Vancouver Community College Education Council
Meeting Agenda
June 10, 2025
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/66470352667

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		M. Ng			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-6**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. Annual Contract Training Update	Info	M. Yue	10 min	✓	**7-9**
	b. Affiliation Agreements	Approval	W. Aroca Aguirre	20 min		
	i. Canadian College				✓	**10-15**
	ii. Cornerstone International Community College of Canada				✓	**16-21**
	iii. ILAC Education Group (ILAC International College & Tamwood College)				✓	**22-28**
	iv. VanWest College				✓	**29-35**
	c. Open Educational Resources (OER) Discussion	Info	M. Young	15 min		
	d. Concept Paper: Refrigeration and Air Conditioning Mechanic Foundation Certificate	Info	B. Griffiths	5 min	✓	**36-51**
	e. EdCo Planning Day	Info	N. Mandryk	2 min		
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. New Courses: ELSK 0580 & ELSK 0780	Approval	T. Rowlatt	5 min	✓	**52-61**

	Topic	Action	Speaker	Time	Attachment	Page
ii.	Program Update: Provincial Instructor Diploma	Approval	T. Rowlatt	2 min	✓	**62-70**
iii.	Program Update: First-year University Transfer Engineering Certificate	Approval	N. Tohidi	5 min	✓	**71-82**
iv.	Program Update: Health Unit Coordinator Certificate	Approval	C. Kimoto, K. Griffiths	5 min	✓	**83-92**
v.	Program Update: IT Project Management Post-Degree Diploma	Approval	A. Sellwood	5 min	✓	**93-159**
vi.	Program Update: Graphic Design Diploma	Approval	T. Rowlatt	5 min	✓	**160-221**
vii.	New Program: UI/UX Design Diploma	Approval	T. Rowlatt	5 min	✓	**222-313**
viii.	New Program: Construction Electrician Foundation Certificate	Approval	B. Griffiths	5 min	✓	**314-361**
ix.	Changing Recommended Characteristics to Program Considerations in Program Content Guides (PCGs)	Approval	T. Rowlatt	5 min	✓	**362-368**
x.	Course Deactivations	Approval	T. Rowlatt	2 min	✓	**369**
xi.	Minor Curriculum Changes	Info	T. Rowlatt	2 min	✓	**370-371**
b.	**Policy Committee**	Info	L. Dannhauer	10 min		
i.	Academic Year (402) – Posted for College Feedback				✓	**372-375**
ii.	Lending and Borrowing College Equipment (416)				✓	**376-385**
c.	**Education Quality Committee**	Info	L. Dannhauer	5 min		
i.	Program Renewal Reports & Action Plans:				✓	
	• Auto Collision & Refinishing					**386-406**
	• Culinary Arts					**407-441**
8.	**CHAIR REPORT**	Info	N. Mandryk	2 min		
	a. EdCo Annual Report 2024				✓	**442-466**
9.	**STUDENT REPORT**	Info	M. Ng	2 min		
10.	**NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		
	EdCo Planning Day: June 17, 2025, 9:00 a.m. – 12 p.m. Next regular meeting: Sep 9, 2025, 3:30–5:30 p.m.					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
May 13, 2025
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

Louise Dannhauer (Vice-Chair)	Emily Simpson	Poorna Karthikeya
Andy Sellwood	Kseniia Osipova	Balachandar
Brianna Higgins	Lisa Beveridge	Shirley Lew
David Kirk	Marcus Ng	Stephanie Callaghan
David Wells	Nafiseh Tohidi	Todd Rowlatt
Dennis Innes		

Regrets

Anik Joy Varghese	Emily Logan	Vivian Munroe
Dave McMullen	Natasha Mandryk (Chair)	

Guests

Adrian Lipsett	Kirsten Hagemoen	Rosie Gosling
Dawn Cunningham Hall	Les Apouchtine	Tanya O'Neill
Feras Ghesen	Marina Santoro	Taryn Thomson
Jessie Williams	Melissa Chirino	Xing Liu
John Demeulemeester	Reza Nezami	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:33 p.m. L. Dannhauer chaired the meeting on behalf of N. Mandryk.

2. ACKNOWLEDGEMENT

- L. Dannhauer acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ətaʔɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the May 13, 2025 agenda as amended. Item 6d) Academic Year was moved to 6b).

Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the April 8, 2025 minutes as presented.

Moved by Dannhauer, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Annual Deans' & Directors' Presentations – Part 5

- Annual updates were presented by J. Williams, Dean of Indigenous Initiatives, and D. Kirk, Dean of Curriculum & Pedagogy. Indigenous Education and Community Engagement (IECE) is increasing staffing, which will create more capacity for initiatives, including the development of an Indigenization framework for the College starting next year.

b) Academic Year 2025/26, 2026/27, 2027/28

> **MOTION:** THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Academic Year 2025/2026, 2026/2027, and 2027/28.
>
> **Moved by D. Wells., Seconded & CARRIED (Unanimously)**

- L. Apouchtine presented the Academic Year dates for the next three years. The short Fall 2026 and Fall 2027 terms, due to the number of statutory holidays and VCC Day, will make it challenging for some areas to schedule their required contact hours and create a tight grade submission deadline.

- Members reiterated concerns raised last year around the reduced instructional days in fall terms. The Registrar's Office consulted with People Services about moving VCC Day to the winter term. However, due to various scheduling constraints and challenges booking the venue, moving VCC Day does not appear feasible.

c) Affiliation Agreements – Annual Update

- D. Wells presented the annual update on affiliation agreements. A contracts and agreements working group has been established. An audit of all agreements is ongoing to ensure they are accurately classified by agreement type and status, and expired agreements are removed from the list.

d) Generative AI – Discussion

- L. Dannhauer opened the conversation on generative GenAI in the context of EdCo's role in academic policy and educational quality.

- Members discussed the importance of providing clear expectations and guidance for students around GenAI use, including in syllabi and assignment instructions. There were concerns around use of AI detectors and related privacy risks. While there are some resources available, such as VCC's [Guidelines for Generative AI in Teaching and Learning](#), a need for more support for faculty and students was identified. The Library & Learning Centre are developing resources, and an AI Community of Practice is launching on June 10.

e) Continuing Studies Non-Credit Course Outlines

- A. Lipsett presented the annual update on non-credit Continuing Studies (CS) course outlines. The number of new non-credit courses was lower than last year, since CS has focused efforts in other areas, including program development and new summer camps. CS is exploring programming in construction-adjacent fields, as well as field school opportunities for fashion students. Micro-credentials are a continuing area of growth, with a focus on meeting industry needs and stackability of offerings.

f) EdCo Planning Day

- EdCo Planning Day will be held on June 17 from 9:00 a.m. to 12 p.m. J. Shin and T. Morgan will attend to provide an update on the Strategic Innovation Plan and academic innovation initiatives.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Sign Language Interpretation Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revisions to the Sign Language Interpretation Diploma program content guide.

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

- T. Rowlatt presented the proposal. Program learning outcomes were reworded to align with VCC's standard format, following the move of the program from Douglas College to VCC. Admission requirements were streamlined by removing the reference letter and letter of intent, reducing barriers for applicants.

ii) Program Update: Computer Systems Technology Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Computer Systems Technology Diploma program, 6 revised and 14 new course outlines, and recommend the Board of Governors approve the new courses and reduction in credits for the diploma.

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

- T. Rowlatt presented revisions to the Computer Systems Technology Diploma, refocusing the program on web and mobile application development and addressing trends in software development. The number of courses and credits was reduced to align the program length with offerings at other institutions. The program structure is changing from 24 courses/76 credits over 5 terms to 20 courses/60 credits over 4 terms. Courses have been re-structured and re-organized while maintaining the core content of the program. Prior learning assessment and recognition (PLAR) options were embedded to make the program more appealing to professionals with industry experience. Curriculum Committee requested minor edits, which were completed.

- VCC has an active articulation agreement with the Canadian College of Technology and Business (CCTB), enabling transfer of students from CCTB's Information Systems Technology Diploma into VCC's CST Diploma program. Due to VCC's curriculum changes, this agreement will need to be updated.

- To avoid delaying the implementation of program updates, Education Council agreed to make an exception to the Program Development and Approval (409) procedures and approve the proposal before the revised agreement has been finalized. The School is aware that the agreement will need to be brought into alignment with the program changes.

iii) New Program: Virtual Environment and Simulation Design Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Virtual Environment and Simulation Design Diploma and 18 new course outlines, and recommend the Board of Governors approve the new credential, creation of 18 courses, and program implementation.

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

- T. Rowlatt presented the proposal for the new Virtual Environment and Simulation Design Diploma. The program consists of 18 courses designed to be taught over 16 months, targeted to both domestic and international students.

- The initial program proposal included three work experience courses. At this stage, however, there are operational challenges to ensuring work placements for students. Based on Curriculum Committee feedback, these courses were re-structured as career development courses. In addition, Grade 12 graduation was removed from the admission requirements, increasing access to the program. Other edits included highlighting the types of roles graduates will be prepared for and including a learning outcome around ethics and cultural impact/representation.

iv) Final Program Approval: Electronics Repair Technology Diploma

MOTION: THAT Education Council provide final approval for the Electronics Repair Technology Diploma program, removing the provisionally approved status.

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

- T. Rowlatt presented the proposal to remove the provisionally approved status from the Electronics Repair Technology Diploma, which launched in January 2021.

- The Provisional Approval of New Programs Committee met several times during the first two years of the program to provide guidance and support to the new department and approve minor curriculum adjustments.

- The first cohort graduated in December 2022. Further curriculum development in the areas of electric vehicles (EV) and clean energy was planned at the time. For this reason, the provisional approval committee remained in place beyond the usual two-year timeframe. The new Clean Energy Technology Diploma was approved in 2024 but will be housed in a separate department.

- The department continues to explore opportunities for new programming but is not bringing forward any proposals at this time.

v) Course Deactivations

MOTION: THAT Education Council recommends the Board of Governors approve deactivating 17 courses that will no longer be taught.

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

b) Policy Committee

- L. Dannhauer reported that the committee is discussing policies up for review. While some policies require only minor updates, three more complex policies were identified as potential priorities for review: Appeal of Final Grade (322); Academic Integrity (325); and Grading, Progression and Withdrawal (411). The plan is to form subcommittees to work on policy revisions.

c) Education Quality Committee

- L. Dannhauer reported that EQC met with the deans in March to discuss themes arising from annual program reviews. The committee will debrief this session at its next meeting and provide a summary report to EdCo.

8. CHAIR REPORT

- L. Dannhauer reported that the effective date of the significantly revised Asian Culinary Arts Certificate was postponed from September 2025 to September 2026.

9. STUDENT REPORT

- M. Ng reported on Welcome Day events hosted by SUVCC.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on June 10, 2025, 3:30–5:30 p.m.
- EdCo Planning Day will take place on June 17, 2025, 9:00 a.m.–12 p.m.
- The meeting was adjourned at 5:03 p.m.

Louise Dannhauer
Vice-Chair, VCC Education Council

2024 - 2025

Education Service Contracts Update

Contracts are extensions of VCC's educational activities. They are often:

- Diverse in purpose and design, used to support innovative activities such as piloting new training methods, developing new curriculum, or conducting research.
- Funded by a variety of funding sources beyond base funding.
- Access-focused, expanding education to those facing barriers to traditional education.

New Contracts

34 new contracts started in 2024-25.
(FTE group: 21; non-FTE group: 13)

Non-FTE 38.2%
FTE 61.8%
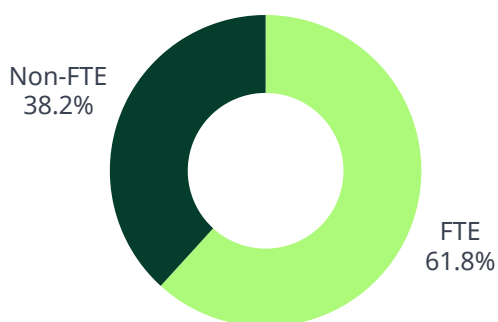
Contract Value

$7.4 M

Total value: $7.4 M
- FTE group: $1.25 M
- Non-FTE group: $6.15 M*

*A significant amount of this year's non-FTE funding was in Health Sciences for simulation strategy development.

Contract Types

Contracts were classified as training (21), curriculum development (5), and other (8).

Other 23.5%
Curriculum 14.7%
Training 61.8%
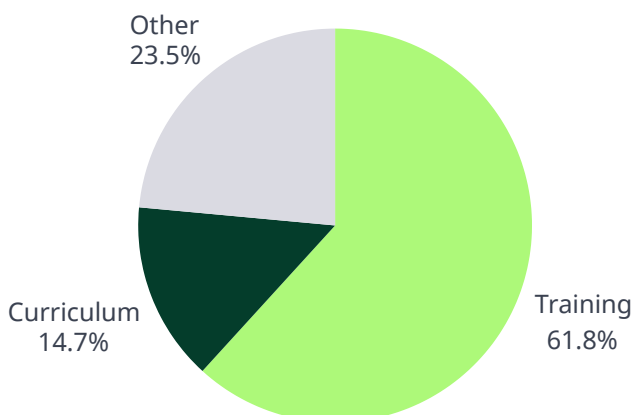
Funding Sources

Funding was received from government (17); education (5); non-profit (2); charity (1) corporate (6), indigenous (3).

Government, Education, Non-profit, Charity, Corporate, Indigenous
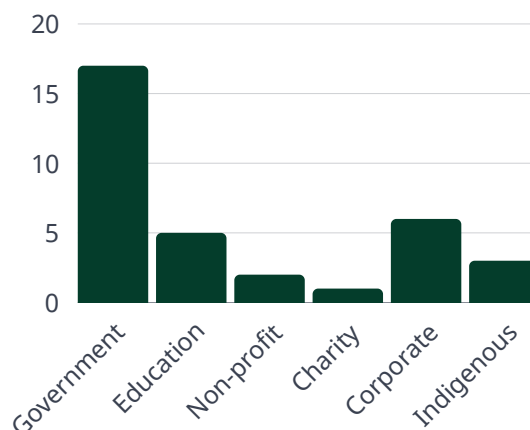
Contract Highlights

Contracts came from departments across VCC:

- Allied Health (2)
- Automotive Collision Repair (2)
- Basic Education (2)
- College Foundations (2)
- Community & Career Education (1)
- Continuing Studies (3)
- Culinary Arts (2)

- Hospitality Management (1)
- Indigenous Education (1)
- International Education (1)
- Nursing (3)
- Partnership Development Office (6)
- School of Instructor Education (8)

Micro-Credential Development

VCC continued to leverage funding from the province to develop new micro-credentials. These MCs are based on industry needs and are supported by industry partners.

- EDI in Construction Trades, Addiction Counselling (Continuing Studies)
- PIDP micro-credential (School of Instructor Education)

School District Partnerships

VCC continued to partner with school districts to offer high school students the opportunities of earning dual credits.

- SD 41 (Burnaby), SD 46 (Sunshine Coast): Automotive Service Technician
- SD 48 (Howe Sound): Introduction to Tourism, Food Production Principles (Hospitality Management)

Indigenous Projects

VCC continued to work with indigenous partners to support training and local community development.

- **Heiltsuk Nation (BC):** Third year of a culinary project to support an indigenous-owned resort development (Culinary Arts)
- **Inuvialuit Regional Corporation (NW Territories):** Culinary training and kitchen development project (Hospitality Management)
- **Metis Nation BC:** Culinary micro-credential training for youth and adults (Partnership Development Office)
- **Adult Basic Education and English Language Learning Pathways (BC):** Indigenous ABE Cohort (College Foundations)

Presented by the Partnership Development Office (PDO)

Status	Contract	Department	Funding Source	Source type
Active	Z342 HCS Pathway Support	ALLIED HEALTH	Ministry of Post-Secondary Education and Future Skills	Government
Active	A368 2425 Pharmacy Technician	ALLIED HEALTH	Ministry of Post-Secondary Education and Future Skills	Government
Expired	A362 2425 AST SD46	AUTOMOTIVE SERVICE TECHNICIAN	SD46	Education
Active	A365 2425 AST SD41 Burnaby	AUTOMOTIVE SERVICE TECHNICIAN	SD41	Education
Active	Z337 2425 BSN LEARNING PATHWAYS	BACHELOR OF SCIENCE IN NURSING	Ministry of Post-Secondary Education and Future Skills	Government
Active	Z344 2425 CALP CMHC	BASIC EDUCATION	Ministry of PSFS	Government
Active	Z345 2425 CALP Ray Cam	BASIC EDUCATION	Ministry of PSFS	Government
Active	A359 2425 Indigenous Student ABE Cohort	COLLEGE FOUNDATIONS	Ministry of Post Secondary Education and Future Skills	Government
Active	A360 2425 Health Sciences Prep Pathway	COLLEGE FOUNDATIONS	Ministry of Post Secondary Education and Future Skills	Government
Active	A373 2425 GPS - Gateway to PS	COMMUNITY AND CAREER EDUCATION	VSB and May & Stanley Fund	Education
Expired	A358 2425 EDI in Construction Trades MC	CONTINUING STUDIES	Ministry of Post Secondary Education and Future Skills	Government
Active	Z347 2425 ADDICT COUNSEL MICROCRED	CONTINUING STUDIES	Ministry of Post Secondary Education and Future Skills	Government
Active	Z348 2425 Collaboration Framework	CONTINUING STUDIES	Ministry of Post Secondary Education and Future Skills	Government
Expired	A367 2425 Inuvialuit	CULINARY ARTS	Inuvialuit Regional Corporation	Indigenous
Expired	A361 2425 ShearWater Resort	CULINARY ARTS	ShearWater Resort	Indigenous
Active	A370 2425 Howe Sound Secondary SD48	HOSPITALITY MANAGEMENT	Howe Sound	Education
Active	Z346 2425 ASP Funding	INDIGENOUS EDUC & COMMUNITY ENGAGEMENT	Ministry of Post-Secondary Education and Future Skills	Government
	Z350 2425 Queen Elizabeth Scholarship	INTERNATIONAL EDUCATION	Rideau Hall Foundation via Universities Canada	Charity
Expired	Z327 2324 WIL Simulation Ctr (Term 2)	NURSING	Ministry of Post-Secondary Education & Future Skills	Government
Active	Z340 2425 HEALTH SIMULATION STRATEGY	NURSING	Ministry of Post-Secondary Education and Future Skills	Government
Expired	Z339 2425 CICAN Script Project	PARTNERSHIP DEVELOPMENT OFFICE	Colleges and Institutes Canada	Education
Active	Z341 2425 WIL Stronger BC FRAP	PARTNERSHIP DEVELOPMENT OFFICE	Ministry of Post-Secondary Education and Future Skills	Government
Expired	A366 2425 SCA FSG	PARTNERSHIP DEVELOPMENT OFFICE	Ministry of Post-Secondary Education and Future Skills	Government
Active	Z343 2425 CALP - MPNH	PARTNERSHIP DEVELOPMENT OFFICE	Ministry of Post-Secondary Education and Future Skills	Government
Expired	A371 2425 MNBC Kitchen Basics	PARTNERSHIP DEVELOPMENT OFFICE	Metis Nation BC	Indigenous
Active	A372 2425 SOURCES MOSK Training	PARTNERSHIP DEVELOPMENT OFFICE	Sources Community Services Society	Nonprofit
Expired	A349 2425 GCT Canada	SCHOOL OF INSTRUCTOR EDUCATION	GCT Canada	Corporate
Expired	A354 2425 BC Hydro PIDP 3210	SCHOOL OF INSTRUCTOR EDUCATION	BC Hydro	Corporate
Expired	A355 2425 BC Hydro PIDP 3230	SCHOOL OF INSTRUCTOR EDUCATION	BC Hydro	Corporate
Active	A363 2425 LNG Canada	SCHOOL OF INSTRUCTOR EDUCATION	LNG Canada	Corporate
Expired	A364 2425 BC Hydro PIDP 3351	SCHOOL OF INSTRUCTOR EDUCATION	BC Hydro	Corporate
Active	A369 2425 BC FERRY	SCHOOL OF INSTRUCTOR EDUCATION	BC Ferries	Corporate
Expired	A348 2324 PIDP MC Enhancement	SCHOOL OF INSTRUCTOR EDUCATION	Ministry of Education	Government
Expired	A350 2425 Community Living Victoria	SCHOOL OF INSTRUCTOR EDUCATION	Community Living Victoria	Nonprofit

TOTAL = 34 contracts

Government	17
Education	5
Non-profit	2
Charity	1
Corporate	6
Indigenous	3
	34

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10th, 2025

ISSUE: Affiliation Agreement Review between Vancouver Community College (VCC) and Canadian College Vancouver (CCV).

RECOMMENDATION FOR APPROVAL:

THAT Education Council approve, and forward to the Board of Governors for joint approval, the affiliation agreement between VCC and Canadian College Vancouver (CCV).

BACKGROUND:

Vancouver Community College (VCC) and Canadian College Vancouver (CCV) are proposing to establish an educational pathway agreement to support international students who would like to pursue a degree in Hospitality Management. Canadian College supports academic progression and credit transfer between the two institutions by offering a block transfer for students who complete a Hospitality Management with a Co-Op Diploma.

DISCUSSION:

1. Eligibility: Students must complete the Canadian College Hospitality Management with Co-Op Diploma in order to be eligible for admission into the Hospitality Management Degree program at Vancouver Community College.

2. Pathway Validity: The Canadian College pathway diploma must be valid at the time of the VCC program start date.

3. Program Scope: Hospitality is among the programs eligible for conditional admission, which supports VCC's goal of attracting international students who want to pursue a career in the industry. In the past, students from Canadian College have successfully completed the Hospitality Management Degree program at VCC.

4. Articulation Review: VCC has noted that articulation agreements have been under review due to curriculum changes to the program. Ongoing evaluation of such agreements is part of VCC's academic quality assurance.

RECOMMENDATION:

Vancouver Community College and Canadian College should continue to monitor student performance and outcomes to ensure the pathway remains effective and aligned with academic standards.

Vancouver Community College's Associate Director for the school of hospitality, food studies, and business, in conjunction with the department leader for the hospitality management degree program, meets quarterly to review the agreement to ensure it reflects current curriculum standards and student needs.

Additional Recommendations as provided by Council.

APPROVAL PROCESS:
1. Confirm that Canadian College Vancouver agrees to all the terms (not signing)
   a. The document was reviewed by the institution in communication with Angela Liang, Manager, International Marketing, Recruit Partnerships.
   b. The institution has agreed to the terms stipulated by VCC's Risk Management department.
2. David Wells, VP Academic and Research, to review
   a. David Wells reviewed the enclosed documents and approved of the agreement.
3. Indemnity language approved by RMB
   a. This was approved by Caralee Maloney, Associate Director, Risk Management and Privacy, and the Risk Management Branch, as included in the enclosed documents.
4. David Wells to approve
   a. David Wells has approved the language and agreement details and has signed the agreement.
5. Final EdCo/Board approval
   a. Final approval is required before exercising the affiliation agreement.

PREPARED BY: Willy Aroca Aguirre – Associate Director, School of Hospitality, Food Studies & Business.

DATE: June 2nd, 2025

AFFILIATION AGREEMENT

between Vancouver Community College (VCC)
Vancouver, BC
and
Canadian College
Vancouver, BC
(each a "Party" and collectively, the "Parties")

Objective of the Agreement

This agreement supports the articulation pathway for students from Canadian College into VCC's Bachelor of Hospitality Management.

Applicants from the following eligible programs from Canadian College who meet the requirements outlined below will be eligible to apply for admission for VCC's Bachelor of Hospitality Management, provided the program admission requirements are met and space remains available in the program. VCC retains the right to limit the number of students admitted under this agreement.

    i.   Successful completion from one of the eligible programs listed below
   ii.   Minimum GPA of "C" (2.0 / 4.33)

Eligible Programs	Program Duration
Business Management & Co-Op Diploma	18 months
Hospitality Management & Co-Op Diploma	2 years

Responsibilities of the Agreement

As a party to this agreement, Canadian College agrees:
- to provide information about the VCC Bachelor of Hospitality Management program and articulation agreement available to students.
- to provide opportunity for representatives of VCC to visit appropriate forums Canadian College to disseminate information about the VCC Bachelor of Hospitality Management program.
- to notify VCC with a minimum of 30 days of any curriculum changes to the eligible programs outlined above.

As a party to the agreement, VCC agrees:

- to provide students of eligible programs from Canadian College acceptance into the third year of VCC's Bachelor of Hospitality Management as per the conditions indicated herein, provided that space remains available in the program, on a first-qualified, first-admitted basis
- to notify Canadian College with a minimum of 30 days of any curriculum changes to the Bachelor of Hospitality Management, anticipated or approved.

Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs.

Promotion and Marketing

- Canadian College will be responsible at its own risk and expense for the promotion and marketing of Canadian College programs using Courses/Curriculum offered and conducted by Canadian College) at their facilities.
- Canadian College shall NOT use any trademark, trade name, nor logo of VCC without the express prior written consent of VCC's Marketing Department and for the sole purpose of promotion as it pertains explicitly to this agreement.

Indemnification & Insurance

a) Except to the extent caused or contributed to by the negligence of VCC, Canadian College shall indemnify and save harmless VCC from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions or other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by, or arising out of any act or omission, error, deed or other matter on the part of Canadian College arising out of this Agreement.

b) Except to the extent caused or contributed to by the negligence of Canadian College, VCC shall indemnify and save Canadian College harmless from and against all claims, demands, losses,

damages, judgements, costs, liability, expenses, actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of VCC arising out of this Agreement.

c) Both VCC and Canadian College shall maintain Commercial General Liability insurance in the minimum amount of $5,000,000 per occurrence throughout the term of this Agreement, with coverage including a cross liability clause, the other Party added as an additional interest, and evidence of coverage provided upon request. VCC is covered for general liability under the provisions of the Province of British Columbia's *University, College and Institute Protection Program* ("UCIPP"), and throughout the term of the Agreement, VCC will maintain its UCIPP coverage.

Termination & Renewal

1. Termination

    a. Subject to the provisions for early termination hereinafter appearing, the term of this Agreement (the "Term") shall be five (5) years commencing on the date of signing indicated on this Agreement.

    b. Either Party may terminate this Agreement with at least 8 months written notice to the other Party.

Dispute Resolution

- Both parties will make good faith efforts to resolve any dispute related to this Agreement by amicable negotiations. All claims, disputes, or issues in dispute between the Parties that are not resolved by negotiation will, with the agreement of the Parties, be decided by mediation or arbitration, or failing agreement, in a Court of competent jurisdiction within the province of British Columbia.

2. Renewal

    a. If either Party wishes to negotiate a renewal of this Agreement, it must give written notice to the other Party at least 4 months prior to the expiration of the Term of this Agreement indicating the desire to enter into renewal negotiations. Any renewal arrangement that the Parties may agree to will be in writing on terms to be negotiated and will be subject to any applicable Orders of the Minister of Education, as may be amended from time to time.

    b. Both Parties agree to convene prior to the end of the third (3rd) calendar year of this agreement to review terms and implementation of the agreement.

    c. Final approval of the agreement will remain with Education Council and Board of Governors at VCC.

On behalf of **Canadian College**

_____   **Date**

Name TBC

Position Title TBC

On behalf of Vancouver Community College:

_____   May 22, 2025

[David Wells]   **Date**

[Vice President, Academic & Applied Research]

with approval of Education Council and Board of Governors

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10th, 2025

ISSUE: Affiliation Agreement Review between Vancouver Community College (VCC) and Cornerstone International Community College of Canada (CICCC).

RECOMMENDATION FOR APPROVAL:

THAT Education Council approve, and forward to the Board of Governors for joint approval, the affiliation agreement between VCC and Cornerstone International Community College of Canada (CICCC).

BACKGROUND:

Vancouver Community College (VCC) and Cornerstone International Community College of Canada (CICCC) are proposing to establish an educational pathway agreement to support international students who would like to pursue a degree in Hospitality Management. Cornerstone International Community College, as a recognized private training institution, aims to prepare students for a career in the hotel and tourism industry.

DISCUSSION:

1. Eligibility: Students must complete the Cornerstone International Community College of Canada Diploma to be eligible for admission into the Hospitality Management Degree program.

2. Pathway Validity: Cornerstone's pathway diploma must be valid at the time of the VCC program start date.

3. Program Scope: Hospitality is among the programs eligible for conditional admission, which supports VCC's goal of attracting international students who want to pursue a career in the industry. In the past, students from Cornerstone College have successfully completed the Hospitality Management Degree program at VCC.

4. Articulation Review: VCC has noted that articulation agreements have been under review due to curriculum changes to the program. Ongoing evaluation of such agreements is part of VCC's academic quality assurance.

RECOMMENDATION:

Vancouver Community College and Cornerstone International Community College of Canada should continue to monitor student performance and outcomes to ensure the pathway remains effective and aligned with academic standards.

Vancouver Community College's Associate Director for the school of hospitality, food studies, and business, in conjunction with the department leader for the hospitality management degree program, meets quarterly to review the agreement to ensure it reflects current curriculum standards and student needs.

Additional Recommendations as provided by Council.

APPROVAL PROCESS:

1. Confirm that Cornerstone International Community College of Canada agrees to all the terms (not signing)
   a. The document was reviewed by the institution in communication with Angela Liang, Manager, International Marketing, Recruit Partnerships.
   b. The institution has agreed to the terms stipulated by VCC's Risk Management department.
2. David Wells, VP Academic and Research, to review
   a. David Wells reviewed the enclosed documents and approved of the agreement.
3. Indemnity language approved by RMB
   a. This was approved by Caralee Maloney, Associate Director, Risk Management and Privacy, and the Risk Management Branch, as included in the enclosed documents.
4. David Wells to approve
   a. David Wells has approved the language and agreement details and has signed the agreement.
5. Final EdCo/Board approval
   a. Final approval is required before exercising the affiliation agreement.

PREPARED BY: Willy Aroca Aguirre – Associate Director, School of Hospitality, Food Studies & Business.

DATE: June 2nd, 2025

AFFILIATION AGREEMENT

between Vancouver Community College (VCC)
Vancouver, BC
and
Cornerstone International Community College of Canada (CICCC)
Vancouver, BC
(each a "Party" and collectively, the "Parties")

Objective of the Agreement

This agreement supports the articulation pathway for students from Cornerstone International Community College of Canada (CICCC) into VCC's Bachelor of Hospitality Management.

Applicants from the following eligible programs from CICCC who meet the requirements outlined below will be eligible to apply for admission for VCC's Bachelor of Hospitality Management, provided the program admission requirements are met and space remains available in the program. VCC retains the right to limit the number of students admitted under this agreement.

    i.   Successful completion from one of the eligible programs listed below
    ii.   Minimum GPA of "C" (2.0 / 4.33)

Eligible Programs	Program Duration
Hospitality Management Co-Op Diploma	24 months: - 12 months of academic education + 12 months of Co-op

Strategic Digital Marketing Co-op Diploma	24 months:
	 - Digital Marketing Co-op Diploma (12 months)
	  (6 months of academic education + 6 months of Co-op)
	 - Strategic Digital Marketing Co-op Diploma (12 months)
	  (6 months of academic education + 6 months of Co-op)

Responsibilities of the Agreement

As a party to this agreement, CICCC agrees:
- to provide information about the VCC Bachelor of Hospitality Management program and articulation agreement available to students.
- to provide opportunity for representatives of VCC to visit appropriate forums CICCC to disseminate information about the VCC Bachelor of Hospitality Management program.
- to notify VCC with a minimum of 30 days of any curriculum changes to the eligible programs outlined above.

As a party to the agreement, VCC agrees:

- to provide students of eligible programs from CICCC acceptance into the third year of VCC's Bachelor of Hospitality Management as per the conditions indicated herein, provided that space remains available in the program, on a first-qualified, first-admitted basis
- to notify CICCC with a minimum of 30 days of any curriculum changes to the Bachelor of Hospitality Management, anticipated or approved.

Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs.

Promotion and Marketing

- CICCC will be responsible at its own risk and expense for the promotion and marketing of CICCC Education Group programs using Courses/Curriculum offered and conducted by CICCC at their facilities.
- CICCC shall NOT use any trademark, trade name, nor logo of VCC without the express prior written consent of VCC's Marketing Department and for the sole purpose of promotion as it pertains explicitly to this agreement.

Indemnification & Insurance

a) Except to the extent caused or contributed to by the negligence of VCC, CICCC shall indemnify and save harmless VCC from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions or other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by, or arising out of any act or omission, error, deed or other matter on the part of CICCC arising out of this Agreement.

b) Except to the extent caused or contributed to by the negligence of CICCC, VCC shall indemnify and save CICCC harmless from and against all claims, demands, losses, damages, judgements, costs, liability, expenses, actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or

arising out of any act or omission, error, deed or other matter on the part of VCC arising out of this Agreement.

c) Both VCC and CICCC shall maintain Commercial General Liability insurance in the minimum amount of $5,000,000 per occurrence throughout the term of this Agreement, with coverage including a cross liability clause, the other Party added as an additional interest, and evidence of coverage provided upon request. VCC is covered for general liability under the provisions of the Province of British Columbia's *University, College and Institute Protection Program* ("UCIPP"), and throughout the term of the Agreement, VCC will maintain its UCIPP coverage.

Termination & Renewal

1. Termination

    a. Subject to the provisions for early termination hereinafter appearing, the term of this Agreement (the "Term") shall be five (5) years commencing on the date of signing indicated on this Agreement.

    b. Either Party may terminate this Agreement with at least 8 months written notice to the other Party.. .

Dispute Resolution

- Both parties will make good faith efforts to resolve any dispute related to this Agreement by amicable negotiations. All claims, disputes, or issues in dispute between the Parties that are not resolved by negotiation will, with the agreement of the Parties, be decided by mediation or arbitration, or failing agreement, in a Court of competent jurisdiction within the province of British Columbia.

2. Renewal

    a. If either Party wishes to negotiate a renewal of this Agreement, it must give written notice to the other Party at least 4 months prior to the expiration of the Term of this Agreement indicating the desire to enter into renewal negotiations. Any renewal arrangement that the Parties may agree to will be in writing on terms to be negotiated and will be subject to any applicable Orders of the Minister of Education, as may be amended from time to time.

    b. Both Parties agree to convene prior to the end of the third (3rd) calendar year of this agreement to review terms and implementation of the agreement.

    c. Final approval of the agreement will remain with Education Council and Board of Governors at VCC.

On behalf of **Cornerstone International Community College of Canada (CICCC)**

_____

Date

Name TBC

Position Title TBC

On behalf of **Vancouver Community College (VCC):**

_____   May 13, 2025

[David Wells]   **Date**

[Vice President, Academic & Applied Research]

with approval of Education Council and Board of Governors

DECISION NOTE

PREPARED FOR:	Education Council
DATE:	June 10th, 2025
ISSUE:	Affiliation Agreement between Vancouver Community College (VCC) and ILAC Education Group (ILAC International College and Tamwood College)

RECOMMENDATION FOR APPROVAL:

THAT Education Council approve, and forward to the Board of Governors for joint approval, the affiliation agreement between VCC and ILAC Education Group (ILAC International College and Tamwood College)**.**

BACKGROUND:

Vancouver Community College (VCC) and ILAC Education Group (ILAC International College and Tamwood College) are proposing to establish an educational pathway agreement to support international students who would like to pursue a degree in Hospitality Management. ILAC Education Group, as a recognized language training institution, provides an English for Academic Purposes program that prepares students for post-secondary studies in Canada. In addition, ILAC International College and Tamwood College prepare students in Business with a Co-Op component.

The proposed pathway would include:
- Business Administration Diploma – 2-year with Co-Op. - ILAC
- Business Administration and Canadian Accounting Dual Programs – 2.5 years with Co-Op. - ILAC
- Canadian Accounting Fundamentals – 2-year Diploma with Co-Op. - ILAC
- Sales and Marketing – 2-year Diploma with Co-Op. - ILAC
- International Business and Management – 2-year Diploma with Co-Op. - Tamwood

DISCUSSION:

1. Eligibility: Students must complete the ILAC Education Group's Diploma to be eligible for conditional admission into the Hospitality Management Degree program.

2. Pathway Validity: IILAC Education Group's pathway diploma must be valid at the time of the VCC program start date.

3. Program Scope: Hospitality is among the programs eligible for conditional admission, which supports VCC's goal of attracting international students who want to pursue a career in the industry.

4. Articulation Review: VCC has noted that articulation agreements have been under review due to curriculum changes to the program. Ongoing evaluation of such agreements is part of VCC's academic quality assurance.

RECOMMENDATION:

Vancouver Community College and ILAC Education Group should continue to monitor student performance and outcomes to ensure the pathway remains effective and aligned with academic standards.

Vancouver Community College's Associate Director for the school of hospitality, food studies, and business, in conjunction with the department leader for the hospitality management degree program, meets quarterly to review the agreement to ensure it reflects current curriculum standards and student needs.

Additional Recommendations as provided by Council.

APPROVAL PROCESS:

1. Confirm that ILAC Education Group agrees to all the terms (not signing)
   a. The document was reviewed by the institution in communication with Angela Liang, Manager, International Marketing, Recruit Partnerships.
   b. The institution has agreed to the terms stipulated by VCC's Risk Management department.
2. David Wells, VP Academic and Research, to review
   a. David Wells reviewed the enclosed documents and approved of the agreement.
3. Indemnity language approved by RMB
   a. This was approved by Caralee Maloney, Associate Director, Risk Management and Privacy, and the Risk Management Branch, as included in the enclosed documents.

4. David Wells to approve
    a. David Wells has approved the language and agreement details and has signed the agreement.
5. Final EdCo/Board approval
    a. Final approval is required before exercising the affiliation agreement.

PREPARED BY: Willy Aroca Aguirre – Associate Director, School of Hospitality, Food Studies & Business.

DATE: June 2nd, 2025

AFFILIATION AGREEMENT
between Vancouver Community College (VCC)
Vancouver, BC
and
ILAC Education Group
Vancouver, BC
(each a "Party" and collectively, the "Parties")

Objective of the Agreement

This agreement supports the articulation pathway for students from ILAC Education Group (ILAC International College and Tamwood College) into VCC's Bachelor of Hospitality Management.

Applicants from the following eligible programs from ILAC International College and Tamwood College who meet the requirements outlined below will be eligible to apply for admission for VCC's Bachelor of Hospitality Management, provided all other entrance criteria are met (per the program admission requirements on the VCC website) and space remains available in the program, on a first-qualified, first-admitted basis.

    i.   Successful completion from one of the eligible programs listed below
    ii.   Minimum passing grade of 70%

Eligible Programs	Institution
Business Administration (2-year Diploma with Co-op)	ILAC International College
Business Administration & Canadian Accounting Dual Programs (2.5-year Diploma with Co-op)	ILAC International College
Canadian Accounting Fundamentals 2-year Diploma with Co-op	ILAC International College
Sales & Marketing (2-year Diploma with Co-op)	ILAC International College
International Business & Management (2-year Diploma with Co-Op)	Tamwood College

Responsibilities of the Agreement

As a party to this agreement, ILAC Education Group agrees:
- to provide information about the VCC Bachelor of Hospitality Management program and articulation agreement available to students.
- to provide opportunity for representatives of VCC to visit appropriate forums at ILAC International College and Tamwood College to disseminate information about the VCC Bachelor of Hospitality Management program.
- to notify VCC with a minimum of 30 days of any curriculum changes to the eligible programs outlined above.

As a party to the agreement, VCC agrees:

- to provide students of eligible programs from ILAC Education Group (ILAC International College and Tamwood College) acceptance into the third year of VCC's Bachelor of Hospitality Management as per the conditions indicated herein, provided that space remains available in the program, on a first-qualified, first-admitted basis
- to notify ILAC Education Group with a minimum of 30 days of any curriculum changes to the Bachelor of Hospitality Management, anticipated or approved.

Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs.

Promotion and Marketing

- ILAC International College will be responsible at its own risk and expense for the promotion and marketing of ILAC Education Group programs using Courses/Curriculum offered and conducted by ILAC International College and Tamwood College at their facilities.
- ILAC Education Group shall NOT use any trademark, trade name, nor logo of VCC without the express prior written consent of VCC's Marketing Department and for the sole purpose of promotion as it pertains explicitly to this agreement.

Non-Disclosure Statement

Both parties agree to maintain confidentiality of all academic, financial, or operational information shared during the term of this agreement. This obligation will remain in effect until this agreement ends.

Non-Solicitation Condition

Both parties agree not to engage in the solicitation of the staff from the other institution for employment opportunities during the term of this agreement.

Indemnification & Insurance

a) Except to the extent caused or contributed to by the negligence of VCC, ILAC Education Group shall indemnify and save harmless VCC from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions or other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by, or arising out of any act or omission, error, deed or other matter on the part of ILAC Education Group arising out of this Agreement.

b) Except to the extent caused or contributed to by the negligence of ILAC Education Group, VCC shall indemnify and save ILAC Education Group harmless from and against all claims, demands, losses, damages, judgements, costs, liability, expenses, actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of VCC arising out of this Agreement.

c) Both VCC and ILAC Education Group shall each maintain Commercial General Liability insurance in the minimum amount of $5,000,000 per occurrence throughout the term of this Agreements, with coverage including a cross liability clause, the other Party added as an additional interest, and evidence of coverage provided upon request. VCC is covered for general liability under the provisions of the Province of British Columbia's *University, College and Institute Protection Program* ("UCIPP"), and throughout the term of the Agreement, VCC will maintain its UCIPP coverage.

Termination & Renewal

1. Termination

   a. Subject to the provisions for early termination hereinafter appearing, the term of this Agreement (the "Term") shall be five (5) years commencing on the date of signing indicated on this Agreement.

   b. Either Party may terminate this Agreement with at least 8 months written notice to the other Party. Students enrolled in the ILAC and Tamwood programs outlined above, intending to pursue academic transfer opportunities at VCC, will be assured the ability to complete their program at VCC (if the program is still offered).

Dispute Resolution

• Both parties will make good faith efforts to resolve any dispute related to this Agreement by amicable negotiations. All claims, disputes, or issues in dispute between the Parties that are not resolved by negotiation will, with the agreement of the Parties, be decided by mediation or arbitration, or failing agreement, in a Court of competent jurisdiction within the province of British Columbia.

2. Renewal

    a.   If either Party wishes to negotiate a renewal of this Agreement, it must give written notice to the other Party at least 4 months prior to the expiration of the Term of this Agreement indicating the desire to enter into renewal negotiations. Any renewal arrangement that the Parties may agree to will be in writing on terms to be negotiated and will be subject to any applicable Orders of the Minister of Education, as may be amended from time to time.

    b.   Both Parties agree to convene prior to the end of the third (3rd) calendar year of this agreement to review terms and implementation of the agreement.

    c.   Final approval of the agreement will remain with Education Council and Board of Governors at VCC.

On behalf of ILAC Education Group

_____

                                                               Date

Magdalena Link

Sr. VP Partnership Development

On behalf of Vancouver Community College:

_____   May 13, 2025

[David Wells]   **Date**

[Vice President, Academic & Applied Research]

with approval of Education Council and Board of Governors

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10th, 2025

ISSUE: Affiliation Agreement Review between Vancouver Community College (VCC) and VanWest College.

RECOMMENDATION FOR APPROVAL:

THAT Education Council approve, and forward to the Board of Governors for joint approval, the affiliation agreement between VCC and VanWest College.

BACKGROUND:

Vancouver Community College (VCC) and VanWest College are proposing to establish an educational pathway agreement to support international students who would like to pursue a degree in Hospitality Management. VanWest College offers a Commerce and Marketing Co-Op Diploma, a 30-month program combining academic study and paid Co-Op work experience. The program prepares students with practical business, marketing, and communication skills, preparing them for careers in sales, advertising, and business development. Students are offered the opportunity to be accepted into VCC's Hospitality Management Degree program.

DISCUSSION:

1. Eligibility: Students must complete the VanWest Commerce and Marketing Co-Op Diploma in order to be eligible for admission into the Hospitality Management Degree program at Vancouver Community College.
2. In addition, students must meet the following criteria:
    a. Minimum GPA of 2.33 (C+).
    b. Meet VCC's English Language Proficiency.
    c. Completion of the Co-Op component of the Diploma.
    d. Relevant industry experience.

3. Pathway Validity: The VanWest College pathway diploma must be valid at the time of the VCC program start date.

4. Program Scope: Hospitality is among the programs eligible for conditional admission, which supports VCC's goal of attracting international students who want to pursue a career in the industry. In the past, students from VanWest College's Commerce and Marketing Co-Op successfully completed the Hospitality Management Degree program at VCC.

5. Articulation Review: VCC has noted that articulation agreements have been under review due to curriculum changes to the program. Ongoing evaluation of such agreements is part of VCC's academic quality assurance.

RECOMMENDATION:

Vancouver Community College and VanWest College should continue to monitor student performance and outcomes to ensure the pathway remains effective and aligned with academic standards.

Vancouver Community College's Associate Director for the school of hospitality, food studies, and business, in conjunction with the department leader for the hospitality management degree program, meets quarterly to review the agreement to ensure it reflects current curriculum standards and student needs.

Additional Recommendations as provided by Council.

APPROVAL PROCESS:

1. Confirm that VanWest College agrees to all the terms (not signing)
    a. The document was reviewed by the institution in communication with Angela Liang, Manager, International Marketing, Recruit Partnerships.
    b. The institution has agreed to the terms stipulated by VCC's Risk Management department.
2. David Wells, VP Academic and Research, to review
    a. David Wells reviewed the enclosed documents and approved of the agreement.
3. Indemnity language approved by RMB
    a. This was approved by Caralee Maloney, Associate Director, Risk Management and Privacy, and the Risk Management Branch, as included in the enclosed documents.
4. David Wells to approve
    a. David Wells has approved the language and agreement details and has signed the agreement.

5. Final EdCo/Board approval
    a. Final approval is required before exercising the affiliation agreement.

PREPARED BY: Willy Aroca Aguirre – Associate Director, School of Hospitality, Food Studies & Business

DATE: June 2nd, 2025

AFFILIATION AGREEMENT
between Vancouver Community College (VCC)
Vancouver, BC
and
VanWest College
Vancouver, BC
(each a "Party" and collectively, the "Parties")

Objective of the Agreement

This agreement supports the articulation pathway for students from VanWest College into VCC's Bachelor of Hospitality Management.

Applicants from the following eligible programs from VanWest College who meet the requirements outlined below will be eligible to apply for admission for VCC's Bachelor of Hospitality Management, provided the program admission requirements are met and space remains available in the program. VCC retains the right to limit the number of students admitted under this agreement.

    i.   Successful completion from one of the eligible programs listed below
    ii.   Minimum GPA of "C" (2.0 / 4.33)

Eligible Program	Program Duration
Commerce and Marketing Co-Op Diploma	2 years

Responsibilities of the Agreement

As a party to this agreement, VanWest College agrees:
- to provide information about the VCC Bachelor of Hospitality Management program and articulation agreement available to students.
- to provide opportunity for representatives of VCC to visit appropriate forums VanWest College to disseminate information about the VCC Bachelor of Hospitality Management program.
- to notify VCC with a minimum of 30 days of any curriculum changes to the eligible programs outlined above.

