Applied Music degree between 1997-2003, with the degree passing DQAB in 2005/2006.

The current program structure is a 2+2 model. Students must complete the 2-year (60 credit) Music Diploma before entering the Bachelor of Applied Music program, which spans another 2-years (68-70 credits). For students not quite meeting entrance requirements for the diploma, the department has an 8-month (18 credit) Preparatory Certificate in Music. The programs currently stand alone, with students needing to fully complete one before proceeding to the other.

More and more graduates are choosing to pursue graduate studies and are being accepted by top universities including University of Toronto, University of Ottawa, University of Victoria, University of Manitoba, California State University, as well as others. From time to time, there is question about our 2+2 model, with students being left in limbo while a graduate program evaluates the content of our 2 programs to ensure equivalency. So far, all cases have had positive resolutions, but the 2+2 model is a bit unusual and is causing some confusion.

VCC Music actively participates in the BC Post Secondary Music Forum (BCPSMF), attending yearly articulation meetings and exchanging program and curriculum information with other post-secondary music schools.

The self-study was conducted in accordance with VCC's Program Review and Renewal Policy and Procedures and involved data collection from several sources such as departmental records, institutional data, annual program reviews, Program Advisory Committee meeting minutes and surveys. The Music Renewal Steering Committee discussed and analyzed the data in relation to the following six key performance indicators:

1. Curriculum and Instruction
2. Student Outcomes
3. Program Planning and Administration
4. Faculty and Staff
5. Program and Student Support Services
6. Learning Environment (Physical and Online)

Thirty-three (34) recommendations were generated based on the analysis of the data and guiding questions laid out in each of the six key performance indicators. Key recommendations from the self-study included:

- Create transfer agreements with other institutions, including block transfer agreements.
- Consider a 4-year program with a 2-year exit to allow for greater ease when students enter grad school. Consider if two separate paths are needed for this or if it can be done in one pathway.
- Create alignment between admission requirements and first year core classes, as well as alignment between the Preparatory Certificate and first year core classes.
- Create better alignment between first year core classes and second year core classes.
- Consider decreasing non-music or spreading out non-music electives over 4 years.
- Liaise with other departments who have an active social media presence to develop a workable model for our department.
- Develop a policy around determining the most effective mode of delivery for courses.
- Work with Disabilities Services to get funding for better implementation of accessibility in our courses and to establish more principles of Universal Design for Learning.
- Revisit the budget to work to reduce overall loss in the programs.
- Look into hiring areas and work to clarify the distinction and skills required.
- Increase awareness of the PIDP program and the PD funds available for faculty.
- Develop a new workload profile that aligns with other institutions.
- Add one larger classroom to our space.
- Explore expanding the MAC computer lab.
- Explore the possibility of a performance simulation lab.

The External Review Team (ERT) met on October 25th, 2024, to review the self-study report and conduct a site visit. The ERT submitted its report on December 16th, 2024, which includes a validation of the self-study methodology and outcomes, as well as a list of suggested improvements aligned with the ERT's perspective of urgency and prioritization.

The steering committee met to review and discuss the self-study and external review reports and prioritize recommendations for the curriculum development and departmental planning work resulting from this program renewal. A separate action plan, submitted alongside this final report, presents the key initiatives based on the prioritized recommendations at this end of this final summary report.

2 Self-Study Report Summary

2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report. The external review team received the self-study report on October 4th, 2024.

2.2 Program Strengths

Throughout the self-study process, the following strengths of both credentials were identified:

Music Diploma

- Innovative Curriculum Design - the program offers a fresh approach to music education by moving beyond the traditional western canon, integrating contemporary technology, and balancing theoretical knowledge with practical career preparation.
- Performance-Focused Learning - students benefit from extensive performance training through structured performance techniques courses, diverse ensemble experiences, and hands-on exposure to modern audio-visual technology.
- Strong Student Outcomes - the program maintains excellent completion rates while successfully preparing graduates for employment in teaching and performance, as well as continued education in degree programs.
- Accessibility and Value - competitive tuition rates, flexible prior learning assessment options, and a central urban location make the program accessible to a diverse student population.
- Diverse Learning Environment -the program creates a rich learning experience through team-taught courses, integration of various musical traditions, and emphasis on practical musicianship skills.

Bachelor of Applied Music

- Applied Focus and Flexibility -the program successfully balances practical skills with academic rigor, allowing students to shape their education while maintaining high professional standards.
- Academic Excellence - with nearly perfect completion rates and a strong record of graduates entering prestigious graduate programs, the degree demonstrates exceptional academic quality.
- Professional Development - the program preps career-ready graduates through its practicum component, industry connections, and comprehensive career preparation curriculum.

- Performance Training - students develop advanced performance skills through a progressive recital program, ongoing ensemble participation, and diverse performance opportunities.
- Progressive Curriculum - the program stays current with contemporary musical discourse by incorporating Indigenous perspectives, contemporary musical developments, and research-based performance practices.

2.3 KPI 1: Curriculum and Instruction

The analysis of curriculum and instruction drew from faculty surveys, alumni feedback, and program documentation, revealing both programmatic strengths and areas for development. The Music Diploma (60 credits) and Bachelor of Applied Music (68-70 credits) programs demonstrate distinctive characteristics in their approach to music education. The diploma program has evolved to offer a broader musical perspective through its Music in Context courses, moving beyond traditional western music canon to expose students to diverse styles and genres. The degree program emphasizes applied skills through a combination of performance requirements, academic coursework, and a practical component. Both programs show strong integration of technology and career preparation, with courses in music technology, social media, and career development. The self-study identified that while the programs are meeting many of their learning outcomes, there are challenges with the current 2+2 model, particularly for students pursuing graduate studies. The curriculum review also highlighted the need for better alignment between admission requirements and first-year courses, as well as improved implementation of Universal Design for Learning principles. Faculty responses indicated varied approaches to experiential learning and course delivery methods, suggesting a need for more standardized practices in these areas.

2.4 KPI 2: Student Outcomes

Student outcomes analysis drew from institutional research data, alumni surveys, and course completion statistics to provide a picture of student success and challenges. The data revealed complex patterns in student progression and achievement, with notably different preparation levels between diploma and degree programs. While degree-level students showed stronger preparation (with 55% of faculty agreeing students were well-prepared), only 50% of faculty felt students were adequately prepared for the diploma program. Course completion rates remained high across both programs (94-97% for diploma, 99-100% for degree), but significant attrition between first and second semesters was noted, particularly in core courses like MUSC 1301 (88% completion) and MUSC 1305 (83% completion). The alumni survey demonstrated diverse career outcomes, with graduates working in teaching (50%), performance (44%), and various other music-related fields. The analysis also highlighted increasing use of Prior Learning Assessment and Recognition (PLAR), particularly in technology-related courses, indicating a need for flexible assessment options. A notable challenge emerged regarding the concentration of non-

music electives in the final year of the degree program, which affected student engagement with the department.

2.5 KPI 3: Program Planning and Administration

Overall, the financial data revealed significant challenges, particularly in the diploma program, which exceeded its budgeted loss by $431,619 in the 2023/2024 fiscal year. While the degree program showed better financial performance, the overall financial sustainability of the programs requires attention. Marketing and recruitment strategies currently include regular info sessions, participation in industry events, and partnerships with organizations like Coastal Jazz, but lack a strong social media presence. The self-study identified that the current manual registration system creates unnecessary administrative burden and potential for error, with too much responsibility placed on instructors for course advisement. The department's urban location provides strategic advantages for recruitment and community partnerships, but these opportunities are not fully leveraged. The analysis also revealed a need for formal policies regarding course delivery modes and better alignment with institutional strategic goals.

2.6 KPI 4: Faculty and Staff

Departmental records, faculty surveys, and workload documentation showed a complex staffing structure unique to music education. The department maintains 30 faculty members (9 regularized and 21 term faculty) supporting both credentials, reflecting the need for specialized instruction across multiple musical disciplines. The current workload calculation system, based on historical multipliers, lacks standardization and creates confusion about FTE calculations and contract terms. While faculty members demonstrate high levels of professional engagement and recognition in the music community, the self-study identified challenges in establishing clear area hiring criteria, particularly for music technology instruction. Professional development participation varies among faculty, with some engaging in the PIDP program and conference attendance, but awareness of available opportunities remains limited. The analysis also highlighted the need for better alignment of workload profiles with other institutions and clearer distinction between regular and term faculty responsibilities.