As a party to the agreement, VCC agrees:

- to provide students of eligible programs from VanWest College acceptance into the third year of VCC's Bachelor of Hospitality Management as per the conditions indicated herein, provided that space remains available in the program, on a first-qualified, first-admitted basis
- to notify VanWest College with a minimum of 30 days of any curriculum changes to the Bachelor of Hospitality Management, anticipated or approved.

Liaison

Implementation of this agreement will be through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs.

Promotion and Marketing

- VanWest College will be responsible at its own risk and expense for the promotion and marketing of VanWest College programs using Courses/Curriculum offered and conducted by VanWest College) at their facilities.
- VanWest College shall NOT use any trademark, trade name, nor logo of VCC without the express prior written consent of VCC's Marketing Department and for the sole purpose of promotion as it pertains explicitly to this agreement.

Indemnification & Insurance

a) Except to the extent caused or contributed to by the negligence of VCC, VanWest College shall indemnify and save harmless VCC from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions or other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by, or arising out of any act or omission, error, deed or other matter on the part of VanWest College arising out of this Agreement.

b) Except to the extent caused or contributed to by the negligence of VanWest College, VCC shall indemnify and save VanWest College harmless from and against all claims, demands, losses,

damages, judgements, costs, liability, expenses, actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of VCC arising out of this Agreement.

c) Both VCC and VanWest College shall maintain Commercial General Liability insurance in the minimum amount of $5,000,000 per occurrence throughout the term of this Agreement, with coverage including a cross liability clause, the other Party added as an additional interest, and evidence of coverage provided upon request. VCC is covered for general liability under the provisions of the Province of British Columbia's *University, College and Institute Protection Program* ("UCIPP"), and throughout the term of the Agreement, VCC will maintain its UCIPP coverage.

Termination & Renewal

1. Termination

    a. Subject to the provisions for early termination hereinafter appearing, the term of this Agreement (the "Term") shall be five (5) years commencing on the date of signing indicated on this Agreement.

    b. Either Party may terminate this Agreement with at least 8 months written notice to the other Party.

Dispute Resolution

• Both parties will make good faith efforts to resolve any dispute related to this Agreement by amicable negotiations. All claims, disputes, or issues in dispute between the Parties that are not resolved by negotiation will, with the agreement of the Parties, be decided by mediation or arbitration, or failing agreement, in a Court of competent jurisdiction within the province of British Columbia.

2. Renewal

    a. If either Party wishes to negotiate a renewal of this Agreement, it must give written notice to the other Party at least 4 months prior to the expiration of the Term of this Agreement indicating the desire to enter into renewal negotiations. Any renewal arrangement that the Parties may agree to will be in writing on terms to be negotiated and will be subject to any applicable Orders of the Minister of Education, as may be amended from time to time.

    b. Both Parties agree to convene prior to the end of the third (3rd) calendar year of this agreement to review terms and implementation of the agreement.

    c. Final approval of the agreement will remain with Education Council and Board of Governors at VCC.

On behalf of VanWest College

_____

Date

Name TBC

Position Title TBC

On behalf of Vancouver Community College:

_____ May 27, 2025

[David Wells] **Date**

[Vice President, Academic & Applied Research]

with approval of Education Council and Board of Governors

New Concept Paper Proposal

Refrigeration and Air Conditioning Mechanic Foundation Program

Name of Program:
Refrigeration and Air Conditioning Mechanic Foundation Program

School/Centre:
Trades, Technology & Design

Credential Level:
Certificate

Anticipated Start Date:
September 2025

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

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 Refrigeration and Air Conditioning Mechanic Foundation Program is designed to provide students with the fundamental skills, knowledge, and competencies required to enter the refrigeration and air conditioning industry. The program aims to provide comprehensive theoretical knowledge and hands-on practical training that aligns with the Refrigeration and Air Conditioning Mechanic Harmonized Program Outline approved by SkilledTradesBC (formerly Industry Training Authority).

Program Goals and Objectives:

- Provide students with a solid foundation in refrigeration and air conditioning theory, principles, and applications
- Develop practical skills in installing, maintaining, and servicing refrigeration and air conditioning systems
- Introduce students to relevant codes, regulations, and safety practices within the industry
- Prepare students for entry-level positions in the refrigeration and air conditioning field
- Facilitate the transition to apprenticeship, enabling students to earn credit towards Level 1 technical training

Graduates will be prepared for roles including:

- Refrigeration and Air Conditioning Mechanic Apprentice
- HVAC Service Technician Apprentice
- HVAC Installation Technician Assistant
- Refrigeration System Installer Assistant
- Heating, Refrigeration and Air Conditioning Mechanic Helper

According to the SkilledTradesBC Program Outline, graduates completing the foundation program are eligible for 425 hours of work-based training credit toward the Refrigeration and Air Conditioning Mechanic apprenticeship.

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

The Refrigeration and Air Conditioning Mechanic Foundation Program directly aligns with VCC's Strategic Innovation Plan 2022-25, which has five key priorities:

1. **Academic Innovation**: The program delivers sustainable programming that is accessible and responsive to diverse and changing learner, community, and employer needs. Refrigeration and Air Conditioning Mechanics was identified in the BC Labour Market Outlook 2024 as a high-demand field, with 3,410 positions projected and 1,460 job openings expected between 2024-2034.
2. **Campuses of the Future**: The program will utilize modern lab facilities and current industry equipment, optimizing learning spaces for student success and wellbeing. The program will leverage technology infrastructure that supports both on-campus and virtual education delivery.
3. **Empowered People and Inclusive Culture**: The program will strive to create an inclusive learning environment that provides equitable opportunities for participation and success, especially focusing on increasing representation in this traditionally male-dominated trade.
4. **Engaged Communities**: The program will foster meaningful relationships with industry partners, manufacturers, and employers to ensure students have access to current technology and job opportunities. This includes establishing a Program Advisory Committee with industry representatives.
5. **Operational Excellence**: The program will incorporate digital tools for learning and assessment, advancing system integration and promoting operational efficiency.

The program supports VCC's mission of providing high-quality, accessible education and training that prepares learners for ongoing education, direct entry to employment, career advancement, and active participation in society. The program also aligns with VCC's core values of accessibility, quality, innovation, and collaboration

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

The Refrigeration and Air Conditioning Mechanic Foundation Program will complement and enhance VCC's existing trades programs, creating natural synergies with:

- **Electrical Foundations**: HVAC systems have significant electrical components. Students from Electrical programs may find this as a natural specialization pathway.
- **Building Service Manager**: This program would provide another career advancement pathway for graduates looking to move into building management roles.
- **Drafting Programs**: Students from drafting programs who specialize in mechanical systems could benefit from deeper understanding of HVAC systems.
- **Automotive Service Technician**: There are transferable skills in refrigeration systems used in automotive applications.

Additionally, the program will require and support basic academic courses and services including:

- Math and science support services
- English/communications courses
- Employment preparation services

The program could also serve as a foundation for future specialized training or micro-credentials in areas such as heat pump technology, building automation systems, and energy efficiency in HVAC systems.

Needs Assessment

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

The Refrigeration and Air Conditioning Mechanic Foundation Program is designed to meet several critical educational needs:

1. **Industry Demand for Skilled Workers**: According to the BC Labour Market Outlook 2024-2034, there is a significant demand for Heating, Refrigeration and Air Conditioning Mechanics, with 1,460 job openings projected over the next decade. The foundation program will help create a pipeline of qualified workers to meet this demand.
2. **Technical Knowledge Gap**: Modern HVAC systems are becoming increasingly complex, incorporating advanced electronics, digital controls, and energy efficiency technologies. The program will equip students with the fundamental knowledge required to work with these sophisticated systems.
3. **Specialized Training Requirements**: The industry requires technicians who understand specific codes, regulations, and safety practices related to refrigerants, electrical systems, and gas systems. The program will provide comprehensive instruction in these specialized areas.

4. **Entry Point to Apprenticeship**: The program serves as a structured entry point to the apprenticeship system, helping students transition from general education to skilled trades training with recognized credentials.
5. **Environmental and Sustainability Knowledge**: With increasing focus on energy efficiency, carbon reduction, and sustainable building practices, there is a growing need for technicians who understand environmentally sound practices in HVAC installation and maintenance.
6. **Regional Training Access**: Currently, there are limited options for refrigeration and air conditioning foundation training in the Lower Mainland, creating a geographical gap in accessible training that VCC is well-positioned to fill.

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

Strong evidence supports the labour market demand for graduates of the Refrigeration and Air Conditioning Mechanic Foundation Program:

1. **BC Labour Market Outlook (2024-2034)**:
   o 3,410 Heating, Refrigeration and Air Conditioning Mechanics are projected to be employed in BC by 2024
   o 1,460 job openings are anticipated between 2024-2034
   o Annual employment growth rate of 2.1% (higher than the provincial average of 1.4%)
   o Listed as a High Opportunity Occupation with TEER Category 2 (requiring substantial training)
2. **Construction Industry Growth**:
   o The construction industry in BC is forecasted to have 99,600 job openings (2024-2034)
   o Annual employment growth rate of 1.6%
   o HVAC mechanics are essential in both residential and commercial construction projects
3. **Environmental Regulations and Energy Efficiency Requirements**:
   o Stricter environmental regulations regarding refrigerants and energy efficiency
   o BC's CleanBC plan mandates significant reductions in building emissions
   o Retrofit requirements for existing buildings create additional demand for skilled technicians
4. **Emerging Technologies**:
   o Growing demand for heat pump installations as part of electrification initiatives
   o Increasing building automation systems require technicians with specialized knowledge
   o Transition to low-GWP refrigerants requires retraining of existing workforce

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

There is substantial evidence indicating strong student demand for a Refrigeration and Air Conditioning Mechanic Foundation Program:

1. **Waitlists at Existing Programs**:
   o Other institutions offering similar programs consistently report waitlists for admission
   o Current program capacities are insufficient to meet student interest
2. **Growing Interest in Trades Education**:
   o Overall enrollment in trades programs has been increasing as students seek career-focused education
   o Trades programs with clear employment outcomes are attracting more interest in the current economic climate
3. **Transferable Skills Appeal**:
   o Students are attracted to the program's combination of mechanical, electrical, and emerging technological skills
   o The diverse skill set offered by HVAC training provides career flexibility and resilience
4. **Earnings Potential**:
   o Student awareness of the strong earning potential in the field drives interest
   o According to Statistics Canada, the estimated average lifetime earnings for those with apprenticeship or trades certificates/diplomas is $2.99 million, significantly higher than those with only high school diplomas ($2.42 million)
5. **Interest in Green Technologies**:
   o Growing student interest in careers that contribute to environmental sustainability
   o HVAC's role in energy efficiency and building decarbonization appeals to environmentally conscious students

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?

BCIT offers a Refrigeration Mechanic Foundation program featuring comprehensive training with strong industry connections. The program runs for 25 weeks at a cost of approximately $5,800, with 16 students per intake.

UFV provides an HVAC/R Technician Certificate program that balances residential and commercial applications. The program is 10 months long with an approximate cost of $6,200 and accepts 18 students per year.

Camosun College runs a Refrigeration & Air Conditioning Mechanic Foundation program with comprehensive foundation and emphasis on environmental protocols. This 25-week program costs about $5,600 and takes 16 students per year.

The proposed VCC program would differentiate itself by:

- Greater emphasis on urban commercial applications relevant to Vancouver's dense built environment
- Integration of sustainable technologies and low-GWP refrigerants
- Strong focus on building automation and digital controls
- Flexible scheduling options to accommodate working students
- Centrally located campus with excellent transit access
- Potential for cross-disciplinary projects with other VCC trades programs

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

Yes, there is an existing articulation committee for Refrigeration and Air Conditioning Mechanic programs in British Columbia. The committee is part of the Trades Articulation Committee structure recognized by the British Columbia Council on Admissions & Transfer (BCCAT).

The SkilledTradesBC (formerly Industry Training Authority) Refrigeration and Air Conditioning Mechanic Harmonized Program Outline forms the basis for articulation between institutions. This harmonized curriculum ensures consistency across training providers and facilitates student mobility between institutions.

The harmonized approach means that students completing the Foundation program at VCC would receive:

- A Certificate upon successful completion
- Credit for Level 1 technical training of the apprenticeship
- 425 hours of work-based training credit toward the apprenticeship requirement

VCC would participate in the provincial articulation meetings to ensure ongoing alignment with provincial standards and to contribute to the evolution of the curriculum as industry needs change.

Student Profile

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

The target student population for the Refrigeration and Air Conditioning Mechanic Foundation Program is diverse:

Demographics:

- **Age Range:** Primarily 18-40, with openness to mature students making career changes
- **Gender:** Efforts will be made to attract a diverse student body to this traditionally male-dominated field
- **Educational Background:** High school graduation or equivalent, with foundational math and science knowledge (Math 10 and Science 10 minimum)
- **Work Experience:** Ranges from no experience to those with related work history in construction, facilities maintenance, or other technical fields

Primary Student Sources:

- Recent high school graduates with interest in technical/hands-on careers
- Career changers seeking stable employment with growth potential
- Individuals with some construction or mechanical experience seeking formal credentials
- Underemployed workers looking to develop marketable technical skills
- Newcomers to Canada with technical backgrounds seeking Canadian credentials

Important Characteristics:

- Mechanical aptitude and interest in understanding how systems work
- Comfort with basic mathematics and physics concepts
- Problem-solving abilities and analytical thinking
- Manual dexterity and physical capacity to perform trade tasks
- Comfort working in varied environments (heights, confined spaces, temperature extremes)
- Interest in continuous learning (as technology and regulations evolve)
- Communication skills for customer interaction and team collaboration

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

The recruitment strategy for the Refrigeration and Air Conditioning Mechanic Foundation Program will use multiple channels to reach diverse potential students:

High School Outreach:

- Presentations at high school career days and trades showcases
- Collaboration with high school career counsellors and trades samplers
- Youth Train in Trades/ACE-IT program partnerships
- Hands-on demonstrations and facility tours for high school classes

Digital Marketing:

- Targeted social media campaigns highlighting career opportunities and program features

- Search engine optimization focusing on HVAC careers and training
- Virtual information sessions and online program showcases
- Video testimonials from industry professionals and program graduates

Industry Partnerships:

- Collaboration with HVAC contractors and suppliers for referrals
- Participation in industry job fairs and trade shows
- Engagement with industry associations (HRAI, ASHRAE, etc.)
- Information distribution through wholesale supply houses

Community Outreach:

- Information sessions at community centres in diverse neighbourhoods
- Partnerships with community organizations serving newcomers to Canada
- Presentations at employment centres and WorkBC locations
- Engagement with Indigenous communities and support organizations

Internal VCC Channels:

- Promotion to students in related programs (Electrical, Automotive, etc.)
- Information through VCC career services and student advising
- Cross-promotion at VCC events and student orientations
- Program features in VCC publications and website

Specific Diversity Initiatives:

- Targeted outreach to women's organizations and events (Women in Trades)
- Recruitment materials featuring diverse representation in the field
- Dedicated information sessions for underrepresented groups
- Collaboration with organizations supporting equity in the trades

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?

Yes, the refrigeration and air conditioning trade has historically been underrepresented in several cohort groups, particularly women, Indigenous peoples, and other equity-deserving groups. The program will implement the following strategies to address equity issues and systemic barriers:

Gender Equity Initiatives:

- Targeted recruitment campaigns featuring women working in the HVAC industry
- Women-specific information sessions and campus tours
- Partnership with organizations like Women in Trades Training (WITT)
- Female mentorship opportunities with industry professionals

- Gender-inclusive facilities and safety equipment
- Zero tolerance policies for harassment or discrimination

Indigenous Participation:

- Dedicated Indigenous student services support
- Collaboration with Indigenous communities and organizations
- Integration of Indigenous perspectives in curriculum where appropriate
- Cultural awareness training for faculty and staff
- Priority enrollment options in alignment with VCC's policies
- Supports for Indigenous students including dedicated spaces and Elder access

Newcomers to Canada:

- Recognition of international credentials and prior learning
- Language supports and trade-specific terminology resources
- Curriculum materials available in multiple formats to support different learning styles
- Partnerships with immigrant-serving organizations
- Cultural orientation to Canadian workplace expectations

General Equity Measures:

- Financial aid information sessions and application support
- Flexible scheduling options where possible (evening/weekend components)
- Childcare information and referral services
- Accessibility accommodations for students with disabilities
- Learning support services for students requiring additional assistance
- Digital access supports (equipment loans, wifi access) for distance components

Curriculum and Instruction:

- Use of inclusive language and diverse examples in teaching materials
- Regular review of curriculum to identify and address potential biases
- Universal design principles in instruction to support varied learning styles
- Faculty professional development on inclusive teaching practices
- Student feedback mechanisms to identify and address emerging barriers

Quality

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

The Refrigeration and Air Conditioning Mechanic Foundation Program will have the following accreditations, affiliations, and articulations:

Primary Accreditation:

- SkilledTradesBC (formerly Industry Training Authority) approved curriculum following the Harmonized Program Outline for Refrigeration and Air Conditioning Mechanic

Recognition and Credits:

- Upon successful completion, students will receive 425 hours of work-based training credit toward their apprenticeship
- Completion will provide credit for Level 1 technical training of the apprenticeship program

Industry Affiliations:

- Heating, Refrigeration and Air Conditioning Institute of Canada (HRAI)
- American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
- Refrigeration Service Engineers Society (RSES)
- BC Refrigeration Contractors Association

Additional Certifications Included:

- CFC/HCFC/HFC Control Training Program (required by Environment Canada)
- WHMIS (Workplace Hazardous Materials Information System) certification
- Fall Protection awareness training
- Confined Space awareness training

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

Current faculty are not qualified, faculty will be recruited using existing mechanisms.

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

There is not currently a Program Advisory Committee (PAC) specifically for the Refrigeration and Air Conditioning Mechanic program at VCC, as this is a new program proposal. However, VCC has established PACs for other trades programs that will provide a model for creating a dedicated HVAC PAC.

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?

Program Length:

- 25 weeks (approximately 6 months) full-time
- 750 hours total instruction (following SkilledTradesBC guidelines for foundation programs)

Intake Structure:

- 2 intakes per year (September and January)
- 24 students per intake
- Total annual capacity of 48 students

Program Structure:

- 30% theory
- 70% practical application
- Monday to Friday, 7:30 AM to 2:30 PM (typical schedule, may be blended)
- Delivered over 3 terms of 10 weeks each

This structure aligns with SkilledTradesBC requirements for Refrigeration and Air Conditioning Mechanic Foundation programs and is comparable to similar programs at other institutions. The intake size of 16 students is determined by shop capacity, equipment availability, and optimal instructor-to-student ratio for hands-on training.

The twice-yearly intake model provides flexible entry points for students and helps meet ongoing industry demand for trained personnel throughout the year.

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:

Preparatory Education:

- VCC Adult Basic Education (Math and Science upgrading)
- VCC English Language courses for ESL students
- VCC Trades Sampler Program

Related VCC Programs:

- Students from VCC Electrical Foundations seeking additional specialization

External Pathways:

- High school graduates with trades/technical courses
- Transfer students from other post-secondary institutions

- Workers with related experience seeking formal training
- Internationally trained individuals seeking Canadian credentials

Pathways After Completion:

Primary Pathway:

- Direct entry to employment as an apprentice Refrigeration and Air Conditioning Mechanic
- Credited with Level 1 technical training
- Awarded 425 hours toward the required work-based training hours

Continued Education at VCC:

- Additional trades training
- Building Service Manager program
- Business courses for eventual self-employment

Industry Advancement:

- Progression through apprenticeship levels (2-4) to Red Seal certification
- Technical Sales positions with equipment manufacturers/suppliers
- Specialization in emerging areas (heat pumps, building automation)

The foundation program creates clear pathways both from preparatory education and into employment or further training, providing students with multiple options for career advancement.

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 initial launch of the Refrigeration and Air Conditioning Mechanic Foundation Program will be primarily full-time, blended delivery, with plans to explore more flexible options as the program matures:

Initial Program Structure:

- **Full-time, daytime delivery**: Monday to Friday, approximately 7:30 AM to 2:30 PM
- **In-person instruction**: Primarily on-campus for both theoretical and practical components
- **Blended learning elements**: Some theoretical content delivered through online learning management system
- **Traditional academic schedule**: Two intakes per year (September and January)

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.

The Refrigeration and Air Conditioning Mechanic Foundation Program will initially have limited but clearly defined entry and exit points, with potential for expansion as the program matures:

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 Requirements:

- Dedicated HVAC/R lab space (approximately 2,000 square feet)
- Refrigeration equipment installation area with proper ventilation
- Electrical training area with appropriate power supply
- Soldering/brazing area with ventilation and safety equipment
- Tool crib and material storage area
- Standard classroom space for theory instruction (capacity 24)

Equipment Needs:

- Refrigeration training units (minimum 12 stations)
- Air conditioning training systems
- Heat pump demonstration units
- Electrical troubleshooting boards
- Refrigerant recovery/recycling equipment
- Vacuum pumps, gauges, and service tools
- Soldering/brazing equipment
- Safety equipment and PPE

IT Requirements:

- Computer lab access for students (existing labs may be sufficient)
- Specialized HVAC/R design and troubleshooting software
- Building automation simulation software
- Digital pressure/temperature logging equipment
- Electronic test instruments
- Smart device integration technology

Human Resources:

- 2 full-time faculty positions
- Part-time specialty instructors
- Lab assistant/technician (part-time)
- Administrative support (shared)

Library Resources:

- Industry codes and standards (digital and print)
- Technical reference materials
- Online database subscriptions
- Trade journals and publications

Marketing:

- Program promotion materials
- Industry outreach
- Website development
- Open house events
- Recruitment activities

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?

If the required funding for the Refrigeration and Air Conditioning Mechanic Foundation Program is not fully available, the following impacts would be expected:

Program Quality Impacts:

- Reduced equipment availability, resulting in higher student-to-equipment ratios
- Limited variety of training systems, narrowing exposure to different technologies
- Older/used equipment instead of current industry-standard technology
- Scaled-back lab space limiting practical training opportunities
- Fewer specialized tools for advanced troubleshooting training
- Inability to fully simulate modern digital control systems
- Less comprehensive training materials and resources

Marketing Challenges:

- Difficulty differentiating from established programs at other institutions
- Limited ability to highlight cutting-edge facilities as a program feature
- Reduced industry partnership opportunities due to perceived resource limitations
- Challenges attracting top candidates who may choose better-equipped programs
- Limited capacity to showcase emerging technologies like heat pumps and building automation

Development Timeline Impacts:

- Extended development timeline to accommodate phased resource acquisition
- Potential delay in program launch by 12-24 months
- Incremental implementation approach versus comprehensive launch
- Initial offering with reduced capacity (smaller cohort size)
- Sequential development of curriculum components rather than parallel development

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 section is not applicable as the Refrigeration and Air Conditioning Mechanic Foundation Program is a new program, not a substantial change to an existing program.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

See attached costing template reviewed and approved by Finance.

Vancouver Community College

Program Name Refridgeration and Air Conditioning Mechanica Foundation

Effective Date	Proposal 1
Scenarios	**0**
Tuition per credit per student - Domestic	**$374.29**
Tuition per student - Domestic	**$13,836.25**
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
Total students (with X FTE attrition) - Domestic	22
Duration - instructor months	6
Program Duration (months)	6
Duration - instructional programming days	125
Department head release days	45
Duty days per year	180
Instructor FTE required per intake	0.94
Number of credits	37
Support Staff FTE	0.25
Operational costs	5,000

Revenue

Projected Tuition revenue -Domestic	$	332,070
Projected Tuition revenue -Other Fees	$	10,816
Total revenue (projected)	**$**	**342,886**

Instructor

Salary (step 1)	$	109,799
Benefits (28%)	$	30,744
Total instructor costs	**$**	**140,543**

Support Staff

Salary (Step 5)	$	15,661
Benefits (30.5%)	$	4,777
Total support staff costs	**$**	**20,438**
Total labour cost	**$**	**160,981**

Operational costs

Operational Expenses	$	5,000
Curriculum Renewal	$	45,842
Total operational costs	**$**	**50,842**

Indirect student support

Indirect student support	$	127,094
Total indirect student support	**$**	**127,094**
Total expenditures	**$**	**338,917**
Net contribution to VCC overhead / (Deficit)	**$**	**3,969**
Net contribution to VCC overhead / (Deficit)		**1.2 %**

Gross margin breakeven tuition per student	*$7,545*

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Two new EAL for Health Care courses

BACKGROUND:
The English as an Additional Language (EAL) Department has received provincial funding for a year-long project to develop and deliver new courses, including EAL for Health Care Intermediate (ELSK 0580) and EAL for Health Care Advanced (ELSK 0780). These courses will give EAL students the opportunity to learn health care-specific language and practice scenarios to be successful in health care programs. The courses will also include a process to pair students with a peer mentor in a health care program to help them further their learning and increase their sense of belonging.

DISCUSSION:
Ken McMorris, Department Leader of EAL, presented the proposal. Curriculum Committee requested a few minor changes to the course pre-requisites and course numbers. In consultation with the Indigenous Education & Community Engagement department, the course learning outcome related to the impacts of colonization on health care in Canada was revised to reflect Indigenous ways of knowing:

"Honour and be aware of the impacts of colonization on Indigenous Peoples' access to and experiences with healthcare in Canada."

The Registrar's Office agreed to an accelerated implementation timeline of September 2025 for these two courses, given the provincial funding.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, course outlines for ELSK 0580 EAL for Health Care Intermediate and ELSK 0780 EAL for Health Care Advanced.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 26, 2025

Course Change Request

New Course Proposal

Date Submitted: 05/15/25 2:17 pm

Viewing: **ELSK 0580 : EAL for Health Care Intermedia**

Last edit: 05/20/25 5:59 pm
Changes proposed by: kmcmorris

Course Name:
  EAL for Health Care Intermediate

Effective Date: September 2025

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

Approval Path

1. 05/15/25 4:53 pm
   Darija Rabadzija
   (drabadzija):
   Approved for 3366
   Leader
2. 05/15/25 4:54 pm
   Jennifer Kelly
   (jekelly): Approved
   for SAS Dean
3. 05/26/25 12:53 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	604-871-7027

Banner Course   EAL for Health Care Intermedia
Name:

Subject Code: ELSK - English Language Skills

Course Number   0580

Year of Study   English as an Additional language

Credits: 0

Bridge College Code

Bridge Billing Hours   1.5

Bridge Course Level

Course Description:

This course focuses on the development and application of essential English communication skills for health care settings at an intermediate (CLB 5-6) level. Key components of the course are building health care vocabulary, practicing common professional interactions, and developing communication strategies and skills for successful oral and written interactions with patients, visitors, colleagues, and other health professionals.

Course Pre-Requisites (if applicable):

CLB 4 Listening, CLB 4 Speaking, CLB 4 Reading, and CLB 4 Writing, or department approval.

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 the basic structure of the Canadian and BC healthcare systems and roles within these systems.
CLO #2	Identify and apply basic strategies to practice socio-cultural competencies.
CLO #3	Use a communication framework to structure oral and written communication in the health care context.
CLO #4	Select appropriate vocabulary, tone, register, and non-verbal language to use in common health care settings and with various audiences.
CLO #5	Identify and apply basic strategies for note-taking, reading formatted and unformatted texts, and responding to written communication common in health care contexts.
CLO #6	Use reflection journals to increase self-awareness in communication habits, learnings, perceptions, and biases.

	Upon successful completion of this course, students will be able to:
CLO #7	Honour and be aware of the impacts of colonization on Indigenous Peoples' access to and experiences with healthcare in Canada.

Instructional

Strategies:

Lectures, demonstrations, role-plays, audio/video recording, case studies, self-study, pair and group discussion, ongoing feedback, Moodle

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40%	Listening and Speaking tasks
Assignments	30%	Reading and Writing tasks
Quizzes/Tests	20%	Short quizzes
Participation	10%	Active involvement in live instructional sessions and online activities

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   40

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:
Effective Communication and Barriers to Effective Communication
Socio-cultural Competencies
Communication Frameworks
Telephone Language & Strategies
Note-taking Strategies
Professional Email Structure
Vocabulary Development Strategies
Culture, Equity, Diversity, Inclusion
Impacts of colonization on Indigenous Peoples' health and access to healthcare in Canada
Digital Literacy

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?

Yes

Provide a rationale
for this proposal:

The EAL Department has received provincial funding for a year-long project to develop and deliver new courses, including EAL for Health Care Intermediate and Advanced. These courses will provide EAL students with language and practice specifically for Health Care programs, allowing them to learn health care-specific language and practice scenarios to be successful in those areas. The courses will also include a process to pair students with a peer mentor in a Health Care program to help them further their learning and increase their sense of belonging. Previously offered English for Health Sciences courses were full-term courses, and these are intended to be less intensive and low-stakes, not to be pre-requisites for Health programs. Consultation with Health Care faculty and students will be essential in the curriculum development process.

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

The project funding includes other costs.

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	

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: 05/15/25 2:18 pm

Viewing: **ELSK 0780 : EAL for Health Care Advanced**

Last edit: 05/20/25 5:59 pm
Changes proposed by: kmcmorris

Course Name:
EAL for Health Care Advanced

Effective Date: September 2025

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

Approval Path

1. 05/15/25 4:53 pm
   Darija Rabadzija
   (drabadzija):
   Approved for 3366
   Leader
2. 05/15/25 4:55 pm
   Jennifer Kelly
   (jekelly): Approved
   for SAS Dean
3. 05/26/25 12:53 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	604-871-7027

Banner Course   EAL for Health Care Advanced
Name:

Subject Code: ELSK - English Language Skills

Course Number   0780

Year of Study   English as an Additional language

Credits: 0

Bridge College Code

Bridge Billing Hours   1.5

Bridge Course Level

Course Description:

This course focuses on the development and application of essential English communication skills for health care settings at an advanced (CLB 7-9) level. Key components of the course are expanding health care vocabulary, practicing routine and more challenging professional interactions, using communication strategies and skills needed for moderately complex oral and written interactions with patients, visitors, colleagues, and other health professionals, and developing strategies for increasing accuracy in oral and written communication.

Course Pre-Requisites (if applicable):

CLB 6 Listening, CLB 6 Speaking, CLB 6 Reading, and CLB 6 Writing, or department approval.

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 BC health care system, roles within this system, and VCC program options.
CLO #2	Identify and apply a range of socio-cultural competencies to communicate effectively.
CLO #3	Use a number of communication frameworks to to structure oral and written communication in the health care context.
CLO #4	Select appropriate vocabulary, tone, register, and non-verbal language in a range of health care settings.
CLO #5	Identify and apply a range of strategies for note-taking, reading formatted and unformatted texts, and writing health care related assignments and correspondence.

	Upon successful completion of this course, students will be able to:
CLO #6	Use reflection journals to increase self-awareness in communication habits, perceptions and biases.
CLO #7	Honour and be aware of the impacts of colonization on Indigenous Peoples' access to and experiences with healthcare in Canada.

Instructional
Strategies:

Lectures, demonstrations, role-plays, audio/video recordings, case studies, self-study, pair and group discussion, ongoing feedback, Moodle

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35%	Listening and Speaking tasks
Assignments	35%	Reading and Writing tasks
Quizzes/Tests	20%	General quizzes
Participation	10%	Active involvement in live instructional sessions and online activities

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 40

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 Canadian and BC Health Care System
Effective Communication Frameworks and Barriers to Communication
Telephone language and strategies
Vocabulary development strategies, including medical terminology
Writing and note-taking strategies for Health Care assignments
Culture, Equity, Diversity and Inclusion
Impacts of colonization on Indigenous Peoples' health and access to healthcare in Canada

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

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Adding new elective courses to the Provincial Instructor Diploma Program

BACKGROUND:
The School of Instructor Education is proposing adding five courses recently developed as part of the Digital Learning for Innovative Teaching Short Certificate as electives for the Provincial Instructor Diploma Program (PIDP). The five courses are:

- DLIT 3010 Digital Literacy and Learning
- DLIT 3020 Assessing Digital Learning
- DLIT 3030 Curating Digital Learning
- DLIT 3040 Creating Digital Learning
- DLIT 3050 Facilitating Digital Learning

DISCUSSION:
Curriculum Committee reviewed this proposal at its May meeting and had no concerns.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, additions to the Provincial Instructor Diploma Program's list of elective courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 22, 2025

Program Change Request

Date Submitted: 04/15/25 11:07 am

Viewing: **Provincial Instructor Diploma Program**

Last approved: 08/23/24 12:26 pm

Last edit: 04/15/25 11:07 am

Changes proposed by: kbrooke

Catalog Pages Using
this Program
Provincial Instructor Diploma Program

Program Name:
  Provincial Instructor Diploma Program

Credential Level: Diploma

Effective Date: September ~~January~~ 2025

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Library, Language, and Teaching & Learning
                         Services

Department   Provincial Instructor Diploma (1500)

Contact(s)

In Workflow

1. **1500 Leader**
2. **LLTL Dean**
3. **Curriculum
   Committee**
4. **Education Council**

Approval Path

1. 04/15/25 11:08 am
   Karen Brooke
   (kbrooke):
   Approved for 1500
   Leader
2. 04/24/25 11:42 am
   David Kirk (dkirk):
   Approved for LLTL
   Dean
3. 05/22/25 11:18 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Dec 20, 2017 by
   clmig-jwehrheim
2. May 30, 2018 by
   Karen Brooke
   (kbrooke)
3. Dec 14, 2018 by
   Karen Brooke
   (kbrooke)
4. Jun 19, 2019 by
   Karen Brooke
   (kbrooke)

5. Aug 21, 2019 by Nicole Degagne (ndegagne)
6. Nov 4, 2019 by Nicole Degagne (ndegagne)
7. Mar 9, 2020 by Nicole Degagne (ndegagne)
8. Jun 23, 2020 by Todd Rowlatt (trowlatt)
9. Aug 31, 2020 by Karen Brooke (kbrooke)
10. Aug 31, 2020 by Darija Rabadzija (drabadzija)
11. Feb 11, 2021 by Jacquie Harrison (jharrison)
12. Jun 16, 2021 by Marian Hassett (mhassett)
13. Dec 15, 2021 by Jacquie Harrison (jharrison)
14. Jan 12, 2022 by Darija Rabadzija (drabadzija)
15. Apr 14, 2022 by Todd Rowlatt (trowlatt)
16. Apr 19, 2022 by Darija Rabadzija (drabadzija)
17. Apr 20, 2022 by Darija Rabadzija (drabadzija)
18. Mar 23, 2023 by Darija Rabadzija

(drabadzija)

19. Jun 15, 2023 by
    Karen Brooke
    (kbrooke)
20. Jan 8, 2024 by
    Nicole Degagne
    (ndegagne)
21. Apr 10, 2024 by
    Karen Brooke
    (kbrooke)
22. Jun 19, 2024 by
    Karen Brooke
    (kbrooke)
23. Aug 23, 2024 by
    Darija Rabadzija
    (drabadzija)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

Program Content Guide

Purpose

The BC Provincial Instructor Diploma Program (PIDP) provides both new and experienced instructors with the knowledge, skills and attitudes needed to instruct adults. Course activities and assignments are intended to provide the skills needed to be an effective, competent instructor.
VCC manages the BC Provincial Instructor Diploma Program on behalf of the Ministry of Post-Secondary Education and Future Skills. The PIDP is recognized by public and private colleges and institutes.

Admission Requirements

English Studies 12, or equivalent
Evidence of subject matter expertise as demonstrated by a diploma, bachelor's degree, trades certification, substantial workplace experience, *or* departmental approval

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, except:

PIDP 3270 Capstone Project

PIDP 3401 PID Independent Studies

Students may apply for a maximum of 15 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

Methods of PLAR vary by course and may include actual curriculum products/artifacts created by the applicant, essays, interviews, and other evaluations.

See Prior Learning Assessment and Recognition policy or contact transfercredit@vcc.ca for more information.

Students may also request transfer credit in accordance with VCC's Transfer Credit policy. Students are responsible for initiating the transfer credit process by completing a transfer credit request form available from the Registrar's Office. To request transfer credit for course work successfully completed outside the BC transfer system, students will be required to provide detailed course outlines from the year/semester in which the courses were completed, and will need to arrange for official transcripts to be sent from the issuing institution to the Registrar's Office at VCC. For more information on transfer credit processes and requirements, please email transfercredit@vcc.ca.

Program Duration & Maximum Time for Completion

30 credits (450 hours)

Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The minimum completion time is ten months. The program must be completed within 5 years. Provided the program is completed within 5 years, there are no restrictions on the number of courses per year which must be taken or on the length of any gaps between course registrations.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.
PLO #2	Create positive and engaging learning environments that promote respect for the diversity of learners.
PLO #3	Communicate effectively and work collaboratively in the workplace and in the community.
PLO #4	Act in an ethical and professional manner when working in an adult education setting.
PLO #5	Integrate critical reflection strategies to stay current in education and bring about change in one's own practice.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

A wide variety of instructional strategies is used in the program. Instructional strategies may include interactive lecture, presentations, assignments, guest speakers, discussions, group work, field trips, and case studies. Courses may be offered in online, face-to-face, and blended formats.

Evaluation of Student Learning

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of 'C' (2.00) in each course with letter grades, or S in each course with successful/unsuccessful grades to be awarded the PIDP.
To achieve the Provincial Instructor Diploma, students must successfully complete 23 credits from eight core courses and seven (7) credits from elective courses for a total of 30 credits.

Recommended Characteristics of Students

The PIDP is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:
-a willingness to participate in a wide variety of instructional strategies, both face-to-face and online
-basic computer skills
-the ability to work independently and with others

Courses

Core Courses (23 credits)

PIDP 3100	Foundations of Adult Education	3
PIDP 3210	Curriculum Development	3
PIDP 3220	Delivery of Instruction	2
or PIDP 3320	Facilitating Learning Online Fundamentals	
PIDP 3230	Evaluation of Learning	3
PIDP 3240	Media Enhanced Learning	3
PIDP 3250	Instructional Strategies	3
PIDP 3260	Professional Practice	3
PIDP 3270	Capstone Project	3

Electives (7 credits)		7
Total Credits		30

Electives (7 credits)

PIDP 3300	Teaching Adults with the Brain in Mind	2
PIDP 3310	Intercultural Competence	1
PIDP 3320	Facilitating Learning Online Fundamentals	2
or PIDP 3220	Delivery of Instruction	
PIDP 3330	Facilitating Learning Online Design	2
PIDP 3340	Collaborative Learning in the College Classroom	2
PIDP 3350	Supporting Multilingual Learners	2
PIDP 3351	Feedback Strategies	2
PIDP 3360	Challenges and Trends in Online Learning	1
PIDP 3370	Inclusive Online Instruction: Theory to Practice	2
PIDP 3401	PID Independent Studies [*]	1
TRAI 3001	Trades Training Fundamentals	1
TRAI 3002	Trades Specific Facilitating Learning	2
TRAI 3003	Trades Specific Assessment and Evaluation	2
TRAI 3004	Trades Specific Student Engagement Techniques	2
DLIT 3010	Digital Literacy and Learning	2
DLIT 3020	Assessing Digital Learning	2
DLIT 3030	Curating Digital Learning	2
DLIT 3040	Creating Digital Learning	2
DLIT 3050	Facilitating Digital Learning	2

Electives in courses in an area related to instructional competence**

* PIDP 3401 PID Independent Studies is repeatable for credit up to 3 credits.

** Please note: Courses must be at a third-year post-secondary level or higher. Courses taken for elective credit must be approved by the School of Instructor Education.

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 each course. The transcript typically shows a letter grade or S/U (successful/unsuccessful) for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

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	Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	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 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

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.

The courses in the new Digital Learning for Innovative Teaching short certificate will be available as electives in the PIPD

Are there any
expected costs to
this proposal.

no

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	

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:

Marketing Description

Gain the knowledge and skills needed to design, develop, manage, and evaluate the instruction of adults in post-secondary, business, industry, and non-traditional learning environments.

What you will learn

What to expect

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Revisions to First-year University Transfer Engineering Certificate

BACKGROUND:
The School of Arts & Sciences has recently renewed the agreement with Simon Fraser University (SFU) for students transferring from our First-year University Transfer Engineering Certificate into their Engineering degree program. The agreement creates an assured pathway for students with an overall GPA of 2.75 on the required courses. The renewal of the agreement requires some changes to the course list.

DISCUSSION:
Nafiseh Tohidi, Department Leader of UT Sciences, presented the proposal. Curriculum Committee had no concerns. The department, in consultation with the Registrar's Office, took the opportunity to update the style of the admission requirements.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the First-year University Transfer Engineering Certificate.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 26, 2025

Program Change Request

Date Submitted: 05/13/25 10:21 am

Viewing: **First-year University Transfer Engineering Certificate**

Last approved: 11/16/23 11:46 am

Last edit: 06/04/25 12:19 pm

Changes proposed by: ntohidi

Catalog Pages Using
this Program
First-year University Transfer Engineering Certificate

Program Name:
  First-year University Transfer Engineering Certificate

Credential Level: Certificate

Effective Date: January 2026 September 2020

Effective Catalog   2024-2025 Academic Calendar
Edition:

School/Centre: Arts & Sciences

Department   CF - Science (2008)

Contact(s)

Approval Path

1. 05/13/25 10:28 am Nafiseh Tohidi (ntohidi): Approved for 2008 Leader
2. 05/13/25 10:41 am Jennifer Kelly (jekelly): Approved for SAS Dean
3. 05/26/25 9:59 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 18, 2017 by clmig-jwehrheim
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Dec 16, 2019 by Darija Rabadzija (drabadzija)
4. Jul 6, 2020 by Jennifer Kelly (jekelly)
5. Jul 15, 2020 by Darija Rabadzija

(drabadzija)

6. Jul 19, 2021 by
   Nicole Degagne
   (ndegagne)
7. Apr 13, 2023 by
   Darija Rabadzija
   (drabadzija)
8. Nov 16, 2023 by
   Darija Rabadzija
   (drabadzija)

Name	E-mail	Phone/Ext.
Jennifer Kelly	jekelly@vcc.ca	7293

Program Content Guide

Purpose

The First–year University Transfer Engineering Certificate is offered to provide students with the opportunity to explore options and demonstrate success at the first year level of university studies. Students will gain transfer credits to the second year of Engineering degree programs at SFU, UBC, UVic, UNBC and TRU. Students who have completed all program requirements must contact the Registrar's Office to apply for graduation. For 2nd year transfer agreements with other public, post-secondary colleges, institutes and universities, please see the BCCAT website.

Students will:
   increase readiness for degree-level study
   gain advanced standing into specified university programs through signed articulation (transfer) agreements
   gain transfer credits to the 2nd year of Engineering degree programs at SFU, UBC, UVic, UNBC and TRU

Admission Requirements

Grade 12 graduation, or equivalent
English Studies 12 with a minimum 'C+' grade, or equivalent
Pre-Calculus 12 with a minimum 'B' grade, or equivalent
Physics 12 with a minimum 'C+' grade, or equivalent
Chemistry 12 with a minimum 'C+' grade, or equivalent

~~All students must meet the general college entrance requirements.~~
~~Grade 12 graduation, or equivalent.~~
~~Knowledge of English demonstrated by *one* of the following:~~
~~English 12 with a minimum 'C+' grade or equivalent, *or*~~
~~English Language Proficiency at an English 12 'C+' level.~~
~~Knowledge of mathematics demonstrated by *one* of the following:~~
~~Precalculus 12 with a minimum 'B' grade or equivalent, *or*~~
~~VCC Math 0983/0993 with a minimum 'B' grade, *or*~~
~~VCC Math 1020 with a minimum 'C' grade, *or*~~
~~VCC Math Precalculus Test (MPT) with a minimum of 72%.~~
~~Knowledge of physics demonstrated by *one* of the following:~~
~~Physics 12 with a minimum 'C+' grade or equivalent, *or*~~
~~VCC Physics 0983/0993 with a minimum 'C+' grade.~~
~~Knowledge of chemistry demonstrated by *one* of the following:~~
~~Chemistry 12 with a minimum 'C+' grade or equivalent, *or*~~
~~VCC Chemistry 0983/0993 with a minimum 'C+' grade.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This is a one year program. The maximum allowable time for students to complete the program is three years. Please note the time limit on completion is sixteen months for assured admission to SFU.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate an understanding of the scientific method and apply it to critically solve problems
PLO #2	Demonstrate proper laboratory techniques, including the use of appropriate equipment and instrumentation
PLO #3	Develop original designs to solve engineering problems

	Upon successful completion of this program, graduates will be able to:
PLO #4	Collect, analyze, and interpret laboratory data, and draw sound conclusions
PLO #5	Effectively communicate ideas and project results
PLO #6	Demonstrate an ability to work well independently and in groups
PLO #7	Engage in informed debate on topics related to technology
PLO #8	Effectively apply scientific and engineering concepts towards subsequent coursework

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, demonstrations, guest speakers, case studies, and computer and laboratory applied practical experiences. Classes may be delivered face-to-face, face-fo-face, blended, or fully online.

Evaluation of Student Learning

Evaluation of the courses is determined by the instructor and may include a combination of practical assignments, projects, theory exams and/or practical exams.

=

Students must achieve a minimum passing grade of 'D' (1.00) in each course to receive credit. To progress into subsequent courses, students must achieve the minimum grade shown on the course outline or shown in the prerequisites of the subsequent course. Students must have a minimum program grade point average of 2.00 (C) to successfully complete the program.

Evaluation of the courses is determined by the instructor and may include a combination of practical assignments, projects, theory exam and/or practical exams.

The required GPA for transfer may vary based on transfer agreements with other institutions. Please see our website: www.vcc.ca.

Successful completion of a minimum of 40 36 credits (Option A) or 43 credits (Option B) of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) guide is required for completion of the certificate.

Recommended Characteristics of Students

-
Demonstrate proficiency in the English language with excellent oral and written communication skills.
Motivated and disciplined.
Possess analytical and critical thinking skills.
Some word processing experience.

Courses

Common First-Year Engineering Curriculum

The Common First-Year Engineering Curriculum (CFYEC) is intended to prepare graduates for transfer into second-year Engineering at any of: UBC (Vancouver), UBC (Okanagan), UNBC, UVic, TRU, or SFU. Admission is by competitive entry and students must apply to each institution separately. These institutions have agreed to accept the CFYEC as equivalent to their first-year engineering curriculum.
The required GPA for transfer to other institutions may vary based on transfer agreements with other institutions.