2.7 KPI 5: Program and Student Support Services

The department maintains an established relationship with Disabilities Services and regular communication with support departments and identified opportunities for better integration with college-wide resources. The department's student orientation process includes presentations from multiple support services, providing initial exposure to available resources. However, the Learning Center remains underutilized, with faculty not consistently using referral forms or actively promoting these services. The self-study identified a need for better implementation of accessibility measures and increased in-house support for students to reduce reliance on Disabilities Services. Communication

with International Education requires improvement, particularly regarding academic structure and progression policies.

2.8 KPI 6: Learning Environment

The department currently operates with 2 small-size classrooms, 3 rehearsal rooms, a piano lab, a computer lab, an auditorium, and 15 practice modules. Recent upgrades to the auditorium, including live streaming equipment and improved lighting, have enhanced performance capabilities. However, space constraints are becoming critical as programs grow, with the computer lab's limited capacity (9 stations) requiring multiple course sections. The piano inventory shows aging instruments requiring maintenance or replacement, and practice room availability is increasingly limited. The self-study identified the need for a recording studio and performance simulation lab to maintain program competitiveness. The analysis also highlighted the importance of developing a comprehensive equipment replacement schedule and exploring online booking systems for practice spaces to improve resource utilization.

2.9 Self-Study Recommendations

KPI	Recommendations
Curriculum and Instruction	• Add a learning outcome to both programs that relates to educational practices through multiple modes of delivery. Research curriculum models and implement education/pedagogy related course(s). • Add a learning outcome to the diploma about technology and production and remove this from the degree-level learning outcomes. • Consider adding curriculum relating to musician health and wellness into the curriculum. • Revisit the learning outcomes and the course content of career opportunities suite, including Career Opportunities, Advanced Career Opportunities, Social Media for Musicians, and Practicum. • Create transfer agreements with other institutions, including block transfer agreements. • Exploring OER's and exploring methods of implementing these department wide. • Review departmental attendance policies and work towards alignment towards alignment with college-wide policies. • Implement online self-registration and create info sheets for students and the International Education department. • Consider a 4-year program with a 2-year exit to allow for greater ease when students enter grad school. Consider

	if two separate paths are needed for this or if it can be done in one pathway. • Introduce and train faculty so that more concepts of UDL can be implemented into courses and curriculum.
Student Outcomes	• Create alignment between admission requirements and first year core classes, as well as alignment between the Preparatory Certificate and first year core classes. Explore syllabi from other institutions to gage learning outcomes at the first-year level. • Create better alignment between first year core classes and second year core classes. • Consider and explore options for de-sequencing courses to eliminate pre-requisites. • Evaluating departmental policies to ensure paths for students to continue their studies even if core classes have been failed. • Correct the problem where students are only loosely connected to the department in 4th year because of the large number of non-music electives in year 4. Consider decreasing non-music or spreading out non-music electives over 4 years. • Reducing the credit load of the Practicum, which has very little faculty contact.
Faculty and Staff	• Consider how social media management can be integrated into the department assistant/senior department assistant positions. If that is not possible, investigate the possibility of having a student aide or casual position specifically for social media management. • Liaise with other departments who have an active social media presence to develop a workable model for our department. • Develop a policy around determining the most effective mode of delivery for courses. • Reinforce the existing policies around all modes of delivery to both students and faculty.
Student Support Services	• Work with Disabilities Services to get funding for better implementation of accessibility in our courses and to establish more principles of Universal Design for Learning. • Provide more input to the library so that scores and collections are current and meet the needs of students.

	• Provide more in-house support for students so that Disabilities Services is not needed as often. • Provide a clear picture of our academic structure to International Education with elements to include: progressional policies, graduation requirements, etc.
Program Planning and Administration	• Revisit the budget to work to reduce overall loss in the programs. • Look into hiring areas and work to clarify the distinction and skills required. • Increase awareness of the PIDP program and the PD funds available for faculty. • Develop a new workload profile that aligns with other institutions.
Learning Environment	• Add one larger classroom to our space. • Consider the viability of adding more rehearsal space. • Aim to have a recording studio in the new building. • Create a plan for eventual replacement of pianos. • Explore expanding the MAC computer lab. • Explore the possibility of a performance simulation lab.

3 External Review Report Summary

3.1 Overview

Based upon the review of the self study report and site visit on October 25th, 2024, the ERT, comprising of Jim Palmer from Douglas College, Alexis Luko from University of Victoria and Jodi Proznick from Vancouver Symphony Orchestra, concluded that the Self-Study Report recommendations were credible and constructive, underscoring its comprehensive assessment.

The report identified several program strengths, including:

- VCC holds a distinctive and unique position in the Lower Mainland as the sole degree program that offers a hybrid pedagogical approach that integrates jazz, classical, singer-songwriter, Indigenous, and other musical genres/traditions.
- VCC faculty members are highly recognized in the wider music community; furthermore, faculty are engaged in appropriate faculty development activities, making them effective mentors and collaborators for students.
- VCC's central and urban setting make it an ideal place to welcome musicians and scholars and opens the door to collaborative and practicum opportunities. The

urban setting also positions VCC well for recruitment and revenue-generating activities.

Areas for improvements are listed in the recommendations below.

3.2 Recommendations

Recommendations are listed below according to the KPIs to which they most directly apply. The ERT team has color-coded the recommendations according to their opinion of the urgency/criticality from green (least urgent/critical) to red (most urgent/critical).

KPIs	Recommendations	
KPI1 Curriculum & Instruction	Program Change	Create 4-year BMUS degree program with a 2-year exit option and abandon the 2+2 diploma+degree model
		Move one year of the Preparatory Certificate into the 4-year degree
KPI1 Curriculum & Instruction	Curriculum	De-sequence and restructure core courses to reduce dependencies on prerequisites
		Address workload issues for students by streamlining theory and aural skills courses, ensuring the learning outcomes have clear links to assignments
		Spread electives evenly through the 4 years of the 4-year program
		Cut the creative music improv course and add another course to elective suite with better linkages to program outcomes (e.g. pedagogy course)
		Decrease credit value for the Practicum course and incorporate a clear set of learning outcomes with clear and consistent evaluation rubrics; assign Practicum students equitably amongst Regular Faculty

		Offer fewer ensembles each term; offer certain ensembles in alternate years to maximize enrollment
		Invest more in music composition resourcing. Support composers with score reading opportunities every term
		Implement the use of inquiry projects, flipped classroom methods, directed studies and course work that centers around broader themes.
		Invest more in singer-songwriter resourcing. Add PLOs and expand mentorship opportunities in the curriculum
KPI1 Curriculum & Instruction	Registration and Student Accountability	Adopt an online registration system
		Provide students with training in reading their transcripts and in program mapping
KPI1 Curriculum & Instruction	Learning Outcomes	Rethink the PLOs for the Bachelor of Applied Music
		Create learning outcomes for music technology and singer-songwriting
KPI1 Curriculum & Instruction	Online Teaching	Develop a policy regarding online course delivery guided by pedagogy and learning outcomes
KPI2 Student Outcomes and Career Pathways	Career Outcomes: Post-Graduation Paths	Enhance alumni tracking and career support
		Enhancing coursework in high-demand professions like music education (such as early music education, studio pedagogy, etc.)

KPI2 Student Outcomes and Career Pathways	Student Advancement	Align first-year core classes with the skills assessed during admissions (esp. MUSC 1301 and 1303)
		De-sequence courses to reduce reliance on strict prerequisites (see KPI1 above)
		Introduce early intervention strategies to help students struggling in core classes (tutoring, learning centre, etc.)
KPI2 Student Outcomes and Career Pathways	Shared Recommendations for Both Programs	Implement automated course registration (see KPI1 above).
		Increase contact hours with faculty to increase engagement in their in the final year (see also KPI1, practicum)
		Improving retention efforts, particularly for high-risk courses such as MUSC 1301 and MUSC 1303, which have lower completion rates
		Distribute non-music elective credits more evenly across the four years (see KPI 1: Curriculum)
KPI3 Program Planning and Administration	Ensuring Long-Term Sustainability	Optimize faculty workloads
		Rotate under-subscribed ensembles and courses
		Explore tuition surcharges for specific services, such as lessons (esp. secondary lessons)
		Reevaluate costly extra-curricular events