SFU Engineering Science Transfer

Course Credits (Option A)

Successful completion of a minimum of 36 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

Plan of Study Grid	
Term One	Credits
MATH 1100 Calculus 1	3
PHYS 1100 Physics 1	4
CHEM 1121 Chemistry 1	4
CMPT 1010 Introduction to Computer Programming 1	3
- Credits	0
Term Two	
MATH 1200 Calculus 2	3
PHYS 1200 Physics 2	4
CMPT 1020 Introduction to Computer Programming 2	3
MATH 1221 Applied Linear Algebra	3
- Credits	0
Term Three	
SCIE 1100 Engineering, Technology and Society	3
SCIE 1110 Professional Communication	3

SCIE 1180   Introduction to Engineering Analysis   3
-               Credits   0
-               Total Credits   0

Course Credits (Option B)

Successful completion of a minimum of 43 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

Plan of Study Grid

Term One	Credits
MATH 1100 Calculus 1	3
PHYS 1100 Physics 1	4
CHEM 1121 Chemistry 1	4
CMPT 1010 Introduction to Computer Programming 1	3
- Credits	0
Term Two	
MATH 1200 Calculus 2	3
PHYS 1200 Physics 2	4
CHEM 1223 Chemistry 2	4
MATH 1221 Applied Linear Algebra	3
- Credits	0
Term Three	
ENGL 1100 Academic Writing	3
PHYS 1170 Mechanics 1	3
SCIE 1100 Engineering, Technology and Society	3
SCIE 1110 Professional Communication	3
SCIE 1151 Engineering Graphics & Design	3
- Credits	0
- Total Credits	0

Option A: (SFU Engineering Science Transfer)

Assured SFU Engineering Degree 2nd Year Admission Pathway

Assured admission under this pathway requires completion of the VCC Engineering Certificate. Students must have an overall average GPA of 2.75 on the courses required for the pathway which are listed below (calculated based on the best attempt for each course) and an overall average of 2.75 (again, calculated based on the best attempt for each course) on all work combined in order to be considered for the 'assured admission' pathway. Students who have been previously required to withdraw from another institution would be considered ineligible for the 'assured admission' pathway as would students who were formerly in a Computing, Engineering or Mechatronics program at SFU.

The assured admission is open to international students with GPA 3.0 or higher.

The assured admission pathway does not apply to international students. While the certificate is fully transferrable to SFU's Engineering Degree, international students' GPA requirements may vary at the time of transfer.

All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students would need to meet a minimum course load of 12 credits. The above ~~following~~ courses must be completed as part of this pathway and must be completed at VCC. ~~VCC:~~

~~MATH 1100~~	~~Calculus 1~~	~~3~~
~~PHYS 1100~~	~~Physics 1~~	~~4~~
~~CHEM 1121~~	~~Chemistry 1~~	~~4~~
~~CMPT 1010~~	~~Introduction to Computer Programming 1~~	~~3~~
~~MATH 1200~~	~~Calculus 2~~	~~3~~
~~PHYS 1200~~	~~Physics 2~~	~~4~~
~~CMPT 1020~~	~~Introduction to Computer Programming 2~~	~~3~~
~~MATH 1221~~	~~Applied Linear Algebra~~	~~3~~
~~SCIE 1110~~	~~Professional Communication~~	~~3~~
~~SCIE 1100~~	~~Engineering, Technology and Society~~	~~3~~
~~SCIE 1180~~	~~Introduction to Engineering Analysis~~	~~3~~
~~Total Credits~~		~~0~~

Competitive Engineering Degree 2nd Year Admission Pathway

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU engineering science program using the existing college transfer criteria for admission (presently 24 credits of transferable work plus meeting the GPA set for that term of admission).

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

English (3 credits)		**3**
SCIE 1110	Professional Communication	
Mathematics (9 credits)		**9**
MATH 1100	Calculus 1	
MATH 1200	Calculus 2	
MATH 1221	Applied Linear Algebra	
Lab Science (12 credits)		**12**
PHYS 1100	Physics 1	
PHYS 1200	Physics 2	

CHEM 1121	Chemistry 1	
Science (6 credits)		**6**
SCIE 1100	Engineering, Technology and Society	
CMPT 1010	Introduction to Computer Programming 1	
Electives (10 credits)		**10**
ENGL 1100	Academic Writing	
CHEM 1223	Chemistry 2	
SCIE 1151	Engineering Graphics & Design	
PHYS 1170	Mechanics 1	
Total Credits		40

Students transferring to an applied science program at UBC, UNBC and UVIC are required to complete PHYS 1170 as part of the transfer requirements.

Successful completion of 40 credits is required to be awarded the certificate.

Option B: (Common First-Year Engineering Curriculum)

The Common First-Year Engineering Curriculum (CFYEC) is intended to prepare graduates for transfer into second-year Engineering at any of: UBC (Vancouver), UBC (Okanagan), UNBC, UVic, or TRU. Admission is by competitive entry and students must apply to each institution separately. These institutions have agreed to accept the following as equivalent to their first-year engineering curriculum:

MATH 1100	Calculus 1	3
PHYS 1100	Physics 1	4
CHEM 1121	Chemistry 1	4
CMPT 1010	Introduction to Computer Programming 1	3
MATH 1221	Applied Linear Algebra	3
MATH 1200	Calculus 2	3
PHYS 1200	Physics 2	4
CHEM 1223	Chemistry 2	4
ENGL 1100	Academic Writing	3
PHYS 1170	Mechanics 1	3
SCIE 1100	Engineering, Technology and Society	3

SCIE 1110	Professional Communication	3
SCIE 1151	Engineering Graphics & Design	3
Total Credits		0

The required GPA for transfer to other institutions may vary based on transfer agreements with other institutions.

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+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	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.

Rationale and Consultations

Provide a rationale
for this proposal.
    We recently renewed our agreement with SFU and needed to apply some changes.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

This program is for: Domestic
                         International

Marketing Description

Complete first-year engineering at VCC and transfer directly into second-year degree programs at Simon Fraser University, the University of British Columbia, University of Victoria, University of Northern British Columbia or Thompson Rivers University.

What you will learn

What to expect

Reviewer
Comments

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Health Unit Coordinator Certificate admission requirements

BACKGROUND:
The Health Unit Coordinator (HUC) department is proposing reintroducing the typing requirement for admission to the HUC certificate program (typing speed of 25 gross words per minute with 98% accuracy on a proctored 5-minute test).

This requirement was previously removed as it was seen as a barrier to access, since the Assessment Centre can conduct only in-person assessments. This change was approved by EdCo in December 2023.

Over the last three cohorts, grades in the Keyboarding: Speed and Accuracy course have steadily declined, creating a barrier for students who fail the course and are unable to continue in the program. (Statistics on grades were gathered from Institutional Research.)

The department would like to reintroduce the typing admission requirement for the May 2026 cohort.

VCC's Medical Office Assistant Certificate program has the same admission requirement, and this area accepts both the in-person proctored test from the Assessment Centre and the online proctored assessment from TRU. The HUC department will also accept both options and is exploring the possibility of online proctored assessments at VCC.

DISCUSSION:
The Curriculum Committee Chair, Education Council Chair, and Registrar's Office were consulted about the proposal in view of the short timeline. Applications for May cohorts typically open in early June for the coming year. To avoid delays, it was agreed to exceptionally bring this proposal directly to Education Council and not go through Curriculum Committee.

Language for the English language proficiency requirement and TB test was updated at the same time to align with standard wording.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revised admission requirements for the Health Unit Coordinator Certificate program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: June 3, 2025

Program Change Request

Date Submitted: 05/23/25 1:10 pm

Viewing: **Health Unit Coordinator Certificate**

Last approved: 10/22/24 10:08 am

Last edit: 05/29/25 4:43 pm

Changes proposed by: kagriffiths

Catalog Pages Using
this Program
   Health Unit Coordinator Certificate

Program Name:
   Health Unit Coordinator Certificate

Credential Level: Certificate

Effective Date: May 2026 2024

Effective Catalog   2024-2025 Academic Calendar
Edition:

School/Centre: Health Sciences

Department   Health Unit Coordinator (4610)
Contact(s)

In Workflow

1. **4610 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. Education Council

Approval Path

1. 05/28/25 1:44 pm Darija Rabadzija (drabadzija): Approved for 4610 Leader
2. 06/03/25 4:24 pm Mandy Hayre (mhayre): Approved for SHS Dean

History

1. Dec 20, 2017 by clmig-jwehrheim
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Dec 11, 2019 by Nicole Degagne (ndegagne)
4. Dec 13, 2019 by Darija Rabadzija (drabadzija)
5. Mar 15, 2021 by Radhika Kumar (rakumar)
6. Mar 19, 2021 by Darija Rabadzija (drabadzija)

7. Aug 19, 2021 by Darija Rabadzija (drabadzija)
8. Dec 9, 2021 by Nicole Degagne (ndegagne)
9. Jan 24, 2022 by Darija Rabadzija (drabadzija)
10. Jan 24, 2022 by Darija Rabadzija (drabadzija)
11. Sep 27, 2022 by Darija Rabadzija (drabadzija)
12. Sep 27, 2022 by Darija Rabadzija (drabadzija)
13. Sep 27, 2022 by Darija Rabadzija (drabadzija)
14. Sep 27, 2022 by Darija Rabadzija (drabadzija)
15. Dec 15, 2022 by Nicole Degagne (ndegagne)
16. Mar 22, 2023 by Darija Rabadzija (drabadzija)
17. Dec 14, 2023 by Radhika Kumar (rakumar)
18. Jan 8, 2024 by Nicole Degagne (ndegagne)
19. Oct 22, 2024 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Katherine Griffiths ~~Radhika Kumar~~	kagriffiths@vcc.ca ~~rakumar@vcc.ca~~	5055 ~~5027~~

Program Content Guide

Purpose

The Health Unit Coordinator Certificate (HUC) program is designed to provide students with the knowledge and skills to perform the roles and responsibilities of the HUC. Students will learn to pronounce and use medical terminology and pharmacology correctly and improve their word processing and keyboarding skills in the program. Graduates will demonstrate accuracy and proficiency when communicating verbally, electronically or in writing as a professional member of the health care team. Students will also explore coordinating patient transitions and activities in health care.

The HUC program utilizes authentic and experiential learning to promote the critical thinking and adaptability skills required to work in the diverse and dynamic field of health care.

Grade 12 Graduation or equivalent.

English Studies 12 with a minimum 'B' grade, or equivalent

Typing speed of 25 gross words per minute with 98% accuracy on a proctored 5-minute test

~~Grade 12 Graduation or equivalent.~~

~~English Language Proficiency as demonstrated by *one* of the following:~~

~~English 12 with a minimum 'B' grade, or equivalent~~

~~*or*~~

~~English Language Proficiency at an English 12 'B' level~~

Attending an information session is strongly recommended.

Upon Acceptance

Criminal Record Check (CRC)

Students in this program are required to complete a CRC. The CRC must be completed according to VCC's Criminal Record Check instructions. Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.

TB Screening

Students must submit a negative tuberculosis (TB) skin test or chest X-ray dated a maximum of six months prior to the program start date. An additional TB test is required after each potential exposure to TB and/or travel to areas with a known prevalence of TB.

~~TB Screening~~

~~Proof of a current negative tuberculosis (TB) skin test. In case of positive TB skin test, a negative TB chest x-ray report is required.~~

Immunization

VCC School of Health Sciences Immunization Record must be completed. Immunizations in the following are *strongly recommended* and in some cases *may be required* for practicum placement in the program:

Diphtheria

Tetanus

Pertussis

Polio

Measles/Mumps/Rubella

Varicella (Chicken Pox)

Hepatitis B

Influenza (required annually)

Covid 19 Vaccination

N95 Respiratory Mask

N95 mask fitting should be done just prior to beginning your program and is valid for one year. A copy of the certificate must be presented during the first week of classes. Please review Respiratory Mask Fit Testing Information.

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 the following course:

HLUC 1015 Speed and Accuracy

Methods for assessing prior learning are listed on the course outline. Please contact the Department for details. See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

32 weeks of full time study. Students are required to complete all the requirements for the Health Unit Coordinator Certificate within two (2) years from their program start date.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply the knowledge and skills to act safely, ethically and responsibly as a health care team member.
PLO #2	Model professional behaviours in health care settings.
PLO #3	Demonstrate professional communication skills within the healthcare environment.
PLO #4	Integrate knowledge of cultural sensitivity and diversity into practice in a variety of settings.
PLO #5	Practice digital and information literacy skills to support safe client care.
PLO #6	Apply critical thinking when coordinating within the role and responsibilities of the Health Unit Coordinator.
PLO #7	Demonstrate initiative and responsibility to coordinate patient and unit activities.
PLO #8	Collaborate with health care professionals to coordinate patient and unit activities.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Primary instructional activities include demonstrations, simulations, case studies, group work, labs, and practicum. Interactive learning activities with an emphasis on building digital literacy skills, cultural awareness and social responsibility will be applied throughout the program. Students will learn in a variety of learning environments which include the classroom, lab, practicum and online setting.

Evaluation of Student Learning

Students are evaluated through a variety of assessments such as: quizzes, exams, case studies, written assignments, presentations and projects (journals, self reflective learning plans, workshops and online modules).
Students are required to achieve a minimum of 68% (B-) in all theory courses in order to advance to the next term.
100% attendance is recommended. Student success in the program and practicum is highly dependent on attendance and participation.
HLUC 1050 Practicum 1 and HLUC 1150 Practicum 2 are based on Successful (S) or Unsuccessful (U) grade, where S is deemed successfully completing all learning outcomes for the courses. Successful (S) is equal or greater than 68%.
Successful completion of HLUC 1050 Practicum 1 is required in order to continue into the second
semester and HLUC 1150 Practicum 2.
Practicums are evaluated through observations and feedback from the student, faculty and preceptor.

Recommended Characteristics of Students

Ability to work accurately and manage time effectively in a sensitive environment.
Ability to take initiative and handle responsibility.
A caring nature and an interest in the well-being of others.
Excellent interpersonal skills.
Dependable, ethical and respectful.
Ability to work calmly and effectively under stress.
Good vision and finger/hand dexterity to operate office equipment.
Comfort and familiarity with basic functions of a computer, email and internet.
Ability to utilize a variety of computer software applications such as Microsoft Office Suite.
40 WPM touch typing keyboarding speed is required for successful completion of the program and gain employment.
Flexibility to accommodate practicum schedules.
Physical ability to carry out the duties of a health unit coordinator position.

Courses

Plan of Study Grid

Term One	Credits
HLUC 1005 Information Technologies for Health Sciences	3
HLUC 1015 Keyboarding: Speed and Accuracy	2
HLUC 1025 Role of the HUC	3
HLUC 1035 Communication in Healthcare	3
HLUC 1040 Medical Foundations	3
HLUC 1045 Pharmacology	2.5
HLUC 1050 HUC Practicum 1	3
Credits	19.5
Term Two	
HLUC 1105 Order Processing Foundations	3

HLUC 1115	Lab Foundations 1	2.5
HLUC 1125	Lab Foundations 2	2.5
HLUC 1135	Diagnostic Foundations	2.5
HLUC 1140	Surgical & Specialty Foundations	3
HLUC 1145	HUC Practicum Orientation	2
HLUC 1150	HUC Practicum 2	5
	Credits	20.5
	Total Credits	40

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

HLUC 1115 Lab Foundations 1   2.5
HLUC 1125 Lab Foundations 2   2.5
HLUC 1135 Diagnostic Foundations   2.5
HLUC 1140 Surgical & Specialty Foundations 3
HLUC 1145 HUC Practicum Orientation   2
HLUC 1150 HUC Practicum 2   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+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71	Minimum Pass	2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	N/A	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.

Rationale and Consultations

Provide a rationale
for this proposal.

Student success has decreased over the past three cohorts while the typing admission requirement was removed.

Are there any
expected costs to
this proposal.

none expected

Consultations

Consultated Area	Consultation Comments
Assessment Centre	Initial discussions with no concerns noted, then further discussions scheduled for implementation.
PAC/CEG	Informed PAC, no concerns noted.
Institutional Research (IR)	IR provided data on student marks.
Registrar's Office	RO informed, no concerns noted.
Faculty/Department	Faculty in favour of admission requirement.
Other Department(s)	Discussed at SHS Curriculum committee.
Other Department(s)	Discussed with MOA program as requirement will align with MOA.
Disability Services	Discussed with Disability Services, ongoing conversations for implementation.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

VCC

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Re-numbering courses in the IT Project Management Post-Degree Diploma

BACKGROUND:
The Project Management department is proposing that the courses in the IT Project Management Post-Degree Diploma program be re-numbered from first- and second-year to third- and fourth-year course numbers. Education Council initially approved the curriculum for this new program in February 2025.

In developing additional programming aimed primarily at domestic students, the department realized that most courses in project management at other institutions are considered upper-year level courses. Courses at Douglas College, Thompson Rivers University, SFU, George Brown College and Fanshawe College were reviewed, and course learning outcomes were compared. The department determined that increasing the course level would better align VCC's courses with the standard at other institutions, simplifying transfer opportunities and better recognizing the learning of our students.

DISCUSSION:
Andy Sellwood, Department Leader of Project Management, presented the proposal. Curriculum Committee accepted the rationale and had no concerns. The department consulted with the Registrar's Office; the first offering of this program is January 2026. Approving this change at this time is allowing the RO to only create these new versions of the courses, not having started implementing the previously approved versions.

David Wells, VP Academic and Research, and Natasha Mandryk, Chair of Education Council, have confirmed that these courses do not need to go to the Board for final course approval, as they fit into the existing structure of the program and will not require changes to tuition or implementation.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised program content guide for IT Project Management Post-Degree Diploma and 14 new courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 26, 2025

Program Change Request

Date Submitted: 05/07/25 11:22 am

Viewing: **IT Project Management Post-Degree Diploma**

Last approved: 03/03/25 1:25 pm

Last edit: 05/19/25 9:57 am

Changes proposed by: asellwood

Program Name:
   IT Project Management Post-Degree Diploma

Credential Level: Post-Degree Diploma

Effective Date: January 2026

Effective Catalog   2024-2025 Academic Calendar
Edition:

School/Centre: Hospitality, Food Studies & Applied Business

Department   IT Project Management PDD (4813)

Contact(s)

Approval Path

1. 05/07/25 11:23 am
   Andy Sellwood
   (asellwood):
   Approved for 4813
   Leader
2. 05/09/25 12:44 pm
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 05/26/25 10:33 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Feb 6, 2025 by Andy
   Sellwood
   (asellwood)
2. Feb 13, 2025 by
   Darija Rabadzija
   (drabadzija)
3. Feb 14, 2025 by
   Darija Rabadzija
   (drabadzija)

4. Mar 3, 2025 by
   Darija Rabadzija
   (drabadzija)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8321 666

Program Content Guide

Purpose

The IT Project Management Post-Degree Diploma program prepares individuals to design, develop, and manage information technology projects across diverse organizational contexts. Through a comprehensive curriculum aligned with industry standards, the program develops professionals who can effectively lead technology initiatives while managing associated risks and resources.

Admission Requirements

An undergraduate degree from an accredited post-secondary institution, as determined by the institution
English Studies 12 with a minimum 'C' grade or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is delivered over four academic terms, each four months long. There is one term break between terms two and three.
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	Apply project management principles to technology initiatives.
PLO #2	Implement effective risk management and quality assurance strategies.
PLO #3	Manage procurement and contracts in IT contexts.
PLO #4	Ensure information security throughout project lifecycles.

	Upon successful completion of this program, graduates will be able to:
PLO #5	Lead teams and manage procurement, contracts, and stakeholder engagement in IT contexts.
PLO #6	Conduct data analysis and business analysis for technology projects.
PLO #7	Utilize cloud technologies and ITIL Foundation principles for efficient IT service management.
PLO #8	Demonstrate effective communication, leadership, and organizational behavior skills.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.
Instructional activities require students to be actively engaged and collaborate with other students.

Evaluation of Student Learning

Evaluation of courses may include a combination of assignments, projects, authentic case studies, theory and/or practical exams.
To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.
Students must have a minimum grade point average of 'D' (1.00) to successfully complete each course, a minimum program term grade point average of 2.00 ('C') to progress into subsequent terms in the program, and a minimum cumulative grade point average of 2.00 upon completion of all courses to successfully graduate.
Students must pass each course (minimum grade of D or 50%).
In order to progress to the next term, students must obtain a minimum Weighted Grade Point Average of C or 2.00 in each term.
To qualify for graduation, students must be in good academic standing, pass all courses in the program and achieve a minimum 2.0 Cumulative Grade Point Average (CGPA).

Recommended Characteristics of Students

Good analytical and critical thinking abilities
Good communication and interpersonal skills
Organizational capabilities and attention to detail
Ability to adapt quickly to changing technologies and methodologies

Courses
Plan of Study Grid

First Year

Term One	Credits
PGMT 3105 Principles of Project Management	3
PGMT 3125 Project Stakeholder Management and Business Communication	3
PGMT 3115 Project Scope Planning and Business Requirements	3
ITPM 3100 IT Systems and Infrastructure for Project Managers	3
Credits	12

Term Two	
ITPM 3200 Cloud Operations and Integration for Project Managers	3
ITPM 3210 Data Analytics in IT Project Environments	3
PGMT 3205 Project Schedule, Cost, and Quality Management	3
ITPM 3220 Managing Privacy, Security, and Risk in Technology Projects	3
Credits	12

Second Year

Term One	
PGMT 3215 Technology Integration in Project Management Practice	3
PGMT 4105 Agile Methodologies for Product Innovation	3
PGMT 4115 Leadership and Organizational Change in Projects	3
Credits	9

Term Two	
PGMT 4205 IT Project Management Capstone and Integration	3
ITPM 3230 ITIL Foundations for Project Execution	3
PGMT 3240 IT Resource, Procurement, and Contracts	3
Credits	9
Total Credits	42

Plan of Study Grid

First Year	Credits
PGMT 1001 Fundamentals of Project Management	3
PGMT 1010 Business Analysis and Project Scope Management	3
MGMT 1004 Business Communication	3
ITPM 1100 IT and Technology Essentials for Project Managers	3
ITPM 1200 Principles of Cloud Infrastructure	3
PGMT 1004 Project Schedule and Cost Management	3
ITPM 1210 Data Analytics and Visualization for IT Projects	3
ITPM 1220 Data Security, Privacy, and Risk	3
Credits	0

Second Year	
PGMT 2020 Project Management Technology	3
PGMT 2100 Agile Project Management and Product Development	3
PGMT 2003 Project Leadership and Change Management	3
ITPM 2210 ITIL Essentials for Project Managers	3

PGMT 2215	IT Project Integration and Capstone	3
PGMT 2200	IT Procurement and Contracts	3
-	Credits	0
-	Total Credits	0

PGMT 2215	IT Project Integration and Capstone	3
PGMT 2200	IT Procurement and Contracts	3
-	Credits	0
-	Total Credits	0

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 and above	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 Standing			
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.

When the IT Project Management PDD was developed, the courses were set at a 1st or 2nd year post-secondary level. Comparing these courses to those at other institutions, it now makes more sense to 'level up' these courses to 3rd or 4th year post-secondary.

As well as the leveling up, some content has been added to better align the program to the outcomes in the (new) 8th edition of the PMBOK.

Finally, three courses have additional instructional strategies and evaluation plans for the purposes of offering them in an online/asynchronous mode.

Are there any
expected costs to
this proposal.

No.

Consultations

Consulted Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Initial meeting with IAs to discuss leveling up in April 2025. Further review of curriculum in April/May 2025.
Registrar's Office	The RO provided new course numbers in April 2025.
Faculty/Department	Faculty and staff in DPM were consulted about the changes at an end of term meeting on Apr 23rd 2025.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

IT PM PDD PCG_for BoG - wireframe.docx

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:20 am

Viewing: **ITPM 3100 : IT Systems & Infrastructure**

Last edit: 05/07/25 11:20 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma

Course Name:
   IT Systems and Infrastructure for Project Managers

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course   IT Systems & Infrastructure
Name:

Subject Code: ITPM - IT Project Management

Course Number   3100

Year of Study   3rd Year Post-secondary

Credits: 3

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

Course Description:

This course provides a comprehensive introduction to information systems (IS) and their role in modern organizations. It explores the fundamental concepts of IS, including hardware, software, networks, databases, and applications. The course emphasizes the business-driven nature of IS, highlighting how technology can be leveraged to achieve strategic goals. Students will gain practical knowledge and skills in analyzing business problems, designing IS solutions and evaluating the impact of technology on organizations.

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	Explain the fundamental concepts of information systems, including hardware, software, networks, databases, and applications.
CLO #2	Analyze business problems and identify opportunities for leveraging technology to improve organizational performance.
CLO #3	Apply the concepts of information systems to improve business processes and achieve business goals.
CLO #4	Evaluate the impact of technology on organizations, including ethical and security considerations.
CLO #5	Communicate effectively about information systems concepts and solutions to both technical and non-technical audiences.

Instructional Strategies:

Class-Based: This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Online/Asynchronous: Videos, discussion forums, teamwork, case studies, presentations.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Class-Based.
Midterm Exam	15	Class-Based.
Final Exam	15	Class-Based
Assignments	60	Class-Based. Four to six assignments at 10-15% each
Quizzes/Tests	10	Online. A number of open-book quizzes.
Assignments	40	Online. 3 or more case studies.
Assignments	20	Online. Final Reflection Paper.
Project	30	Online. Includes components such as final written report and 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:
Introduction to Information Systems
Hardware and Software
Networking Concepts
Databases and Data Management
Information Systems Development
Ethical and Social Issues in IS
Introduction to Artificial Intelligence and Machine Learning
Introduction to Internet of Things (IoT)
Introduction to Blockchain Technology

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

Rationale and Consultations

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

  Yes

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:20 am

Viewing: **ITPM 3200 : Cloud Operations & Integration**

Last edit: 05/07/25 11:20 am

Changes proposed by: asellwood

Programs
referencing this
course

[223: IT Project Management Post-Degree Diploma](#)

Course Name:

Cloud Operations and Integration for Project Managers

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course   Cloud Operations & Integration
Name:

Subject Code: ITPM - IT Project Management

Course Number   3200

Year of Study   3rd Year Post-secondary

Approval Path

1. 05/07/25 11:23 am Andy Sellwood (asellwood): Approved for 4813 Leader
2. 05/09/25 12:49 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/26/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Credits: | 3 |

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

Course Description:

This course offers an in-depth introduction to the multifaceted world of Cloud Computing, presenting it from three essential perspectives: theoretical, technical, and commercial. Through a blend of real-world case studies and analysis of existing market cloud-based tools, students will gain a thorough understanding of various Cloud Computing applications.

Students will delve into the critical aspects of planning, designing, and migrating to Virtualized Data Centres (VDC) and Cloud environments, equipping them with the knowledge and skills required for successful cloud integration. By the end of the course, participants will have a comprehensive grasp of Cloud Computing fundamentals and its practical implementations in modern technology landscapes.

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 project management principles to oversee cloud infrastructure projects.
CLO #2	Describe the technical foundations of cloud computing.
CLO #3	Analyze the competitive advantages of cloud computing e.g. faster deployment/access to IT resources, fine-grain scalability.
CLO #4	Analyze the processes and methodologies for integrating cloud computing solutions into existing IT infrastructures, highlighting the improvements in efficiency and scalability.
CLO #5	Evaluate strategies for organizational migration to cloud-based computing.

	Upon successful completion of this course, students will be able to:
CLO #6	Discuss best practices for cloud computing e.g. elastic architecture, design for failure, high availability, performance, security, monitoring and cost management.

Instructional Strategies:

This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	Six assignments at 10% each
Quizzes/Tests	10	
Midterm Exam	15	
Final Exam	15	

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:
Fundamentals of cloud computing
Technical foundations of cloud computing
Types of cloud services e.g. Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS)
Cloud configuration
Cloud management and monitoring
Cloud security
Cloud migration strategies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

IT Project Management PDD

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:21 am

Viewing: **ITPM 3210 : Data Analytics in IT Proj Mgmt**

Last edit: 05/07/25 11:21 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma

Course Name:
   Data Analytics in IT Project Environments

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course   Data Analytics in IT Proj Mgmt
Name:

Subject Code: ITPM - IT Project Management

Course Number   3210

Year of Study   3rd Year Post-secondary

In Workflow

1. **4813 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/07/25 11:23 am
   Andy Sellwood
   (asellwood):
   Approved for 4813
   Leader
2. 05/09/25 12:51 pm
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 05/26/25 10:33 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Credits: 3

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

Course Description:

This course delves into the principles and advanced techniques of business data analysis and effective data visualization within the realm of Information Technology. Students will engage with real-world IT data to uncover patterns, trends, and relationships, driving strategic decision-making in technology-driven environments. Key components include data exploration, dimensional analysis, hypothesis formulation, and the creation of compelling visual presentations using state-of-the-art IT tools. Through a collaborative group project, students will tackle real-world IT data analysis challenges, transforming raw data into strategic insights and effectively communicating these findings to stakeholders. The course emphasizes the use of IT-specific software and platforms, ensuring students are well-versed in the latest technologies and methodologies in the field of IT Business Analytics.

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	Explain the value of data analytics and visualization for business organizations and/or in an IT context.
CLO #2	Describe contemporary approach to Business Intelligence / Data Analytics.
CLO #3	Analyze Business Intelligence Trends & Trends in Big Data.
CLO #4	Perform advanced analysis by joining and blending data from different sources.
CLO #5	Apply advanced analytical techniques and IT tools to effectively analyze and interpret business data, driving strategic decision-making and innovation.

	Upon successful completion of this course, students will be able to:
CLO #6	Formulate and implement data analytics strategies using cutting-edge IT tools to solve business problems and enhance organizational performance.
CLO #7	Perform basic programming in data analytics (e.g. Python etc.).

Instructional

Strategies:

Class-Based: This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Online/Asynchronous: Videos, discussion forums, teamwork, case studies, presentations.

Evaluation and Grading

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

  D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	Class-Based. Six assignments at 10% each
Quizzes/Tests	10	Class-Based.
Midterm Exam	10	Class-Based.
Final Exam	20	Class-Based.
Quizzes/Tests	10	Online. A number of open book quizzes.
Assignments	40	Online. Four or more assignments connected to data visualization or dataset analysis.
Assignments	20	Online. Final reflection paper.
Project	30	Online. Includes components such as written report, peer evaluation, and 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:
Introduction to Big Data Analytics
Data Analytics Lifecycle
Data Mining Process
Review Basic Data Analytics Methods and planning data analytic steps
Advanced Analytics – Technology and Tools
Decision Analysis through designing visualizations
Present data using story points and fully interactive dashboards
Perform advanced analysis by joining and blending data from different sources
Introduction to Programming in Data Analytics

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:21 am

Viewing: ITPM 3220 : Mng Privacy, Security, & Risk

Last edit: 05/07/25 11:21 am

Changes proposed by: asellwood

Course Name:

Managing Privacy, Security, and Risk in Technology Projects

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course
Name: Mng Privacy, Security, & Risk

Subject Code: ITPM - IT Project Management

Course Number   3220

Year of Study   3rd Year Post-secondary

In Workflow

1. **4813 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/07/25 11:23 am Andy Sellwood (asellwood): Approved for 4813 Leader
2. 05/09/25 12:52 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/26/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3

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

Course Description:

This course provides a comprehensive overview of cybersecurity principles, practices, and standards. Students will gain a deep understanding of key security domains, including risk management, asset security, security architecture, communication and network security, identity and access management, security assessment and testing, security operations, and software development security. The course will equip students with the knowledge and skills necessary to protect organizations from cyber threats, ensure compliance with industry regulations, and implement effective security strategies.

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	Explain the fundamental principles of cybersecurity, including confidentiality, integrity, availability, authenticity, and non-repudiation.
CLO #2	Analyze organizational risks and implement effective risk management strategies.
CLO #3	Describe and apply security measures that protect data in information systems.
CLO #4	Evaluate the impact of technology on organizations, including ethical and security considerations.
CLO #5	Communicate effectively with technical and non-technical audiences on cybersecurity issues.
CLO #6	Describe the fundamental principles of Information Privacy and Data Protection.

Instructional
Strategies:

This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	
Midterm Exam	10	
Final Exam	15	
Assignments	65	Five to eight assignments worth 5-15% each

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:
Security and Risk Management
Asset Security
Networking Concepts
Security Architecture and Engineering
Communication and Network Security
Identity and Access Management (IAM)
Security Assessment and Testing
Security Operations
Information Privacy & Data Protection

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:21 am

Viewing: ITPM 3230 : ITIL Found for Proj Execution

Last edit: 05/07/25 11:21 am

Changes proposed by: asellwood

Course Name:
ITIL Foundations for Project Execution

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name: ITIL Found for Proj Execution

Subject Code: ITPM - IT Project Management

Course Number 3230

Year of Study 3rd Year Post-secondary

In Workflow

1. **4813 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/07/25 11:23 am Andy Sellwood (asellwood): Approved for 4813 Leader
2. 05/09/25 12:54 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/26/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3

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

Course Description:

In this course, students will learn the fundamentals of ITIL (Information Technology Infrastructure Library) and IT service management. The course covers IT service strategy development, service design evaluation, and operational transition management. Students will work with ITIL-compatible tools, develop comprehensive service management plans, and learn to enhance existing ITIL implementations using real-world case studies to gain understanding of how to integrate ITIL principles into their project management practices.

Course Pre-Requisites (if applicable):

ITPM 1100.

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	Develop an IT service strategy that incorporates governance, policies, and demand management
CLO #2	Evaluate the effectiveness of IT service design in meeting business requirements, including aspects like service catalog and service level management
CLO #3	Assess the transition of IT services from design to operations, focusing on change, release, and configuration management
CLO #4	Implement ITIL-compatible tools and technologies that align with the organization's IT service management needs
CLO #5	Develop a comprehensive ITIL-based service management plan that addresses all key components of ITIL

	Upon successful completion of this course, students will be able to:
CLO #6	Modify and improve an existing ITIL implementation based on real-world case studies and best practices

Instructional Strategies:

This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	Six assignments at 10% each
Quizzes/Tests	10	
Midterm Exam	15	
Final Exam	15	

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:
ITIL
Concept of Value
Service Offerings
Service Management
ITIL® Service Value System
Service Mgmt. Guiding Principles
ITIL® Practices
Incident & Problem Management

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

IT Project Management PDD

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:16 am

Viewing: **PGMT 3105 : Principles of Project Mgmt**

Last edit: 05/07/25 11:16 am

Changes proposed by: asellwood

Programs
referencing this
course

223: IT Project Management Post-Degree Diploma

Course Name:
   Principles of Project Management

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	--

Banner Course   Principles of Project Mgmt
Name:

Subject Code: PGMT - Project Management

Course Number   3105

Year of Study   3rd Year Post-secondary

In Workflow

1. **4813 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/07/25 11:23 am
   Andy Sellwood
   (asellwood):
   Approved for 4813
   Leader
2. 05/09/25 12:55 pm
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 05/26/25 10:33 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   0-3

Bridge Course Level   01

Course Description:

This course covers the terminology and key concepts of project management that will provide the foundation for the rest of the program.

Students gain an overall understanding of project selection concepts, development approaches as well as all project management process groups, knowledge areas, and processes. Project management ethics will be discussed in 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	Explain the concepts of Project, Program, and Portfolio Management
CLO #2	Describe the roles and responsibilities of the project manager and project team members
CLO #3	Explain and illustrate project lifecycle - All process groups, Knowledge areas, and processes based on the Project Management Body of Knowledge (PMBOK)
CLO #4	Explain project selection considerations and project manager competencies
CLO #5	Describe project charter, project documents, project plans, and identify key aspects of a successful project
CLO #6	Explain project management approaches and tailoring considerations that best meet the needs of the organization

	Upon successful completion of this course, students will be able to:
CLO #7	Describe project management organizational structures, Project influences such as Enterprise Environmental Factors (EEFs) and Organizational Process Assets (OPAs)
CLO #8	Describe project management ethics
CLO #9	Describe the history of project management, and common project management standards, certifications, and certification bodies

Instructional
Strategies:

   Class-Based: Lecture, teamwork, case studies, discussions, presentations, guest speakers, online activities.

   Online/Asynchronous: Videos, discussion forums, teamwork, case studies, presentations.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	Class-Based
Final Exam	30	Class-Based
Assignments	20	Class-Based. Team and individual assignments and projects defined by the instructor
Quizzes/Tests	20	Class-Based. Weekly planned or ad-hoc quizzes and tests
Participation	10	Class-Based. -Active participation in the course lectures and discussions forums -Participation in team assignments and discussions
Quizzes/Tests	15	Online. A number of open-book quizzes.
Assignments	30	Online. Two or more case studies.
Assignments	20	Online. Final Reflection paper.

Type	Percentage	Brief description of assessment activity
Project	35	Online. Includes multiple components such as project artifacts, final written report, presentation, and peer evaluation.

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:
History of Project Management

Course Topics:
Project, program, portfolio, and operations
Project selection considerations
Roles and responsibilities of a project management team, and project manager competencies
Project management development approaches
Project management process groups, Knowledge areas, processes, tools, and techniques
Project management organizational structures, Enterprise Environmental Factors, Organizational Process Assets, and project management ethical considerations

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

Project Management: The Managerial Process, 8th edition, by Erik Larson and Clifford Gray

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

IT Project Management PDD

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:16 am

Viewing: **PGMT 3115 : Project Scope Plan & Bus Reqs**

Last edit: 05/07/25 11:16 am

Changes proposed by: asellwood

Programs
referencing this
course
[223: IT Project Management Post-Degree Diploma](#)

Course Name:
   Project Scope Planning and Business Requirements

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course   Project Scope Plan & Bus Reqs
Name:

Subject Code: PGMT - Project Management

Course Number   3115

Year of Study   3rd Year Post-secondary

Credits:	3

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

Course Description:

This course focuses on the critical role of business analysis in defining and managing project scope. It highlights how effective scope management aligns business needs with project deliverables, ensuring successful outcomes. It emphasizes the importance of project scope management for delivering a product or project that meets the collaborators' and/or partners' and/or clients' requirements. Students learn the various product development models and the tools, techniques, and processes required to develop the project scope and how to manage and control it throughout the project.

Key areas include identifying and analyzing business requirements, developing project scope statements, utilizing tools for scope management, managing scope changes, and aligning business objectives with project outcomes. Students will explore various business analysis models and methodologies, gaining practical skills through real-world applications and case studies.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and analyze business requirements.
CLO #2	Create a scope management plan that documents how the project and product scope are defined, developed, validated, monitored and controlled.
CLO #3	Apply the various tools and techniques used to solicit and collect requirements.
CLO #4	Create and apply both deliverable-oriented and phase-oriented Work Breakdown Structures (WBS) to divide project scope into clear work packages.

	Upon successful completion of this course, students will be able to:
CLO #5	Determine, document, and manage stakeholder expectations to meet the project objectives.
CLO #6	Apply tools and techniques to validate and control scope during project execution.

Instructional
Strategies:

This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	10	
Final Exam	20	
Quizzes/Tests	10	
Assignments	60	Six assignments at 10% each

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 Business Analysis
Critical Thinking and System Analysis in a Business Context
Product and project life cycles
Product development using specified features and functions
Key concepts and terminologies of scope management
Collecting scope requirements and defining project scope
Managing project expectations
Work Breakdown Structure (WBS)
Validating and controlling project scope

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
IT Project Management PDD

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:16 am

Viewing: **PGMT 3125 : Stakeholder and Business Comm**

Last edit: 05/07/25 11:16 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma

Course Name:

Project Stakeholder Management and Business Communication

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course   Stakeholder and Business Comm
Name:

Subject Code: PGMT - Project Management

Course Number   3125

Year of Study   3rd Year Post-secondary

In Workflow

1. **4813 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/07/25 11:23 am Andy Sellwood (asellwood): Approved for 4813 Leader
2. 05/09/25 12:57 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/26/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   0-3

Bridge Course Level   01

Course Description:

This course provides the student with the knowledge, tools, and techniques to identify, categorize and prioritize project stakeholders and develop a stakeholder management plan and a communications management plan. Students will create a stakeholder register as a basis to classify stakeholders' communications needs.

Students will learn how to manage stakeholders' expectations during the project utilizing a proper communication style. Students will also learn best practices on working with diverse groups and organizations and on managing their engagement in the project. This course also introduce students to the theories and practices of contemporary workplace communication, including intercultural communication.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify, categorize, and prioritize project stakeholders, and create a Stakeholder Register
CLO #2	Develop a Stakeholder Management Plan and manage stakeholder expectations and engagement
CLO #3	Explain how project teams are created and managed during the project (e.g. creating a shared vision, building trust among team members, improving team productivity, managing conflicts and creating synergy).
CLO #4	Explain the key concepts for Project Communications Management

	Upon successful completion of this course, students will be able to:
CLO #5	Identify and explain the trends and emerging practices in Project Communications Management
CLO #6	Identify various communication models that are available to manage a project and use appropriate communication technology to enhance information flow utilizing communication channels
CLO #7	Establish appropriate communications methods between various stakeholders within the project
CLO #8	Develop and document a comprehensive Communications Plan.
CLO #9	Explain the principles of workplace communication, including intercultural communication dynamics
CLO #10	Explain the principles of workplace correspondence, including a sophisticated approach to audience and subject, and use these principles to construct basic workplace documents

Instructional

Strategies:

Lecture, Teamwork, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Stakeholder and communications management project
Final Exam	30	
Assignments	20	Class, individual, and team assignments related to business communication
Quizzes/Tests	20	Weekly planned and/or ad-hoc quizzes
Participation	10	Active participation in class and team discussions Peer participation could also be taken into consideration

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:
Project stakeholder identification
Project stakeholder engagement plan
Stakeholder engagement principles, tools, and techniques
Communication Management Plan
Creating content for or about Indigenous peoples
Communication models and technologies
Managing and monitoring stakeholders and communications
Trust behaviors, Conflict management, and personality types

Course Topics:
Theory and Process of Workplace Communication
Varieties of Workplace Correspondence
Research Strategies for Workplace Writing
Reports and Proposals
Oral Reports and Electronic Presentations

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

Project Management: The Managerial Process, 8th edition, by Erik Larson and Clifford Gray

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

IT Project Management PDD

Provide a ratio
for this propo
Are there any

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:17 am

Viewing: **PGMT 3205 : Project Sched, Cost, & Quality**

Last edit: 05/07/25 11:17 am

Changes proposed by: asellwood

Programs
referencing this
course
  223: IT Project Management Post-Degree Diploma

Course Name:
  Project Schedule, Cost, and Quality Management

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course   Project Sched, Cost, & Quality
Name:

Subject Code: PGMT - Project Management

Course Number   3205

Year of Study   3rd Year Post-secondary

Credits: 3

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

Course Description:

This course examines the processes, tools, and techniques required to manage the timely completion of projects. Students are introduced to cost management principles and techniques that ensure projects are delivered within the approved budget. This course also introduces students to project quality management where students explore the processes for planning, managing, and controlling project and product quality requirements.

Course Pre-Requisites (if applicable):

PGMT 3105.

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	Develop and document a comprehensive plan to manage the project schedule and identify the activities and the associated interdependencies required to meet the deliverables identified in the project schedules
CLO #2	Estimate the duration, elapsed time, lead, lag, and critical path for the scheduled activities
CLO #3	Monitor and control the project schedules using a variety of tools and techniques
CLO #4	Develop and document a comprehensive plan for managing the project costs and identify factors that impact the cost management plan
CLO #5	Apply tools and techniques to identify resources required to deliver projects within the determined constraints
CLO #6	Implement strategies for monitoring and controlling variances in project costs

	Upon successful completion of this course, students will be able to:
CLO #7	Define and establish clear quality metrics to ensure project quality requirements are being met
CLO #8	Determine how quality issues can impact the project
CLO #9	Control project and product quality using established processes and guidelines

Instructional

Strategies:

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

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	
Final Exam	30	
Assignments	20	Class, individual, and team assignments and projects
Quizzes/Tests	20	Weekly planned and/or ad-hoc quizzes
Participation	10	Active participation in class and team discussions Peer participation could also be taken into consideration

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:
Develop Project Schedule Management Plan
Define and sequence project activities
Estimate activity durations
Develop and control project schedule
Develop project Cost Management Plan
Project cost estimation techniques
Prepare and manage project budgets
Quality Management Strategy / Plan
Project quality objectives
Project quality requirements
Introduction to schedule, cost and quality management in agile environments

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

Project Management: The Managerial Process, 8th edition, by Erik Larson and Clifford Gray

MS Project, MS Excel

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

IT project Management PDD

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: 05/07/25 11:19 am

Viewing: **PGMT 3215 : Tech Integration in Proj Mgmt**

Last edit: 05/07/25 11:19 am

Changes proposed by: asellwood

Programs
referencing this
course

  223: IT Project Management Post-Degree Diploma

Course Name:

  Technology Integration in Project Management Practice

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course   Tech Integration in Proj Mgmt
Name:

Subject Code: PGMT - Project Management

Course Number   3215

Year of Study   3rd Year Post-secondary

In Workflow

1. **4813 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/07/25 11:23 am Andy Sellwood (asellwood): Approved for 4813 Leader
2. 05/09/25 1:00 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/26/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   0-3

Bridge Course Level   01

Course Description:

This course introduces students to the principles of project management technology. Students will learn and practice software packages that will assist a Project Manager implement and complete a project successfully. Applications like MS-Project, MS-Excel, MS-Visio, virtual meeting tools (such as Zoom, Skype, MS-Teams) and available open-source project and task management software applications will be introduced to students in this course.

Students will also learn and practice Predictive and agile project management tools and applications.

Course Pre-Requisites (if applicable):

PGMT 3205.

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	Demonstrate the use of information technology in managing projects
CLO #2	Explain the importance and use of database technologies, such as Management Information Systems (MIS), and Customer Relationship Management (CRM) systems
CLO #3	Learn basic information about Enterprise Resource Planning (ERP) applications such as SAP.
CLO #4	Become familiar with project and task management software applications.
CLO #5	Know how to schedule and cost a project on software applications like MS Project.
CLO #6	Explain the benefits of an integrated management system in project environments
CLO #7	Recognize the constantly changing digital technologies utilized in project management

Instructional
Strategies:

Lecture, teamwork, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	
Final Exam	30	
Quizzes/Tests	20	Weekly planned or ad-hoc quizzes and tests
Assignments	20	Team and individual assignments and projects defined by the instructor
Participation	10	-Active participation in the course lectures and discussions forums -Participation in team assignments 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: 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 Information Technology
Introduction to Management Information Systems (MIS), Enterprise Resource Planning (ERP), and Customer Relationship Management (CRM)
Learn how to work with MS-Excel
Emerging Technologies in project management
Managing projects using MS Project
Managing projects using MS Project
Introduction to software applications such as JIRA, SAP, Trello, Monday.com
Customer Relationship Management technologies
Introduction to Vendor Management using SAP
Study of recent emerging technologies in Project Management

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

A selection of MS Project, MS Excel, MS Visio, SAP and virtual meeting tools (Zoom, Skype, MS Teams), JIRA, Trello, Monday.com and available open-source project and task management software applications.