KPI3 Program Planning and Administration	Maximizing Social Media Potential	Integrate social media management responsibilities into an existing role
KPI3 Program Planning and Administration	Streamlining Course Delivery and Registration	Develop comprehensive policy to evaluate and standardize delivery modes
KPI3 Program Planning and Administration	Clarifying Mission and Vision	Given VCC's strength in fluidly blending genres, it would be advantageous to amplify this defining characteristic
KPI3 Program Planning and Administration	Elevating Marketing and Visibility	Build a dedicated VCC Music webpage with faculty listings that include bios, awards and links to artistic work
KPI3 Program Planning and Administration	Enhancing Facilities and Resources	Implement online practice room booking system
KPI4 Faculty and Staff	Inter-faculty and student collaboration	Foster intentional inter-faculty collaboration to counteract compartmentalized teaching/expertise
		Develop common terminology and expectations across courses to reduce confusion among students
		Incorporate collaboration-focused professional development opportunities (e.g., workshops on pedagogical alignment), especially for team-teaching initiatives and cross-disciplinary faculty dialogue

KPI4 Faculty and Staff	Area hiring criteria (AHCs)	Define and implement clear AHC for Music Technology faculty
		Align hiring standards with those of peer institutions to improve workload allocation and faculty regularization
		Broaden AHCs to include credentials like PIDP, Master's, DMA, or PhD equivalents for diploma-level instruction
		Prioritize hiring practices that address workload disparities (e.g., balancing regular vs. contract faculty)
KPI4 Faculty and Staff	Professional development (PD)	Enhance internal PD opportunities for faculty, particularly in teaching methods and new technologies
		Provide funding and resources to support PD participation
		Promote training on Universal Design for Learning (UDL) to improve inclusivity in teaching
		Facilitate workshops on AI integration (esp. course outlines/syllabi)
KPI4 Faculty and Staff	Faculty workload	Standardize workload allocation practices to ensure fairness and transparency
		Discuss, list, and address inequities in service expectations between regular and contract faculty
		Develop a workload profile that aligns with industry benchmarks and other institutions

		Adjust FTE calculations to improve the equitability of teaching and administrative duties
KPI4 Faculty and Staff	Course Outlines and pedagogical principles	Review and revise course outlines to improve clarity and alignment across programs
		Expect collaboration among faculty on the development of shared pedagogical frameworks
		Integrate consistent terminology and expectations into curriculum planning (See KPI 4 Interfaculty and student collaboration)
		Incorporate feedback from students and faculty to enhance the usability and coherence of course outlines
KPI5 Program & Student Support Services	Student Support Services	Communicate information about Learning Centre resources in a variety of ways so as to reach as many students as possible
		Actively invite the Learning Centre to present Learning Centre Tours and Learning Strategies Workshops in common core music courses in every program year.
KPI5 Program & Student Support Services	Disabilities Services & Universal Design for Learning (UDL)	Incorporate UDL at the course-design stage and integrate UDL practices into department-wide policies.
KPI5 Program & Student Support Services	Library Resources	Assign an instructor in the department the role of Library Liaison to communicate academic and performance resource needs to the library

KPI6 Recommended Changes for Learning Environment	Equipment	Add approximately 6 computer stations to the MAC lab to reduce the number of course sections required for Music Tech classes
		Upgrade the pianos in the piano lab to higher-quality models with realistic touch and sound (e.g., Yamaha Clavinovas)
		Install a teaching console in the piano lab to allow instructors to monitor and interact with individual students effectively
		Purchase 8–11 additional pianos to accommodate standard class sizes and reduce the number of course sections
		Develop a 5–10-year piano replacement schedule and ensure regular professional tuning (1–2 times per term), prioritizing quality over low-cost contracts
		Create a repair/replacement schedule for percussion equipment, with an emphasis on maintaining drum kits
KPI6 Recommended Changes for Learning Environment	Facilities	Add one larger classroom to better accommodate class sizes
		Upgrade existing learning spaces (low ceilings, poor soundproofing, and ventilation) to create a safer and more effective learning environment
		Construct a recording studio equipped with industry-standard technology to support music technology courses (include this in 10-year facilities improvement plan)
		Implement an online booking system for students and staff to reserve spaces efficiently (see KPI3)

4 Self-Study Team Response to External Review Report

4.1 Department Response to External Report

The Steering Committee received the external report on December 16, 2024. The steering committee met on January 6, 2025, to examine and discuss the recommendations. The committee supports most of the recommendations in the external report and found several alignments with the self-study recommendations. In particular, the recommendations to move to a 4-year degree program with a 2-year diploma exit, the de-sequencing and restructuring of core courses to reduce dependencies on pre-requisites, the spreading of electives throughout the 4-year period, the need to re-design how and when ensembles are offered in order to maximize enrolment, the implementation of online self-registration, the development of policy for course delivery modes that are guided by pedagogy and learning outcomes, and the updating of equipment and facilities.