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: 05/07/25 11:18 am

Viewing: **PGMT 3240 : IT Resource, Procure, Contract**

Last edit: 05/07/25 11:18 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma

Course Name:
IT Resource, Procurement, and Contracts

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course
Name: IT Resource, Procure, Contract

Subject Code: PGMT - Project Management

Course Number 3240

Year of Study 3rd Year Post-secondary

Approval Path

1. 05/07/25 11:23 am
   Andy Sellwood
   (asellwood):
   Approved for 4813
   Leader
2. 05/09/25 1:01 pm
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 05/26/25 10:33 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   3

Bridge Course Level   01

Course Description:

This course provides students with a comprehensive understanding of IT procurement processes and contract management in project environments. Students will explore procurement planning, vendor selection, negotiation strategies, and legal aspects of IT contracts. The course focuses on practical skills and knowledge required for managing contracts and ensuring compliance with legal and organizational policies. This course also introduces students to project resources management where students learn the processes to identify, acquire, and manage the resources for the successful completion of the project.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify key components of IT procurement and contract lifecycle.
CLO #2	Develop procurement plans aligned with project objectives.
CLO #3	Evaluate vendor proposals and facilitate vendor selection processes.
CLO #4	Describe the legal frameworks governing IT contracts.
CLO #5	Negotiate contract terms and manage stakeholder expectations.
CLO #6	Monitor contract performance and address contractual risks.
CLO #7	Develop a Project Resource Management Plan
CLO #8	Manage and control project resources

Instructional
Strategies:

This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Quizzes/Tests	20	
Midterm Exam	20	
Final Exam	20	
Project	20	

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 IT Procurement and Contracts
- Procurement Planning and Strategy
- Vendor Management and RFP Processes
- Legal and Ethical Aspects of IT Contracts
- Negotiation Techniques in Procurement
- Risk Management in IT Procurement
- Performance Monitoring and Vendor Relationships
- Case Studies in IT Procurement and Contracts
- Emerging Trends in IT Contracting
- Project Resource Management Plan
- Manage and control project resources

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

IT Project Management PDD

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:18 am

Viewing: **PGMT 4105 : Agile Proj Mgmt & Product Dev**

Last edit: 05/07/25 11:18 am

Changes proposed by: asellwood

Programs
referencing this
course
[223: IT Project Management Post-Degree Diploma](#)

Approval Path

1. 05/07/25 11:23 am Andy Sellwood (asellwood): Approved for 4813 Leader
2. 05/09/25 1:02 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/26/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name:
Agile Methodologies for Product Innovation

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course Name: Agile Proj Mgmt & Product Dev

Subject Code: PGMT - Project Management

Course Number   4105

Year of Study   4th Year Post-secondary

Credits: 3

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

Course Description:

This course clarifies the concept of agility and explains tools and techniques to manage projects with an agile mindset. Students will explore Agile methodologies like Scrum, Kanban, and Lean, learning when and how to apply them. They will engage in a hypothetical project from planning to delivery, covering key aspects of product development such as identifying customer needs, defining product features, and managing iterative releases. Students will gain a deep understanding of agile principles in both project management and product development, equipping them to create innovative solutions in dynamic environments.

Course Pre-Requisites (if applicable):

PGMT 3105.

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 Agile Manifesto and principles
CLO #2	Describe agile project management methodologies including Scrum, Lean, Kanban, and XP
CLO #3	Define the critical success factors to implement Agile projects
CLO #4	Apply Value-Driven Delivery techniques in project and product management environments
CLO #5	Explain product development and adaptive project life cycles
CLO #6	Define the product development cycle and success factors of effective product management
CLO #7	Apply adaptive and iterative planning techniques

Instructional
Strategies:

This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	65	Five to eight assignments worth 5-15% each
Quizzes/Tests	10	
Midterm Exam	10	
Final Exam	15	

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:
- Product and project life cycles
- Product development using specified features and functions
- Agile manifesto and principles
- Agile development and delivery methodologies
- Planning and estimating
- Contract management in agile environments
- Agile roles and ceremonies

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

IT Project Management PDD

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:18 am

Viewing: **PGMT 4115 : Leadership & Org Change**

Last edit: 05/07/25 11:18 am

Changes proposed by: asellwood

Course Name:

Leadership and Organizational Change in Projects

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	---

Banner Course Name: Leadership & Org Change

Subject Code: PGMT - Project Management

Course Number 4115

Year of Study 4th Year Post-secondary

In Workflow

1. **4813 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/07/25 11:23 am Andy Sellwood (asellwood): Approved for 4813 Leader
2. 05/09/25 1:03 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 05/26/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits:	3

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

Course Description:

This course provides students with the knowledge of various leadership styles and approaches that are used on project teams and by project leaders. Students gain experience demonstrating the knowledge, tools, skills, and techniques required for team collaboration, problem-solving, and conflict resolution.

This course also provides the students with an appreciation for the impact of change management on organizational results. Students learn the foundational aspects of change management and practical frameworks for processing the many changes that impact managers.

Course Pre-Requisites (if applicable):

PGMT 3105.

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 key individual leadership skills required for project team leaders
CLO #2	Discuss how team dynamics affects individual and team performance and strategies for managing virtual teams
CLO #3	Apply team motivation strategies to project-based activities
CLO #4	Apply effective strategies to run team meetings by applying a variety of collaborative tools
CLO #5	Identify the relationship between power, authority, leadership, and group dynamics
CLO #6	Recognize the cultural differences in leadership and how diversity impacts the selected leadership style

	Upon successful completion of this course, students will be able to:
CLO #7	Identify team conflicts and effectively managing them
CLO #8	Understand the impact of changes on the project objectives
CLO #9	Explain foundational aspects of change management and their application in a project environment
CLO #10	Practice an effective organizational change management framework

Instructional

Strategies:

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

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	
Final Exam	30	
Quizzes/Tests	20	Quizzes/Tests 20 Weekly planned or ad-hoc quizzes and tests
Assignments	20	Assignments 20 Team and individual assignments and projects defined by the instructor
Participation	10	Active participation in the course lectures and discussions forums -Participation in team assignments 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: 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:
Leadership skills
Ethics and Social Responsibilities
Team Dynamics and Performance
Managing Remote Teams
Collaborative Tools
Conflict Resolution
Change management fundamentals
Effective organizational change
Managing changes effectively

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

PMBOK Edition 6.0

Course Change Request

New Course Proposal

Date Submitted: 05/07/25 11:19 am

Viewing: **PGMT 4205 : IT Proj Mgmt Capstone & Integ**

Last edit: 05/07/25 11:19 am

Changes proposed by: asellwood

Programs
referencing this
course
   223: IT Project Management Post-Degree Diploma

Approval Path

1. 05/07/25 11:23 am
   Andy Sellwood
   (asellwood):
   Approved for 4813
   Leader
2. 05/09/25 1:04 pm
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 05/26/25 10:34 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Course Name:

   IT Project Management Capstone and Integration

Effective Date: January 2026

School/Centre: Hospitality, Food Studies & Applied Business

Department: IT Project Management PDD (4813)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

Banner Course   IT Proj Mgmt Capstone & Integ
Name:

Subject Code: PGMT - Project Management

Course Number   4205

Year of Study   4th Year Post-secondary

Credits:	3

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

Course Description:

This course combines the processes and activities required to deliver an IT project successfully. Students will learn to apply concepts from business analysis, management information systems, data analytics, cloud infrastructure, privacy, security, and ITIL for technology initiatives. Students will be making strategic decisions when it comes to planning, executing, and managing IT projects. Students will develop comprehensive project plans, analyze data to drive project success, manage information systems, and ensure compliance with privacy and security standards. By tackling real-life challenges, students will gain practical insights and hands-on experience, preparing them for successful careers in Information Technology.

Course Pre-Requisites (if applicable):

PGMT 4105, ITPM 3100, ITPM 3200, ITPM 3210, ITPM 3220.

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	Develop a project charter using business cases, agreements, and other factors that may affect the business need, ensuring alignment with IT project goals.
CLO #2	Produce a fully integrated project management plan that includes subsidiary plans for relevant knowledge areas and business considerations, incorporating IT-specific elements.
CLO #3	Establish processes to direct, monitor, and control project activities and processes through to successful project implementation, with a focus on IT project management best practices.
CLO #4	Produce relevant and timely project documentation that is shared among the project team and resources, ensuring clear communication and effective information management.

	Upon successful completion of this course, students will be able to:
CLO #5	Develop, document, and implement integrated change control processes that are relevant to the size and complexity of IT projects, addressing issues such as security and privacy.
CLO #6	Document and ensure processes are in place to realize project benefits at appropriate stages after project implementation, focusing on long-term IT project success and benefit realization.
CLO #7	Apply strategies and processes in initiating, planning, executing, monitoring and controlling, and closing projects, with a specific emphasis on IT project management methodologies and tools.

Instructional
Strategies:
This course will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Five assignments adding up to 30%
Project	30	Two progress update reports at 5% each, plus a final report at 20%
Participation	10	
Project	30	Project 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

Hours in Category 1:   45

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

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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:
Business Case Analysis
Project Charter
Develop Project Management Plan and subsidiary plans
Change Control
Practicing project management by working on a hypothetical project going through all process groups
Information Technology Infrastructure Library
Information Privacy and Security
Business Analysis and Analytics
Close a project and pass the product to the final user

VCC

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Revisions to Graphic Design Diploma, including reduction in credits

BACKGROUND:
The Digital Media Department is proposing significant revisions to the Graphic Design Diploma program. The proposal is to reduce the program credits from 111.5 to 61.5 credits, conforming with the standard length of most diploma programs. To accomplish this, all courses related to User Interface and User Experience (UI/UX) and web coding/design have been removed. A separate UI/UX Diploma has been developed, for review at this Education Council meeting as well.

The Program Learning Outcomes have been revised to reflect the removal of this focus, creating a program focused on graphic design in print and digital media.

DISCUSSION:
Sigrid Albert, Department Leader of Digital Media Design, presented the proposal. Curriculum Committee had only a few requests:

- Simplify the advanced entry (year 2) admission requirements for the program by removing the resumé and letter of intent. These changes were made, and the department also agreed to remove the interview requirement. Students still need to submit a portfolio for advanced entry.

- Consider embedding AI more explicitly into the course outcomes or course topics. AI is critical in this field, as new changes to design tools are happening regularly. Language around AI was added to the program purpose section and to topics in several courses after the meeting.

The initial effective date has been changed to September 2026, in consultation with the Registrar's Office, Recruitment, and International Education, to allow for enough time to successfully recruit students.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Graphic Design Diploma and 11 revised course outlines, and recommend the Board of Governors approve the reduction in credits for the diploma.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 27, 2025

Program Change Request

Date Submitted: 05/08/25 3:54 pm

Viewing: **Graphic Design Diploma**

Last approved: 04/09/25 4:43 pm

Last edit: 06/02/25 1:32 pm

Changes proposed by: drabadzija

Catalog Pages Using
this Program
  Graphic Design Diploma

Program Name:
  Graphic Design Diploma

Credential Level: Diploma

Effective Date: September 2026 2025

Effective Catalog   2024-2025 Academic Calendar
Edition:

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
5. Board of Governors

Approval Path

1. 05/08/25 4:07 pm
   Darija Rabadzija
   (drabadzija):
   Approved for 4430
   Leader
2. 05/12/25 4:27 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean

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)
16. Apr 9, 2025 by Sigrid Albert (salbert)

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

Program Content Guide

Purpose

The Graphic Design Diploma program prepares students for a dynamic and creative career in the design industry, equipping them with the technical proficiency, conceptual thinking, and professional skills needed to excel in diverse design environments. Emphasizing hands-on practice, students develop solutions for print and digital media through the application of design thinking methodologies and strategic research.

Students learn to create compelling and inclusive design solutions that are informed by industry standards, user needs, and cultural contexts. The curriculum fosters ethical and socially responsible design practices, including attention to accessibility, equity, and sustainability. Coursework is grounded in real-world scenarios, including collaborative client projects, iterative studio processes, and professional critiques.

As part of their evolving digital literacy, students also explore how artificial intelligence (AI) tools can be integrated into contemporary design workflows, from ideation and content generation to layout and production. Alongside technical experimentation, students critically examine the legal, ethical, and cultural implications of AI-generated content, including questions of authorship, intellectual property, and bias.

In addition to building a robust technical skillset, students cultivate lifelong learning habits and career readiness through portfolio development, self-directed reflection, and a 120-hour industry work experience. Graduates emerge with the communication, collaboration, and critical thinking skills required to succeed in in-house teams, creative agencies, freelance practice, or entrepreneurial ventures.

~~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.~~

~~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 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

B) Advanced Entry Requirements (Year 2)

A graphic design certificate from an accredited post-secondary institution, as determined by VCC. (Note: Additional first-year courses may be required.)

Portfolio (6–10 pieces)

~~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, ~~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 Graphic Design 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 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	Apply design thinking methodologies and creative processes to solve a wide variety of design problems in print and digital media ~~Use design-thinking strategies and the creative process to solve a wide variety of problems faced by designers~~
PLO #2	Demonstrate technical proficiency in industry-standard design software and technologies to create, modify, and produce professional design solutions for multiple platforms ~~Predict industry trends and create up-to-date designs for a variety of media using current technologies~~
PLO #3	Develop effective design concepts based on research and client needs to create appropriate design solutions ~~Develop an effective design concept and strategy using market research, client consultation, and creative thinking~~
PLO #4	Create and maintain a professional design portfolio and career development plan that showcases technical and creative abilities while supporting ongoing professional growth ~~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~~

	Upon successful completion of this program, graduates will be able to:
PLO #5	Implement self-directed learning strategies and reflective practices to adapt to evolving design trends, technologies, and industry standards ~~Use self-directed learning strategies and reflective practice to continue the lifelong learning of design~~
PLO #6	Apply understanding of professional ethics, business standards, intellectual property laws, and cultural sensitivity to make responsible decisions in design practice ~~Use an understanding of ethics and business standards to make professional decisions in research and design~~
PLO #7	Prepare properly constructed and formatted design files for various media using appropriate technical specifications for digital, web, and print production ~~Use high-level technical design skills to prepare properly constructed and formatted design files~~
PLO #8	Synthesize ~~Incorporate~~ knowledge of design history, colour theory, typography, composition, brand strategy, and user experience to create cohesive and effective ~~UI/UX~~ design solutions that meet client requirements and resonate with target audiences ~~into design decisions~~
PLO #9	Demonstrate professional communication, project management, and collaboration skills to effectively work in team environments and manage client relationships ~~Use an understanding of business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams~~
PLO #10	Critically analyze design solutions for their cultural context, potential biases, and social impact, while applying principles of equity, diversity, inclusion, and accessibility throughout the design process ~~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 achieve a minimum grade point average of 'C' (2.00) in each course and a grade of 'S' in the work experience course. All courses in each term must be successfully completed, or department permission granted to progress into subsequent terms. Students must achieve a minimum cumulative grade point average of 2.00 ('C') and a grade of 'S' in the work experience course to graduate.

~~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

Students should consider the following aspects of this program:

Program tasks required sustained visual focus for extended periods, with options to use keyboard, mouse, trackpad or digital pen for up to 7 hours a day.

Program environment involves time-sensitive task completion on deadline.

Tasks require fine motor skills in handling video and photography hardware.

~~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

This full-time program can be completed over four (4) terms by successfully completing the following: 18 credits (term 1), 15 credits (term 2), 16 credits (term 3), 12.5 credits (term 4).

Plan of Study Grid

First Year	Credits
VCDP 1110Design Foundation	3
VCDP 1111Technical Foundation	3
VCDP 1130Typography	3
VCDP 1120Digital Image	3
VCDP 1140Composition 1	3
VCDP 1250Brand Identity 1	3
VCDP 1242Composition 2	3
VCDP 1251Print Production	3
VCDP 1260Brand Identity 2	3
VCDP 2430Editorial Design	3
VCDP 1253Video Production	3
Credits	33
Second Year	
VCDP 2325Studio: Fundamentals	5
VCDP 2320Advertising and Art Direction	3
VCDP 2455Studio: Special Topics	5
VCDP 1133Design Thinking	3
VCDP 2465Studio: Specialization	5
VCDP 2490Graphic Design Portfolio	3
VCDP 2500Graphic Design Work Experience4.5	

Credits	28.5
Total Credits	61.5

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	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	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	0
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 Graphic Design Portfolio	3
VCDP 2430 Editorial Design	3
VCDP 2495 Graduating Event Design	3

VCDP 2500Graphic Design Work Experience4.5

- Credits 0
- Total Credits 0

VCDP 2500Graphic Design Work Experience4.5

- Credits 0
- Total Credits 0

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.

Rationale and Consultations

Provide a rationale
for this proposal.

All courses relating to UI UX design and web design/coding have been removed to reduce the Diploma from 111.5 credits to 61.5 credits, to conform to generally accepted academic structures. The Diploma remains a 2-year diploma.

PLOs have been updated to reflect the removal of UI UX design and web design instruction from this program.

Are there any
expected costs to
this proposal.

CD funding, already awarded, to update course descriptions and blueprints. Instructors will be assigned to blueprints in their area.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	

Additional Information

Provide any additional information if necessary.

Also consulted with AI (Claude.ai and ChatGPT) to help with analysis of existing courses, as well as drafts of PLOs, CLOs and alignment.

Supporting
documentation:

Marketing Information

This program is for: Domestic
                       International

Course Change Request

Date Submitted: 05/08/25 9:53 am

Viewing: **VCDP 1111 : Technical Foundation**

Last approved: 04/12/23 8:30 am

Last edit: 06/02/25 9:57 am

Changes proposed by: salbert

> Programs
> referencing this
> course
>
> 167: Design Foundation Certificate
> 168: Web Development and Design Diploma

Course Name:

   Technical Foundation

Effective Date: September 2026

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
5. Records
6. Banner

Approval Path

1. 05/08/25 10:17 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/12/25 4:27 pm Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)
3. Jun 14, 2022 by Anne Emberline (aemberline)
4. Apr 12, 2023 by Darija Rabadzija (drabadzija)

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

Banner Course
Name: Technical Foundation

Subject Code: VCDP - Graphic Design Diploma

Course Number   1111

Year of Study   1st Year Post-secondary

Credits: 3

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

Course Description:

Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses on the technical aspects of healthy and sustainable desktop digital production techniques. Students are introduced to the Adobe Creative Cloud environment, including libraries, font management systems, and collaborative professional tools. Emphasis is placed on ethical sourcing, organization, and management of digital assets for professional design use.

Through a series of hands-on projects, students will develop practical skills in Photoshop, InDesign, and Illustrator—creating, modifying, and transforming design elements for use across multiple media. In addition, students are encouraged to adopt a self-directed learning approach, developing strategies to keep pace with evolving design technologies and software updates. ~~Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and their appropriate project use for Adobe applications. The course will then focus on the main Adobe Cloud graphic applications, such as Photoshop and InDesign, before concentrating on Illustrator to help create, modify and transform objects for use across multiple media through various hands on projects.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience

2. A portfolio assessment of previously completed related work OR

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply industry standard software practices, ~~practices and~~ project work-flows and self-directed learning strategies
CLO #2	Identify the different colour systems of RGB and CMYK and their use
CLO #3	Explain the impact of different image types on resolution, quality, and file size
CLO #4	Create files for digital, press, and web output and practice ethical digital asset procurement and management
CLO #5	Identify elements of the Illustrator user interface and demonstrate their functions
CLO #6	Create, modify and transform objects through the use of drawing tools in Illustrator

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments

Type	Percentage	Brief description of assessment activity
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Industry standard softwares (Adobe CC & Mac OS), practices, and project <u>workflows, engage in self-directed learning</u> ~~workflows~~
Colour systems
Font file formats and font management systems
Image types, resolution, and file <u>size, ethical digital asset procurement and management</u> ~~size~~
Digital press and web output
Introduction to Adobe Illustrator, Photoshop, and Acrobat
<u>Introduction to AI-powered design tools and workflows</u>

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

Graphic Design Diploma 61.5 credits

Additional Information

Provide any additional information if necessary.

include reference to self-directed learning in CLO 1 to support PLO 5 and ethic digital asset management in CLO 4 to support PLO 6. Also updated the course description to reflect PLO 5 and PLO 6.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 05/08/25 9:58 am

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

Last approved: 04/15/23 6:15 am

Last edit: 06/02/25 10:35 am

Changes proposed by: salbert

Programs
referencing this
course
167: Design Foundation Certificate
168: Web Development and Design Diploma

Course Name:
Digital Image ~~1~~

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
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5. Records
6. Banner

Approval Path

1. 05/08/25 10:17 am Sigrid Albert (salbert): Approved for 4430 Leader
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History

1. Jul 14, 2018 by cdeans
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4. Apr 15, 2023 by Darija Rabadzija (drabadzija)

Banner Course
Name: Digital Image ~~1~~

Subject Code: VCDP - Graphic Design Diploma

Course Number   1120

Year of Study   1st Year Post-secondary

Credits: 3

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

Course Description:

Part of a graphic designer's toolbox must include the careful and competent use of images in designs. In this course, students learn how to source and select images with consideration for copyright laws, ethical standards, and inclusive representation. They will develop proficiency in essential Adobe Photoshop tools, and explore colour mixing, resolution settings, and cropping choices for different applications. Students will gain experience with colour space limitations, basic selections, retouching, and layer manipulation. Through hands-on projects, learners progress from guided experimentation to assembling multiple images in a single cohesive composition. ~~Part of a graphic designer's toolbox must include the careful and competent use of images in designs. Students will learn how to source and select images with consideration of copyright laws, as well as develop proficiency in Adobe Photoshop essential tools. Additionally, students will explore mixing and recognizing colour limitations in different colour spaces, making educated choices in resolution size and cropping for various applications, making basic selections and retouching, and exploring layers. Through hands-on projects, students will work from simple guided experimentation towards the assembly of multiple images in a single document.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                         Yes

Details of PLAR:

1. Interview with department to discuss previous experience

2. A portfolio assessment of previously completed related work OR

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Adhere to creative commons guidelines and copyright laws when selecting and creating material
CLO #2	Describe the advantages and disadvantages of vector and raster images
CLO #3	Identify colour space limitations on image output
CLO #4	Demonstrate image production techniques for various media
CLO #5	Effectively use appropriate software for a design-specific need
CLO #6	Critically discuss ethical and cultural issues related to photographic representation and image manipulation, with attention to inclusive and respectful visual storytelling Discuss ethical and cultural issues that arise around both the representation of people in photographs and the use of image manipulation

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Copyright laws and Creative Commons
Vector and raster images
Colour space and limitations
Image production techniques and resolution
Photoshop essential tools and introduction to selections and masks

Course Topics:
Ethical issues in image production and manipulation
Ethical and creative uses of AI in image generation and editing

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

Graphic Design Diploma 61.5 credits

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

to support PLO 10 which refers to EDI, mention that this course will look at inclusive representation and ethical image use. Revised the Course Description as well as CLO 6 with the following wording: Critically discuss ethical and cultural issues related to photographic representation and image manipulation, with attention to inclusive and respectful visual storytelling.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 05/08/25 10:02 am

Viewing: **VCDP 1130 : Typography**

Last approved: 04/15/23 6:15 am

Last edit: 05/27/25 1:13 pm

Changes proposed by: salbert

Programs
referencing this
course

166: UI/UX Design Core Certificate

167: Design Foundation Certificate

Course Name:
Typography

Effective Date: September 2026

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
5. Records
6. Banner

Approval Path

1. 05/08/25 10:17 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/12/25 4:27 pm Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)
3. Jun 14, 2022 by Anne Emberline (aemberline)
4. Apr 15, 2023 by Darija Rabadzija (drabadzija)

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

Banner Course Name: Typography

Subject Code: VCDP - Graphic Design Diploma

Course Number   1130

Year of Study   1st Year Post-secondary

Credits: 3

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

Course Description:

Typography is a core element of visual communication in graphic design. Students begin by exploring the historical foundations of letterforms and typographic design, then learn to recognize and apply classic typefaces and techniques, including kerning, tracking, leading, and line length, with an emphasis on legibility, readability, and accessibility. Students learn to explain and analyze type anatomy and classification systems, and evaluate contemporary issues such as functional versus expressive typography and inclusive communication across diverse audiences.

Through the creation of typographic style sheets, students learn to analyze, plan, and implement design strategies that reflect client needs, message clarity, and inclusive design principles. Projects will address how typographic hierarchy and type pairings can enhance or hinder communication depending on context. Adobe Illustrator and InDesign are used to explore both digital and analog typography. Ethical font sourcing and font management practices are also introduced. Typography is a core element of graphic visual communication. Students will first explore the historical foundations of letterforms and typographic design and will then learn to recognize and use classic typefaces and techniques, including kerning, tracking, leading, and line length, with particular attention paid to legibility and readability. Students will learn to explain and analyze type anatomy and classification systems and will evaluate contemporary trends and issues of functional versus expressive typography. Through creating typographic style sheets in order to analyze, plan, and implement design strategies based on client needs, students develop skills in working with typographic hierarchy and type pairings in relationship to message and context. Adobe Illustrator and InDesign will be used to explore type design, as well as analogue lettering techniques. Font management and font sourcing practices will be introduced.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience

2. A portfolio assessment of previously completed related work OR

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the historical foundation of the development of letterforms and typographic design
CLO #2	Apply typesetting techniques using industry-standard tools
CLO #3	Discuss typographic choices with proper terminology
CLO #4	Explore the use of typographic voice, matching type to meaning and type pairing, evaluate how typographic choices impact accessibility and audience inclusion pairing
CLO #5	Use effective typographic hierarchy to make text more readable and aesthetically pleasing
CLO #6	Create a structured system of character and paragraph styles in industry-standard design software

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project

Type	Percentage	Brief description of assessment activity
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Graphic Design Diploma 61.5 credits

Additional Information

Provide any additional information if necessary.

add a CLO to support PLO 6 (Ethical Impact) and PLO 10 (EDI): Evaluate how typographic choices impact accessibility and audience inclusion.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 05/12/25 11:43 am

Viewing: **VCDP 1242 : Composition 2**

Last approved: 03/28/23 8:12 am

Last edit: 05/27/25 1:12 pm

Changes proposed by: drabadzija

Programs
referencing this
course
  94: Graphic Design Diploma

Course Name:
  Composition 2

Effective Date: September 2026

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
5. Records
6. Banner

Approval Path

1. 05/14/25 7:06 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/14/25 11:04 am Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. May 15, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)
3. Mar 23, 2023 by Todd Rowlatt (trowlatt)
4. Mar 28, 2023 by Darija Rabadzija (drabadzija)

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

Banner Course
Name: Composition 2

Subject Code: VCDP - Graphic Design Diploma

Course Number   1242

Year of Study   1st Year Post-secondary

Credits: 3

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

Course Description:

In this course, students will learn to give layouts a clear identity and a strong visual hierarchy through visual and typographic relationships. They will work conceptually with semiotics and learn how type and image combine in the creation of meaning. Students will learn to adapt visual style, layout, and messaging across different formats and will also develop an understanding of how composition shifts across different media. While working through these concepts, students will continue to develop proficiency in Adobe CC software.

Course Pre-Requisites (if applicable):

VCDP 1140.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply principles of visual composition and organizational layout to reinforce the communication of information and concept in a design
CLO #2	Compare and contrast the emphasis and hierarchy of visual compositional elements
CLO #3	Develop creative concepts that clearly communicate an intended meaning
CLO #4	Adapt visual style, layout, and messaging for different formats and different media
CLO #5	Select images that fit the intended meaning of a design

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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

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Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Concept development process
Semiotics
Compositional relationships
Visual identity
Visual and typographic hierarchy
Composition principles for different media

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

Rationale and Consultations

Course Change Request

Date Submitted: 05/08/25 10:16 am

Viewing: **VCDP 1251 : Print Production**

Last approved: 05/13/23 6:28 am

Last edit: 06/02/25 10:02 am

Changes proposed by: salbert

Programs
referencing this
course
94: Graphic Design Diploma

Course Name:
   Print Production

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   Print Production
Name:

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/08/25 10:17 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/12/25 4:27 pm Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)
3. May 13, 2023 by Darija Rabadzija (drabadzija)

Subject Code: VCDP - Graphic Design Diploma

Course Number   1251

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 explore the life cycle of a print job while using industry-standard design software like InDesign and Acrobat Professional to setup print projects. Students will learn print terminology, classifications of paper, printing methods, and print management, with a focus on understanding how print concerns can affect layout and design strategies. Through practical assignments and a tour of a local print shop, students will learn to create, check, and export designs to PDF for output to a printer.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the print production process
CLO #2	Distinguish between classifications of paper and how they are used

	Upon successful completion of this course, students will be able to:
CLO #3	Identify limitations in various print production techniques
CLO #4	Prepare design files for printing using proper colour mode, resolution, bleed, file type, and format
CLO #5	Discuss environmental concerns, ethical sourcing, and equity in access ~~concerns~~ related to print production and packaging design

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Print production and preflight process
Colour separations
Colour management and ICC profiles
Classifications of paper
Job estimates and specifications
Print file setup: colour mode, resolution, bleed, file type, format
Printing images
Overprint preview
Editorial design
Packaging design
Sustainability and environmental concerns related to printing and packaging, as well as ethical and sustainable practices, environmental and social impacts packaging
AI-assisted file prep and layout optimization tools

Course Change Request

Date Submitted: 05/12/25 11:44 am

Viewing: **VCDP 1260 : Brand Identity 2**

Last approved: 05/17/23 7:34 am

Last edit: 05/27/25 1:12 pm

Changes proposed by: drabadzija

Programs
referencing this
course
   94: Graphic Design Diploma

Course Name:
   Brand Identity 2

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   Brand Identity 2
Name:

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/14/25 7:07 am
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
2. 05/14/25 11:04 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean

History

1. Jul 14, 2018 by
   cdeans
2. Jun 12, 2020 by
   Anne Emberline
   (aemberline)
3. May 17, 2023 by
   Darija Rabadzija
   (drabadzija)

Subject Code:	VCDP - Graphic Design Diploma
Course Number	1260
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 in this course will develop analytical, strategic, and creative thinking skills in the analysis and design of corporate brand identities. Students will develop a deeper understanding of the different components of a brand identity by conceptualizing an overarching message, designing an accompanying visual identity, and then developing visual materials that effectively communicate the brand's message across a variety of different media. Students will create several different types of collateral material, which may include multi-page documents, digital graphics, social media content, or print designs.

Course Pre-Requisites (if applicable):

VCDP 1250.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create brand assets across a variety of different media, both print and digital

	Upon successful completion of this course, students will be able to:
CLO #2	Integrate concept, content, and form into a consistent set of designs
CLO #3	Apply visual language to create and communicate a corporate brand message
CLO #4	Apply compositional principles and organizational strategies to a layout
CLO #5	Create a comprehensive brand style guide with guidelines for colour, type, image, and voice
CLO #6	Describe the essence of a brand in expressive and succinct language
CLO #7	Use design research to inform branding design decisions
CLO #8	Analyze brands to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts

Instructional

Strategies:

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

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Multipage booklets with InDesign
InDesign master pages and typographic styles
Corporate brand messaging
Layout principles for different media
Brand touchpoints and systems
Using research in the brand design process

Course Change Request

Date Submitted: 05/08/25 10:11 am

Viewing: **VCDP 2430 : Editorial Design**

Last approved: 06/13/23 7:40 am

Last edit: 06/02/25 10:41 am

Changes proposed by: salbert

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

Course Name:
Editorial Design

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

Approval Path

1. 05/08/25 10:17 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/12/25 4:27 pm Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. May 15, 2018 by cdeans
2. Aug 7, 2020 by Anne Emberline (aemberline)
3. Apr 15, 2023 by Anne Emberline (aemberline)
4. Jun 13, 2023 by Darija Rabadzija (drabadzija)

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

Banner Course Name: Editorial Design

Subject Code: VCDP - Graphic Design Diploma

Course Number   2430

Year of Study   2nd Year Post-secondary

Credits: 3

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

Course Description:

Students in this exciting course will extend their creativity to design ~~create~~ a professionally structured magazine from concept to print-ready files. Through research and case studies, students will examine ~~inspect~~ magazine design elements and learn how context, audience, ~~context~~ and message differentiate varying genres. They ~~Students~~ will create covers, logos, table of contents pages, feature layouts, ~~pages,~~ and department sections.

Typography, layout, illustration, photography, infographics, grids, white space, headlines, and body copy will all become familiar components ~~elements~~ in the ~~students'~~ editorial design vocabulary. Emphasis will be placed on packaging editorial material into a cohesive, on-brand style while ensuring that layout decisions support accessibility, readability, and inclusive communication practices. ~~How to package editorial material into a cohesive on-brand style will be emphasized.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

      Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Design and produce a multiple page publication using InDesign
CLO #2	Discuss current and historical magazine design
CLO #3	Produce a masthead and elements to be used for magazine branding
CLO #4	Develop and apply a grid system in the design of a magazine layout that supports clarity, accessibility, and inclusive communication
CLO #5	Use typographic principles and type hierarchy in the design of a magazine layout
CLO #6	Source, select, edit and place visual elements into a magazine layout
CLO #7	Construct advertisements for publications based on audience

Instructional Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
History of magazine design
Publication planning while considering accessibility
Publication masthead and branding
Typography
Photography and illustration
Publication advertising design and production

Course Topics:
InDesign for publication: Setting up multiple page documents, developing a style template, designing core pages and spreads, covers and proofing
PDF workflow for publications
Using AI to streamline multi-page layout workflows
Digital editorial presentations and PDFs

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

Graphic Design Diploma 61.5 credits

Provide a rationa
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

incorporate references to accessibility in CLO 4, course description and course topics, to support PLO 10.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 05/12/25 12:18 pm

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

Last approved: 09/07/23 7:31 am

Last edit: 06/02/25 10:42 am

Changes proposed by: drabadzija

Programs
referencing this
course
94: Graphic Design Diploma

Course Name:

Studio: Special Topics

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Approval Path

1. 05/14/25 7:08 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/14/25 11:05 am Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Jun 12, 2020 by Anne Emberline (aemberline)
2. May 10, 2023 by Anne Emberline (aemberline)
3. Sep 7, 2023 by Sigrid Albert (salbert)

Banner Course Name:	Studio: Special Topics
Subject Code:	VCDP - Graphic Design Diploma
Course Number	2455
Year of Study	2nd Year Post-secondary
Credits:	5

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

Course Description:

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

Course Pre-Requisites (if applicable):

VCDP 1251, VCDP 1260, VCDP 2430, VCDP 2325. Completion of 67 credits of VCDP 1000- and/or 2000-level courses, or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Research and identify current trends in design styles and techniques
CLO #2	Research and discuss current ethical and cultural issues related to design
CLO #3	Create designs with up-to-date techniques and technologies
CLO #4	Communicate effectively and professionally with clients
CLO #5	Effectively and positively participate within a team environment
CLO #6	Identify new technologies or techniques to include in ongoing professional development
CLO #7	Create and revise designs that meet client specifications

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Client projects
Assignments	30	Instructor-led assignments
Lab Work	30	May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 108

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   35

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

Check all that apply:

Studio

Hours in Category 2:   49

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   24

Course Topics

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

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

Course Change Request

Date Submitted: 05/12/25 12:19 pm

Viewing: **VCDP 2465 : Studio: Specialization**

Last approved: 09/07/23 7:31 am

Last edit: 05/27/25 1:08 pm

Changes proposed by: drabadzija

Programs
referencing this
course
  94: Graphic Design Diploma

Course Name:
  Studio: Specialization

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. Education Council
5. Records
6. Banner

Approval Path

1. 05/14/25 7:10 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/14/25 11:05 am Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Jun 12, 2020 by Anne Emberline (aemberline)
2. May 10, 2023 by Anne Emberline (aemberline)
3. Sep 7, 2023 by Sigrid Albert (salbert)

Banner Course
Name: Studio: Specialization

Subject Code: VCDP - Graphic Design Diploma

Course Number   2465

Year of Study   2nd Year Post-secondary

Credits: 5

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

Course Description:

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

Course Pre-Requisites (if applicable):

VCDP 1251, VCDP 1260, VCDP 2430, VCDP 2325. Completion of 67 credits of VCDP 1000- and/or 2000-level courses, 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	Identify a personal area of specialization and engage in independent learning to strengthen relevant skills
CLO #2	Describe the common administrative procedures required in running a small business or freelance design career
CLO #3	Identify and pursue creative and professional opportunities
CLO #4	Create a plan for ongoing professional development
CLO #5	Build a professional network
CLO #6	Create and revise designs that meet client specifications
CLO #7	Research and discuss current ethical and cultural issues related to design

Instructional

Strategies:

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

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Client projects
Assignments	30	Instructor-led assignments
Lab Work	30	May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 108

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   35

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

Check all that apply:

Studio

Hours in Category 2:   49

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   24

Course Topics

Course Topics:
Ideation and design thinking
Business structures
Administrative procedures
Proposals, quotes, and contracts
Networking
Marketing and self-promotion
Business and professional ethics

Course Topics:
Project management
Career planning
Self-directed learning strategies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Graphic Design Diploma

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

Date Submitted: 05/12/25 11:46 am

Viewing: **VCDP 2490 : <u>Graphic Design</u> Portfolio**

Last approved: 12/02/23 8:39 am

Last edit: 06/02/25 10:06 am

Changes proposed by: drabadzija

Programs
referencing this
course

166: UI/UX Design Core Certificate

168: Web Development and Design Diploma

Course Name:

<u>Graphic Design</u> Portfolio

Effective Date: September 2026

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
5. Records
6. Banner

Approval Path

1. 05/14/25 7:12 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/14/25 11:05 am Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Jul 5, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)
3. Apr 15, 2023 by Anne Emberline (aemberline)
4. Jun 13, 2023 by Darija Rabadzija (drabadzija)
5. Dec 2, 2023 by Sigrid Albert (salbert)

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

Banner Course
Name:

Graphic Design Portfolio

Subject Code: VCDP - Graphic Design Diploma

Course Number   2490

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 will prepare students to look for work in the competitive design industry. Students will select and refine past design projects and then create a professional design portfolio for both online and print formats. The course will also cover job search strategies that are important for graphic designers, including networking and self-promotion, and each student will create a personal job-search or self-promotion plan that will help them find the design work that suits them best.

Course Pre-Requisites (if applicable):

VCDP 2455. Completion of 42 program credits, 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	Create a personal brand identity that can be used across different media

	Upon successful completion of this course, students will be able to:
CLO #2	Develop a self-directed schedule for portfolio completion
CLO #3	Create professional web ~~web~~ and print-based portfolios by selecting and refining design projects
CLO #4	Write a targeted cover letter and resume
CLO #5	Create a personal job-search or self-promotion plan based on personal career aspirations
CLO #6	Complete a job interview thoughtfully and confidently

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Personal branding
Web ~~Web~~ and print-based portfolio design
Developing a personal schedule for a project including all milestones
Ethical use of AI in professional self-presentation and content curation
Career planning
Job search strategies
Job interview preparation
Self-promotion and networking
Professional social media presence
Cover letters, resumes, and biographies

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

Course Change Request

Date Submitted: 12/20/23 3:41 pm

Viewing: **VCDP 2500 : Graphic Design Work Experience ~~Practicum~~**

Last approved: 06/13/23 7:40 am

Last edit: 05/20/25 5:27 pm

Changes proposed by: trowlatt

Programs
referencing this
course
   94: Graphic Design Diploma

Course Name:
   Graphic Design Work Experience ~~Practicum~~

Effective Date: September 2026

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
5. Records
6. Banner

Approval Path

1. 12/20/23 3:48 pm
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
2. 01/10/24 9:23 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 01/25/24 11:33 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee
4. 05/12/25 1:20 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to
   Curriculum
   Committee for
   Records

History

1. May 15, 2018 by
   cdeans
2. Jun 12, 2020 by
   Anne Emberline

3. Apr 15, 2023 by
   Anne Emberline
   (aemberline)
4. Jun 13, 2023 by
   Darija Rabadzija
   (drabadzija)

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

Banner Course Name: Graphic Design Work Experience ~~Practicum~~

Subject Code: VCDP - Graphic Design Diploma

Course Number 2500

Year of Study 2nd Year Post-secondary

Credits: 4.5

Bridge College Code VO

Bridge Billing Hours 4.5

Bridge Course Level 01

Course Description:

A work experience ~~practicum~~ bridges the gap between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will gain industry experience through a mentorship placement in a professional environment. These opportunities can include working with a freelancer, working in in-house corporate environments or working in advertising, marketing and interactive agencies. Upon completion, students will deliver a final presentation to report on their work experience.

Course Pre-Requisites (if applicable):

VCDP 2490. ~~Students should have completed 100% of their other required program credits prior to registering for this course or have special department permission to register.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Communicate skills, knowledge, and interest effectively in a job interview
CLO #2	Research a career path and develop a professional network
CLO #3	Work within the culture, norms, and expectations of the design industry
CLO #4	Request and respond to feedback
CLO #5	Solve problems in real design projects
CLO #6	Reflect on and professionally present a personal work experience

Instructional
Strategies:

Lecture, role-playing, work experience, research projects, and practice.

Evaluation and Grading

Grading System:　　　Satisfactory/Unsatisfactory　　　Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		Industry interview* *Students must successfully complete all components to achieve "S
Other ~~Practicum~~		Work experience ~~Practicum~~ supervisor evaluation* *Students must successfully complete all components to achieve "S
Assignments		Work experience ~~Practicum~~ report* *Students must successfully complete all components to achieve "S

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: 130

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   10

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:

Practicum

Hours in Category 3:   120

Course Topics

Course Topics:
Professionalism
Research and interviewing
Responsibilities and goals
Conflict resolution and decision making
Client and workplace expectation management
Project workflow for different environments
Personal reflection
Communication skills and professional presentations

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: New program: UI/UX Design Diploma

BACKGROUND:
The Digital Media Department is proposing a new program: the UI/UX Design Diploma. The 61-credit program offers students a specialization in the growing field of User Interface and User Experience (UI/UX) design. UI/UX has become an established design discipline over the last 20 years, and the forecast for employment outcomes is growing faster than for graphic design. Designers must understand and evoke emotions, cultural associations and key information, as well as being skilled technicians and creatives to translate their ideas for print and screen technologies.

The department has taught UI/UX in the Graphic Design Diploma for many years but has streamlined that credential by pulling out UI/UX and web design elements.

Eight previously approved courses form the foundation for this program, along with ten new courses. The split in focus will allow students to choose between these two program paths into their preferred career options, or as a way to developing additional skills for working professionals.

DISCUSSION:
Sigrid Albert, Department Leader of Digital Media Design, presented the proposal. Curriculum Committee had only a few requests:

- Simplify the advanced entry (year 2) admission requirements for the program by removing the resumé and letter of intent. These changes were made, and the department also agreed to remove the interview requirement. Students still need to submit a portfolio for advanced entry.

- Consider embedding AI more explicitly into the course outcomes or course topics. AI is critical in this field, as new changes to design tools are happening regularly. Language around AI was added to the program purpose section and to topics in several courses after the meeting.

The initial effective date has been changed to January 2027, in consultation with the Registrar's Office, Recruitment, and International Education, to allow for enough time to successfully recruit students.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the program content guide for the new UI/UX Design Diploma, ten new and eight revised course outlines, and recommend the Board of Governors approve the new credential, creation of ten courses, and program implementation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 27, 2025

Program Change Request

New Program Proposal

Date Submitted: 05/09/25 1:25 am

Viewing: **UI/UX Design Diploma**

Last edit: 06/02/25 1:33 pm

Changes proposed by: salbert

Program Name:

   UI/UX Design Diploma

Credential Level:	Diploma
Effective Date:	January 2027
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
5. Ministry Review
6. Board of Governors

Approval Path

1. 02/04/22 1:20 pm Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/04/22 1:44 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/15/22 3:32 pm Darija Rabadzija (drabadzija): Rollback to Initiator
4. 01/09/23 5:33 pm Sigrid Albert (salbert): Approved for 4430 Leader
5. 01/09/23 7:14 pm Lucy Griffith (lgriffith): Approved for CTT Dean
6. 01/18/23 9:15 am Todd Rowlatt (trowlatt): Rollback to Initiator

7. 08/02/23 10:07 pm Sigrid Albert (salbert): Approved for 4430 Leader

8. 10/04/23 9:26 am Darija Rabadzija (drabadzija): Rollback to 4430 Leader for CTT Dean

9. 10/05/23 11:32 am Sigrid Albert (salbert): Approved for 4430 Leader

10. 10/06/23 8:03 am Lucy Griffith (lgriffith): Approved for CTT Dean

11. 10/20/23 1:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

12. 11/14/23 6:13 pm Natasha Mandryk (nmandryk): Approved for Education Council

13. 06/20/24 10:38 am Darija Rabadzija (drabadzija): Rollback to Initiator

14. 05/09/25 1:34 am Sigrid Albert (salbert): Approved for 4430 Leader

15. 05/12/25 4:27 pm Lucy Griffith (lgriffith): Approved for CTT Dean

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

Program Content Guide

Purpose

The UI/UX Design Diploma program prepares students for dynamic careers in user experience and user interface design. Through a blend of strategy, research, design, and technology, students learn to create intuitive digital products and services that balance user needs with business goals. Graduates are equipped to take on roles as UX designers, UI designers, UX researchers, product designers, content strategists, digital product managers, and other experience-focused roles in digital industries.

The program emphasizes hands-on, client-focused learning through real-world projects that integrate UX research, information architecture, interaction design, visual design, prototyping, front-end development, and usability testing. Students develop essential collaboration, communication, and project management skills while learning to apply ethical, inclusive, and accessible design practices.

As part of their exploration of emerging technologies, students also investigate how AI tools can be integrated into UX and UI workflows; for example, in areas such as research synthesis, wireframing, content generation, or usability analysis. In tandem with these tools, students critically examine the legal, ethical, and cultural implications of AI-generated content, including questions of authorship, intellectual property, and bias.

Students are encouraged to reflect on the impact of their work on users, communities, and society at large, developing a critical awareness of the social, cultural, and economic contexts of digital design. Through independent projects and specialization opportunities, students can tailor their learning toward specific career pathways in UX design, UI design, product design, or digital strategy.

Graduates will leave with a professional portfolio of UX case studies and interactive prototypes, as well as the ability to adapt to evolving industry practices, tools, and technologies.

Admission Requirements

A) Standard Admission Requirements (Year 1)

English 12 with a minimum 'C' grade, or equivalent

B) Advanced Entry Requirements (Year 2)

A graphic design certificate from an accredited post-secondary institution, as determined by VCC. (Note: Additional first-year courses may be required.)

Portfolio (6–10 pieces)

*For more information, 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 2215 Studio: UI/UX Specialization

VCDP 2475 Studio: Design and Development

VCDP 2225 UI/UX Portfolio

Students may complete up to 65 percent of the program through PLAR and transfer credit. Tuition and fees will still apply to PLAR candidates.

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. Please contact the Department 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 program is completed in two years of full-time study.

The maximum time for completion is five years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply comprehensive user-centered design methodologies to create digital products and experiences that effectively meet user needs and business goals
PLO #2	Conduct, analyze, and synthesize user research using appropriate qualitative and quantitative methodologies to inform design decisions and validate solutions
PLO #3	Create visually cohesive, accessible, and responsive user interfaces that follow design principles and patterns while understanding the importance of branding and applying branding principles to maintain consistency across platforms
PLO #4	Develop logical and intuitive information structures, navigation systems, and content organization schemes that enhance usability and support user goals
PLO #5	Design meaningful interactions, transitions, and micro-interactions that enhance user experience, provide feedback, and guide users through digital experiences
PLO #6	Create prototypes at various fidelity levels to test concepts, gather feedback, and iterate on designs using industry-standard tools and methodologies

	Upon successful completion of this program, graduates will be able to:
PLO #7	Demonstrate fundamental knowledge of front-end web technologies (HTML, CSS, JavaScript) and their application in implementing user interfaces and interactions
PLO #8	Develop and maintain scalable design systems with reusable components, while critically analyzing design solutions for the values they support, potential biases, and their impact on larger cultural, social, and economic systems
PLO #9	Effectively collaborate with diverse stakeholders through clear communication, documentation, and presentation of design decisions, while demonstrating essential soft skills including empathy, adaptability, conflict resolution, and time management required for professional success
PLO #10	Apply strategic thinking to align user experience with business objectives, establish appropriate success metrics, and design accessible experiences that consider diverse user needs, while understanding how design can influence diversity, equity, and inclusion in larger societal contexts

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The UI/UX Design Diploma program is designed to provide contextual learning experiences that mimic the real-world 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. Courses are taught in a flexible blended model where students are taught both online and face to face through a combination of instructional activities that focus on active and experiential learning. Techniques include lectures, practical labs, demonstrations, guest lectures, work-integrated learning, collaborative client projects, self-directed projects, discussion forums, online activities, videos, and field trips.

The Digital Media Design labs, located at the Downtown campus, are equipped with Apple workstations with the latest industry-standard software. Students will have access to a variety of graphic and design-related equipment. The ratio of students to workstations is one-to-one and all classes have a capacity of 18 students.

The UI/UX Design Diploma program is committed to diversity and to attracting and educating students who will make the population of UI/UX design professionals representative of the national population. The program uses the principles of Universal Design for Learning and an emphasis on flexibility to make this training more accessible to a greater variety of learners. In addition, we support students through confidential and specialized services offered through Disability Services, Counselling, Indigenous Education, and the Learning Centre at VCC.

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 achieve a minimum grade point average of 'C' (2.00) to successfully complete each course. All courses in each term must be successfully completed or department permission granted to progress into subsequent terms. Students must achieve a minimum cumulative grade point average of 2.00 ('C') upon completion of all program courses to successfully graduate.

Recommended Characteristics of Students

Students should consider the following aspects of this program:

Program tasks required sustained visual focus for extended periods, with options to use keyboard, mouse, trackpad or digital pen for up to 7 hours a day.

Program environment involves time-sensitive task completion on deadline.

Tasks require fine motor skills in handling video and photography hardware.

Courses

This full-time program can be completed over four (4) terms by successfully completing the following: 15 credits (term 1), 15 credits (term 2), 17 credits (term 3), 14 credits (term 4).

Plan of Study Grid

First Year	Credits
VCDP 1100 UI/UX Foundation	3
VCDP 1105 UI/UX Technical Foundation	3
VCDP 1115 Digital Design Tools	3
VCDP 1125 Screen Typography	3
VCDP 1145 Digital Asset Creation	3
VCDP 1200 Digital Layout Principles	3
VCDP 2315 UI/UX Strategy and Design 1	3
VCDP 1215 UI/UX Design Thinking	3
VCDP 1225 Digital Brand Experiences	3
VCDP 1135 Design Research	3
Credits	30
Second Year	
VCDP 2313 Design Project Management	3
VCDP 2350 UI/UX Strategy and Design 2	3
VCDP 2351 Content Strategy and Information Architecture	3
VCDP 2475 Studio: Design and Development	5

VCDP 2345	Web Development	3
VCDP 2200	Content Management Systems	3
VCDP 2215	Studio: UI/UX Specialization	5
VCDP 2480	Online Marketing	3
VCDP 2225	UI/UX Portfolio	3
	Credits	31
	Total Credits	61

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.

Rationale and Consultations

Provide a rationale for this proposal.

This 61-credit UI UX Design Diploma program offers specialization in the growing field of UI UX design. Several of the UI UX and web design courses were removed from the Graphic Design Diploma to provide two entry choices into the diverse field of design to students: print/digital design vs UI UX design. UI UX has become an established design discipline over the last 20+ years; the forecast is for faster growth than graphic design, and the salary range is significantly higher than for graphic design, as much 20-30%. Despite AI, a great tool, the need for human designers, with the ability to understand and evoke emotions, cultural associations and convey information through original design, is not going to change in the near future. In addition, designers have to be technicians as well as creatives in order to translate their ideas into print and screen technologies to achieve optimized quality and brand recognition for customers, clients, and employers.

Are there any expected costs to this proposal.

costs for additional updates to at least 8 course outlines, course descriptions, course topics, blueprinting of 8 adapted foundational courses plus 5 updated blueprints for the new UI UX courses via CD Funding - confirmed

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Consulted with Radhika Kumar, IA
Registrar's Office	Consulted with Dawn Cunningham and revised credit structure, electives, and admission requirements
Faculty/Department	Several meetings with faculty
Finance	Consulted with Feras Ghesen multiple times to ensure costing is realistic
Financial Aid	
Indigenous Education & Community Engagement (IECE)	
International Education	Consulted with Alison Rudko, Angelia Liang, and Jennifer Gossen and changed the schedule to accommodate international students study and work permit regulations
Learning Centre	

Consultated Area	Consultation Comments
Library	
Marketing & Communications	
PAC/CEG	Consulted PAC on course structure
Other	Consulted several industry colleagues on program content, both designers and web developers
Other	
Faculty/Department	January 2023: Sigrid Albert, DMD DH since July 2022, consulted with web design faculty to revise the program to consist of required courses for initial run of this Diploma. Elective and part-time structure to be implemented in future.

Additional Information

Provide any additional information if necessary.

Draft only, to be reviewed and updated over the summer as needed, not in a substantial way.

Supporting
documentation:
  DMD_CurriculumUpdatesForEDI.pdf
  DMD_AllCourses_ForReview.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

Marketing Description

Learn to create unique and engaging interactive experiences with the latest UI/UX design tools and theories while working directly with clients in a mentored studio setting

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 7:36 am

Viewing: **VCDP 1100 : UI/UX Foundation**

Last edit: 05/27/25 1:14 pm
Changes proposed by: salbert

Programs
referencing this
course
165: UI/UX Design Diploma

Approval Path

1. 05/14/25 10:00 am
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
2. 05/14/25 11:04 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean

Course Name:
   UI/UX Foundation

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   UI/UX Foundation
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number   1100

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   0-3

Bridge Course Level	01

Course Description:

Explore the fundamental principles of user-centered design, including layout, composition, and visual hierarchy for digital products. Through hands-on activities and design exercises, students develop an understanding of how to design interfaces and experiences that prioritize clarity, usability, and user needs. This course introduces key design elements such as alignment, proximity, contrast, and balance in the context of UI/UX projects.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role and responsibilities of a user experience designer, including ethical and professional expectations in digital product design
CLO #2	Explain and apply the user-centered design process, including discovery, definition, ideation, prototyping, and testing stages
CLO #3	Identify and apply basic design principles, such as hierarchy, balance, contrast, colour, and alignment, in digital and screen-based interfaces
CLO #4	Research and reflect on the influence of historical and contemporary design practices, including digital product design trends and methods
CLO #5	Discuss the broader value and impact of design on users, communities, and systems, including cultural, social, and economic considerations

	Upon successful completion of this course, students will be able to:
CLO #6	Recognize the ethical implications of design decisions, including accessibility, inclusion, intellectual property, and the respectful use of cultural elements

Instructional

Strategies:

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

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 42

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:
Individual Learning

Hours in Category 3: 12

Course Topics

Course Topics:
Role of the UX/UI designer in digital product development
Overview of the user-centered design process
Foundational design principles: balance, contrast, hierarchy, alignment
Composition, colour and layout for digital interfaces
History and evolution of interface and experience design
Cultural, social, and environmental impacts of design
Ethical considerations and intellectual property in digital design, introduction to EDI principles in user experience design

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 7:43 am

Viewing: **VCDP 1105 : UI/UX Technical Foundation**

Last edit: 05/27/25 1:14 pm

Changes proposed by: salbert

Programs
referencing this
course

165: UI/UX Design Diploma

Course Name:
UI/UX Technical Foundation

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course Name: UI/UX Technical Foundation

Subject Code: VCDP - Graphic Design Diploma

Course Number 1105

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/14/25 10:00 am
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
2. 05/14/25 11:04 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean

Bridge Billing Hours   0-3

Bridge Course Level   01

Course Description:

    Gain foundational technical knowledge required for digital design production. Students learn to navigate file management systems, design software environments, and industry-standard workflows. Emphasis is placed on preparing and managing design files ethically and efficiently, while developing self-directed learning strategies to keep pace with evolving design technologies.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                Yes

Details of PLAR:

    1. Interview with department to discuss previous experience

    2. A portfolio assessment of previously completed related work OR

    3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of technical production in the UI/UX design process, including responsibilities for preparing and delivering digital design assets
CLO #2	Navigate professional design software and file management systems to create, organize, and manage digital assets efficiently
CLO #3	Prepare digital files for different platforms and responsive environments, using appropriate formats, specifications, and optimization techniques
CLO #4	Apply self-directed learning strategies to stay current with evolving design tools, software updates, and digital production trends
CLO #5	Discuss the impact of technical production decisions on user experience, accessibility, and performance across devices and user contexts

	Upon successful completion of this course, students will be able to:
CLO #6	Recognize ethical responsibilities in digital asset creation and management, including copyright, licensing, and cultural sensitivity

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:
   Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
File management, version control, and organizational best practices
Navigating professional design software (e.g. Adobe Creative Cloud, Figma)
Preparing assets for multiple screens and responsive environments
Ethical sourcing and management of digital assets
Self-directed learning strategies for evolving digital tools
Performance optimization and accessibility considerations
Collaboration with development teams on technical requirements
Introduction to technical documentation and hand-off processes

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

Rationale and Consultations

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

   Yes

Course Change Request

Date Submitted: 08/02/23 9:49 pm

Viewing: **VCDP 1115 : Digital Design Tools**

Last approved: 03/30/22 5:05 am

Last edit: 05/27/25 1:13 pm

Changes proposed by: salbert

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

Course Name:
   Digital Design Tools

Effective Date: January 2027

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
5. Records
6. Banner

Approval Path

1. 08/02/23 10:06 pm
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
2. 09/14/23 2:51 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 09/14/23 3:31 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to CTT
   Dean for Curriculum
   Committee
4. 10/06/23 8:03 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
5. 10/20/23 1:34 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee
6. 11/14/23 7:09 pm
   Natasha Mandryk
   (nmandryk):

Approved for Education Council

7. 05/14/25 9:30 am Darija Rabadzija (drabadzija): Rollback to 4430 Leader for Records

8. 05/14/25 10:00 am Sigrid Albert (salbert): Approved for 4430 Leader

9. 05/14/25 11:04 am Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Mar 30, 2022 by Anne Emberline (aemberline)

Name	E-mail	Phone/Ext.
Sigrid Albert ~~Anne Emberline~~	salbert@vcc.ca ~~aemberline@vcc.ca~~	604-443-8516 ~~604-916-2663~~

Banner Course Name: Digital Design Tools

Subject Code: VCDP - Graphic Design Diploma

Course Number   1115

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   0-3

Bridge Course Level   01

Course Description:

In this course, students will learn UI/UX ~~the~~ tools involved in designing for digital and interactive media. Students will focus on technical skills from the design of professional graphics for digital uses to the creation of high-fidelity clickable prototypes for mobile and web applications. Beyond these technical skills, students will also learn the basic stages and tasks involved in digital or interaction design projects and will practice using cloud-based tools to collaborate and manage projects digitally. The course will finish with a comprehensive project where students use their technical skills to communicate not only UI/UX design aesthetics but also motion, interaction, and user flow.

Course Pre-Requisites (if applicable):

~~VCDP 1111 taken prior or concurrently.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the basic stages and tasks involved in digital or interaction design projects
CLO #2	Use digital tools to collaborate with a team on design projects
CLO #3	Describe the importance of low-fidelity sketching and wireframing in digital design projects
CLO #4	Create low-fidelity and high-fidelity clickable prototypes for mobile or web application designs
CLO #5	Effectively communicate motion, interaction, or user flows in a design
CLO #6	Create professional graphics for digital uses
CLO #7	Identify and avoid common issues in working with developers on web and interaction design projects

Instructional Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

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

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 10:01 am

Viewing: **VCDP 1125 : Screen Typography**

Last edit: 05/27/25 1:13 pm

Changes proposed by: salbert

Programs
referencing this
course

165: UI/UX Design Diploma

Course Name:
  Screen Typography

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   Screen Typography
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number   1125

Year of Study   1st Year Post-secondary

Credits: 3

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/14/25 10:01 am
   Sigrid Albert
   (salbert): Rollback
   to Initiator
2. 05/14/25 10:03 am
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
3. 05/14/25 11:04 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean

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

Course Description:

Explore the role of typography in digital product design. Students learn to apply principles of legibility, readability, and accessibility across screen-based experiences. This course covers type selection, hierarchy, and typographic systems for responsive and interactive environments, while considering inclusive communication practices and visual consistency.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the role of typography in enhancing digital user experiences, including its influence on readability, hierarchy, and interaction
CLO #2	Apply typographic principles such as alignment, spacing, colour, and visual hierarchy to create clear and engaging digital interfaces
CLO #3	Select and pair typefaces appropriately for different digital contexts, ensuring brand consistency and user accessibility
CLO #4	Implement responsive typographic systems, adapting text for various devices, screen sizes, and user needs

	Upon successful completion of this course, students will be able to:
CLO #5	Discuss the cultural and social implications of typography choices, including language accessibility, inclusivity, and representation
CLO #6	Recognize legal and ethical considerations in font licensing, sourcing, and use, ensuring compliance with intellectual property rights

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

   Online

   Seminar

Hours in Category 1:   42

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:

   Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Typography's role in digital user experience design
Legibility, readability, and accessibility on screen
Typographic hierarchy and information architecture
Type selection and pairing for branding and user experience
Responsive typography for multi-device environments
Inclusive typography: language diversity and cultural sensitivity
Ethical font sourcing and licensing considerations
Evaluating typography's influence on user perception and engagement

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

Rationale and Consultations

Course Change Request

Date Submitted: 08/02/23 9:51 pm

Viewing: **VCDP 1135 : Design Research**

Last approved: 03/30/22 5:05 am

Last edit: 06/02/25 10:13 am

Changes proposed by: salbert

Programs
referencing this
course

165: UI/UX Design Diploma

166: UI/UX Design Core Certificate

Course Name:
  Design Research

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

Approval Path

1. 08/02/23 10:05 pm Sigrid Albert (salbert): Approved for 4430 Leader
2. 10/06/23 8:03 am Lucy Griffith (lgriffith): Approved for CTT Dean
3. 10/20/23 1:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee
4. 11/14/23 7:09 pm Natasha Mandryk (nmandryk): Approved for Education Council
5. 05/14/25 9:33 am Darija Rabadzija (drabadzija): Rollback to 4430 Leader for Records
6. 05/14/25 10:02 am Sigrid Albert

(salbert): Approved for 4430 Leader

7. 05/14/25 11:04 am Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Mar 30, 2022 by Anne Emberline (aemberline)

Name	E-mail	Phone/Ext.
Sigrid Albert ~~Anne Emberline~~	salbert@vcc.ca ~~aemberine@vcc.ca~~	604-443-8516 ~~604-916-2663~~

Banner Course Name: Design Research

Subject Code: VCDP - Graphic Design Diploma

Course Number   1135

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   0-3

Bridge Course Level   01

Course Description:

Research is a critical component of the UI/UX design process. Both primary and secondary research can be used to ensure that UI/UX designers create work that speaks to the right audience and adequately serves the human needs they're aiming to address. In this course, students will survey various primary and secondary research methods often used in UI/UX design projects, including qualitative and quantitative approaches. They will practice evaluating and interpreting research data and then put their research skills to work in the creation of a related UI/UX design project.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience

2. A portfolio assessment of previously completed related work OR

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the importance of research in the design process
CLO #2	Perform and analyze primary research, including surveys, interviews, and usability studies
CLO #3	Perform secondary research using both academic and industry resources
CLO #4	Describe the strengths and weaknesses of qualitative and quantitative research methods
CLO #5	Select appropriate and effective research methods for a design project and organize data from many research sources
CLO #6	Critically evaluate, interpret and use research data in making design decisions
CLO #7	Create a user persona based on primary or secondary research
CLO #8	Discuss ethical issues in design research

Instructional
Strategies:

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

Evaluation and Grading

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

   C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Design research
Primary and secondary research
Qualitative and quantitative research
Surveys, interviews, focus groups, and usability studies
Analytics
Industry reports
Data-based decision making
User personas
Ethical issues
Using AI for research synthesis and ethical interpretation of user data
Research bias
Critical thinking in research
Working with diverse communities, including marginalized groups
Participatory and co-design research

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 7:50 am

Viewing: **VCDP 1145 : Digital Asset Creation**

Last edit: 05/27/25 1:13 pm

Changes proposed by: salbert

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

Course Name:

    Digital Asset Creation

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   Digital Asset Creation
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number   1145

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code   VO

| Bridge Billing Hours | 0-3 |
| Bridge Course Level | 01 |

Course Description:

Learn essential techniques for creating and managing digital assets for user interfaces and digital content. Students explore image sourcing, editing, and manipulation with attention to ethical representation, copyright compliance, and accessibility. Projects focus on preparing optimized assets for various digital platforms using tools like Adobe Photoshop, Illustrator and Figma.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of digital asset creation in supporting user interfaces and digital product design
CLO #2	Apply image editing techniques such as cropping, colour correction, and retouching to create digital assets for screen-based products
CLO #3	Optimize image and graphic assets for responsive, accessible, and performance-efficient digital platforms
CLO #4	Analyze the ethical, cultural, and social implications of imagery, including representation, diversity, and inclusion
CLO #5	Select and manage visual content with consideration for copyright, licensing, and intellectual property laws

	Upon successful completion of this course, students will be able to:
CLO #6	Reflect on the impact of visual assets on user experience, cultural relevance, and social responsibility

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture
Online
Seminar

Hours in Category 1:   42

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:
   Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Role of digital assets in UI/UX and digital product design
Image sourcing: stock libraries, open-source, and original content
Ethical image use: copyright, licensing, and inclusive representation
Image editing fundamentals: cropping, colour correction, retouching
Optimizing assets for web and mobile performance
Exporting assets for various digital platforms and devices
Accessibility considerations in image use and visual content
Reflecting on the social impact of imagery in digital design

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

Rationale and Consultations

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

   Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 8:35 am

Viewing: **VCDP 1200 : Digital Layout Principles**

Last edit: 05/27/25 1:12 pm

Changes proposed by: salbert

Programs
referencing this
course

165: UI/UX Design Diploma

Course Name:
Digital Layout Principles

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   Digital Layout Principles
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number   1200

Year of Study   1st Year Post-secondary

Credits: 3

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

Course Description:

Build on foundational design knowledge by applying layout principles to digital products and multi-screen experiences. Students learn to structure content using grids, visual hierarchy, and interaction patterns. Emphasis is placed on consistency, clarity, accessibility and user-centred information flow across various digital platforms and device sizes. While working through these concepts, students will continue to develop proficiency in industry-standard software.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of layout design in structuring digital content for clarity and user engagement
CLO #2	Apply grid systems, hierarchy, and compositional strategies to organize content effectively across multiple digital screens
CLO #3	Design layouts that support navigation, interaction, and user flow in digital products
CLO #4	Adapt layouts for responsive environments, ensuring usability across various devices and platforms
CLO #5	Evaluate the impact of layout decisions on user accessibility, inclusion, and diverse user needs

	Upon successful completion of this course, students will be able to:
CLO #6	Demonstrate ethical considerations in content structure and visual hierarchy, respecting cultural and social contexts

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:
Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
The role of layout design in digital product and content strategy
Applying grid systems for structure and consistency
Visual hierarchy and user attention management
Adapting layouts for responsive and multi-device experiences
Navigation, interaction patterns, and user flow in digital layouts
Inclusive and accessible content structuring practices
Cultural and social considerations in layout design
Ethical layout choices and the impact on user engagement

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 8:48 am

Viewing: **VCDP 1215 : UI/UX Design Thinking**

Last edit: 05/27/25 1:12 pm

Changes proposed by: salbert

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

Course Name:
UI/UX Design Thinking

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course Name: UI/UX Design Thinking

Subject Code: VCDP - Graphic Design Diploma

Course Number 1215

Year of Study 1st Year Post-secondary

Credits: 3

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

Course Description:

Apply human-centered design methodologies to define user problems and generate innovative digital solutions. Students learn to use empathy, user research, ideation, prototyping, and testing to inform design decisions. This course emphasizes collaborative problem-solving and critical analysis of design impact. Emphasis will be placed on building skill in strategic, creative thinking.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of design thinking in user experience design, including empathy-driven problem solving and user research
CLO #2	Apply user-centered research methods to define user needs, pain points, and design opportunities
CLO #3	Ideate and prototype design solutions, integrating user feedback into the design process
CLO #4	Test and evaluate prototypes to validate usability and refine design solutions based on evidence
CLO #5	Reflect on the social, cultural, and systemic impacts of design decisions, including equity, inclusion, and accessibility

	Upon successful completion of this course, students will be able to:
CLO #6	Demonstrate ethical collaboration and professional communication skills, including respectful engagement with diverse stakeholders

Instructional

Strategies:

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

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:
   Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
The role of design thinking in solving user experience challenges
Empathy and stakeholder mapping in user research
Problem definition through user insights and research synthesis
Ideation methods: brainstorming, sketching, co-creation
Rapid prototyping and iteration cycles
User testing methods and feedback integration
Reflecting on the ethical and social impact of design solutions, respectful design
Communicating design decisions with clarity and empathy

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

Rationale and Consultations

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

   Yes

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 8:40 am

Viewing: **VCDP 1225 : Digital Brand Experiences**

Last edit: 05/27/25 1:12 pm

Changes proposed by: salbert

Programs
referencing this
course

165: UI/UX Design Diploma

Course Name:
   Digital Brand Experiences

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   Digital Brand Experiences
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number   1225

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   0-3

Bridge Course Level   01

Course Description:

Learn to create cohesive digital brand experiences that extend beyond logos. Students explore brand strategy, visual identity systems, and user interface branding principles. Projects focus on applying brand elements across multiple digital touchpoints while maintaining consistency, accessibility, and user relevance.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the role of brand strategy in shaping digital user experiences across platforms and touchpoints
CLO #2	Create brand elements such as logos, colour systems, and typographic styles that reflect a cohesive digital identity
CLO #3	Apply branding principles consistently across digital interfaces and marketing materials
CLO #4	Evaluate the impact of brand expression on user perception, engagement, and trust
CLO #5	Discuss how branding influences social and cultural perceptions, including representation, inclusion, and accessibility
CLO #6	Demonstrate ethical branding practices, including respecting intellectual property, cultural elements, and diverse audience needs

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:
Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Brand strategy and its role in digital product design
Creating digital brand elements: logos, colour systems, typography
Designing cohesive brand experiences across platforms, case studies
Evaluating user perception and engagement with brand elements
Inclusive and culturally respectful branding practices
Ethical branding: avoiding stereotypes and cultural appropriation
Developing brand guidelines for digital experiences
Logo file preparation
Creative briefs
The cultural influence of branding
The ethics of branding
Communicating brand value through UX/UI design

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 9:59 am

Viewing: **VCDP 2200 : Content Management Systems**

Last edit: 05/27/25 1:11 pm

Changes proposed by: salbert

Programs
referencing this
course
165: UI/UX Design Diploma

Course Name:
Content Management Systems

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course
Name: Content Management Systems

Subject Code: VCDP - Graphic Design Diploma

Course Number   2200

Year of Study   2nd Year Post-secondary

Credits: 3

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/14/25 9:56 am
   Sigrid Albert
   (salbert): Rollback
   to Initiator
2. 05/14/25 10:03 am
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
3. 05/14/25 11:05 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean

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

Course Description:

Explore the principles and practice of managing digital content using modern Content Management Systems (CMS). Students compare different CMS platforms, including WordPress and others, and gain hands-on experience building and customizing websites. The course emphasizes content strategy, user experience, and accessibility considerations in CMS-based projects.

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 the role of content management systems (CMS) in digital product ecosystems, including their benefits and limitations
CLO #2	Compare and evaluate different CMS platforms based on user experience, accessibility, and content strategy needs
CLO #3	Implement accessible and user-centered content structures in CMS-based websites or applications
CLO #4	Customize CMS themes, templates, or components while maintaining performance and usability standards
CLO #5	Apply ethical and inclusive content management practices, including accessibility, privacy, and respect for diverse user needs
CLO #6	Explore plugins and functionality extensions
CLO #7	Demonstrate professional communication and documentation practices when collaborating on CMS-based projects

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:
  Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Overview of CMS platforms: WordPress, headless CMS, and others
Comparing CMS options based on user and business needs
Structuring content for accessibility and user experience
Managing digital content workflows in CMS environments
Customizing themes, templates, and components
Optimizing performance and responsiveness in CMS-based projects
Ethical and inclusive content management practices
Collaboration and documentation in content strategy projects

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

Rationale and Consultations

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

  Yes

Is this the primary proposal?

                No

Primary Proposal
  UI UX Design Diploma

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 9:18 am

Viewing: **VCDP 2215 : Studio: UI/UX Specialization**

Last edit: 06/02/25 10:25 am
Changes proposed by: salbert

Programs
referencing this
course
  165: UI/UX Design Diploma

Approval Path

1. 05/14/25 10:03 am
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
2. 05/14/25 11:05 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean

Course Name:
  Studio: UI/UX Specialization

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   Studio: UI/UX Specialization
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number   2215

Year of Study   2nd Year Post-secondary

Credits: 5

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

Course Description:

In this studio course, students will explore independent learning and entrepreneurial thinking through self-directed projects. Students will explore entrepreneurial thinking by either completing independent paid projects for their own freelance clients under the mentorship of an instructor or by planning and pitching unique business ideas they could realistically pursue after graduation. Pursue an independent or team-based project in a specialized area of UI/UX design. Students define project objectives, conduct research, and apply advanced design and development methods to create a portfolio-quality product. This studio encourages critical reflection on the social and ethical impact of digital design solutions.

Course Pre-Requisites (if applicable):

VCDP 1200, VCDP 1225, VCDP 2313, VCDP 2350.

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	Define a self-directed or team-based specialization project that addresses a user experience or interface design challenge
CLO #2	Conduct advanced user research to inform project scope, user needs, and design requirements
CLO #3	Apply iterative design methods to develop and refine prototypes that solve real user problems
CLO #4	Evaluate the effectiveness of design outcomes, using usability testing and stakeholder feedback
CLO #5	Reflect on the broader cultural, social, and ethical implications of the project outcomes
CLO #6	Present the project to professional audiences, demonstrating clear communication, documentation, and strategic thinking
CLO #7	Preparing project documentation and case study materials

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Client projects
Assignments	30	Instructor-led assignments
Lab Work	30	May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 108

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   35

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

Check all that apply:

  Studio

Hours in Category 2:   49

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

  Individual Learning

Hours in Category 3:   24

Course Topics

Course Topics:
Defining personal or team-based specialization projects
Scoping project goals, user needs, and business objectives
Conducting in-depth user research to inform project direction
Applying iterative design, prototyping, and user testing methods
Evaluating outcomes through user feedback and stakeholder reviews
Critically evaluating AI in a specialized UX design project
Reflecting on the project's social, cultural, and ethical impact
Preparing project documentation and case study materials
Presenting the project to professional and peer audiences
Career planning
Self-directed learning strategies

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

Rationale and Consultations

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

  Yes

Course Change Request

New Course Proposal

Date Submitted: 05/14/25 9:55 am

Viewing: **VCDP 2225 : UI/UX Portfolio**

Last edit: 06/02/25 10:27 am

Changes proposed by: salbert

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

Course Name:
  UI/UX Portfolio

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

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

Banner Course   UI/UX Portfolio
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number   2225

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code   VO

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/14/25 10:03 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/14/25 11:05 am Lucy Griffith (lgriffith): Approved for CTT Dean

| Bridge Billing Hours | 0-3 |
| Bridge Course Level | 01 |

Course Description:

Develop a professional portfolio that communicates design process, critical thinking, and user-centered outcomes through UX case studies and interactive prototypes. Students refine presentation skills, document their design rationale, and prepare to showcase their work to potential employers or clients. The course will also cover job search strategies that are important for UI UX designers, including networking and self-promotion, and each student will create a personal job-search or self-promotion plan that will help them find the design work that suits them best.

Course Pre-Requisites (if applicable):

VCDP 2215 taken prior or concurrently, VCDP 2351.

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	Curate a professional portfolio of UX case studies and interactive prototypes, showcasing user-centered design processes and outcomes
CLO #2	Document and articulate design decisions, including research insights, design rationale, and user impact
CLO #3	Apply visual and narrative techniques to communicate personal design strengths and areas of specialization
CLO #4	Prepare for professional interviews, client presentations, and networking opportunities, using effective communication strategies
CLO #5	Reflect on the role of design in promoting equity, inclusion, and accessibility, and incorporate this reflection into portfolio projects
CLO #6	Develop a personal strategy for ongoing learning and professional growth, including career goals and industry engagement

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

  Seminar

Hours in Category 1:   42

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:
  Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Defining a personal brand and professional design narrative
Curating UX case studies and project artifacts
Responsible use of AI in portfolio storytelling and visual presentation
Documenting design processes, research, and outcomes
Preparing interactive prototypes or video demos for portfolio presentation
Communicating DEI and accessibility considerations in portfolio work
Preparing for interviews, networking, and client presentations
Reflecting on professional growth and career goals
Building a plan for ongoing learning and industry engagement
Cover letters, resumes, and biographies

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

Rationale and Consultations

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

  Yes

Is this the primary proposal?

                No

Course Change Request

Date Submitted: 08/02/23 9:53 pm

Viewing: **VCDP 2313 : Design Project Management**

Last approved: 03/30/22 5:05 am

Last edit: 06/02/25 10:15 am

Changes proposed by: salbert

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

Course Name:
  Design Project Management

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

Approval Path

1. 08/02/23 10:05 pm Sigrid Albert (salbert): Approved for 4430 Leader
2. 10/06/23 8:03 am Lucy Griffith (lgriffith): Approved for CTT Dean
3. 10/20/23 1:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee
4. 11/14/23 7:09 pm Natasha Mandryk (nmandryk): Approved for Education Council
5. 05/14/25 10:56 am Darija Rabadzija (drabadzija): Rollback to Curriculum Committee for Records

Name	E-mail	Phone/Ext.
Sigrid Albert ~~Anne Emberline~~	salbert@vcc.ca ~~aemberline@vcc.ca~~	604-443-8516 ~~604-916-2663~~

Banner Course Name: Design Project Management

Subject Code: VCDP - Graphic Design Diploma

Course Number   2313

Year of Study   2nd Year Post-secondary

Credits: 3

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

Course Description:

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

Course Pre-Requisites (if applicable):

VCDP 1100, VCDP 1215, VCDP 2315. ~~VCDP 1111, VCDP 1133, taken prior or concurrently, VCDP 1280 OR VCDP 2315, taken prior or concurrently.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience

2. A portfolio assessment of previously completed related work OR

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss how design thinking and design research fit into design project management
CLO #2	Interview a client to gain preliminary information on project scope, target market, challenges, timeline, etc
CLO #3	Produce a detailed client brief to clearly define a design project based on research and client interviews
CLO #4	Create work schedules including tasks, milestones, roles, and budgets
CLO #5	Work collaboratively with diverse teammates taking on different roles
CLO #6	Discuss how key concepts relating to equity, diversity, and inclusion relate to design project management
CLO #7	Deliver a professional presentation that effectively communicates strategies and design rationales
CLO #8	Describe the common administrative procedures required in running freelance design projects

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 42

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:

Individual Learning

Hours in Category 3: 12

Course Topics

Course Topics:
Design project stages
Work schedules, timelines, milestones
AI-supported planning and project tracking in collaborative UX teams
Common tasks and roles in design projects
Budgets, contracts, and quotes
Design research
Participatory and co-design
Diversity, equity, and inclusion
Respectful design
Creative briefs
Client interviews
Collaboration and communication skills
Presentations
Design rationales
Freelance design work

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

Date Submitted: 08/02/23 9:54 pm

Viewing: **VCDP 2315 : UI/UX <u>Strategy and</u> Design 1**

Last approved: 03/30/22 5:05 am

Last edit: 05/27/25 1:10 pm

Changes proposed by: salbert

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

Course Name:
    UI/UX Strategy and Design 1

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

Name	E-mail	Phone/Ext.
Sigrid Albert ~~Anne Emberline~~	salbert@vcc.ca ~~aemberline@vcc.ca~~	604-443-8516 ~~604-916-2663~~

Banner Course Name: UI/UX Strategy and Design 1

Subject Code: VCDP - Graphic Design Diploma

Course Number   2315

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 will give students a strong foundational understanding of the user interface (UI) and user experience (UX) design principles designers need to create intuitive and effective websites and apps. Students will gain an understanding of user research and user-centred design approaches and will learn how to use common user-interface elements in designing custom interactive functionalities. Students will improve their skill in problem-solving and will learn to think in systems while working on complex design projects.

Course Pre-Requisites (if applicable):

VCDP 1100. ~~VCDP 1110, VCDP 1115, VCDP 1133, taken prior or concurrently.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience

2. A portfolio assessment of previously completed related work OR

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Design complex user experiences based on the specific needs of a project and its user group
CLO #2	Create wireframes, mockups, prototypes, and style guides that can be given to clients or developers to communicate plans for a website or app
CLO #3	Identify and correct common issues with usability in interface design
CLO #4	Describe accessibility standards and how they are applied in UI/UX design projects
CLO #5	Discover and follow current conventions in interface design
CLO #6	Describe types of research used in UI/UX design
CLO #7	Describe ethical issues in UI/UX design and user research

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-

Type	Percentage	Brief description of assessment activity
		in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
UI and UX design principles
User research and personas

Course Topics:
Navigation and information architecture
Wireframes, mockups, prototypes, and style guides
User-interface elements
Tasks, scenarios, user journeys, and user flows
Usability and accessibility
Design thinking
Rapid prototyping
Feature prioritization
Design systems
Collaboration strategies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Provide a rat
for this prop
Are there any

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 08/02/23 9:54 pm

Viewing: **VCDP 2345 : Web Development**

Last approved: 03/30/22 5:05 am

Last edit: 06/02/25 10:17 am

Changes proposed by: salbert

> Programs
> referencing this
> course
>
> [165: UI/UX Design Diploma](#)

Course Name:
    Web Development

Effective Date: January 2027

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
5. Records
6. Banner

Approval Path

1. 08/02/23 10:05 pm
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
2. 10/06/23 8:03 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 10/20/23 1:34 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee
4. 11/14/23 7:09 pm
   Natasha Mandryk
   (nmandryk):
   Approved for
   Education Council
5. 05/14/25 10:56 am
   Darija Rabadzija
   (drabadzija):
   Rollback to
   Curriculum
   Committee for
   Records

Name	E-mail	Phone/Ext.
Sigrid Albert ~~Anne Emberline~~	salbert@vcc.ca ~~aemberline@vcc.ca~~	604-443-8516 ~~604-916-2663~~

Banner Course Name: Web Development

Subject Code: VCDP - Graphic Design Diploma

Course Number   2345

Year of Study   2nd ~~1st~~ 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 basic technologies of front-end web development and guides them through hand-coding various layouts for the web. Students will learn about the technical setup of domain names and web hosting accounts while creating custom websites with HTML5 and CSS (Cascading Style Sheets) ~~CSS3~~ using standard and up-to-date best practices. Explorations with web code will centre around responsive page layout and grid structure, basic animations, patterns and images. Students will upload their projects to a live web server via FTP (File Transfer Protocol) software.

Course Pre-Requisites (if applicable):

VCDP 1100, VCDP 1215. ~~VCDP 1111, VCDP 1115, taken prior or concurrently.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience

2. A portfolio assessment of previously completed related work OR

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create basic responsive web pages from scratch using HTML5 and CSS3
CLO #2	Build a clean layout using a CSS-based grid system or framework
CLO #3	Select correct file types for images on the web and optimize both pixel resolution and file size
CLO #4	Use FTP software to successfully upload a simple hand-coded website to a live server
CLO #5	Use independent research to discover current techniques and find solutions to problems
CLO #6	Create and setup a coding environment with proper file paths and naming conventions
CLO #7	Properly document code files via commenting
CLO #8	Identify core strategies for accessibility in web development

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-

Type	Percentage	Brief description of assessment activity
		in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Domain names and web hosting
HTML fundamentals: elements, tags, attributes, nesting, structure

Course Topics:
CSS3 fundamentals: stylesheets, selectors, inheritance, cascade order
CSS3 layout: box model, positioning, navigation, layout techniques
CSS3 styling: typography, images, backgrounds, patterns, borders, transitions, transforms, hovers
File structure, linking, and FTP
Proper formatting and syntax for HTML5 and CSS3
Image optimization and file types
Responsive techniques
Code editor setups
Accessibility

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Course Change Request

Date Submitted: 05/14/25 8:54 am

Viewing: **VCDP 2350 : UI/UX Strategy and Design**
2

Last approved: 12/02/23 8:39 am

Last edit: 06/02/25 10:21 am

Changes proposed by: salbert

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

Course Name:
  UI/UX Strategy and Design 2

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

Approval Path

1. 05/14/25 10:02 am Sigrid Albert (salbert): Approved for 4430 Leader
2. 05/14/25 11:05 am Lucy Griffith (lgriffith): Approved for CTT Dean

History

1. Jul 14, 2018 by cdeans
2. Jun 12, 2020 by Anne Emberline (aemberline)
3. May 16, 2023 by Anne Emberline (aemberline)
4. Jul 6, 2023 by Sigrid Albert (salbert)
5. Dec 2, 2023 by Sigrid Albert (salbert)

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	6044438516

Banner Course Name: UI/UX Strategy and Design 2

Subject Code: VCDP - Graphic Design Diploma

Course Number   2350

Year of Study   2nd Year Post-secondary

Credits: 3

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

Course Description:

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

Course Pre-Requisites (if applicable):

VCDP 2315 or department permission. VCDP 1280, OR departmental permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

		Upon successful completion of this course, students will be able to:
CLO #1		Plan and design a detailed user journey for a website or app with complex functionality, taking into account user needs, desires, and problems
CLO #2		Create a strong and consistent visual identity for an interactive project and communicate it using easy-to-understand style guides and mockups
CLO #3		Plan and deliver a professional presentation to demonstrate and explain interactive functionalities
CLO #4		Find, evaluate, and use UI/UX design resources, libraries, and reference materials
CLO #5		Evaluate UI/UX designs for their impact and fit across a variety of contexts (financial, social, community, etc)
CLO #6		Apply accessibility standards in the design of websites and apps
CLO #7		Use design research to inform UI/UX design decisions

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress

Type	Percentage	Brief description of assessment activity
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Wireframes, mockups, prototypes, style guides and design systems
User research and user-centred design
User journeys, tasks, and scenarios

Course Topics:
Collaboration and communication skills
Project management
Problem solving, design thinking, and systems thinking
Feature prioritization
Interaction design principles
Rapid prototyping
Strategic use of AI in UX testing and optimization
Micro-interactions
Usability and accessibility

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

UI UX Design Diploma

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

updated prerequisites

Course Change Request

Date Submitted: 08/02/23 9:56 pm

Viewing: **VCDP 2351 : Content Strategy & Info Archi**

Last approved: 03/30/22 5:05 am

Last edit: 06/02/25 10:22 am

Changes proposed by: salbert

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

Course Name:
   Content Strategy and Information Architecture

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

History

1. Mar 30, 2022 by Anne Emberline (aemberline)

Name	E-mail	Phone/Ext.
Sigrid Albert ~~Anne Emberline~~	salbert@vcc.ca ~~aemberline@vcc.ca~~	604-443-8516 ~~604-916-2663~~

Banner Course Name: Content Strategy & Info Archi

Subject Code: VCDP - Graphic Design Diploma

Course Number   2351

Year of Study   2nd Year Post-secondary

Credits: 3

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

Course Description:

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

Course Pre-Requisites (if applicable):

VCDP 1135, VCDP 2315 taken prior or concurrently OR department permission. ~~VCDP 1115, VCDP 1280 OR 2315, VCDP 1135, taken prior or concurrently.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the importance of information architecture and content strategy in the design of interactive experiences
CLO #2	Use design research to develop and test an effective content strategy, considering the unique qualities of primary user groups in the creation of a content strategy
CLO #3	Organize information by selecting appropriate information structure and organization scheme
CLO #4	Design effective navigation to support content strategy, taking into account both accessibility principles and users' mental models
CLO #5	Identify and avoid common usability and accessibility issues related to information architecture and content strategy
CLO #6	Communicate content strategy using sitemaps, wireframes, and prototypes

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   42

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:

Individual Learning

Hours in Category 3:   12

Course Topics

Course Topics:
Information architecture
Content strategy
Leveraging AI in automated content structuring and personalization
Research methods related to IA and content strategy
Mental models
Content inventories and taxonomies
Labeling
Navigation
Search and filter functionalities
Information structures (hierarchical, linear, etc)
Organization schemes (topic, task, audience, alphabetical, tags, etc)
Usability and accessibility
Search engine optimization
Content mapping

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Provide

Course Change Request

Date Submitted: 08/02/23 9:59 pm

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

Last approved: 03/30/22 5:05 am

Last edit: 05/27/25 1:09 pm

Changes proposed by: salbert

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

Course Name:
  Studio: Design and Development

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

Approval Path

1. 08/02/23 10:04 pm
   Sigrid Albert
   (salbert): Approved
   for 4430 Leader
2. 10/06/23 8:03 am
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
3. 10/20/23 1:34 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee
4. 11/14/23 7:09 pm
   Natasha Mandryk
   (nmandryk):
   Approved for
   Education Council
5. 05/14/25 9:48 am
   Darija Rabadzija
   (drabadzija):
   Rollback to 4430
   Leader for Records
6. 05/14/25 10:03 am
   Sigrid Albert

(salbert): Approved
for 4430 Leader

7. 05/14/25 11:05 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean

History

1. Mar 30, 2022 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.
Sigrid Albert ~~Anne Emberline~~	salbert@vcc.ca ~~aemberine@vcc.ca~~	604-443-8516 ~~604-916-2663~~

Banner Course Name: Studio: Design and Development

Subject Code: VCDP - Graphic Design Diploma

Course Number   2475

Year of Study   2nd Year Post-secondary

Credits: 5

Bridge College Code	VO
Bridge Billing Hours	5
Bridge Course Level	01

Course Description:

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

Course Pre-Requisites (if applicable):

VCDP 1100, VCDP 1215, VCDP 2315. ~~VCDP 2313 OR CSTP 1301 AND CSTP 1206 OR VCDP 2350; Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create and implement a detailed project plan for a UI/UX design project through to launch
CLO #2	Bring a UI/UX design project through all stages from research through to development
CLO #3	Effectively collaborate with both designers and developers in the creation of a UI/UX product
CLO #4	Communicate effectively and professionally with clients
CLO #5	Create and revise designs that meet client specifications
CLO #6	Effectively and positively participate within a team environment
CLO #7	Ethically perform and use appropriate research in a UI/UX design and development process

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Client projects
Assignments	30	Instructor-led assignments
Lab Work	30	May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

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: 108

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   35

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

Check all that apply:

Studio

Hours in Category 2:   49

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   24

Course Topics

Course Topics:
UI/UX design stages
Project management
Collaboration
Communication
Client intake
Client needs
Design research
Working with other designers and developers
Client briefs
Communicating with sitemaps, wireframes, and mockups
Web and app development
Presentations

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Provide a rationale
for this proposal:

Are there any

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: New program: Construction Electrician Foundation Certificate

BACKGROUND:
The School of Trades, Technology and Design is proposing a new credential: Construction Electrician Foundation Certificate. The program prepares 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 apprentice.

Like for many trades programs, BC has an established curriculum for electrician foundations, and this program is modelled on the one taught at BCIT, with other electrician programs available at Kwantlen Polytechnic University and Camosun College. The VCC program would be distinct by focusing on construction electrical applications, being accessible without prior post-secondary education, and by offering a direct pathway to apprenticeships during the construction of the Centre for Clean Energy and Automotive Innovation.

DISCUSSION:
Brett Griffiths, Dean of the School, presented the proposal. Curriculum Committee had no significant concerns. As the curriculum is well-established and articulated, the Committee agreed to limited minor adjustments to maintain the consistency of the program. The Committee did requested more details in the course descriptions but agreed to wait until instructors are hired and the courses have been taught before seeing those types of alterations.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Construction Electrician Foundation Certificate and ten new course outlines, and recommend the Board of Governors approves the new credential, creation of ten courses, and program implementation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 26, 2025

Program Change Request

New Program Proposal

Date Submitted: 05/06/25 9:03 am

Viewing: **Construction Electrician Foundation Certificate**

Last edit: 05/20/25 11:34 am

Changes proposed by: bgriffiths

Program Name:

Construction Electrician Foundation Certificate

Credential Level: Certificate

Effective Date: January 2026

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Trades, Technology & Design

Department Construction Electrician Foundation Certificate (4712)

Contact(s)

Approval Path

1. 05/06/25 9:03 am Brett Griffiths (bgriffiths): Approved for 4712 Leader
2. 05/06/25 9:04 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 05/26/25 2:38 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Program Content Guide

Purpose

The Construction Electrician Foundation program prepares students for entry-level positions in the electrical industry. Students will develop the fundamental knowledge and practical skills needed to install, maintain, troubleshoot, and repair electrical systems in residential and commercial settings according to Canadian Electrical Code standards. Graduates will be prepared to begin apprenticeships in the electrician trade.

Admission Requirements

Composition 11 (English 11) with a minimum 'C-' grade, or equivalent
Foundations of Math and Pre-Calculus 10 with a minimum 'C-' grade, or equivalent
    OR
    Department assessment of mechanical reasoning

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.
Students may complete up to 65% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees apply to PLAR. Methods for assessing prior learning may include portfolios and interviews.
If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.
International Students should contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.
See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

The program is 24 weeks in length. Students have a maximum of three (3) years to complete the program.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply electrical theories and principles to workplace applications
PLO #2	Install electrical systems and equipment according to Canadian Electrical Code specifications
PLO #3	Interpret and apply appropriate sections of the Canadian Electrical Code to electrical installations
PLO #4	Utilize proper safety procedures and personal protective equipment

	Upon successful completion of this program, graduates will be able to:
PLO #5	Maintain and troubleshoot basic electrical systems and components
PLO #6	Use electrical test equipment to analyze circuit performance
PLO #7	Interpret electrical drawings, diagrams, and specifications
PLO #8	Apply basic concepts of mechanics, magnetism, and electronics to electrical work
PLO #9	Demonstrate professional communication and job search skills

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 of 70% ('B-') to successfully complete each course, and a minimum cumulative average of 70% ('B-') to graduate.

Recommended Characteristics of Students

Tasks involve precise hand-eye coordination and frequent use of hand and power tools.