The department held a meeting on January 15, 2025, to respond to the external report. Overall, there was support to the external reviewer findings, and discussions were had surrounding the 2+2 4-year degree model with a 2-year diploma exit, careful examination of pre-requisites regarding the recommendation to de-sequence and restructure core courses, and integration of parts of the Preparatory levels (especially in the 2nd semester) into the degree program. The department noted that a career support office and alumni mentorship will be a big asset, as well as that the enhancing of coursework for high-demand professions like music education will raise graduate standards. Clarification was made for what optimizing workload meant. A comment was made regarding the 2+2 model, that we need to continue marketing the Diploma credential as a 2-year exit point. There was overall support for more inter-faculty collaboration, contextualizing of ERT comments around certain courses as historically being less popular amongst music students, and the integration of social media management into the department.

As well, some recommendations are already in process and will be folded-into/continued as part of annual departmental action planning.

5 Final Comments and Recommendations

The following table include the final recommendations based on the self-study and external review team's findings.

KPI	Final Renewal Recommendations
Curriculum and Instruction	1. Combine the diploma and degree programs into a 4-year program with a 2-year exit to improve retention and progression. 2. Consider if separate pathways for focused study (e.g. academic and vocational) are needed and incorporate electives to align with the paths, if so. 3. De-sequence and restructure core courses to reduce dependencies on pre-requisites.

	4. Replace the Creative Music Improv course with another elective with better linkages to program outcomes (e.g. pedagogy course). 5. Decrease credit value for the Practicum course and incorporate a clear set of learning outcomes with clear and consistent evaluation rubrics; assign Practicum students equitably amongst Regular Faculty. 6. Offer fewer ensembles each term; offer certain ensembles in alternate years to maximize enrollment. 7. Introduce and train faculty so that more concepts of UDL can be implemented into courses and curriculum. 8. Explore OER's for departmental integration. 9. Review departmental attendance policies and work towards alignment with college-wide policies. 10. Add a learning outcome to both programs that relates to educational practices through multiple modes of delivery. Research curriculum models and implement education/pedagogy related course(s). 11. Rethink the PLOs for the degree program. 12. Develop a policy regarding online course delivery guided by pedagogy and learning outcomes. 13. Provide students with training in reading their transcripts and in program mapping. 14. Implement online self-registration and create course planning worksheets for students and the International Education department.
Student Outcomes	15. Align first year core course learning outcomes with the existing admission requirements in response to sector-wide change in Music student readiness. 16. Create alignment between the Preparatory Certificate and first year core classes. Explore syllabi from other institutions to gauge learning outcomes at the first-year level. 17. Create better alignment between first year core classes and second year core classes. 18. Enhance coursework in high-demand professions like music education (such as early music education, studio pedagogy, etc.)
Program Planning and Administration	19. Consider how social media management can be integrated into the department assistant/senior department assistant positions. If that is not possible, investigate the possibility of having a student aide or casual position specifically for social media management. 20. Develop comprehensive policy to evaluate and standardize course delivery modes.

Faculty and Staff	21. Look into hiring areas and work to clarify the distinction and skills required. 22. Standardize workload allocation practices to ensure fairness and transparency for all faculty. 23. Adjust FTE calculations to improve the equitability of teaching and assigned duties. 24. Develop a workload profile that aligns with industry benchmarks and other institutions.
Student Support Services	25. Work with Disabilities Services to get funding for better implementation of accessibility in our courses and to establish more principles of Universal Design for Learning.
Learning Environment	26. Explore expanding the MAC computer lab. 27. Explore the possibility of a performance simulation lab. 28. Develop a 5–10-year piano replacement schedule and ensure regular professional tuning (1–2 times per term), prioritizing quality over low-cost contracts. 29. Install a teaching console in the piano lab to allow instructors to monitor and interact with individual students effectively 30. Add one larger classroom to our space. 31. Consider the viability of adding more rehearsal space. 32. Aim to have a recording studio in the new building.