Courses

ELCO 1100	Applied Mechanics	4
ELCO 1110	Fundamentals of Electricity	6
ELCO 1120	Principles of Magnetism	3
ELCO 1130	Wiring Methods 1	4
ELCO 1135	Wiring Methods 2	4
ELCO 1200	Electrical Code, Plans and Specifications	6.5
ELCO 1210	AC Circuit Analysis	2

ELCO 1220	Electronic Devices	2
ELCO 1230	Basic Motor Control	3
ELCO 1240	Computer Skills and Job Preparation	3
Total Credits		37.5

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-	70-75	Minimum Progression Grade	2.67
F	0-69	Failing Grade – unable to proceed to next Term	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.
  Please see concept paper

Are there any
expected costs to
this proposal.
  Please see concept paper

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	see attachment
Registrar's Office	see attachment
Advising & Recruitment	see attachment
International Education	This program is designed for domestic students however there may also be demand from international students in this area (depending on CIP alignment). The current credit layout would not allow for a minimum of 9 credits per term required for IE but there could be ways to take this program, once established, and add to it to make it suitable for international students. Suggest connecting with IE to discuss further. see attachment
Library	Codes are sold as print binders (often ~ $200 each). CSA (Standards) database is about $5K annually; add $2500 if we want a higher tier of access, basic is probably enough. Subscriptions can take several months to set up, once we have funding. Library and Electrician dept should discuss specifics months before program starts to determine what library needs to purchase and when to start subscriptions. We will need some capital money to set up initial print collection & smaller annual amount to keep it current. Library does annual fiscal year allocations late spring/early summer. Most electrician print titles start at about $200 each. Librarians can provide instructional support to students & instructors accessing codes & standards. see attachment

Consultated Area	Consultation Comments
Counselling	see attachment
Disability Services	see attachment
Marketing & Communications	see attachment
Safety & Security	see attachment
Student Services	see attachment

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

ELCO_Consultations.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:

Marketing Description

What you will learn

What to expect

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:58 pm

Viewing: **ELCO 1100 : Applied Mechanics**

Last edit: 05/07/25 4:44 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
237: Construction Electrician Foundation Certificate

Course Name:
   Applied Mechanics

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
                          Certificate (4712)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course   Applied Mechanics
Name:

Subject Code: ELCO - Construction Electrician

Course Number   1100

Year of Study   1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will solve problems involving simple machines, mechanical advantage, and efficiency by applying the concepts of Work, Power, Torque, and Energy.

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	Define the terms relating to mechanical science.
CLO #2	Calculate the amount of energy contained in or converted to different forms of energy (primarily: potential, kinetic, mechanical, and electrical).
CLO #3	Solve problems involving basic calculations for work, power, energy, and torque.
CLO #4	Describe terms dealing with mechanical advantage and efficiency.
CLO #5	Describe the application of levers, pulleys, and motor drive systems.

	Upon successful completion of this course, students will be able to:
CLO #6	Solve problems involving mechanical advantage, simple machines, and efficiency.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   50

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:

Individual Learning

Hours in Category 3:   10

Course Topics

Course Topics:
Mechanical science terminology
Energy forms and conversion
Work, power, energy, and torque calculations
Mechanical advantage and efficiency
Levers, pulleys, and motor drive systems
Simple machines

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

Construction Electrician Foundation Certificate

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:58 pm

Viewing: **ELCO 1110 : Fundamentals of Electricity**

Last edit: 05/12/25 2:01 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

237: Construction Electrician Foundation Certificate

Course Name:
   Fundamentals of Electricity

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
                        Certificate (4712)

Contact(s)

Approval Path

1. 05/06/25 9:03 am Brett Griffiths (bgriffiths): Approved for 4712 Leader
2. 05/06/25 9:04 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 05/26/25 2:38 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course   Fundamentals of Electricity
Name:

Subject Code: ELCO - Construction Electrician

Course Number   1110

Year of Study   1st Year Post-secondary

Credits: 6

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will apply principles that govern the behaviour of electrical circuits and prove theories through the proper use of test equipment.

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	Apply principles and concepts of electrical circuits.
CLO #2	Describe common electrical devices and circuit components.
CLO #3	Solve problems involving series, parallel, combination, and 3-wire circuits.
CLO #4	Connect and test series, parallel, combination, and 3-wire circuits.
CLO #5	Describe common conductors.
CLO #6	Calculate conductor resistance and ampacity.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	20	
Final Exam	20	
Lab Work	20	

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: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

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:   50

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   20

Course Topics

Course Topics:
Principles and concepts of electrical circuits
Common electrical devices and circuit components
Series, parallel, combination, and 3-wire circuits
Circuit testing and troubleshooting
Common conductors and their properties
Conductor resistance and ampacity calculations

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

Construction Electrician Foundation Certificate

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:58 pm

Viewing: **ELCO 1120 : Principles of Magnetism**

Last edit: 05/07/25 4:44 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[237: Construction Electrician Foundation Certificate](#)

Course Name:
  Principles of Magnetism

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
                        Certificate (4712)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course   Principles of Magnetism
Name:

Subject Code: ELCO - Construction Electrician

Course Number   1120

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will learn about the concepts of magnetism and electromagnetism and how they relate to generating electricity. Students will solve problems using the principles of magnetism and build an electromagnet.

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	Describe the characteristics of magnetic lines of force.
CLO #2	Describe the effects of current-carrying conductors and coils.
CLO #3	Describe the terminology and units of measure for magnetic circuits.
CLO #4	Solve magnetic circuit problems.
CLO #5	Describe common applications of electromagnetic devices.

	Upon successful completion of this course, students will be able to:
CLO #6	Construct an electromagnet and evaluate its strength.
CLO #7	Explain how alternating voltage is generated.
CLO #8	Describe the basic principles of electromagnetic induction.
CLO #9	Apply Lenz's law.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
   70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	20	
Final Exam	20	
Lab Work	20	

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:

    Lecture

    Online

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:   25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

    Individual Learning

Hours in Category 3:   10

Course Topics

Course Topics:
Characteristics of magnetic lines of force
Current-carrying conductors and coils
Magnetic circuit terminology and units of measure
Magnetic circuit problem-solving
Electromagnetic devices and applications
Electromagnet construction and testing
Alternating voltage generation
Principles of electromagnetic induction
Lenz's law and applications

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:58 pm

Viewing: **ELCO 1130 : Wiring Methods 1**

Last edit: 05/07/25 4:45 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

237: Construction Electrician Foundation Certificate

Course Name:
 Wiring Methods 1

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
 Certificate (4712)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course Wiring Methods 1
Name:

Subject Code: ELCO - Construction Electrician

In Workflow

1. **4712 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/06/25 9:03 am Brett Griffiths (bgriffiths): Approved for 4712 Leader
2. 05/06/25 9:04 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 05/26/25 2:38 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Number   1130

Year of Study   1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This hands-on course introduces students to essential workplace safety protocols and practical electrical installation skills required for residential settings. Students will gain thorough knowledge of Worksafe BC and OSHA regulations while developing practical skills in personal protective equipment selection, lockout/tagout procedures, tool identification, and residential electrical installation using loomex cable.

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	Describe and follow Worksafe BC and OSHA rules and regulations.
CLO #2	Identify and utilize the personal protection equipment (PPE) required in electrical work.
CLO #3	Demonstrate tag-out and lockout procedures.
CLO #4	Identify and select the correct hand and power tools required in the electrical trade.
CLO #5	Install residential electrical services and distribution circuits using loomex cable.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	20	
Final Exam	20	
Lab Work	20	

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: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   25

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

Check all that apply:

Lab

Shop/Kitchen

Hours in Category 2:   50

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   15

Course Topics

Course Topics:
Worksafe BC and OSHA rules and regulations
Personal protection equipment (PPE) for electrical work
Tag-out and lockout procedures
Hand and power tools for electrical trades
Residential electrical services and distribution circuits

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

Construction Electrician Foundation Certificate

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:59 pm

Viewing: **ELCO 1135 : Wiring Methods 2**

Last edit: 05/07/25 4:45 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

237: Construction Electrician Foundation Certificate

Course Name:
Wiring Methods 2

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
Certificate (4712)

Contact(s)

Approval Path

1. 05/06/25 9:03 am
   Brett Griffiths
   (bgriffiths):
   Approved for 4712
   Leader
2. 05/06/25 9:04 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 05/26/25 2:38 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course
Name: Wiring Methods 2

Subject Code: ELCO - Construction Electrician

Course Number   1135

Year of Study   1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This hands-on course focuses on the installation and maintenance of commercial electrical and communication systems. Students will develop expertise in voice, data, and video (VDV) systems, branch circuitry, and commercial distribution using raceways. The course includes comprehensive training for power-actuated tools and ladder usage.

Course Pre-Requisites (if applicable):

ELCO 1130.

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	Install and maintain communication systems.
CLO #2	Install voice, data, and video (vdv) systems.
CLO #3	Install and maintain branch circuitry (luminaires, wiring devices, lighting controls and lighting standards).
CLO #4	Install commercial distribution circuits using raceways.

	Upon successful completion of this course, students will be able to:
CLO #5	Safely use power-actuated tools.
CLO #6	Describe how to safely use a ladder.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	20	
Final Exam	20	
Lab Work	20	

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: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

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:
  Individual Learning

Hours in Category 3:   15

Course Topics

Course Topics:
Communication systems installation and maintenance
Voice, data, and video (vdv) systems
Branch circuitry installation and maintenance
Commercial distribution circuits using raceways
Power-actuated tool safety and use
Ladder safety

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

Rationale and Consultations

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

  Yes

Is this the primary proposal?

                No

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:59 pm

Viewing: **ELCO 1200 : Electrical Code, Plans & Specs**

Last edit: 05/07/25 4:45 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
[237: Construction Electrician Foundation Certificate](#)

Course Name:
  Electrical Code, Plans and Specifications

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
                        Certificate (4712)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course   Electrical Code, Plans & Specs
Name:

Subject Code: ELCO - Construction Electrician

In Workflow

1. 4712 Leader
2. CTT Dean
**3. Curriculum
   Committee**
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/06/25 9:04 am
   Brett Griffiths
   (bgriffiths):
   Approved for 4712
   Leader
2. 05/06/25 9:04 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 05/26/25 2:38 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Course Number   1200

Year of Study   1st Year Post-secondary

Credits: 6.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will apply appropriate rules of the Canadian Electrical Code (CEC) toward residential wiring installations. Students will also interpret and create electrical diagrams.

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	Describe how electrical diagrams and symbols are applied.
CLO #2	Convert between schematic and wiring diagrams.
CLO #3	Find specific information in the Canadian Electrical Code (CEC).
CLO #4	State what service entrance equipment is needed for a typical house.
CLO #5	Correctly install three-wire distribution and branch circuits.
CLO #6	Interpret applicable CEC rules for residential-type wiring installations.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	20	
Final Exam	20	
Lab Work	20	

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: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   70

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:

Individual Learning

Hours in Category 3:   20

Course Topics

Course Topics:
Electrical diagrams and symbols
Schematic and wiring diagram conversion
Canadian Electrical Code (CEC) structure and navigation
Residential service entrance equipment requirements

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

Construction Electrician Foundation Certificate

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:59 pm

Viewing: **ELCO 1210 : AC Circuit Analysis**

Last edit: 05/12/25 2:02 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

237: Construction Electrician Foundation Certificate

Course Name:
    AC Circuit Analysis

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
                          Certificate (4712)

Contact(s)

Approval Path

1. 05/06/25 9:04 am
   Brett Griffiths
   (bgriffiths):
   Approved for 4712
   Leader
2. 05/06/25 9:04 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 05/26/25 2:38 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course   AC Circuit Analysis
Name:

Subject Code: ELCO - Construction Electrician

Course Number   1210

Year of Study   1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will apply trigonometric functions towards vector addition and sine wave calculations. Learners will also use an oscilloscope to measure voltage, frequency, and relationships involved in alternating current circuits.

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	Solve problems involving right angle triangles and vectors
CLO #2	Analyze alternating current waveforms and characteristics including associated terminology (Peak, Root Mean Square (RMS), Average, Period and Frequency)
CLO #3	Measure voltage and frequency using an oscilloscope

Instructional
Strategies:

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

Evaluation and Grading

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

70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	20	
Final Exam	20	
Lab Work	20	

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: 35

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

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:   10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:
   Individual Learning

Hours in Category 3:   10

Course Topics

Course Topics:
Trigonometric functions and their applications
Right angle triangles and vector calculations
Alternating current waveform characteristics
Sine wave calculations
AC circuit terminology (Peak, RMS, Average, Period, Frequency)
Oscilloscope operation and measurement techniques
AC circuit relationships and measurements

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
   Construction Electrician Foundation Certificate

Provide

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:59 pm

Viewing: **ELCO 1220 : Electronic Devices**

Last edit: 05/12/25 2:02 pm
Changes proposed by: bgriffiths

Programs
referencing this
course
[237: Construction Electrician Foundation Certificate](#)

Course Name:
  Electronic Devices

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
                     Certificate (4712)

Contact(s)

In Workflow
1. **4712 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path
1. 05/06/25 9:04 am Brett Griffiths (bgriffiths): Approved for 4712 Leader
2. 05/06/25 9:04 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 05/26/25 2:38 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course   Electronic Devices
Name:

Subject Code: ELCO - Construction Electrician

Course Number   1220

Year of Study   1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will learn about the "magic" of semiconductor materials, diodes, LEDs, and transistors, find out how Silicon Valley utilized these semiconductor materials to bring us into the computer age, and solve problems involving diodes and transistors. Learners will analyze electronic components and circuits.

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	Describe the characteristics of semiconductor materials.
CLO #2	Describe the features of PN (positive-negative) and Zener diodes, Light Emitting Diodes (LEDs), and bipolar junction transistors.
CLO #3	Solve problems involving diodes and transistors.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	20	
Final Exam	20	
Lab Work	20	

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: 35

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

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:   10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   10

Course Topics

Course Topics:
Semiconductor materials and their characteristics
PN (positive-negative) junction diodes
Zener diodes and their applications
Light Emitting Diodes (LEDs)
Bipolar junction transistors (BJTs)
Electronic circuit analysis and problem-solving
Practical applications of semiconductor devices

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

Construction Electrician Foundation Certificate

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:59 pm

Viewing: **ELCO 1230 : Basic Motor Control**

Last edit: 05/07/25 4:46 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

237: Construction Electrician Foundation Certificate

Course Name:

  Basic Motor Control

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
                      Certificate (4712)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	6048717110

Banner Course   Basic Motor Control
Name:

Subject Code: ELCO - Construction Electrician

Course Number   1230

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will explore the function and operation of common alternating current motor starters. Focus will be on manual and magnetic starters.

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	Describe the function, features, and operation of manual and magnetic starters.
CLO #2	Interpret and draw schematic and wiring diagrams.
CLO #3	Describe features of control relays.
CLO #4	Describe jogging circuits and reversing circuits.
CLO #5	Connect and test manual and magnetic motor starters.

Instructional Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	20	
Final Exam	20	
Lab Work	20	

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:

Lecture

Online

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:   25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   10

Course Topics

Course Topics:
Manual motor starters - function, features, and operation
Magnetic motor starters - function, features, and operation
Schematic and wiring diagram interpretation and creation
Control relays and their features
Jogging circuits - purposes and design
Reversing circuits - purposes and design
Motor starter connection and testing procedures

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

Construction Electrician Foundation Certificate

Course Change Request

New Course Proposal

Date Submitted: 05/05/25 2:58 pm

Viewing: **ELCO 1240 : Computer Skills & Job Prep**

Last edit: 05/07/25 4:46 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

237: Construction Electrician Foundation Certificate

Course Name:
Computer Skills and Job Preparation

Effective Date: January 2026

School/Centre: Trades, Technology & Design

Department: Construction Electrician Foundation
                         Certificate (4712)

Contact(s)

Approval Path

1. 05/06/25 9:04 am Brett Griffiths (bgriffiths): Approved for 4712 Leader
2. 05/06/25 9:04 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 05/26/25 2:39 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012

Banner Course   Computer Skills & Job Prep
Name:

Subject Code: ELCO - Construction Electrician

Course Number   1240

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will learn how and where to research electrical contractors as potential employers. Students will write a resume, apply for jobs, and practice interview skills.

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	Research and find potential employers.
CLO #2	Apply for jobs via email.
CLO #3	Write a precise and error-free resume.
CLO #4	Prepare for formal job interviews.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	25	
Portfolio	25	
Assignments	25	
Lab Work	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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   40

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2:   10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   10

Course Topics

Course Topics:
Research strategies for finding electrical contractors and potential employers
Online job search tools specific to the electrical industry
Resume writing for the electrical trades
Cover letter composition
Email communication for job applications
Interview preparation and techniques
Job search strategies for the electrical industry

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

Construction Electrician Foundation Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Replacing the "Recommended Characteristics of Students" section of the Program Content Guide (PCG) with a section called "Program Considerations"

BACKGROUND:

VCC is the only institution in BC (and likely Canada) with a section focused on personal characteristics in published program information. While the section intends to provide prospective students with information to prepare for the program, it often conflates personal characteristics with skills and knowledge to be developed in the program. This can result in a "wish list" of an ideal student which may inadvertently include barriers or bias toward people living with physical and/or cognitive disabilities.

A small working group has been evaluating the information provided in the "Recommended Characteristics of Students" section of the Program Content Guide (PCG) and is proposing an alternate section called "Program Considerations." This idea was presented at an early stage to Education Council, Curriculum Committee, Leaders Forum and the Vice President, Academic and Research. Support was very strong.

The working group has now developed a more detailed proposal for consideration. Based on an analysis of the existing information of multiple programs' "Recommended Characteristics" sections, five broad categories of "Program Considerations" are proposed: physical demands, sensory and environmental exposures, scheduling and travel requirements, emotional and cognitive considerations, and other considerations.

This will empower students to make informed decisions about the program and/or contact Disability Services to explore academic accommodations.

The working group consisted of: Brianna Higgins, counsellor in Disability Services; Nigel Scott, Associate Director of Student Accessibility; Dawn Cunningham Hall, Assistant

Registrar, Curriculum and Calendar; Emily Simpson, Instructional Associate in the Centre for Teaching, Learning and Research; and Todd Rowlatt, Chair of Curriculum Committee.

PROPOSAL:

Replace "Recommended Characteristics of Students" with "Program Considerations" in PCGs. Instead of focusing on personal qualities and professional requirements, this section will provide key information about the learning environment and common tasks students will encounter during the program. In addition, the section will include a statement informing prospective students about accessing academic accommodations.

To support curriculum developers, the proposed Style Guide (see appendix) provides five broad categories of considerations, along with example text. Additional wording will be developed in partnership with specific programs to fit their needs. If approved, these examples will be added to the Program Style Guide available on myVCC.

RECOMMENDATION:

THAT Education Council approve replacing the "Recommended Characteristics of Students" section of the Program Content Guide with a "Program Considerations" section and support the style guide recommendations provided in the appendix.

PREPARED BY:	Todd Rowlatt, Chair, Curriculum Committee
DATE:	May 13, 2025
ATTACHMENT:	Appendix – Proposed Style Guide

Appendix

Style Guide for Program Considerations

Purpose

The Program Considerations section of the Program Content Guide (PCG) provides key information about the learning environment and common tasks students will encounter during the program. In addition, the section includes a statement informing prospective students about accessing academic accommodations.

Guidelines

- Focus on unique and distinct aspects of your program environment or tasks performed by students.
- Determine which of the following categories are applicable to your program. Use as many as are relevant, in whatever order you choose. Do not list the category headings in your PCG. You may leave Program Considerations blank if these do not apply.
    - Physical demands
    - Sensory and environmental exposures
    - Scheduling and travel requirements
    - Emotional and cognitive considerations
    - Other considerations
- Each consideration should be a separate item (bullet points recommended).
- Begin sentence/consideration with: Program environment / Program tasks / Learning environment requires…
- Additional sentences could describe specific activities: e.g. *Activities may include detailed assembly, instrument handling, intricate cutting or decorating, and small-scale technical work requiring steady hand movements*.
- Don't require disclosure of private information (such as allergies) as this breaches the College's rules around privacy.

See examples below for how to describe the program environment and ensure prospective students understand potential risks. The examples below are not exclusive. Work with CTLR (iasupport@vcc.ca) to develop language for your specific program considerations.

Statement on Academic Accommodations

If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact disabilityservices@vcc.ca or 604.871.7500 to explore possible accommodations/supports.

Examples

1. Physical Demands

A. Body Positioning, Standing & Walking

Program tasks require extended periods (5+ hours) of standing/walking on concrete floors/hard surfaces.

Program tasks require frequent movement alternating between standing, bending, kneeling and reaching.

Learning environment involves work performed in confined spaces under vehicles / with arms raised above shoulder height.

Program tasks involve extended periods in fixed positions while performing detailed work.

B. Repetitive Motion

Program activities involve continuous, repetitive hand, wrist, and arm movements, such as keyboarding, sign language interpreting, instrument handling, cutting, food preparation, assembling, or using specialized tools.

C. Lifting & Carrying

Program tasks require frequent lifting and moving of heavy equipment, automotive parts, or materials [specify weight if necessary].

D. Fine Motor Work and Hand-Eye Coordination

Program tasks require performing sustained fine motor activities.

Program tasks require precise hand-eye coordination and dexterity. Activities may include detailed assembly, instrument handling, intricate cutting or decorating, and small-scale technical work requiring steady hand movements.

E. **Sustained Visual Focus**

Program environment requires extended periods of computer use (6-8 hours per day) with sustained visual focus on digital displays.

Program tasks require sustained detailed visual focus for extended periods, such as distinguishing fine details, reading digital screens, data analysis or technical drawing.

F. **Color Discrimination**

Program tasks require differentiating colors for safety codes, wiring, and detailed visual assessments in automotive and technical work.

2. Sensory & Environmental Exposures

A. **Noise & Vibrations**

Program environment includes regular exposure to loud machinery noise, power tools, and equipment vibrations.

B. **Chemical & Allergen Exposure**

Program environment involves regular exposure to common food allergens, including but not limited to wheat, dairy, eggs, nuts, shellfish, and their by-products. Industry hygiene standards require handling and processing of these ingredients in shared kitchen environments.

Program environment involves regular exposure to chemical products, including hair dyes, bleaches, styling agents, and aerosol sprays. Students may also work with solvents, adhesives, and disinfectants used in salon and spa environments.

Learning environment involves regular exposure to automotive chemicals, including fuels, oils, lubricants, coolants, and cleaning agents.

Program environment involves regular contact with latex-containing materials, including gloves, medical supplies, adhesives, and equipment components.

C. **Dust & Airborne Particles and Odors & Fumes**

Program environment involves exposure to strong odors from food / chemicals / automotive fluids / nail products.

Program environment involves regular exposure to automotive dust, wood particles, flour, and lab chemicals.

Program environment involves exposure to fumes, dust, and airborne particles from paints, solvents, and mechanical processes.

D. Temperature Extremes

Program environment involves exposure to high temperatures from stoves, ovens, grills, and other commercial cooking equipment.

E. Lighting

Program environment involves exposure to bright lights.

3. Scheduling & Travel Requirements

A. Variable Shifts

Work experience / practicum courses can require early morning, evening, weekend, or overnight shifts.

B. Offsite Travel

Travel to different locations may be / is required for clinical placements / catering events / childcare field placements / work experience.

4. Emotional & Cognitive Considerations

A. Challenging Content

Some program courses involve engaging with sensitive and emotionally challenging content, including discussions of trauma, crisis situations, and distressing real-world scenarios. Practicum or field placements may involve working with individuals experiencing significant personal or emotional challenges.

B. Client Interaction

Program work experiences involve working with individuals in crisis / young children.

C. Performance & Public Engagement

Program tasks involve regular public speaking, teaching, live performances or audience interaction.

D. High-Stress Environments

Program tasks may involve high-pressure situations requiring quick decision-making, rapid processing of information, time-sensitive task completion, emergency response situations, and sustained focus.

5. Other Considerations

A. Program Delivery Mode

Program is self-paced, requiring students to manage their own study schedule and assignment completion. There is limited scheduled class time and most tasks are completed independently.

B. Technology or Equipment Needs

Program tasks require access to a modern laptop capable of running Microsoft Windows with full privileges. Required hardware consists of at least a quad-core processor and 16GB of RAM and 256GB storage, in order to complete assignments or connect to the lab computers remotely.

Online courses require audio/video hardware including webcam, speakers and microphone.

Program safety requires steel toed boots.

C. Information from External Organizations

For information about being a practical nurse in Canada, please review Becoming a Licensed Practical Nurse in Canada.

Note: The BC College of Nurses and Midwives asks each licensure applicant about criminal offences. If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for licensure would be accepted. Licensing is mandatory in B.C. for Licensed Practical Nurses.

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Course Deactivations

BACKGROUND:
The ASL & Deaf Studies department split both American Sign Language Level 1 and American Sign Language Level 2 into two courses of 60 hours each to support transferability and align with standard terms.

SIGN 1000 was replaced by SIGN 1010 and 1020; SIGN 2000 was replaced by SIGN 2010 and 2020.

The proposal is to deactivate the two courses that are no longer taught:

- SIGN 1000 American Sign Language Level 1
- SIGN 2000 American Sign Language Level 2

RECOMMENDATION:
THAT Education Council recommends the Board of Governors approve the deactivation of SIGN 1000 and SIGN 2000.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: June 3, 2025

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jan–May 2025)

From January to May 2025, Curriculum Committee approved the following minor curriculum changes:

- Revised term structure in the Practical Nursing Diploma and Access to Practical Nursing Diploma program content guides

- Updates to the Certified Dental Assisting Certificate (Online) program content guide, including addition of prior learning assessment and recognition (PLAR) and minor edits to admission requirements

- Updates to the Health Care Assistant Diploma (International Cohort) program content guide, including to evaluation of student learning and order of courses

- Updates to the Sign Language Interpretation Diploma program content guide, including addition of prior learning assessment and recognition (PLAR)

- Updates to the Medical Device Reprocessing Technician Certificate program content guide, including to admission requirements wording and instructional strategies, design and delivery mode

- Updates to the program content guides for the Associate of Science Degree and First-year University Transfer Environmental Studies Certificate, including to admission requirements and courses sections in the PCGs

- Revisions to the following courses, including to course names, pre-requisites, learning outcomes, PLAR, and evaluation plans:

ASLD 1130 Social Justice Perspective of Societal Systems and the Deaf	DAST 1517 Dental Radiography in Clinical Practice
ASLD 1220 Deafhood: Journey of the Deaf	DHYG 3324 Clinical Practice 2
ASLD 1230 Allyship and Accountable Collaboration	DHYG 3424 Clinical Practice 3
ASLD 2310 American Sign Language Level 10	ECON 1100 Microeconomics
CLFE 0311 Career Literacy Foundations	ECON 1200 Macroeconomics
CYBR 2301 Cloud Security Principles	ENGL 1001 Integrated Language Support 1
CYBR 2402 Governance of Enterprise IT	ENGL 1100 Academic Writing
CYBR 2403 Professional Development in Cybersecurity	ENGL 1101 Academic Writing for EAL Students
	ENGL 1102 Introduction to Literature for EAL Students
DAST 1515 Dental Radiography	HMTD 1120 Shop Tooling and Equipment

HMTD 1125 Lubricants, Bearings and Equipment Operation
HMTD 1130 Machine Structure
HMTD 1135 Truck Structure
HOSP 3860 Capital and Asset Management
HRCA 1135 Clinical 1
HRCA 1181 Personal Care & Assistance 1
HRCA 1182 Common Health Challenges 1
HRCA 1183 Concepts for Practice
HRCA 1184 Clinical 1
HRCA 1192 Introduction to Practice
HRCA 1291 Cognitive and/or Mental Health Challenges
HRCA 1293 Personal Care & Assistance 2
HRCA 1294 Clinical 2
HRCA 2135 Clinical 2
HRCA 2235 Clinical 3
INTR 3140 Interpretation Theory and Practice 4
INTR 3150 Advanced American Sign Language for Interpreters
MGMT 1019 Introduction to the Canadian Business Workplace
MGMT 2010 Fundamentals of Business Law
MGMT 2012 Human Resources Management

MGMT 2019 Preparation for the Canadian Business Workplace
MUSC 1041 Preparatory Performance Techniques 1
MUSC 1042 Preparatory Performance Techniques 2
SOCI 1100 Sociology 1: Intro to Sociology
SOCI 1200 Sociology 2: Canadian Society
VOVI 0740 Windows 1 with JAWS
VOVI 0741 Windows 1 with NVDA
VOVI 0742 Windows 2 with Screen Reader
VOVI 0751 iOS 1 with VoiceOver
VOVI 0752 iOS 2 with VoiceOver
VOVI 0761 Browser 1 With Screen Reader
VOVI 0762 Browser 2 with Screen Reader
VOVI 0811 Outlook 1 with Screen Reader
VOVI 0812 Outlook 2 with Screen Reader
VOVI 0821 Word 1 with Screen Reader
VOVI 0822 Word 2 with Screen Reader
VOVI 0831 Excel 1 with Screen Reader
VOVI 0832 Excel 2 with Screen Reader
VOVI 0841 PowerPoint 1 with Screen Reader
VOVI 0842 PowerPoint 2 with Screen Reader

PREPARED BY: Todd Rowlatt, Chair, VCC Curriculum Committee

DATE: June 3, 2025

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Policy posted for College feedback: Academic Year (402)

BACKGROUND:
The policy was last reviewed in 2020. The Academic Year identifies the key dates for academic programming at VCC, including public holidays and College closures, term dates, and grade submission deadlines. A separate policy, Academic Schedule (401), outlines the process for creating specific course schedules.

The Registrar's Office is proposing smaller updates to the Academic Year policy focused on clarifying language and ensuring alignment with current practices. Edits were made to clarify that the policy applies to academic programming/delivery, not to overall College operations.

In addition, changes were made to provide flexibility around final exam periods, since they may not apply to all courses. The summer term start was changed from "first business day in May" to "first Monday in May."

DISCUSSION:
Les Apouchtine, Deputy Registrar, presented drafts to Education Policy Committee at its June 4, 2025 meeting.

It was confirmed that the policy and procedures apply to all programming at the College, including Continuing Studies.

The policy provides a framework, but exceptions can be made in consultation with the Registrar's Office. Individual program or course start dates may be adjusted based on department and delivery needs, e.g. start dates after the winter break.

The policy outlines that the Academic Year, once approved, is only changed in exceptional circumstances. One recent example is the establishment of the National Day for Truth and Reconciliation as a new statutory holiday.

The committee approved posting the policy and procedures for College feedback. Feedback is open from June 5 to July 11, 2025. The committee will review feedback submissions at an upcoming meeting.

PREPARED BY: Louise Dannhauer, Chair, Education Policy Committee

DATE: June 4, 2025

Academic Year

Policy Type
Academic

Policy Name
Academic Year

Policy Number
402

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
February 25, 2015

Next Scheduled Review Date
November 2025

Approval Body
Board of Governors with Education Council Advice

Policy Sponsor
Vice President Academic & Applied Research

Review Body
Education Policy Committee

Responsible Authority
Registrar's Office

Policy

Context and Purpose

The purpose of this policy is the establishment of the Academic Year. The Academic Year identifies the key dates for Vancouver Community College's (VCC; the College) academic programming ~~and institutional operations~~.

The Academic Year is published well in advance to ensure students have predictability in their academic lives so they can plan ahead and take advantage of educational opportunities. This also enables College operations to schedule in advance to improve overall service to students.

Scope and Limits

This policy applies to all programs, and courses ~~and College employees~~offered at VCC.

Policy Principles

1. The Academic Year is based on standard practice in post-secondary education, along with input from the Students' Union of VCC, operational units, and Deans. Other factors include, but are not limited to:
   a. Impact on students
   b. Transfer arrangements, if any
   c. Sufficient notice time
   d. Facility impact
   e. Student FTE impact
   f. Grade submission impact
   g. External constraint implications (such as Industry Training Authority requirements, external examination dates, availability of practicum placements and external funding requirements)
2. The College operates on a September to August, 12-month academic year.
3. Important dates are provided to students with as much advance notice as possible, so they are able to plan their lives around their education at VCC.
4. The start and end dates for all programs and courses will be established in advance of the student registration process.
5. Dates relating to the Academic Year will be communicated via the College website.

Procedures

All Procedures

1. The Registrar's Office is responsible for preparing Academic Year information.
2. The Registrar's Office is responsible for setting the first and last date of the Academic Year, as well as the first and last date of each term.
3. The Academic Year has three (3) terms:
   a. The Fall Term normally starts on the first business day following the Labour Day weekend.
   b. The Winter Term normally starts on the first business day of the first full week after New Year's Day.
   c. The Spring/Summer Term normally starts on the first ~~business day~~Monday in May.
4. Each term is 16 weeks long ~~and includes a one-week~~, inclusive of any exam period, as ~~part of~~ applicable based on the ~~16 weeks~~course.
5. The Academic Year includes, among others, all dates with regard to:
   a. Program and course start and end dates

   b. Final examination dates, if applicable
   c. Known College closure dates, as well as any breaks unique to a program or course
   d. Grade Submission Deadline

6. Dates for programs and courses approved after the Academic Year has been set are approved by the Registrar's Office as part of the implementation process for programs and courses.

APPROVAL OF THE ACADEMIC YEAR

7. Academic Year information must be published at least three (3) years before the beginning of that Academic Year, in order to facilitate institutional planning, coordination, procedures and student awareness.
8. The Registrar's Office presents the draft Academic Year to Education Council. Education Council provides a recommendation regarding approval to the Board of Governors.
9. The Board of Governors is responsible for approving the Academic Year.
10. The Academic Year is posted to the College website after it is approved by the Board of Governors.
11. Once the Academic Year has been approved by the Board, no changes will be made except in extraordinary circumstances. The Registrar's Office serves as the point of contact for any such requests prior to a recommendation being made to the Education Council and in turn to the Board of Governors.

References and Resources

Definitions

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Admissions	301
Tuition and Fees	310
Tuition and Fee Refund	311
Tuition Fee Waiver for Employees	312
Unscheduled Campus Closures	143

Related Resources

- College and Institute Act, RSBC 1996, c 52

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 10, 2025

ISSUE: Lending and Borrowing College Equipment Policy (416)

BACKGROUND:

The policy was last revised in 2016 and is undergoing a full review. As part of this review, an environmental scan was conducted in 2022 to gather information on lending and borrowing practices across the College.

The policy was revised to clarify processes and update language. An Equipment Borrower Agreement template was developed to support departments that lend out equipment. The agreement is intended to clarify borrowers' responsibilities and potential costs or fines that may be incurred, which may vary across departments.

The policy encourages departments to consult with the Library around their lending practices.

DISCUSSION:

Policy writer James Fournie presented drafts to Education Policy Committee at its June 4, 2025 meeting.

It was suggested to clarify the interrelation between this policy and the Use of Library Resources policy (512). Policy 416 is not exclusive to the Library but addresses lending practices in departments, while policy 512 is focused on Library spaces and services.

Committee members inquired about expanding the scope of the policy beyond students and employees to include, for example, alumni and community members. There was a discussion about the borrower agreement, which is geared to students, and what processes/terms would apply to employees.

There were questions about fines, including how fines would be collected by departments in view of VCC policies limiting cash handling. There are also accessibility concerns for students who do not have access to certain payment methods, such as credit cards.

The College is centralizing financial transactions, and the Library has a point-of-sale system and can assist departments. For this reason, the policy recommends departments consult with the Library before starting to lend out equipment. It was suggested to strengthen language around Library consultation, as well as to consult with Finance.

Committee feedback will be taken back for consideration and further discussion.

Additional Note:
The policy is currently classified as academic, with the VP Academic & Applied Research as sponsor, but with Operations Council as the review body and the President as approver.

In consultation with the VP Academic and the chairs of Education Council, Education Policy Committee, and Administrative Policy Committee, it was agreed to classify this policy as administrative, since the policy is mostly operational, though it touches on educational elements.

For this reason, the policy is presented to Education Policy Committee and Education Council for information only.

The review and approval process will follow the pathway for administrative policies.

PREPARED BY: Louise Dannhauer, Chair, Education Policy Committee

DATE: June 4, 2025

Lending and Borrowing College Equipment

Policy Type
Administrative

Policy Name
Lending and Borrowing College Equipment

Policy Number
416

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
June 2016

Next Scheduled Review Date
June 2021

Approval Body
President

Policy Sponsor
VP Academic

Review Body
Operations Council

Responsible Authority
Library

Policy

Context and Purpose

To support the education, research, and activities of students and employees at Vancouver Community College (VCC; the College), departments may make equipment available to be borrowed.

Scope and Limits

This policy applies to VCC students and employees.

Policy Principles

1. Equipment should be lent for College-related purposes, such as in- and out-of-classroom learning, study, or presentations.
2. Equipment is loaned in such a way to reduce the risk to the College from loss or damage.
3. Departments will establish written terms of use for their equipment lending, and must inform the borrower of these terms of use.
4. The borrower must adhere to the department's written terms of use when borrowing equipment.
5. The borrower is responsible for becoming familiar with the proper operation of the equipment and will take due care to ensure the safety and condition of the item(s).

Procedures

All Procedures

1. Departments are encouraged to consult with the Library, which has expertise on lending and borrowing practices. The Library may be able to facilitate the lending of departmental equipment through its existing procedures and terms of use.
2. If a department chooses to lend equipment directly, they must prepare written terms of use and/or a usage agreement. These terms of use should, at a minimum, include the following information:
   a. Who is allowed to borrow the equipment (i.e. only students in their department, all students, only employees).
   b. The length of time the equipment can be borrowed.
   c. Any penalty that is applied if the equipment is returned late, damaged, or lost.
3. The loaning department will ensure that terms of use are available and accessible prior to lending equipment.
4. For costly equipment, departments must maintain a record of borrowing that includes the borrower's name, contact information, and length of time borrowed.
5. The Dean/Director of the loaning department will make any final determinations around disputes regarding penalties such as late fines, damaged equipment, or replacement cost.

   a. Students may appeal the decision by the Dean/Director using the Student Complaints process

References and Resources

Definitions

Term	Description
Borrowing	The short term loan of a piece of equipment. This does not include equipment that is provided to students or employees as part of their course of study or employment.
Employee	An individual who is currently employed by VCC on a full-time, part-time, permanent, temporary, term, casual or contract basis.
Student	A person who is currently registered in full-time or part-time credit or non-credit programs or courses offered by VCC.

Related VCC Policies

VCC Policies	Policy Number
Appropriate and Responsible Use of Educational and Information Technology	505
Rental of College Facilities	140
Standards of Employee Conduct & Conflict of Interest	202
Student Non-Academic Conduct	324
Use of Library Resources	512

Related Resources

Provide links to all supporting documents. These may include links to Appendices, Forms, Guidelines, Handbooks, Standards or other departmental or College resources that support the implementation of this policy and/or procedures.

Are there appendices for this policy?
Yes

Link to Appendices
Appendix A: Sample Usage Agreement

Policy Change Request

Date Submitted: 05/28/25 2:53 pm

Viewing: **Lending and Borrowing College Equipment**

Last approved: 03/21/24 12:19 pm

Last edit: 06/04/25 12:29 pm

Changes proposed by: James Fournie (jfournie)

What would you like to do?	Edit All

Policy Type
   Administrative ~~Academic~~

Policy Name
   Lending and Borrowing College Equipment

Policy Number
   416

Effective Date - Policy   TBD ~~June 29, 2016~~

Effective Date - Procedures   TBD ~~June 29, 2016~~

Last Full Review Date   June 2016

Next Scheduled Review Date   June 2021

Approval Body
   President

Policy Sponsor
   VP Academic

Review Body
   Operations Council

Responsible Authority
   Library

Policy

In Workflow

1. **Policy Coordinator**
2. **Education Policy Committee**
3. Education Council
4. Policy Coordinator
5. Administrative Policy Committee
6. Operations Council
7. Policy Coordinator
8. Administrative Policy Committee
9. Operations Council
10. President

Approval Path

1. 05/29/25 11:44 am
   Darija Rabadzija
   (drabadzija):
   Approved for Policy
   Coordinator

History

1. Oct 24, 2022 by
   Nicole Degagne
   (ndegagne)
2. Sep 14, 2023 by
   Nicole Degagne
   (ndegagne)
3. Nov 1, 2023 by
   Nicole Degagne
   (ndegagne)
4. Mar 21, 2024 by
   Nicole Degagne
   (ndegagne)

Context and

Purpose

To support the education, research, and activities of students and employees at Vancouver Community College (VCC; the College), departments may make equipment available to be borrowed.

This Policy and related procedures governs the borrowing of College equipment by students and employees at Vancouver Community College (VCC; the College). VCC departments can choose to allow students and employees to borrow equipment from their department. Departments must inform the borrower of the terms of use. Equipment is loaned in such a way to reduce the risk to the College from loss or damage.

Scope and Limits

This policy applies to VCC students and employees.

Policy Principles

Equipment should be lent for College-related purposes, such as in- and out-of-classroom learning, study, or presentations.

Equipment is loaned in such a way to reduce the risk to the College from loss or damage.

Departments will establish written terms of use for their equipment lending, and must inform the borrower of these terms of use.

The borrower must adhere to the department's written terms of use when borrowing equipment.

The borrower is responsible for becoming familiar with the proper operation of the equipment and will take due care to ensure the safety and condition of the item(s).

To support the education, research, and activities of students and employees at the College, departments can make equipment available to be borrowed.

The equipment is loaned primarily for College-related use, such as in- and out-of-classroom learning, study, or presentations.

Departments will establish written terms of use for their loaner equipment, available to a borrower prior to lending the equipment.

The borrower will take due care to ensure the safety and condition of the item(s).

The borrower is responsible for becoming familiar with the proper operation of the equipment.

Does this policy have procedures?   Yes

Procedures

All Procedures

Departments are encouraged to consult with the Library, which has expertise on lending and borrowing practices. The Library may be able to facilitate the lending of departmental equipment through its existing procedures and terms of use.

Departments can choose to lend equipment to students and/or employees of the College.

If a department chooses departments decide to lend equipment directly, equipment, they must will prepare written terms of use and/or a usage agreement. use. These terms of use should, at a minimum, include the following information:

Who is allowed to borrow the equipment (i.e. only students in their department, all students, only employees). employees.)

The length of time the equipment can be borrowed.

Any penalty that is applied if the equipment is returned late, damaged, or lost.

The loaning department will ensure that terms of use are available and accessible prior to lending equipment.

For costly equipment, departments must maintain a record of borrowing that includes the borrower's name, contact information, and length of time borrowed.

The Dean/Director of the loaning department will make any final determinations around disputes regarding penalties such as late fines, damaged equipment, fines or replacement cost.

Students may appeal the decision by the Dean/Director using under the Student Complaints process College's student complaints process.

References and Resources

Definitions

Term	Description
Borrowing	The short term loan of a piece of equipment. This does not include equipment that is provided to students or employees as part of their course of study or employment.
Employee	An individual who is currently employed by VCC on a full-time, part-time, permanent, temporary, term, casual or contract basis.
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Use of Library Resources	512

Related Resources

Provide links to all supporting documents. These may include links to Appendices, Forms, Guidelines, Handbooks, Standards or other departmental or College resources that support the implementation of this policy and/or procedures.

Are there appendices for this policy?   Yes

Link to Appendices

Appendix A: Sample Usage Agreement

Are there associated forms?   No

Are there supporting internal documents?   Yes

Link to Documents

Link to Information Note - Sept 22- 2022 (internal only)

Rationale and Additional Information

Provide rationale
for this change

This procedure has not been reviewed in some time. Major revisions were conducted and an Information Note prepared by Nicole Degagne in 2022 but these were not submitted.

~~update definition of employee~~

Consultation and
Feedback

Consulted with Library team, and attempted to incorporate previous work done on this policy by Nicole Degagne and Todd Rowlatt

Does this change require an implementation plan?   No

Upload Related Approval
Documents

ADMINISTRATIVE INFORMATION

FOR ADMINISTRATIVE PURPOSES ONLY. DO NOT EDIT. These fields are not required for governance approval.

Category 1: College Operations

Check all that apply:

Equipment Borrower Agreement

Vancouver Community College – XYZ Department

NAME: _____

STUDENT #: _____

COURSE ID: _____

EMAIL: _____

 Please initial each item to acknowledge you agree to the terms of use.

	Items Included: I know this loan includes **<description of equipment pieces>** I checked that these items are included and in good condition.
	Responsibility: I understand that I am responsible for the **<name of equipment>**. I will not lend or give it to anyone else
	Security: I am responsible for keeping the equipment safe, even when it is on campus. If it gets damaged, lost, or stolen, I will pay up to **$<#>** to fix or replace it
	Loan Period: I can borrow the **<name of equipment>** for **<#>** days. If I return it late, I will pay **$<#>** for each extra day, up to **$<#>**. If I keep it for **<#>** days or more, it will be considered lost or stolen, and I will have to pay the replacement cost.

STUDENT SIGNATURE: _____

DATE: _____

<EQUIPMENT ID> _____

We Acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilwətaɁɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

PROGRAM RENEWAL

Summary Report

Auto Collision & Refinishing Foundation Certificate
School of Trades, Technology, and Design

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 May 14, 2024

By

Francesco Barillaro, Program Renewal Chair
Keith Mew, Department Leader
Robin Popow, Instructor
Nick Watt, Instructor
Derek Sproston, Instructor

Table of Contents

1   Executive Summary

The VCC Automotive Collision & Refinishing Certificate program originated as the Entry level Autobody program and was delivered out of the Downtown campus in 1949. The department moved to Boadway Campus in 1983. This program prepares students for employment in the Auto collision repair industry as either an Auto Body and Collision repair technician or an Automotive Refinishing technician. The ACRF is comprised of 11 courses that cover all topics and practical assessment of the first year of the provincial apprenticeship for both Auto Body and collision repair, and Automotive Refinishing technician. Successful graduates are eligible to receive credit for common core level 1 upon starting their apprenticeship with SkilledTradesBC.

This self-study took place between June 2024 and January 2025 and involved data collection from several sources such as departmental records, institutional data, annual program reviews, labour market data, and surveys. The steering committee discussed and analyzed the data in relation to the six key performance indicators:

- Curriculum and Instruction
- Student Outcomes
- Program Planning and Administration
- Faculty and Staff
- Program and Student Support Services
- Learning Environment (Physical and Online)

A total of 31 recommendations were put forward in the self-study related to the above KPIs. Key recommendations include increasing industry knowledge of the Foundation program, exploring more effective student and instructor feedback mechanisms, expanding the distant learning foundation program to make training more accessible for students in remote communities, developing a shorter trades sampler focusing on collision and refinishing, creating promotional videos to inform potential students on merits of the program and earning potential, considering a shorter school week to allow students the ability to gain work experience on their off days, increasing the Trades Success Coordinator position from 50% to 100%, and working with school districts to better support collision foundation high school students in their transition to the college environment.

The external review team met on April 22, 2025, to review the self-study report and conduct a site visit. Key recommendations from the reviewers include better coordination of faculty training opportunities with industry, enhancing the workplace experience for students, integrating the work experience with the Industry Readiness course, and exploring ways to acquire more training aids (e.g., bidding opportunities on ICBC salvage vehicles).

The steering committee convened to prioritize recommendations and develop an action plan. The action plan presents key initiatives for quality improvement and directly addresses the final list of recommendations.

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 March 27, 2025.

2.2 Program Strengths

Throughout the self-study process, the following strength of the program were identified:

- Hands-on learning
- Passionate and knowledgeable instructors
- Relevant and connected to industry
- Real-world work experience (students working on customer vehicles)
- Supportive, collaborative working environment
- Effective use of Moodle
- Successful graduates
- Student Success Coordinator

2.3 Curriculum and Instruction

Program and Course Learning Outcomes

Program Learning Outcomes (PLOs) received positive feedback despite low survey response rates. Alumni rated their preparation for PLOs between 4.0-4.57 (on a 5-point scale where 4.0=agree and 5=strongly agree), while faculty ratings of the PLOs were 4.50-4.83. Current student feedback was limited and inconclusive. The department recognizes a need for better feedback mechanisms for both faculty and students.

Only two employees responded to the employer survey, so we are unable to draw meaningful conclusions from the data. Program instructors have noted, though, that while PLOs align with STBC standards, employers may not fully understand Level 1 curriculum or expected competency levels. Graduates are prepared with fundamental skills rather than journeyperson-level abilities, suggesting a need for clearer distinction between educator and employer roles in supporting student success.

Course learning outcomes derive from provincial STBC standards. The most valuable feedback comes when industry identifies specific student challenges, such as difficulties reading work orders or teamwork issues. Regular stakeholder communication is essential to ensure expectations for program completion are clear for everyone.

Assessment Types Used in the Program

Current assessments are almost designed as step-by-step guides for instructors, though they are

often too comprehensive to fully address. Clarification is needed on which assessments require complete coverage versus those allowing more flexibility. Some assessments can be simplified while still ensuring the necessary competencies are being met. The department should also review existing rubrics and develop new ones to reduce subjective interpretation, ensuring all assessments and practicals have clear evaluation tools.

Articulation Agreements

The VCC Automotive Collision and Refinishing Foundation Certificate program is tied to apprenticeship (equivalent to 1st year of apprenticeship). Graduates receive the following credits from STBC:

- *Automotive Collision and Refinishing Common Core Level 1* technical training credit.
- 625 hours work-based training credit towards *Auto Body and Collision Technician* certification.
- 450 hours work-based training credit toward *Automotive Refinishing Technician certification.*

The program also grants 12 high school credits through the Dual Credit program. The department participates in the BCCAT provincial articulation for Automotive Collision Repair and Refinishing.

Major Curricular Changes in the Last 5 Years

The program undertook a major review and rebuilding during the Harmonization project which started rolling out in April 2021. All curriculum was further reviewed as initial harmonized offerings were rolled out and further revised in 2024. One course, ACRF 1110 Industry readiness does need significant updates.

Distant Learning Foundation Program

Discussions are happening in the department to improve the effectiveness of the distant learning foundations program, considering contract models and regional industry partnerships to make it more accessible for students. Currently offered in Enderby/Salmon Arm and Victoria high school districts, the program faces challenges implementing post-Harmonization refinishing requirements due to equipment limitations, as demonstrated when Enderby students traveled to VCC last year during the Skills Canada BC competition to complete their paint requirement. Potential expansion opportunities exist in Terrace and Maple Ridge.

Main Instructional Strategies and Learning Materials

Overall, program feedback from instructors and students is limited. The department needs more effective feedback mechanisms to gather useful feedback on curriculum and instructional techniques. The CTLR, for example, can conduct Small Group Instructional Feedback (SGIF) sessions at program midpoints which can provide valuable insights for both instruction and curriculum improvement. Instructors and staff can also be included more in the annual program review process to review student outcomes.

Student responses to individual versus group work vary, possibly based on specific job assignments. Implementing regular debriefing sessions could help students reflect on what they did that day/week along with feedback from the instructor. This way all students benefit from all jobs.

The program uses or adapts learning materials from I-CAR through an established MOU, as Open Educational Resources aren't suitable due to their focus on AST service rather than collision repair.

Quality of Curriculum and Instruction

BC Trades Foundation and Trades-Related Vocational Student Outcomes Survey (TFTRV):
- 63% found the skills and knowledge gained in the program very useful for their job (38% found the skills and knowledge somewhat useful)
- 100% said they were satisfied or very satisfied with the education they received
- 100% said their education was useful in getting their job
- 100% said the program prepared them well or very well for their apprenticeship training

Alumni Survey (Response rate 7 out of 62, 11%):
- Respondents were asked to rate their agreement to 8 statements related to quality of curriculum and instruction. Responses were positive with agreement or strong agreement on all statements. There was, however, some disagreement on organization of program content and opportunities to connect with the wider community.
- Strengths of the program: hands-on learning, passionate and knowledgeable instructors
- Areas for improvement: more time in shop, update textbook material

Current Student Survey (Response rate 2 out of 22, 9%):
- Cannot draw meaningful conclusions from just two students.

Faculty Survey (Response rate 8 out of 17, 47%):
- Faculty were asked to rate their agreement to 13 statements related to curriculum and instruction. Faculty mostly agreed or strongly agreed on the statements. Four respondents disagreed or strongly disagreed that assessment data is regularly collected and used to inform improvements in the program.
- Strengths of program: relevance, connection with industry, working on customer vehicles, hands-on training, supportive working environment
- Areas for improvement: investment in new technology and equipment, using faculty professional development time more effectively, more shop space allocated per instructor, advanced training modules for EVs, AR/VR tools

SOAR Session with instructors:
- Strengths related to curriculum/instruction: strong curriculum, experiential learning, effective use of Moodle, instructor expertise, real-world work experience (students working on customer cars), relationships with industry
- Opportunities related to curriculum/instruction: smaller cohorts, implement short-term job shadowing in shops, create a mentoring program, more effective use of instructor professional development time, redevelop Industry Readiness course

Program Delivery

Delivery Improvement Opportunities: A 4-day work week could allow students to gain concurrent work experience and improve shop scheduling by reducing the number of students in the shop at a given time. This would also create a safer environment and allow more extended periods in the shop

to focus on repairs and painting. However, some instructors worry longer class days might cause student fatigue. Alternatively, a 4-day blended model (3 days in-class, 1 day online) could be explored, though this would require addressing student technology needs.

Contract Model: The department should review Auto Service Tech department MOUs, assess school district demand, and identify high schools with appropriate facilities.

Dual Credit Program: While high school cohorts are currently paused due to enrollment challenges, the dual credit program continues with 4-6 high school students integrated into each regular Foundation program intake alongside adult learners.

Work Practicum: Formalizing practicums requires buy-in from larger collision shops and leadership from high school coordinators for setting practicums and placing students. Work experience options include full-week immersions or weekly shop visits. The department would need to evaluate how this could impact finance and funding of the program.

Program Alignment with VCC Educational Policies

The program aligns with VCC policies but has a February intake that doesn't match VCC's standard September/January/May schedule. While the Registrar's Office has suggested moving to January, the February timing deliberately accommodates high school dual credit students' academic calendar, preventing them from missing the first month of instruction.

Our Graduates

VCC students are provided with a more "real life" experience. For example, introducing students to estimating software from day 1 helps them understand terminology, workflow and the business end, and how it all connects to their responsibilities as technician. Most VCC Foundation graduates who continue in the trade come back to VCC to complete their technical training. The department can strengthen its alumni relations to better track where students are going after graduation.

EDI and Indigenization/decolonization

The department welcomes a review of its curriculum by Indigenous Initiatives Advisors at the CTLR and is interested in working more closely with VCC Indigenous Education and Community Engagement (IECE) department to explore areas of increased collaboration. Reconnecting with community partners [RayCam] and [ACCESS] is also another important step the department can take.

The department leader has connected with IECE and the Vancouver School Board Indigenous department to explore how we can promote collision repair opportunities to Indigenous students, potentially through trade samplers that could lead to Foundation program enrollment.

Regular SGIF sessions with instructors can help support effective EDI initiatives.

Universal Design for Learning (UDL)

The curriculum is founded on UDL principles and has been adjusted over the years to ensure it provides the best opportunities for learning possible to our student demographic. From clear and

accessible learning materials loaded with multimedia delivered face-to-face and available online 24/7 to hands-on application to develop skills, students are continuously engaged, supported and encouraged in the development of their skills.

2.4   Student Outcomes

Student Profile

- Decrease in count of distinct students over the last three years: 93 in 2021/22, 88 in 2022/23, 60 in 2023/24
- Majority of students are male (2021/22 - 91.4%, 2022/23 – 88.6%, 2023/24 – 86.7%)
- Median age, based on BC Student Outcomes Survey 2019-2023, is 22 years old
- Self-identified Aboriginal students: 7 in 2021/22, 6 in 2022/23, 4 in 2023/24

Admission Criteria

This foundation program covers the fundamental skills for the collision repair trade. The admission requirements are appropriate and ensure easy access to the program. The department is considering whether dropping the Math/English 10 requirement for high school students would help attract more students. PLAR is not available as this is a first-level trades program aligned with the common core level 1 technical training for apprenticeship.

Achievement Rates

Completion rates hover around 99-100%. In the 202070 term (Fall 2020), completion rate dropped to 98%. The five withdrawals were likely due to covid lockdown which occurred early 2021. The five withdrawals in the 202240 (Winter 2022) were high school students that were asked to leave the program due to behavioral issues.

Registrations by Course

Fiscal Year	FY2020/21			FY2021/22			FY2022/23			
DepartmentCodeBK	202040	202070	202140	202140	202170	202240	202240	202260	202270	202340
⊞ 4301										
Count of Distinct Students (SCR)	33	28	40	39	27	54	54	27	21	33
Registrations	133	244	241	178	176	245	80	148	135	118
% change from previous				-26%			-67%			
Count of CRN	11	27	22	15	26	25	11	11	13	11
Average per CRN	12.1	9.0	11.0	11.9	6.8	9.8	7.3	13.5	10.4	10.7
Withdrawals	1	5	1	1	2	5	0	0	1	1
Completed	132	239	240	177	174	240	80	148	134	117
Completion Rate	99%	98%	100%	99%	99%	98%	100%	100%	99%	99%
Count of Distinct Students (SCR)	33	28	40	39	27	54	54	27	21	33
Registrations	133	244	241	178	176	245	80	148	135	118
% change from previous				-26%			-67%			
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Average per CRN	12.1	9.0	11.0	11.9	6.8	9.8	7.3	13.5	10.4	10.7
Withdrawals	1	5	1	1	2	5	0	0	1	1
Completed	132	239	240	177	174	240	80	148	134	117
Completion Rate	99%	98%	100%	99%	99%	98%	100%	100%	99%	99%

Student Employment Outcomes

TFTRV survey:
- 100% of respondents said the education they received was useful in getting their job
- 88% are employed in training-related job

Alumni survey:
- 5 respondents said the program helped them obtain employment or advance career (one responded No and one was Unsure)
- 6 out of 7 respondents agreed or strongly agreed that the program prepared them well for employment

Employer survey:
- One employer hired 6-10 graduates within the last three years, the other reported hiring 11 or more
- One rated their satisfaction with graduates as Very Good, the other rate their satisfaction as Good

As noted in the SOAR session, employers may have unrealistic expectations of graduates' capabilities. Upon completion of the program, students are prepared for foundational-level work, with skills developing further through workplace experience - a distinction that may require clearer industry communication. The department also recognizes the need to strengthen alumni relations to better track graduates' career paths and gather feedback on their workplace experiences.

Pathways into and from the Program

Into the program:
Transportation Trades Sampler: Gives students a taste of the trade, especially for high school students. Currently the sampler is 10 weeks to get credit for STBC and covers a range of areas including welding, heavy equipment operation, and forklift operation. Industry has asked for a shortened trades sampler focusing just on collision and refinishing.

From the program:
Graduates of the Foundation program can enter the second level of apprenticeship for Auto Body and Collision Technician or Automotive Refinishing Technician.

Academic Integrity

Academic misconduct occurs more frequently in the Diploma program (primarily international students) than in domestic student programs. Instructors could benefit from a refresher on academic integrity policies and procedures. Early discussions have begun regarding a tutorial to help students understand relevant college policies. The Foundation program orientation covers academic integrity and provides a handbook with simplified policies and the departmental code of conduct, though this handbook requires updating and review.

2.5   Program Planning and Administration

Marketing and Recruitment Strategy

The program maintains an Instagram presence highlighting shop activities and has strong connections with industry partners (Craftsman, Kirmac, Richmond Autobody, No. 1 Collision, and Carstar) who employ graduates. These shops are more closely linked with apprenticeships rather than the Foundation program. The department actively participates in career fairs and collaborates with High School District Coordinators, the program's main promoters. Recent outreach includes presentations in school districts featuring demonstrations and graduate success stories. Program information sheets support recruitment efforts, though there is a strong need to create a video resource that can be shared on school district websites for potential students to view.

Comparative Analysis

A comparative scan of similar programs with three other institutions was compiled. Some key points:
- All four programs are very similar in length (34-40 weeks) with BCIT being the longest with an additional 6 weeks of work practicum built into the schedule
- All programs are comparable in cost $6100-$6800
- All programs except UFV advertise credit for lvl 1 apprenticeship
- UFV also describes topics like "Focus on custom metal work such as grilles, trim, and fabricate patch panels" and describes career paths as employment in "Custom paint and body shops"

Enrollment Target

Target seats per intake is 16, with 12-14 being the average.

There will always be interest in the Automotive Collision and Refinishing Foundation program. The barrier is more making the public aware of the opportunity in industry to encourage students down this career path. It's important to communicate to potential students earning potential and professional opportunities within the industry.

Labour Market Demand

WorkBC forecasts 1,170 job openings in the field during 2023-2033, primarily to replace retiring workers. Key industry insights from WorkBC:

- Increased repair demand due to population growth and commuting, though new vehicle technologies reduce accident frequency
- Growing electric vehicle market may limit repair opportunities since EVs require fewer repairs (due to ADAS systems)
- Flat rate payment model rewards efficiency
- Higher demand for workers who continue their training and learn how to work with new materials, systems, technologies, tools, and techniques

Connections, Collaborations, Partnerships

- Collision Shops
- Members of PAC
- SkilledTradesBC
- ICBC (on the PAC)
- School Districts
- Automotive Retailers Association (ARA)

Program Advisory Committee

Recommendations include:
- Provide a refresher to PAC members on the differences between apprenticeship and foundation programs
- Emphasize foundation program more with the PAC
- Consider a hybrid/blended PAC meeting model to enhance participation
- Have a body and paint instructor attend PAC meetings
- Include a student representative as part of the PAC

Operational Challenges

Shop Space: The collision shop faces space limitations, particularly regarding the paint booth, which creates a bottleneck preventing multiple paint courses taught at the same time. Adding another booth isn't feasible due to space and ducting constraints. Additional shop space would accommodate more vehicles and enhance safety.

Feedback Mechanisms: Current feedback systems are ineffective, with students receiving questionnaires upon completion of every course. With 11 courses in 8 months, students receive this questionnaire every few weeks. This dilutes the validity of the responses, and students often ignore them all together. An end-of-program questionnaire would provide more valuable information without overwhelming students.

Instructor Recruitment: Attracting qualified faculty is challenging as industry technicians' earning potential exceeds teaching salaries. This makes it difficult for skilled technicians to leave industry in order to pursue a new career in education.

Workload Profile: The program's 25 weekly contact hours don't account for instructors' additional required duties. The possibility of some flex time scheduled into the class would be a benefit to instructors and students who require additional time to understand concepts.

Standardizing Procedures: SharePoint resources with procedural flowcharts would help standardize departmental responses to administrative challenges like difficult students, academic misconduct, failing grades, and bullying.

2.6   Instructors and Staff

Instructors and Staff

The Foundations program employs 4-5 instructors specializing in Collision, Refinishing, or both. Departmental support staff (Program Assistant, Instructional Assistant, and Toolroom Equipment Specialist) serve the entire department beyond just the Foundation program. The Trades Success Coordinator provides essential support across all programs, particularly for women entering trades, but the current 50% position limits consistent presence. Increasing the Trades Success Coordinator involvement would significantly enhance student support and success.

Supporting Student Success through Collaboration

The Trades Success Coordinator provides crucial student guidance. Industry connections are essential for student placement, with instructors facilitating job opportunities and collaborating with the Vancouver School Board regarding job fairs and manager introductions. The department needs to rebuild relationships with larger companies like Craftsman and Boyd, while leveraging Automotive Retailers Association connections to engage smaller shops. These multi-faceted relationships strengthen student support systems and enhance career success.

Instructor Hiring Criteria

The hiring criteria should be revised to update outdated terminology (e.g., Journeyman certificate). Grade 12 graduation should be changed from "preferred" to "required." The department should consider requiring PIDP completion or willingness to complete it, aligning with STBC requirement preferences. Another suggestion is to remove the Auto Glass or Auto Detailing proficiency requirement, potentially establishing a new area in Auto Glass.

Professional Development

Professional development activities undertaking by faculty in the past two years:
- Courses related to obtaining I-CAR certification
- Training and learning refinity software
- Learning new Glasurit products
- PIDP courses
- Enhancing skill/knowledge of shop tools
- Assisting in industry to learn about recent practices/procedures in parts ordering, estimating, and insurance policies
- Working in industry to stay current with industry standards and current repair techniques (integrate back into the classroom)

Industry/Professional Associations

- Automotive Retailers Association (ARA): They have provided more program support in the past. Keith is in contact with them.
- Connections with the major paint companies
- 3M

- ICBC: Time to renew our relationship with ICBC. They will be our neighbour soon. How can they support us with our distance learning programs (e.g., financial support for instructors to make site visits)
- Certification groups (Certified Collision Care)
- I-CAR: Two or our instructors teach I-CAR. We offer our facilities to deliver technician update courses
- BC School Districts
- Skilled Trades BC
- SkillsCanada

Workload Profile

Instructors maintain 25 weekly contact hours with students over five days, which potentially limits students' ability to gain concurrent work experience. Feedback from instructors after they complete their cohorts will be valuable in assessing feasibility of the 5-day week. There are concerns about being understaffed across the department in the near future, with enrollment high in all program areas. This could complicate scheduling and increase faculty workload. Instructors should teach across multiple programs and levels rather than specializing in one area. They can use professional development opportunities to prepare for teaching apprenticeship courses.

2.7   Program and Student Support Services

In addition to the student services offered to all students at the college, VCC trades students receive academic and employment readiness support from the Trades Success Coordinator. Five out of the six faculty that completed the faculty survey agreed or strongly agreed that student service supports are sufficient to meet student needs.

Trades Success Coordinator
The Trades Success Coordinator provides academic guidance, career counseling, skills development, and resource support. Students commonly face challenges with transitioning to the college environment, course loads, reading skills, employment preparation, and accessing resources. While student support is generally good, the coordinator feels there is a higher need for support than what she can provide part time.

Registrar's Office (RO):
The RO is working on improving Youth in Trades (YIT) application processing with school boards, noting that seats are first-come-first-served rather than promised allocations. They would like to see standardized intakes (September, January, May) and question the possibility of moving February intake to January. The RO suggested combining or reorganizing the PCGs (e.g., merge Foundations and YIT PCGs and rename "E-pprentice). Overall, communication between the department and RO is very good.

Student Conduct Office
The Student Conduct Officer feels the program leadership and staff do a great job but notes challenges with YIT student preparedness, particularly 16-17 year-olds adapting to college

responsibilities and expectations. He feels we as an institution can provide better support for school districts in preparing high school students for adult learning environments.

Recruitment

The program is actively promoted to high school students through general sessions and trade fairs. More digital resources (iPads, QR codes) are being used, with recruitment emphasizing hands-on training, VR demonstrations, real customer vehicle work, graduate success stories, and participation in skills competitions. Overall, no challenges have been encountered during school visits. The Collision department has been very supportive and collaborative, ensuring smooth school visits and events.

2.8   Learning Environment (Physical and Online)

The Foundation program operates in BWY classrooms and B005 Collision Repair shop, with classrooms suitable for 15-20 students. More space is needed in the shop to accommodate all collision programs, alleviate overcrowding, and create a safer workspace.

Several instructors bring in industry experts and use PD time to help keep up with current technology and learning materials. Some instructors teach ICAR courses and upgrade training on their own time.

The department were early adopters of educational technology, creating multimedia and online content since 2024, and have been considered pioneers for industry training in western Canada. All programs in the department are supported by a robust suite of Moodle shells. The early digitization of content has made it easier to adapt to provincial curriculum changes and major automotive technology changes.

The development and maintenance of the online learning materials, tools, and resources has primarily been managed by one soon-to-retire faculty member. Succession planning has begun, but faculty and staff will need training to absorb future responsibilities and ensure a smooth transition for future offerings. Additionally, the department's 150+ educational videos (mostly from 2004-2006) are being upgraded with the support of the CTLR and transferred from YouTube to VCC's Kaltura server. Once completed, all links to videos in all Moodle offerings must be edited. The department is also working with the CTLR to develop a standardized shell setup and to enable Banner-enrollment.

3   External Review Report Summary

On April 22, 2025, the external review team comprising of Jason Nguyen from Kirmac Collision and Peter Desantis from Richmond Autobody convened to review the self-study report and meet with program instructors, students, and administrative team.

Based on the feedback from external reviewers, the self-study report effectively addresses all six key performance indicators, indicating the department is on the right track. Program strengths include strong industry relationships, a successful E-prentice program, up-to-date repair knowledge that connects classroom learning with shop practice, knowledgeable instructors, and modern equipment.

Areas requiring improvement include better coordination of faculty training opportunities with industry, enhanced workplace experience through practicals and job shadowing, reduced welding time for Foundation students, integrating work experience with the Industry Readiness course, and including more onsite visits to showcase the autobody industry. Reviewers recommended that instructors attend the same training as industry professionals (such as BMW training) to gain firsthand experience with current repair techniques and suggested exploring ways to acquire more training vehicles (e.g., bidding on ICBC salvage only vehicles).

4   Department Response to the External Review

In response to the external review, the department will be discussing where the program schedule can include two separate blocks of work experience. The goal will be to have students spend one week in the collision area and another week later in the program in a refinishing area, taking the recommendation of the external review team to immerse students in the day-to-day pace of a production shop.

The department will also be reaching out to OEM training providers to register instructors in current industry training alongside other red seal technicians and addressing the need for more valuable professional development for faculty.

ICBC has been contacted, and the department is looking further into acquiring additional training aides to alleviate the challenge of finding scrap vehicles in useful conditions for the program.

5   Final Recommendations

This table includes the final recommendation based on self-study and external review site visit.

KPI	Recommendations
Curriculum and Instruction	1. Explore more effective feedback mechanisms available to students to gather more valuable and focused student feedback. For example, we could add a Moodle survey feedback tool to all courses, as is currently done in the apprenticeship courses (VCC Institutional Research can support us with a new strategy). 2. Revise standardized practical assessment activities including rubrics to assist instructors. 3. Review and update ACRF 1110 Industry Readiness (e.g., integrating work experience into the course). 4. Reduce time spend on welding for Foundation students. 5. Explore opportunities to expand the distant learning Foundation program to make training more accessible for students in remote communities. 6. Conduct small group instructional feedback sessions (SGIF) at the mid-point of each Foundation program offering.

	7. Consider curriculum review for indigenization/decolonization by indigenous initiatives advisors at VCC and explore opportunities for indigenous initiatives (i.e., specialized trade sampler).
Student Outcomes	8. Review Youth in Trades admission criteria to identify any obstacles to enrollment (e.g., drop Math/English 10 requirement). 9. Explore the development of a shortened trades sampler focusing on collision and refinishing. 10. Develop relations with alumni to better understand their workplace experiences (i.e., where they are working, what they are doing after graduation, etc.). 11. All department personnel attend training in *Academic Integrity Policies and Procedures.* 12. Update the departmental *Student Handbook*, specifically the student code of conduct information. 13. Provide a formal annual department meeting to include faculty and staff in the annual departmental review process.
Program Planning and Administration	14. Create an "elevator pitch" style video designed to inform potential students on the merits of the collision repair industry including earning potential, career pathways and relevant VCC offerings. Promotional video can include student success stories. 15. Emphasize the Foundation program more at our PAC meetings to help increase industry knowledge of our program. 16. Consider a shorter school week, possibly incorporating a blended delivery model, to allow students the ability to attend work experience opportunities on their day(s) off from class. 17. Explore contract models for delivering the Foundation program to more remote areas. 18. Explore practical ways to formalize the work experience to ensure all students have equal access to a meaningful experience. 19. Explore ways, e.g., by offering competitive incentives, to attract qualified instructors to teach in the program. 20. Explore introducing flex time in the schedule to accommodate instructors' additional duties and provide students more time for concept comprehension. 21. Create on online resource hub on SharePoint to provide instructors and staff with easy access to standardized procedures and guidelines. 22. Explore ways to acquire more training vehicles (e.g., bidding on ICBC salvage only vehicles).
Faculty and Staff	23. Explore increasing the *Trades Success Coordinator* position from 50% to 100%. 24. Include an official *Trades Success Coordinator* information badge in all Moodle shells, including contact information and role as a resource person. 25. Utilize instructor PD time to connect with shops to increase awareness and knowledge of the Foundation program. 26. Review and revise the faculty area hiring criteria.

	27. Support faculty PD to ensure activities support program/student success, while keeping faculty current in their professional practice as industry experts and educators (e.g., faculty attend same training opportunities as industry professionals to gain firsthand experience with current repair techniques).
Program/Student Support Services	28. Create a more appropriate formal name for '*E-pprentice*' foundation offering. 29. Enhance student supports and orientation to better prepare high school students in their transition to the college environment.
Learning Environment	30. Reformat all Moodle shells to conform to CTLR banner-enrollment scheme. 31. Develop a succession plan to address upcoming retirement regarding set up, management and maintenance of Moodle shells as well as future Moodle training needs for the department. 32. Create a project plan and timeline with CTLR to complete the AI processing and transfer to Kaltura of all departmental video content. 33. Develop a strategy to address the need for more shop space to alleviate overcrowding, accommodate an additional paint booth, and create as safer working environment.

Program Renewal: Auto Collision & Refinishing Foundation Certificate
Action Plan Report (May 14, 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	**Enhance Curriculum and Assessment Tools** a. Revise standardized practical assessment activities including rubrics b. Courses: Update ACRF 1110 Industry Readiness; Reduce welding time for Foundation students c. Enhance work experience to ensure all students have equal access to a meaningful experience d. Review curriculum for indigenization, explore opportunities for indigenous initiatives (i.e., specialized trade sampler). e. Clarify delivery mode for distance high school program	a. Current year Foundation Program (2025/2026) b. Sept 2027 c. Sept 2027 d. Start ongoing discussion with IECE e. By Sept 2025	• CTLR • Program Instructors • Curriculum Development Funds • Industry Partners • VCC Indigenous Education and Community Engagement • Registrar's Office • High School District Coordinators	Academic Innovation	a. Collect instructor feedback on rubric effectiveness b. Governance-approved course outlines c. Collect industry and student feedback on work experience (satisfaction, quality, relevance) d. Annual program reviews and department plan (IECE to support and evaluate curriculum changes) e. Update information on website; Survey high school district coordinators on program accessibility and effectiveness
2	**Develop Effective Feedback Mechanisms** a. Implement Moodle survey feedback tools in all courses	a. Ready for Sept 2025 b. June/July 2026	• Institutional Research • CTLR	Academic Innovation	a. Analyze response rates and quality of feedback of renewed feedback process

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	b. Conduct regular small group program feedback sessions with instructor to ensure program success c. Conduct formal annual department meeting to include faculty and staff in the annual departmental review process	c. End of 2025	• Program Instructors • Department Leader		b. Document action items from sessions and track implementation; Measure impact through student feedback and annual program review findings c. Evaluate faculty/staff engagement through participation rates and quality of contributions
3	**Expand Program Accessibility** a. Review if Math requirement is needed for YTIT b. Develop shortened trades sampler focused on collision/refinishing c. Explore ways to expand distance learning foundation program (e.g., contract models) d. Consider implementing shorter school week (go back to 4 days) e. Explore flex time in the schedule to accommodate instructors' additional duties and provide students more time for concept comprehension.	a. One year timeline b. One year timeline c. One year timeline d. and e. 2026-2027 Fiscal Year	• External funding to help develop shortened trades sampler • Registrar's Office • High School District Coordinators • VCC Partnership Development Office • Dean • Program Instructors	Academic Innovation Engaged Communities	a. Compare YTIT application/enrollment numbers before and after b. Create STBC-supported collision/refinishing trades sampler; Measure conversion rate from trades sampler to Foundation program; Collect participant feedback on program effectiveness c. Completed distance learning program MOU; Track enrollment numbers d. Compare student outcomes between 5-day and 4-day models; Collect student, instructor, employer feedback e. Collect data on impact of flex time scheduling on student outcomes and instructor satisfaction

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
4	**Enhance Marketing and Industry Awareness** a. Create promotional video highlighting program benefits and career potential b. Develop alumni relations strategy (to see where our grads are working) c. Increase emphasis on Foundation program at PAC meetings	a) Dec 2026 b) Start discussion with alumni relations officer by Sept 2025 c) Starting next PAC meeting on Sept 2025	• In-house videographer (MCO) • Alumni relations officer • PAC	Engaged Communities	a. New promotional video (collect metrics on views) b. Build alumni database and establish regular communication channels c. Documented increased industry participation in Foundation program enhancements
5	**Improve Student Support Services** a. Increase Trades Success Coordinator (TSC) position from 50% to 100%, include TSC information badge in all Moodle shell b. Enhance orientation for high school students transitioning to college	a) Dean has asked the TSC to put together a business case to increase position to 100% b) By Sept 2025	• Trades Success Coordinator • Dean • High School District Coordinators • VCC Finance	Academic Innovation	a. School of Trades review and discussion of TSC FTE with decision b. Enhanced orientation; Monitor high school students' success rates, retention rates and behavioural incidents
6	**Upgrade Learning Environment** a. Reformat Moodle shells to CTLR banner-enrollment scheme b. Develop succession plan for Moodle management c. Complete transfer of video content to Kaltura d. Address shop space needs for safety	a) Sept 2025 b) Completed before 2026 c) Completed by Feb 2026 d) ongoing e) End of 2025	• CTLR eLearning • Program Instructors • Dean	Campuses of the Future Operational Excellence	a. Completed banner enrollment for program Moodle shells. b. Completed succession plan c. Completed transfer of video content to Kaltura d. Shop space allocation plan that addresses safety and capacity e. Departmental strategy for acquisition of training vehicles

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	and capacity e. Explore ways to acquire more training vehicles				
7	**Strengthen Faculty Development and Support** a. Review and revise faculty area hiring criteria b. Create online resource hub for standardized departmental procedures c. Enhance staff/instructor awareness of VCC Academic Integrity Policies and Procedures d. Support faculty PD to ensure activities support program/student success (e.g., faculty attend same training opportunities as industry professionals to gain firsthand experience with current repair techniques)	a. End of 2025 b. End of 2025 c. End of 2025 d. ongoing	• Dean • Program Instructors • Department Leader • Departmental Assistant • CTLR	Empowered People	a. College- and department-approved revised faculty AHC b. Established online resource hub (measure usage rates and gather feedback on usefulness) c. Workshop(s) on policy/procedures understanding d. Suggested list of relevant PD activities; Document faculty PD and industry training

PROGRAM RENEWAL

Final Report

Culinary PC1-Plus Certificate, PC1-High School Certificate, PC2 Certificate, and Culinary Arts Diploma

Submitted to

David Wells, Vice President Academic, Students & Research
Louise Dannhauer, Chair, Education Quality Committee
Natasha Mandryk, Chair, Education Council

Vancouver Community College
1155 East Broadway, Vancouver
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On April 11, 2025

By

Fionna Chong, Culinary Renewal Co-Chair
Emily Simpson, Culinary Renewal Co-Chair
Ysabel Sukic, Department Leader
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Table of Contents

1   Executive Summary

Background

The Culinary Arts Department at Vancouver Community College (VCC) has been a leading institution for culinary training in Western Canada since 1965. The department's mission statement is: "Inspiring Students to be the Professional Chefs of the Future". The department offers a range of programs aligned with the Skilled Trades BC apprentice system, including all three levels of Red Seal Technical Training. Programs serve diverse students, including domestic adult learners in the Professional Cook 1 - Plus and Professional Cook 2 certificates, international students in the Culinary Arts Diploma, high school students in the Professional Cook 1 - High School certificate via Youth Train in Trades (YTIT), and apprentices enrolled in 5-week training courses. Programs are based primarily at VCC's Downtown campus, with additional instruction at the Broadway campus and seven satellite high school locations across Metro Vancouver and the Sunshine Coast. Domestic programs receive base funding from Skilled Trades BC (STBC), ensuring accessibility for domestic students.

The department's curriculum provides comprehensive training in culinary techniques, covering stocks, soups, sauces, meats, baked goods, desserts, and beverage service. Students gain hands-on experience in food preparation, organization, food and workplace safety, ingredient handling, and menu planning with two service outlets on site at the downtown campus. The programs emphasize professionalism, instilling values of respect, responsibility, and accountability.

The Culinary Arts Department maintains strong partnerships with private industry partners, including restaurants and hotels across Canada, supporting student career opportunities and industry-relevant training. Additionally, it plays an active role in VCC's community engagement efforts, contributing to the broader culinary and educational landscape.

Program Renewal Process and Key Findings

Self-study

The Culinary Arts program renewal included the Diploma, PC-2, PC-1 Plus and PC-1 High school certificates which see over 500 students a year between all credentials. The self-study took place April-December 2024. Data was collected from several sources such as departmental records, institutional data, annual program reviews, Program Advisory Committee minutes and surveys (current students, faculty/staff, and educational service support areas at VCC) per VCC's Program Renewal Policy and Procedures. The Culinary

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-two recommendations were identified. High-level themes are below:

- Redesign all credentials to attract domestic enrolment, increase industry support, enhance learning, and expand to include fields such as healthcare cook needs:
  - Enhance training on nutritional aspects of ingredients and cooking, food allergies and intolerances, and specialty meal requests for institutional settings.
  - Revise topics and assessments between all courses to align CLOs with STBC outcomes with more evenly distributed weighting across courses.
  - Increase active learning for courses which engage with theory online.
  - Reduce the high number of reflections and assignments across courses.
  - Address the balance of service (cooking for food outlets on campus) with practice time to develop skills time in a lab environment.
  - Improve Moodle experience and consistent use of course resources.
  - Integrate Indigenous knowledge, traditional foods, and dishes.
- Investigate causes of STBC theory exam failure rate (high compared to practical exam success rate)
- Work with the Dean and other College areas (e.g. VCC Foundation) to strategically increase domestic enrollment.
- Increase Department leader and staff positions to support administrative and instructional support workload.
- Update the faculty workload profile, which has not been updated since 1992, to reflect the current needs of the programs.
- Provide supports and resources for YTIT satellite faculty who are teaching outside of regular school hours to access counselling and other student services.
- Involve instructors and instructional assistants as subject matter experts in decisions for kitchen building, renovations, and equipment selection

External Review

The self-study report was sent to the External Review Team on December 16, 2024. The External Review Team (ERT) of Scott Pohorelic (Associate Dean, Culinary School of Hospitality and Tourism– SAIT) and Susie Findlay (Red Seal Baking Instructor – VCC) conducted the site visit on January 22-23, 2025, to review the self-study report and meet with the self-study team, department employees and students, and tour the instructional

facilities. Their report (dated February 14, 2025) affirmed all the self-study recommendations and included additional insights and suggestions. They praised the department's proactive move to address the impact of student absences on their peers through updates to the program grading policy effective May 2025. They noted "increasing domestic enrollment will require innovation and significant effort at a time when all institutions offering similar programs are competing for more domestic students." Some key recommendations they emphasized:

- Improve the Moodle learning experience and consistency for students.
- Review and revise assessments to better align with course learning outcomes and appropriate workload for course length, while noting that reflection is valuable to student learning experience.
- Advocate to remove the STBC work-based training hours requirement between PC1 and PC2, due to its significant negative impact on enrollment in PC2
- Combine the bi-annual PAC meetings with larger events to attract prospective members (e.g., a professional demo with a guest chef combined with a department tour and PAC meeting) and provide a better balance of chefs on the PAC
- Hire additional administrative and support staff to support program administration and program delivery success
- Provide better mental health supports for students at satellite campuses and resources for faculty delivering at these locations (top priority for Youth Train in Trades)

The steering committee met to discuss the external review report and reflect on final recommendations. The recommendations outlined in this report will help the Culinary Arts Department to identify specific actions to guide future curriculum development and departmental program planning. The 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.

2.2   Program Strengths and Challenges

Program Strengths: The program emphasizes experiential learning, preparing graduates with strong technical skills, high professional standards, and excellent passing rates on Skilled Trades BC (STBC) practical exams. Furthermore, the programs achieve high graduation and employment rates. Graduates report strong satisfaction with their training and employers rate graduate skills very positively. Faculty expertise, dedicated staff, and active industry partnerships all contribute to the program's success. The department is

innovative in its exploration of VR/AR cooking simulations and has establish many successful partnerships such as an exchange with the University of Colima in Mexico, and collaborations with First Nations communities in Bella Bella and Inuvik. Recent department leadership has focused on fostering a collaborative, inclusive culture and planned workshops during faculty release weeks around teaching practices.

Challenges: Curriculum updates are needed to reflect industry trends in areas such as food allergies and specialty diets, and to enhance student learning experience in some courses. Some inconsistencies in assessment methods and the higher failure rates on STBC theory exams versus practical exams require attention. Student challenges include balancing work and study, and potential skill gaps before the final practicum. Declining domestic enrollment, along with risks of international enrolment due to governmental rule changes, raise concerns about financial sustainability. High student contact hours for faculty and support staff impact program delivery and limit innovation. Finally, some concerns regarding inclusivity and teaching practices within the department require addressing.

2.3   KPI 1: Curriculum and Instruction

The analysis of curriculum and instruction drew from faculty, staff, student and employer surveys, and program documentation, revealing both programmatic strengths and areas for development (see program strengths and challenges above).

Additionally, to improve learning experiences, the department recommends integrating more active learning strategies for online theory components. Faculty feedback suggests that assessment methods and instructional materials should be updated for better consistency across courses in terms of how particular techniques and skills are taught. For certain courses, students identified instructional materials, number of assessments, and kinds of assessments to be reviewed and improved. Overall, the department and students highlighted the need for improvements to the Moodle courses for navigation and ease of use.

Efforts to enhance inclusivity include incorporating diverse cuisines into the curriculum. A few faculty members also embed some information on Indigenous traditional foods, but there is not a consistent programmatic approach.

 Faculty professional development in inclusive and respectful teaching practices is encouraged, and greater collaboration among instructors is recommended to ensure course learning outcomes align with industry standards.

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.

Enrollment data indicates steady but low domestic registration in the Professional Cook 1 (PC1) Plus program, a decline in Professional Cook 2 (PC2) domestic enrollment, and high enrollment in the Culinary Arts Diploma program, which primarily serves international students. There is also distinct difference in gender demographics between the international and domestic cohorts (international is 48%:52%, domestic is about 30%:70% female: male).

 End-of-program surveys indicate high levels of student satisfaction with the education received, with strong ratings for quality of instruction and hands-on learning. Employers praise VCC graduates for their solid technical skills, professionalism, and readiness for the culinary industry, which is reflected in high employment rates shortly after program completion. Many practicum hosts report hiring graduates immediately, underscoring the effectiveness of the hands-on training and industry alignment in preparing students for successful culinary careers.

However, financial stress and balancing work and studies present challenges, as 54% of students work while attending classes.

A key concern is the lower pass rates on the Skilled Trades BC (STBC) theory exams, particularly among international and high school students. While domestic students achieve a 79% pass rate on the PC1 theory exam, international students pass at a first-try rate of 66%, and Youth Train in Trades (YTIT) students at 61%. In contrast, practical exam outcomes are strong, with pass rates exceeding 90% across all groups. This suggests that while students are excelling in hands-on skills, there may be misalignment between theoretical instruction and STBC exam expectations.

To enhance student outcomes, recommendations include investigating causes of STBC theory exam failure rate and revising curriculum and assessments to support success. Moving the Diploma practicum earlier or adding an additional practicum course to address skill gaps before the final practicum placement should be considered. Additionally, supplementary program delivery models (e.g., part-time) can be explored to better support domestic students balancing work and education.

2.5   KPI 3: Program Planning and Administration

This section was informed by data from institutional research, department action plans, meeting minutes, and PAC meeting minutes.

The department pursues several avenues of recruitment and awareness raising about their programs including information sessions, trade shows, social media, catering at multiple onsite events, and participating in food festivals, competitions and other industry events. The department has an active Program Advisory Committee, although it could benefit from more chefs on the committee. They have also successfully nurtured and maintained multiple formal and informal connections, collaborations, partnerships and relationships with industry, employers, and community groups. Labor market demand for "cooks" is expected to continue to grow.

Despite these strengths, the department faces challenges in recruitment. With respect to domestic students, there may be a view by parents of high school students and prospective adult students that the culinary industry will not provide work-life balance or be a good career prospect. Additionally, many employers do not fully value/believe Red Seal certification is necessary to hire a cook. As well, the mandated work-based hours between PC-1 and PC-2 required by Skilled Trades BC (STBC) have emerged as a barrier for domestic students, contributing to declining domestic enrolment in PC-2 since it was implemented. It is important to continue to advocate for the removal of this requirement. Further program sustainability needs attention, such as in domestic recruitment methods, outreach to prospective Indigenous and female students, and efforts to recruit more Chefs, Cooks, and Culinary Alumni to the program advisory committee.

The department also notes a need for more administrative and support staff to handle the workload of delivering all these programs with the number of students enrolled.

2.6   KPI 4: Faculty and Staff

There are 34 FTE faculty, 10 auxiliary faculty, 7 FTE instructional assistants, 1 program assistant, 1 department assistant, 1 assistant department head and 1 department head.

According to the faculty/staff survey, the greatest strengths of the program include the skills, experience and dedication of the faculty and support staff, which are highly valued by students. Faculty reported that current workload profiles are outdated and do not accurately reflect the extensive teaching and administrative responsibilities they face. However, professional development time for faculty is well used each year, with a variety of group and individual activities undertaken.

Key recommendations from this section call for revising the faculty workload profile and hiring criteria to better reflect current program demands, increasing full-time positions and administrative support to reduce burdens on existing staff, and expanding professional development opportunities especially for inclusive teaching. These recommendations aim

to ensure that faculty and staff can maintain high instructional standards and foster a collaborative, inclusive teaching environment across the Culinary Arts programs.

2.7   KPI 5: Program and Student Support Services

The department collaborates with a range of VCC student support services—including Disability Services, Indigenous Education and Community Engagement, the Learning Centre, Library, International Education, Interpreting Services, Student Conduct Office, and Security—to support the diverse needs of its students. Information about student supports are integrated into program orientations and students are referred as needed.

One key student support gap is at the satellite campuses where a single faculty may be teaching students outside of regular school hours, and not have access to onsite counsellors or other student supports when issues arise in the classroom.

There are opportunities to improve the sharing of information about student services to students at VCC, and to improve the resources/supports available at the high school satellite locations.

2.8   KPI 6: Learning Environment

Operating across the Downtown and Broadway campuses, the self-study found strong overall satisfaction with the physical facilities, with 93% of students affirming that classrooms, kitchens, and equipment meet or exceed expectations. Faculty and staff feedback is also largely positive (74% in agreement), though concerns remain about specific kitchen layouts and capacities. Variations in kitchen design and space constraints sometimes impede individual task performance and operational efficiency.

The online learning environment, which relies primarily on Moodle, has received mixed reviews. Several students have expressed dissatisfaction with online classes, Zoom sessions, and the overall organization of Moodle shells, finding these platforms confusing and less engaging. Faculty feedback has led to recommendations for a standardized Moodle template to enhance consistency and user-friendliness, while instructors at satellite locations have highlighted the need for improved internet access and additional laptops to better support remote learning.

Despite over 85% of students rating the quality of tools and equipment as "good to very good," the department identified gaps in budgeting, equipment storage, and technological infrastructure. The smallware budget has been reduced, and open storage areas have resulted in equipment misappropriation, affecting class operations. To address these issues, recommendations include restoring the smallware budget, enhancing storage

security, updating procurement policies for innovative equipment, and increasing the number of available laptops for faculty.

2.9   Self-Study Recommendations

Refer to Appendix 1: Alignment of Recommendations from Self-Study and External Review Team (ERT) for the full text of recommendations.

3   External Review Report Summary

3.1   Overview

After review of the self study report and site visit, the ERT concluded that the Self-Study Report addressed the six Key Performance Indicators sufficiently and all recommendations were supported by the findings, except for the recommendation to explore part-time program delivery models. The ERT noted that the self-study did not demonstrate evidence of the recommendation to support part-time delivery but appreciated the challenge and need to address domestic recruitment. Increasing domestic enrollment will require innovation and significant effort at a time when all institutions offering similar programs are competing for more domestic students.

The report identified several program strengths, including that curriculum provides a comprehensive, authentic, and well-supported learning experience that aligns with industry standards and VCC policies. There is abundant evidence of strong faculty expertise, dedicated staff, and active industry partnerships that contribute to program success. Students graduate with strong technical skills, high professional standards, and excellent performance on STBC practical exams. The report also highlighted high graduation and employment rates, high graduate satisfaction with their training, as well as practicum hosts rating graduate skills very highly.

Areas for improvements include the need to incorporate industry trends in areas such as vegan and specialty diets, address inconsistencies in assessment methods, and attend to the higher failure rates on STBC theory exams. The report noted also that program delivery and innovation are limited due to heavy workloads among support staff and department leaders. Finally, concerns regarding inclusivity and teaching practices should be addressed.

The ERT affirmed the department's recent decision to address the impact of student absences through updates to the program grading policy effective May 2025, which include absences and safety/sanitation limits and strictly align with STBC requirements. They believe this will greatly improve student experience based on the student discussion during

the site visit on negative impacts of classmates' consistent and frequent absences on their learning experience and the additional production workload.

3.2   Recommendations and Feedback

This section will highlight particular comments about the recommendations from the ERT. The full set of notes on the recommendations can be found in the Appendix 1: Alignment of Recommendations from Self-Study and External Review Team (ERT)**.**

KPI 1: Curriculum and Instruction

All recommendations are affirmed by the ERT with additional observations and suggestions below.

NEW
Suggest using the term "Work Experience" rather than "Practicum" to clarify to all stakeholders that the course is an unpaid placement. Refer to Work Integrated learning definitions at Co-operative Education and Work-Integrated Learning Canada (CEWIL).

Assessments (Recommendations 7c and 7d)

Align and scaffold all topics and assessments with the course learning outcomes and STBC objectives. Students expressed workload concerns about courses with excessive assignments and short completion times (e.g. daily reflection assignments). They cited heavy workload in Block 1, and other courses where assessments are poorly aligned, e.g. a 2000-word essay on the history of pies or reflecting on textbook chapters that aren't part of course content. Students valued weekly reflective assignments, and many felt they were critical to their learning experience.