Music Diploma and Applied Degree Program Renewal
Action Plan Report, February 24, 2025

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan

1	Curriculum Development
	• Combine and restructure the diploma and degree program into a 4-year program with a 2-year exit to improve retention and progression.
	• Align curriculum between levels, existing admission requirements, and student readiness.
	• Enhance coursework in high-demand professions like music education (such as early music education, studio pedagogy, etc.).
		• Multi-year project.
		• 1st year (2025/26):
		  ○ Submit PCG and course outlines to Curriculum Committee in August.
		  ○ Launch in September 2026. If Ministry approval is needed, timeline may be delayed.
		• 2nd year(2026/27):
		  ○ Curriculum alignment/blueprinting
		  ○ Instructional materials
		  ○ Assessment criteria, rubrics, etc.
			• CD Funds for design sprint and release time.
			• Assistance from CTLR
				This project will help us continue to ensure a high level of excellence, while ensuring that we remain relevant.
				
				Student success is a key priority in this project. The program will ensure that student can be successful without delays in their studies and that they receive the skills they need to be
					1st year:
					• Course outlines and PCG completed, and governance approved
					2nd year:
					• Curriculum alignment and material complete

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
				successful in careers.	
2	Instructional Practices and Delivery • Build upon the strength of VCC serving diverse students through greater Indigenization, UDL and OER integration, exposure to diverse musical genres and styles. • Offer more PD opportunities in areas such as UDL implementation and OER integration. • Develop comprehensive policy to evaluate and standardize course delivery modes. • Review departmental attendance policies and work towards alignment with college-wide policies.	• September 2025 – September 2026 • Spring and summer 2026	• CD Funds • Training sessions with Indigenous Education and CTLR	This will ensure that our programming is addressing both decolonization and diversity. Exposing students to a broad range of genres and musical idioms helps to ensure that we are looking beyond just the western, European canon of music and acknowledging students with experience outside of the western canon. Addressing and including aspects of UDL also helps to address the diverse learning	• 2-3 training sessions will have taken place. • Learning is incorporated back into the courses. • Departmental book of policies created.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
				needs of students.	
	Program Administration and Student Experience • Implement online self-registration and create course planning worksheets for students and the International Education department. • Provide students with training in reading their transcripts and in course planning.	• September 2025 – September 2026	• Assistance and advice from the Registrar's Office	This project will address stewardship and student success. Implementing some policies that align with the college will help to eliminate some confusion for students and improve their success. By training students to manage their own program planning, it will reduce the reliance of faculty hours for course advising.	• Self-registration implemented • Following implementation, student training is complete. • Survey sent out for feedback on new process.
3	Marketing • Include faculty list and biographies into departmental website. • Integrate social media management into departmental	• May 2025 – August 2025 • January – September 2026	• Support from marketing • A small budget for social media management	• This will help demonstrated our operational excellence.	• Faculty list has been launched on the website. • Social media management plan has been

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	tasks.				created and implemented.
4	Program Sustainability • Restructure ensemble offerings to maximize enrollment. • Reduce barriers to student progression. • Standardize workload allocation practices.	• March 2025 – August 2025	None	• Stewardship – There will be more optimal use of resources.	• Ensemble rotation • New workload profile consulted and approved. • Continue monitoring student progress via Power BI statistic and annual program review process reporting.
6	Faculty • Look into hiring areas and work to clarify the distinction and skills required.	• AD and PD for spring and summer of 2026 • Spring and summer 2026	• Assistance from CTLR with the creation of some PD training activities.	• Operational stewardship and academic innovation and excellence.	• Updated Area Hiring Criteria.
7	Learning Environment • Develop a 5–10-year piano replacement schedule and ensure regular professional tuning (1–2 times per term), prioritizing quality	• March 2025 – September 2026.	• Capital Funds to purchase more computer lab stations, class	• Keeping our equipment up to date and in good repair helps	• Plan for long-term replacement of pianos • Completed

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan

	over low-cost contracts.
	
	• Existing building space:
	  • Expand MAC computer lab.
	  • Add a larger classroom.
	  • Install a teaching console in the piano lab.
	• New building space:
	  • Explore the addition of a performance simulation lab.
	  • Increase rehearsal space.
	  • Add a recording studio.
		• 2026/2027 Fiscal year
		
		• September 2032
			piano console, and eventual piano replacement	us strive for excellence for our students' learning. It helps our students best prepare for their careers after graduation.
				• It is equally important to make sure we are investing in equipment that will be useful and will be responsible investments. Increasing the piano lab and Mac lab can increase student capacity and reduce the number of
					Capital Request for capital purchases.
					• Opening of VCC Building D with the appropriate space.

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				sections of a class that we need to run.	