Consider expanding reflection modalities to conduct structured, group, and in-class reflective discussions to facilitate the development of authentic professional and interpersonal communication as would occur in industry. Consider UDL options such as audio-recorded or video-recorded reflections.

Service Courses Recommendation7e

Service experience and education will likely always be in tension; however, the practical knowledge and skills learned through food service greatly enhance the student learning experience. **Ongoing coaching of service faculty to prioritize education** will continue to be important, particularly in light of incidental student absenteeism.

Indigenization Recommendation 7h

With respect to incorporating Indigenous knowledge, consider embedding Indigenous pedagogy via instructional design, topics on local Indigenous cultural and historical food practices rather than a focus just on traditional food and dishes.

Moodle - Recommendation 9

The need to improve students' and some instructors' experience of course Moodle shells was a very strong theme and an obvious priority. The Butchery course shell design was highlighted as an exemplar.

KPI 2: Student Outcomes and Satisfaction

All recommendations are affirmed with additional observations and suggestions below:

Additional Practicum, Recommendation 1

Do further exploration re: additional practicum, such as surveying current students and graduates to confirm whether this would be of interest. As it would need to be a three- to four-week practicum, also consider the increased tuition, extended time to completion, and increased administrative workload.

Student Handbook, Recommendation 2

We recommend a standardized approach in the student handbook around late or missed assignments for consistency and predictability and affirm the language to be more supportive of students and their learning.

Supplementary models Recommendation 3

Suggest collecting multiple data sets to confirm sufficient demand for alternative programming (part-time delivery for domestic students).

KPI 3: Program Planning and Administration

All recommendations are affirmed with additional observations and suggestions below:

STBC Advocacy, Recommendation 3

Lobbying STBC to remove the work-based training hours requirement between PC1 and PC2 is critical due to its significant negative impact on enrollment in PC2.

PAC membership

Recruiting more chefs and cooks to the SuperPAC is very challenging, given how busy working professionals are, but it is important. One suggestion is to combine the bi-annual PAC meetings with larger events to attract prospective members (e.g., a professional demo with a guest chef combined with a department tour and PAC meeting).

KPI 4: Faculty and Staff

All recommendations were affirmed.

Recommendation 1-3
ERT proposed different FTE hiring considering current post-secondary financial context: one new department leader position (i.e., coordinator), an additional office staff position, and one full-time Instructional Assistant (IA).

Work challenges arise when one or more IA is on sick leave, there is often no on-call staff (because those individuals typically have a full-time job) or when a few or more students are absent from a service block. The problem is exacerbated when those two situations happen concurrently. Similarly, IA workload increases significantly when illness, vacation or other events requiring coverage comes up.

Recommendation 4

Updating the faculty workload profile to clearly outline the full range of job duties and expectations could enhance departmental culture and practice. Beyond the 25 hours of student contact time, responsibilities include routine course maintenance, lesson planning, grading, student meetings, and department meetings, among other tasks. While instructors have the autonomy to schedule most of these duties outside their teaching shifts, some perceive them as work done "on my time," creating the misconception that non-instructional work is unpaid.

Another area requiring clarification is faculty participation in industry events, which some refer to as "volunteering" despite receiving time in lieu of their hours.

It is important to note that there is no evidence suggesting that faculty are not fulfilling their responsibilities. Rather, this recommendation aims to provide greater role clarity to strengthen departmental culture.

Recommendations 5 and 6

Recommendations are affirmed but there will be inherent challenges. Each instance of coverage will be unique with the amount of scheduling notice (last-minute notice versus a scheduled replacement), so the extent to which a casual or term instructor can prepare will be somewhat determined by the time available prior to their assignment.

Along with KPI 1, Recommendation 9, and KPI 3, Recommendation 5, updating Moodle course shells could have the additional benefit of helping substitute instructors familiarize themselves with the curricular, instructional, and operational aspects of a course.

Recommendation 7

Rotating instructors every three years has both advantages and challenges. On the one hand, students benefit from learning with specialized instructors who bring passion and expertise to their specific areas. On the other hand, regular rotation allows instructors to share their culinary knowledge more broadly, refine their instructional skills, and develop a deeper understanding of the curriculum as a cohesive system. This experience could also contribute to the redevelopment of standardized Moodle shells.

We recognize that implementing this change would require a cultural shift, necessitating careful planning and consultation.

KPI 5: Student Support Services

There appears to be a high percentage of mental health issues among high school students in PC1 YIT, which takes place at satellite high schools. Those students are often unable to access sufficient support, leaving the onsite VCC instructor to manage and support students to the best of their ability but sometimes beyond their scope of practice/expertise. The problem appears to be complicated due to different satellite schools having different funding models and dramatically varied amounts of available, qualified personnel. **We see this recommendation as a top priority for the ongoing delivery of PC1 YIT programming.**

KPI 6: Learning Environment (Physical/Online)

Agree with all recommendations based on clear and abundant evidence for each.

4 Self-Study Team Response to External Review Report

4.1 Department Response to External Report

The self-study members of the Steering Committee received the external report on February 14th, 2025. The group included faculty and staff representatives, as well as the Dean and Associate Director, met on February 21st, 2025, and March 8th, 2025, to examine and discuss the recommendations. The group acknowledged the positive alignment of the external recommendations with the self-study recommendations and appreciated the additional observations and suggestions for more needs assessment. The group decided not to adopt "Work Experience" in lieu of "Practicum" due to the need to recruit and assign placement sites with chefs who have Red Seal qualification. The final recommendations have been slightly amended to incorporate the external review suggestions.

Given that the external review report aligned well with the self-study report findings, and that the department has already given feedback on the self-study, the group decided to move towards the final recommendations and action planning without requiring further consultation with all the members of the department.

4.2   Dean Response to External Report

The self-study and external review have highlighted many positive aspects of our current Culinary Arts program. VCC's Culinary Arts program is renowned for the exceptional skills our students acquire during their studies here at VCC, thanks to the expertise of our dedicated instructors. As we move forward, the Culinary Arts department faces several key challenges and opportunities:

1. **Balancing Service and Instruction**: Rebalancing the focus between service and instruction to enhance the learning experience.

2. **Curriculum Updates**: Improving the currency of our program learning outcomes to ensure our program meets current industry standards and student needs.

3. **Student Needs**: Balancing the diverse needs of both domestic and international students.

4. **Transitioning Program Structure**: We are transitioning from our current program with monthly intakes to a new structure with three start dates per year (September, January, and May), accommodating up to 80 students per term.

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. Online and Moodle:
	   a. Increase active learning and improve asynchronous learning experience for courses which engage with theory online.
	   b. Work with online developers toward a departmental Moodle template for a more consistent experience for students.
	2. Conduct an optional orientation for PC2 students.
	3. Update Diploma program learning outcomes to reflect PC2 and additional outcomes from Modern Cuisine.
	4. For CULI 1526 (Cook Chill Production Kitchen 2) and 1528 (Short Order Café 2) courses: Update CLOs; add basic fermentation techniques to ladder to more advanced fermentation techniques used in CULI 2511 (Modern Cuisine).
	5. For any future program designs or updates, explore how to increase domestic enrollment, increase industry support, expand to and include fields such as healthcare cook needs, and:

	a. Address gaps in food allergies and intolerances. b. Place a focus on nutritional aspects of ingredients and cooking, as well as creating acceptable vegan, specialty meal requests for institutional settings. c. Organize and scaffold topics and assessments between all courses to align CLOs with STBC outcomes with more evenly distributed weighting across courses. d. Revise assessments in courses to ensure alignment with the CLOs, appropriate workload relative to course hours, and consider allowing other types of reflection than through writing (UDL). e. Address the balance of service (cooking for food outlets on campus) with practice time to develop skills time in a lab environment. Additionally, provide ongoing coaching to service faculty in prioritizing education; consider alternative models of service aligned with current food industry retail practices in addition to traditional "hot line" models. f. Improve opportunities and resources for faculty to collaborate to ensure all STBC outcomes are addressed, and to foster consistent use of course resources. g. Conduct a needs assessment for developing curriculum around advanced cooking techniques, food costing, and restaurant management concepts. Additionally, for advanced cooking courses or other new courses in the Diploma program, open enrolment to domestic students. h. Integrate Indigenous knowledge, traditional foods, and dishes, and embed Indigenous pedagogy via instructional design. i. Consider another practicum model to allow students more opportunity to address any gaps in technique, pace, and skills before the final practicum. 6. Identify strategies to improve STBC theory exam success rate. 7. Raise awareness and encourage professional development through the Provincial Instructor Diploma (PID) and other institutional opportunities.
Student Outcomes	8. To support student well-being, create departmental procedures in the Student Handbook that considers the needs of students who are experiencing hardship with missed/late assignments. In addition, examine and refine language in the Student Handbook to be more empathetic. 9. Explore supplementary program delivery models which could support domestic students with better work-study balance.

	Conduct a needs assessment for this exploration, to confirm that three is sufficient demand for alternative programming.
Program Planning and Administration	10. Promote and raise awareness of program offerings to prospective Indigenous students, engaging with Indigenous Education and Community Engagement (IECE) for ways to reach out to Indigenous organizations.
	11. Work with the Dean and other areas of the College (e.g. VCC Foundation) to increase domestic enrollment. Areas to pay attention to include:
	a. Be more selective when choosing which Trade Shows to participate in.
	b. Highlight advantages of culinary training as a set of not just cooking but also occupational skills and the opportunities for immediate employment (this can also involve direct outreach to high school students).
	c. Look for avenues to increase the number of female and Indigenous students.
	d. Explore a similar model to Valencia College, with industry partnerships, to attract domestic students.
	e. Recruit domestic enrolment through partnerships with more organizations and restaurants, e.g. BC Ferries.
	12. Explore adding courses for topics, such as nutritional management, food waste, sustainable gastronomy and business entrepreneurship for future program design.
	13. Advocate for STBC to remove the work-based hours requirement and return to a combined PC1 and PC2 training pathway.
	14. Add/recruit more Chefs, Cooks, and Culinary Alumni to the PAC membership and/or combine the bi-annual PAC meetings with larger events to attract prospective members.
	15. Apply for curriculum development or SIEF funding to improve student experience with Moodle shells across all courses.
Faculty and Staff	16. Increase Department leader positions by one position (e.g. adding a coordinator role).
	17. Increase the office assistant team by one position.
	18. Increase the number of Instructional Assistants (IAs) by one position.
	19. Examine and update the faculty workload profile, which has not been updated since 1992, to reflect the current needs of the programs and to align with future kitchens/facilities set ups.
	20. Improve collaboration and consistency in instructional approaches between courses:
	a. "Homeroom" instructors ensure that any required coverage provides a complete set of materials and plan (including ingredient ordering, lessons, etc.). In

	conjunction, "coverage" instructors adhere to the "homeroom" course materials and plan. b. Encourage "coverage" instructors to familiarize themselves with all aspects of the programs, including the curriculum, instructional approaches, and operational needs prior to "homeroom" assignment, within reason and timeframe of hiring or being called in to "cover". c. For PC1 Plus, PC2, and the Diploma programs, set up smaller collaborative groups (e.g. by Term) to create opportunities for refreshing and updating the curriculum, as well as integrating instructional strategies, techniques, and educational technology from a diverse range of perspectives and approaches.
Student Support Services	21. Identify and communicate student services support around mental health for students at satellite campuses that run programs outside of traditional hours, including reviewing options for support staff/additional staff with instructors. 22. Add language into the MOUs with school districts to address mental health supports for students at satellite campuses.
Learning Environment	23. Consult and include department in identifying needs prior to kitchen design and construction, renovations, and equipment and technology selection. 24. Restore smallware budget to $45K and adjust amount yearly to match inflation. 25. Consider limiting access of the dishwashing space and equipment storage space to the Culinary department in future renovation and building plans. 26. Allow the previous practice of collaborating with Facilities and Purchasing to try new appliances with safety appraisal conducted locally so that we can continue to innovate and maintain currency with industry equipment. 27. Ensure that every satellite instructor is provided with a VCC laptop and that there is sufficient technology in the department to meet program and curriculum delivery needs.

Appendix 1: Alignment of Recommendations from Self-Study and External Review Team (ERT)

KPI	Self-Study Recommendation		External Review Recommendation/Notes
KPI 1: Curriculum and Instruction	PC1 Plus/YTIT	1. Increase active learning and improve learning experience for courses which engage with theory online. (Question 16)	All recommendations in KPI1 are affirmed with additional observations and suggestions below: **Recommendation 7c** Students expressed concerns that some courses had excessive assignments and relatively short completion times. In those cases, they reported difficulty managing the workload and questioned the necessity of what, in some cases, involves daily reflection assignments. They cited the heavy workload in Block 1 and some occurrences where assessments seem poorly aligned with the course learning outcomes, such as a 2000-word essay on the history of pies. This further supports the need to align and scaffold all topics and assessments with the course learning outcomes and STBC objectives. **Recommendation 7d** Reconsider the recommendation to reduce the high number of written reflection assignments. Students commented on the value of weekly reflective assignments and felt they were critical to their learning experience. However, the reflections need to be relevant to the course
	PC2	2. Include food allergies and intolerances, nutrient retention techniques, specialty poultry, fish and shellfish, dressings, cold sauces and condiments in PC2 courses. (Questions 10, 12) 3. Conduct an optional orientation for PC2 students. (Question 15)	

	Diploma	4. Update program learning outcomes to reflect PC2 and additional outcomes from Modern Cuisine. (Question 12)
		5. For CULI 1526 (Cook Chill Production Kitchen 2) and 1528 (Short Order Café 2) courses: Update CLOs; add basic fermentation techniques in order to ladder to more advance fermentation techniques used in CULI 2511 (Modern Cuisine). (Question 12)
		6. CULI 2514: Molecular Cuisine and CULI 2515: Chef's Table Gastronomy (May 2025 launch – Question 16)):
		  o Improve course content with complete recipes and better quizzes, and digital copy of recipes is in Moodle for student review.
		  o Improve teaching approach and increase demonstrations and explanations for Chef's Table.
		  o Provide more station rotations.	

| | | All | 7. Redesign all credentials to attract domestic enrolment, increase industry support, expand to and include fields such as healthcare cook needs, and to:
　a. Address gaps in food allergies and intolerances. (Questions 10, 11, 12)
　b. Place a focus on nutritional aspects of ingredients and cooking, as well as creating acceptable vegan, specialty meal requests for institutional settings. (Question 11)
　c. Organize and scaffold topics and assessments between all courses to align CLOs with STBC outcomes with more evenly distributed weighting across courses. (Questions 13, 16)
　d. Reduce the high number of reflections and assignments across courses. (Questions 12, 16)
　e. Address the balance of service (cooking for food outlets on campus) with practice time to develop skills time in a lab environment. (Question 16)
　f. Improve opportunities and resources for faculty to collaborate to ensure all STBC outcomes are addressed and improve Moodle experience, and consistent use of course resources. (Question 12)
　g. Conduct a needs assessment for developing curriculum around advanced cooking techniques, food costing, and restaurant management concepts. Question 16)
　h. Integrate Indigenous knowledge, traditional foods, and dishes. (Questions 8, 12, 16)
8. Investigate causes of STBC theory exam failure rate. Question 13)
9. Work with online developers toward Moodle department template for a more consistent format and user-friendly environment for students. (Question 16) | material. For example, one block requires students to reflect on textbook materials that do not align with the course.
Regarding reflection assignments, we feel it would be useful to expand modalities to conduct structured, group, and in-class reflective discussions to facilitate the development of authentic professional and interpersonal communication. Another would be to allow students to submit audio-recorded or video-recorded reflections as a way to support diverse student learning styles as per the Universal Design of Learning (UDL). Also, it is strongly recommended that specific reflective assignments not only align with the course content but also that the design of those assessments align with students' advancement through the curriculum so they are developing both reflective practice and the mindset of a professional chef.
Recommendation 7e
Service and education will likely always be in tension; however, the practical knowledge and skills learned through food service greatly enhance the student learning experience. Ongoing coaching of service faculty to prioritize education will continue to be important, particularly in light of incidental absenteeism, which leaves attending students with a proportionately increased production workload.
Recommendation 7g
We agree with conducting a needs assessment and further analysis for the creation of a |

		10. Raise awareness and encourage professional development through the Provincial Instructor Diploma (PID) and other institutional opportunities. (Question 16)		curriculum for advanced cooking techniques in the diploma. Upon this review, it is uncertain whether such development is relevant to the diploma or whether it is beyond the scope of the diploma. **Recommendation 7h** With respect to incorporating Indigenous knowledge, traditional foods, and dishes, this should not necessarily be restricted to culinary knowledge. It could also include embedding Indigenous pedagogy via instructional design and introducing topics on local Indigenous cultural and historical practices around food. **Recommendation 9** The need to improve students' and some instructors' experience of course Moodle shells was a very strong theme and seems an obvious priority. A lack of consistency in the Moodle shell design was brought up several times. The students repeatedly referred to their appreciation of the Butchery course shell design and format, specifically its ease of navigation and the settings that required them to progress logically through the course, restricting access to certain topics before completing others.
KPI 2: Student Outcomes	Diploma	1. Consider moving or adding another practicum course as an elective earlier in the program to allow students more opportunity to address any gaps in technique, pace, and skills before the practicum at the end. This gives the opportunity for more connections with a variety of host-sites as well. (Question 22)		All recommendations are affirmed with additional observations and suggestions below: **Recommendation 1** We recommend further exploration before adding an additional practicum, such as surveying current students and graduates to confirm whether this would be of interest. The
	All	2. To support student well-being, examine language in the Student Handbook and potentially update to allow for		

flexibility on a case-by-case basis for students who are experiencing hardship. (Question 23)

3. Explore supplementary program delivery that includes part-time and non-cohort-based structure, which could support domestic students with better work-study balance. This may increase the risk of decreased enrolment and impacts on faculty and staff scheduling, but it may be worth exploring. (Question 23)

benefit of a final practicum is students have more skills to apply to an industry experience scheduled at the end of their program, and it also gives them the opportunity to transition seamlessly into paid positions at their practicum sites. Realistically, it would need to be a three- to four-week practicum to be successful for all stakeholders. However, it is important to also consider that an additional practicum would increase tuition, extend the time to completion, and increase the workload for administration.

Recommendation 2

The Student Handbook exists in the program Moodle shell and does not include language relating to late or missed assignments. We recommend a standardized approach to late or missed assignments for consistency and predictability.

We commend the desire to update the tone of the language to be more supportive of students and their learning.

Recommendation 3

We agree with the recommendation to explore supplementary delivery models and suggest collecting multiple data sets to confirm sufficient demand for alternative programming. In the meeting with the student focus group, a theme that emerged that was not evident in the Self-Study was the impact of student absences on the cohort. Some participants highlighted how classmates' consistent and frequent absences impact the learning experience for those students who regularly attend, leaving

		them having to bear the additional production workload and then retrain and support the returning absentees. They perceive those students as openly lacking respect for the faculty, the profession, and their classmates and also expressed frustration at the apparent lack of disciplinary recourse. We are pleased to learn the department is moving to address the impact of student absences through updates to the program grading policy effective May 2025, which include absences and safety/sanitation limits and strictly align with STBC requirements. We believe this will greatly improve the student experience.

KPI 3:
Program Planning and Administration
	1. Promote and raise awareness of program offerings to prospective Indigenous students, engaging with Indigenous Education and Community Engagement (IECE) for ways to reach out to Indigenous organizations. (Question 8)
	
	2. Work with the Dean and other areas of the College (e.g. VCC Foundation) to increase domestic enrollment. Areas to pay attention to include:
	   a. Be more selective when choosing which Trade Shows to participate in. (Questions 24, 31)
	   b. Highlight advantages of Culinary training as a set of not just cooking but also occupational skills and the opportunities for immediate employment (this can also involve direct outreach to high school students). (Steering Committee feedback)
	   c. Look for avenues to increase the number of female and Indigenous students. (Questions 4, 8, 26)
	   d. Explore a similar model to Valencia College, with industry partnerships, to attract domestic students. (Question 25)
	   e. Recruit domestic enrolment through partnerships with more organizations and restaurants, e.g. BC Ferries. (Question 28, 30)
		We agree with and support all the recommendations in this section. Increasing domestic enrollment will require innovation and significant effort at a time when all institutions offering similar programs are competing for more domestic students. We have included specific comments and suggestions below:
		Recommendation 3
		The recommendation to lobby STBC to remove the work-based training hours requirement between PC1 and PC2 is critical due to its significant negative impact on enrollment in PC2. The department has consistently experienced reduced persistence since implementing this requirement approximately 15 years ago.
		Recommendation 4

	f. Explore adding courses for topics (especially food waste, sustainable gastronomy and business entrepreneurship) for future program design. (Question 25, 29) 3. Advocate for STBC to remove the work-based hours requirement and return to a combined PC1 and PC2 training pathway. This could be a combined 12-month training program, or adding part-time pathways, and/or another model. (Question 26) 4. Add/recruit more Chefs, Cooks, and Culinary Alumni to the PAC membership. (Question 31) 5. Apply for curriculum development or SIEF funding to improve student experience with Moodle shells across all courses. (Question 32)	We perceive the recommendation to recruit more chefs and cooks to the SuperPAC as very challenging, given how busy working professionals are. Still, we acknowledge the importance of a vibrant and engaged advisory committee and support the department's continued efforts in this area. One suggestion that may help is to combine the bi-annual PAC meetings with larger events to attract prospective members (e.g., a professional demo with a guest chef combined with a department tour and PAC meeting). **Recommendation 5** The recommendation to apply for CD Funds and Service Innovation and Enhancement Funds (SIEF) is reasonable in light of the feedback in KPI 1: Curriculum and Instruction from multiple datasets, specifically the high number of comments from students, faculty, and staff relating to securing resources to finish this work.
KPI 4: Faculty and Staff	1. Increase Department leader positions from two to three (e.g. adding a coordinator role). (Questions 29, 39) 2. Increase the office assistant team from two to four. (Questions 29, 39) 3. Increase the number of Instructional Assistants (IAs) to have a ratio of 1 IA to 2 kitchens, to a total of 10 full-time positions. (Questions 29, 39) 4. Examine and update the faculty workload profile, which has not been updated since 1992, to reflect the current needs of the programs. (Question 39) 5. "Homeroom" instructors ensure that any required coverage provides a complete set of materials and plan (including ingredient ordering, lessons, etc.). In conjunction, "coverage" instructors adhere to the "homeroom" course materials and plan. (Question 35) 6. Encourage "coverage" instructors to familiarize themselves with all aspects	We affirm all recommendations with additional observations and suggestions below: **Recommendation 1** There are numerous hiring recommendations in the Self-Study, and Appendix 20 provides a strong rationale for the need for a third department leader position (i.e., coordinator). **Recommendation 2** We support the recommendation to increase the office assistance team by one full-time position. The Office Assistants stated that completing their tasks within a 35-hour work

of the programs, including the curriculum, instructional approaches, and operational needs prior to "homeroom" assignment. (Question 35)

7. For PC1 Plus, PC2, and the Diploma programs, rotate "homeroom" instructors on a periodic basis (e.g. every 3 years). This creates opportunities for refreshing and updating the curriculum, as well as integrating instructional strategies, techniques, and educational technology from a diverse range of perspectives and approaches. (Question 35)

week was impossible. This third position would help relieve some of the stresses on the two coordinators' roles.

Recommendation 3

We support the need to hire one full-time Instructional Assistant (IA).

Despite consensus within the IA focus group that their workload is substantial but generally manageable, they described several scenarios when it is not. They spoke of significant overload when one or more IA is on sick leave, and there is no available on-call staff (because those individuals typically have a full-time job) or when a few or more students are absent from a service block. The problem is exacerbated when those two situations happen concurrently. Similarly, their workload increases significantly when staff take a vacation or are released for curriculum development (CD) because, unlike staff absences due to illness, there is no budgetary provision for vacation or CD coverage.

Recommendation 4

Updating the faculty workload profile to clearly outline the full range of job duties and expectations could enhance departmental culture and practice. Beyond the 25 hours of student contact time, responsibilities include routine course maintenance, lesson planning, grading, student meetings, and department meetings, among other tasks. While instructors have the autonomy to schedule most of these duties outside their teaching shifts, some perceive them as work done "on my time,"

		creating the misconception that non-instructional work is unpaid. Another area requiring clarification is faculty participation in industry events, which some refer to as "volunteering" despite receiving time in lieu of their hours. It is important to note that there is no evidence suggesting faculty are not fulfilling their responsibilities. Rather, this recommendation aims to provide greater role clarity to strengthen departmental culture. **Recommendations 5 and 6** We affirm both recommendations while also recognizing their inherent challenges. Each instance of coverage will be unique with the amount of scheduling notice (last-minute notice versus a scheduled replacement), so the extent to which a casual or term instructor can prepare will be somewhat determined by the time available prior to their assignment.
KPI 5: Student Support Services	1. Identify student services support around mental health for satellite campuses that run programs outside of traditional hours, including reviewing options for support staff/additional staff with instructors. (Question 40)	Cumulative feedback relating to the student experience pointed to areas that could be improved or developed to provide greater support, clarity, and consideration of young adult and adult life struggles and their experience navigating both program materials and resources as well as student support. **Recommendation 1** There appears to be a high percentage of mental health issues among high school students in PC1 YIT, which takes place at satellite high schools. Those students are often unable to access sufficient support, leaving the

		onsite VCC instructor to manage and support students to the best of their ability but sometimes beyond their scope of practice and expertise. The problem appears to be systemically complicated due to different school districts in the Lower Mainland having different funding models and dramatically varied amounts of available, qualified personnel. We see this recommendation as a top priority for the ongoing delivery of PC1 YIT programming.
KPI 6: Learning Environment	1. Involve instructors and instructional assistants as subject matter experts in decisions for kitchen building, renovations, and equipment selection. (Question 41) 2. Restore smallware budget to $45K and adjust amount yearly to match inflation. (Question 41) 3. Consider limiting access of the dishwashing space and equipment storage space to the Culinary department in future renovation and building plans. (Question 41) 4. Allow the previous practice of collaborating with Facilities and Purchasing to try new appliances with safety appraisal conducted locally so that we can continue to innovate and maintain currency with industry equipment. (Question 41) 5. Install media and technology to best serve student needs for any future renovations or kitchen upgrades. (Question 41) 6. Purchase 4 additional laptops in the department for instructor use. (Question 41)	We agree with all recommendations based on clear and abundant evidence for each.

Culinary Program Renewal
Action Plan Report, April 11, 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	Online and Moodle: a. Increase active learning and improve asynchronous learning experience for courses which engage with theory online. b. Work with online developers toward a departmental Moodle template for a more consistent experience for students.	September to December 2025	CTLR Faculty input at start of process Department leads	Student Experience: This initiative would provide consistency for students and improve their asynchronous learning experience.	Updated Moodle shells are live
2	Current Programming: a. Identify strategies to improve STBC theory exam success rate (this should carry forward to any future redesign as well). b. To support student well-being, create departmental procedures in the Student Handbook that considers the needs of students who are experiencing hardship with missed/late assignments. In addition, examine and refine language in the Student Handbook	April to September 2025 for STBC theory April 2025 for Student Handbook Language	Ysabel Sukic Access to STBC Test Bank	Inclusive Culture, Student Experience: These measures will improve student outcomes and apply a more student-centered and inclusive tone in departmental	List of strategies are compiled and implemented for STBC theory. Student Handbook language updated.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	to be more empathetic.			communication.	
3	For any future program designs or updates, explore how to increase domestic enrollment, increase industry support, expand to and include fields such as healthcare cook needs, and: a. Address gaps in food allergies and intolerances. b. Place a focus on nutritional aspects of ingredients and cooking, as well as creating acceptable vegan, specialty meal requests for institutional settings. c. Organize and scaffold topics and assessments between all courses to align CLOs with STBC outcomes with more evenly distributed weighting across courses. d. Revise assessments in courses to ensure alignment with the CLOs, appropriate workload relative to course hours, and consider allowing other types of reflection than through writing (UDL). e. Address the balance of service (cooking for food outlets on campus) with practice time to develop skills time in a lab environment. Additionally, provide ongoing coaching to service faculty in prioritizing education; consider alternative models of service	June 2025 for design sprint (includes gap analysis between existing programming and what can be designed for the future). January 2026 for PCG and Course Outlines (Concept Paper, if needed, by November 2025).	External SMEs from Culinary, Instructional Design, Sustainability, Entrepreneurship fields External SMEs from Health Authority(ies) CTLR Department Leads One or two faculty from department (may include departmental liaison for kitchen renovations project stream). Jen Peters (faculty member) for food allergies and intolerances Indigenous experience (Dennis Innes to inquire).	Academic Innovation: Deliver sustainable programming that align with community and labour market demands. Improvement of curriculum, assessments, and STBC alignment will help improve student outcomes. Stewardship: There will be more optimal use of resources. Indigenization and JEDI: Reflect and respect Indigenous	Program framework with PLOs and course identification. Updated/new PCGs and Course Outlines

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	aligned with current food industry retail practices in addition to traditional "hot line" models. f. Improve opportunities and resources for faculty to collaborate to ensure all STBC outcomes are addressed, and to foster consistent use of course resources. g. Conduct a needs assessment for developing curriculum around advanced cooking techniques, food costing, and restaurant management concepts. Additionally, for advanced cooking courses or other new courses in the Diploma program, open enrolment to domestic students. h. Integrate Indigenous knowledge, traditional foods, and dishes, and embed Indigenous pedagogy via instructional design. i. Consider another practicum model to allow students more opportunity to address any gaps in technique, pace, and skills before the final practicum. j. Explore adding courses for topics, such as nutritional management, food waste, sustainable food practices, and business entrepreneurship for future program design.			knowledge, culture and history in academic planning and delivery. Student success: 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 successful in careers Adding these initiatives would benefit student outcomes, interest and	

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	k. Explore supplementary program delivery models which could support domestic students with better work-study balance. Conduct a needs assessment for this exploration, to confirm that three is sufficient demand for alternative programming.			bolster our reputation in academics. This will help us continue to ensure a high level of excellence, while ensuring that we remain relevant.	
4	Marketing/Recruitment: a. Promote and raise awareness of program offerings to prospective Indigenous students, engaging with Indigenous Education and Community Engagement (IECE) for ways to reach out to Indigenous organizations. b. Work with the Dean and other areas of the College (e.g. VCC Foundation) to increase domestic enrollment. Areas to pay attention to include: 　i. Be more selective when choosing which Trade Shows to participate in. 　ii. Highlight advantages of culinary training as a set of not just cooking but also occupational skills and the opportunities for immediate	Ongoing.	Marketing department. Advising department. VCC Foundation Faculty during info sessions and demos at high school locations. BC Chefs Association, Chef's Table Society, Les Dames d'Escoffier, Worth Association	Reconciliation: Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities. Fiscal Sustainability: Being more focused on the correct external partnerships and associations that we align with, will increase our	Periodic monitoring of enrolment statistics (via Annual Program Review)

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	employment (this can also involve direct outreach to high school students). iii. Look for avenues to increase the number of female and Indigenous students. iv. Explore a similar model to Valencia College, with industry partnerships, to attract domestic students. v. Recruit domestic enrolment through partnerships with more organizations and restaurants, e.g. BC Ferries.		Vancouver Coastal Health, and Fraser Health Authority partners	community impact and industry recognition by way of potential enrolment	
5	Intra-departmental: a. Raise awareness and encourage professional development through the Provincial Instructor Diploma (PID) and other institutional opportunities. b. Add/recruit more Chefs, Cooks, and Culinary Alumni to the PAC membership and/or combine the bi-annual PAC meetings with larger events to attract prospective members. c. Advocate for STBC to remove the work-based hours requirement and return to a combined PC1 and PC2 training pathway. d. Improve collaboration and consistency in instructional approaches between courses: i. "Homeroom" instructors ensure that any required coverage provides a	Ongoing for all.	Department leads.	The initiatives here will improve operational effectiveness, stewardship and academic innovation and excellence. Student success is a key priority. By advocating to STBC, the program will ensure that student can be successful	Departmental monitoring of uptake in PID enrollment and completion over the next three years. PAC membership increase with consistent participation. Monitoring of student feedback through end-of-program surveys.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	complete set of materials and plan (including ingredient ordering, lessons, etc.). In conjunction, "coverage" instructors adhere to the "homeroom" course materials and plan. ii. Encourage "coverage" instructors to familiarize themselves with all aspects of the programs, including the curriculum, instructional approaches, and operational needs prior to "homeroom" assignment, within reason and timeframe of hiring or being called in to "cover". iii. For PC1 Plus, PC2, and the Diploma programs, set up smaller collaborative groups (e.g. by Term) to create opportunities for refreshing and updating the curriculum, as well as integrating instructional strategies, techniques, and educational technology from a diverse range of perspectives and approaches.			without delays in their studies and that they receive the skills they need.	
6	Youth Train in Trades: a. Identify and communicate student services support around mental health for students at satellite campuses that run programs outside of traditional hours, including reviewing options for support staff/additional staff with instructors.	September 2025	Satellite faculty Dennis and Willy for MOU language	Strengthens alignment and needs for departmental communication and support with students on	Coordination with high school for material distribution for mental health supports. Agreed-upon

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	b. Add language into the MOUs with school districts to address mental health supports for students at satellite campuses.			mental health.	MOU language.
7	Facilities and Learning Environment: a. Consult and include department in identifying needs prior to kitchen design and construction, renovations, and equipment and technology selection. b. Consider limiting access of the dishwashing space and equipment storage space to the Culinary department in future renovation and building plans. c. Allow the previous practice of collaborating with Facilities and Purchasing to try new appliances with safety appraisal conducted locally so that we can continue to innovate and maintain currency with industry equipment.	September 2026 (all part of kitchen renovations project stream)	Department leads Project team for kitchen renovations	Operational Excellence and Fiscal Sustainability: Obtaining and qualifying equipment and kitchen design with the department would lead to ease of transition and understanding of limitations in terms of faculty/student outcomes. Limiting access will reduce unnecessary costs and equipment	List of deliverables by the project team

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
				misplacement. It is equally important to make sure we are investing in equipment that will be useful and will be responsible investments.	

VANCOUVER COMMUNITY COLLEGE
Education Council Annual Report 2024

Prepared by: Natasha Mandryk, Chair Education Council

June 3, 2025

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Message from the Chair

This past year has been marked by rapid and unpredictable change, particularly in international education. A major challenge has been recent policy changes by Immigration, Refugees and Citizenship Canada (IRCC), which introduced restrictions on study permits and on Post-Graduate Work Permits (PGWP). PGWP eligibility for college graduates is now tied to programs aligned with national labour market needs, as defined by Classification of Instructional Program (CIP) codes. These changes have led to a sector-wide decline in international enrolment, including at VCC.

In response, there have been tremendous efforts across the entire College to ensure VCC continues to provide sustainable quality educational opportunities for both international and domestic students. Initiatives included aligning existing programs with eligible CIPs, developing new offerings, and creating accelerated curriculum and program development and approval processes to enable us to respond nimbly to changes in policies as well as in student and labour market demand.

Education Council (EdCo) has been a crucial part of this work and remains committed to collaboration in our collective efforts focused on adaptability, innovation, sustainability and student-centered planning. As a governance body made up of College employees and students, EdCo draws from members' understanding and experience of working or studying at VCC to be effective in its oversight.

I extend my sincere thanks to all Education Council and committee members, and the College community at large for their dedication and resilience during this transformative time.

Strategic Initiatives

The past year has seen EdCo and its standing committees engage with several key College initiatives:

International Education: VCC's International Education Strategic Plan (IESP) 2024 – 2029 plan informs and guides VCC's local and global engagement in our internationalization efforts.

Rapid program development and accelerated program approval: In response to changes in IRCC regulations, VCC prioritized the creation of a rapid development process for new programs. EdCo endorsed revised and new policies – Curriculum Development and Approval (410) and Program Development and Approval (Policy 409) – to streamline program approval processes while maintaining rigorous oversight and quality assurance.

Generative AI (GenAI): VCC has developed Guidelines for Generative AI in Teaching and Learning in response to rapidly evolving AI technology. GenAI's profound impact on education will continue to be a focus of discussion. We thank Dr. Barry Magrill, Educational Developer in Capilano University's Centre for Teaching Excellence, for facilitating a session on GenAI at the June 2024 EdCo planning day.

Indigenization by Decolonization and Reconciliation: EdCo, with support from President & CEO Ajay Patel, added a dedicated seat for an Indigenous educational administrator on the council in December 2023. In January 2024, EdCo welcomed David Kirk, Dean of Curriculum and Pedagogy, as the newly appointed member.

Relationship building is, and will continue to be, crucial in our work towards expanding the opportunities for Indigenous members of the VCC community to be integral, influential members of our academic governing body.

The remainder of this report is dedicated to sharing EdCo's direct involvement with, and tangible work outcomes in, curriculum, policy, and educational quality.

My gratitude goes out to all members of EdCo, its standing committees and working groups, for contributing their time, expertise, and collegial support to this work.

Sincerely,

Natasha Mandryk

VCC Education Council Chair

2024 Year at a Glance

68	Members of the VCC community served on Education Council or a Standing Committee in 2024.

Curriculum – Programs & Courses

4	Concept Papers
8	New Programs
5	Significantly Revised Programs
246	New Courses

Policies

4	Policies Approved
2	Policies Under Review

Education Quality

4	Program Renewals Completed
1	Education Service Renewal Completed
24	Curriculum Development Projects & Program Renewals Funded

Program & Curriculum Highlights

Summary of educational matters presented to Education Council and/or the Board of Governors for approval or information:

Concept Papers for New or Significantly Revised Programs:

- Digital Communication, Social Media and Multimedia Post-Degree Diploma
- IT Project Management Post-Degree Diploma
- Paralegal Diploma
- Professional Baking & Pastry Arts Diploma

New Programs:

- Clean Energy Technology Diploma
- Customer Relationship Management Technology Short Certificate (pending Board approval)
- Digital Marketing Technology Certificate (pending Board approval)
- Global Supply Chain Management Post-Degree Diploma
- Health & Wellness Professional – Cosmetology Diploma (Board approval Feb 5, 2025)
- IT Project Management Post-Degree Diploma (Board approval Feb 5, 2025)
- Professional Baking & Pastry Arts Diploma
- Retail and Service Careers Certificate (pending Board approval)

New Specializations in Associate Degrees (Board approval March 26, 2025)

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

Significantly Revised Programs:

- Asian Culinary Arts Certificate
- American Sign Language and Deaf Studies Certificate (pending Board approval)
- Dental Hygiene Diploma (pending Board approval)
- Medical Laboratory Assistant Certificate (pending Board approval)
- Paralegal Diploma (Board approval March 26, 2025)

Renamed Programs:

- Automotive Repair and Refinishing Technician Diploma (formerly Automotive Collision and Refinishing Diploma)
- Automotive Parts and Service Management Diploma (formerly Automotive Parts and Service Technology Diploma)
- Bachelor of Hospitality and Food Service Systems Management (formerly Bachelor of Hospitality Management; name change reversed on March 26, 2025)

- Culinary Arts and Food Service Management Diploma (formerly Culinary Arts Diploma)
- Digital Marketing Technology Diploma (formerly Marketing Technology Diploma)
- High Performance and Custom Engine Technician Diploma (formerly Automotive Service Technology Diploma)
- Hospitality and Food Service Systems Management Diploma (formerly Hospitality Management Diploma)
- Hospitality and Food Service Systems Management Post-Degree Diploma (formerly Hospitality Management Post-Degree Diploma; name change reversed on Feb 5, 2025)
- Project Management Post-Degree Diploma (formerly Business and Project Management Post-Degree Diploma)

Program Renewals:
- Business Management
- Fashion Design & Production
- Retail & Hospitality Careers
- Visually Impaired

Education Services Renewal:
- Library

Discontinued Program:
- Teaching Online Certificate

Educational Affiliations:
- Articulation Agreement with NSCAD University in Nova Scotia
- Cooperation Agreement with the Sustainable Hospitality Alliance
- Memorandum of Understanding with Athabasca University

Other Approvals by Education Council and/or the Board of Governors:
- 2024–2025 Enrolment Plan
- Academic Year 2024/25, 2025/26, 2026/27
- Science equivalencies table for admission requirements; delegated approval of minor changes and updates to the Registrar

Standing Committees

Curriculum Committee

Chair: Todd Rowlatt

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The committee provides quality assurance to help ensure College curricula reflect sound pedagogical practices. This committee is the first stage in the curriculum approval governance process, as its recommendations are formally considered by EdCo for approval or for advice to the Board of Governors.

Curriculum Proposals: The committee reviewed and approved 36 proposals for new and revised curriculum and recommended 42 proposals to EdCo for further consideration. For a detailed account of these proposals, please refer to Appendix A.

Recommended Characteristics of Students

A working group was formed to review the "Recommended Characteristics of Students Section" in program content guides from an accessibility and Universal Design for Learning (UDL) lens. The group developed recommendations to rework this section and focus on describing the learning environment and common educational tasks, rather than personal characteristics, enabling students to make informed decisions and seek support and accommodations as needed.

Provisional Approval of New Programs Committees

The provisional approval process supports new or significantly revised programs, allowing for minor curriculum adjustments during their initial implementation.

The Optician Diploma program successfully completed the provisional period and received final approval from Education Council.

New Provisionally Approved Programs:

- Clean Energy Technology Diploma
- Global Supply Chain Management Post-Degree Diploma

Education Policy Committee

Chair: Sarah Kay (to August 2024); Louise Dannhauer from September 2024

Education Policy Committee is responsible for checking that all educational policies and procedures are thoroughly reviewed during the policy development and approval process. The committee reviews existing policies on a five-year cycle and supports the creation of new policies. Education Policy Committee acts in an advisory role to EdCo on all policy review-related matters.

Policy Review: The committee reviewed six policies and recommended four policies to EdCo for approval. The committee also reviewed editorial edits to the Academic Integrity policy (325).

Policies approved by Education Council and/or the Board of Governors:

* Accommodation for Students with Disabilities (327)

* Curriculum Development and Approval (410)

* Education Services Renewal (405)

* Program Development and Approval (409) (new)

Policies under Review:

* Appeal to Education Council on Educational Matters (321)

* Awards (315)

Education Quality Committee

Chair: Todd Rowlatt

Education Quality Committee guides fundamental aspects of educational quality at VCC, such as program review, program renewal, and curriculum development (CD) fund allocation. Members of the committee ensure these processes are clearly defined, and are dedicated to continuous improvement and innovation in educational quality at VCC.

Annual Program Review: The committee reports annually to EdCo on key themes identified in program reviews. Main themes this year included data collection/student feedback; Indigenization and decolonization; student and employee mental health and well-being; micro-credentials; prior learning assessment and recognition (PLAR); and the emergence of GenAI.

College Initiatives: The committee engaged with various College initiatives, including around GenAI, program-level standardization in Moodle, the syllabus project, and the review of the Education Services Renewal policy (405).

Mental Health and Well-being Working Group: This group includes broad membership across the College and aims to integrate mental health and well-being into curriculum design and delivery.

Feasibility Working Group: This working group was established to create a feasibility report for the Executive Assistant and Medical Transcriptionist Certificate programs, which were proposed for suspension.

Curriculum Development Fund 2024/2025

VCC sets aside an annual budget of $400,000 to fund curriculum development (CD) projects. This funding aims to support new ideas and foster creativity and innovation. Education Quality Committee provides advice to the Vice President, Academic & Applied Research, in allocating the funds.

A total of about $630,000 in funding was requested. As a result, the committee gave priority to: 1) projects currently in progress needing additional funds for completion; 2) projects arising from program reviews or renewals; and 3) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least $5,000.

In 2024/25, 20 curriculum development projects and 4 program renewals received CD funding.

CD Funded Projects:
- Business Management Post-Degree Diploma – Program Renewal
- Business Technology New Course Development
- CACE Basic Computers 1, 2 & Capstone – Curriculum Development & Term Alignment
- CAD & BIM Micro-credentials
- Design & Marketing Certificate and Diploma
- Design Your Life Courses (ACED Department)
- Development of PMP/CAPM Test Prep Course
- EAL Renewal Action Plan
- Educational Pathways for Licensed Practical Nurses
- Fashion Design & Production
- Fundamental English Curriculum Renewal
- Fundamentals of Marketing Course Development
- Global Supply Chain Management Course Development
- Indigenization of School of Health Sciences Curriculum
- International Automotive Service Tech. Diploma Program – Automotive Service Excellence (ASE) & Year 2 Updates
- Paralegal Redesign Year 2
- Resume & Cover Letter Course Refresh
- Retail Hospitality Careers Post-Renewal Curriculum Development
- Squamish Nation Cohort Provincial Instructor Diploma Program (PIDP)
- Visually Impaired Post-Renewal Program & Course Development

Automatically Funded Program Renewals:
- Auto Collision & Refinishing
- Culinary Arts
- Fashion Merchandising
- Music Diploma & Degree

Appendix A – Approved Curriculum Proposals

Minor Program & Course Changes

Revised Programs:

Access to Practical Nursing Diploma
Applied Leadership and Business Management Certificate
Architectural Technician Certificate
Bachelor of Science in Nursing (Advanced Entry)
Bachelor of Science in Nursing (First Year Entry)
Career Awareness Certificate
Civil/Structural Technician Certificate
Computer Aided Draft (CAD) and Building Information Modelling (BIM)
Technician Diploma
Dental Hygiene Diploma
Executive Assistant Certificate
Fashion Design & Production Certificate
Fashion Design & Production Diploma
Food Service Careers Certificate
Graphic Design Diploma
Heavy Mechanical Technology Diploma
Mechanical Drafting Technician Certificate
Network Security Advanced Certificate
Network Technology Administration and Security Post-Degree Diploma
Practical Nursing Diploma
Provincial Instructor Diploma
Retail and Hospitality Careers Certificate
Steel Construction Modelling Technician Certificate
Transportation Trades Sampler Short Certificate

Revised Courses:

ACED 0700 Career Planning 12
BIOL 1120 Human Anatomy & Physiology 1
BIOL 1220 Human Anatomy and Physiology 2
COMP 0981 Computer Science 12
CULI 1505 Butchery and Meat Cutting
CULI 2512 Food Service Industry Experience
CULI 2513 Restaurant Kitchen
ECCE 2230 Special Needs Practicum 1
ECCE 2235 Infant Practicum
ECCE 2305 Practicum 1
ECCE 2306 Practicum 2
ECCE 2307 Practicum 3
ECCE 2330 Special Needs Practicum 2

ECCE 2335 Toddler Practicum
ENGL 0750 English 10 Part 1
ENGL 0752 English 10 Part 2
ENGL 0861 English 11 Part 1
ENGL 0871 English 11 Part 2
ENGL 0981 English 12 Part 1
ENGL 0991 English 12 Part 2
ENGL 0992 Technical and Professional English 12
ENGL 0994 English 12 Essential
ENGL 2100 Canadian Literature
ENSK 0826 Writing Skills 11
ENSK 0902 University Prep Writing Sk 12
HMTD 1100 Occupational Skills
HMTD 1120 Shop Tooling and Equipment

HMTD 1125 Lubricants, Bearings and Equipment Operation
HMTD 1130 Machine Structure
HMTD 1135 Truck Structure
HMTD 1200 Mobile Hydraulic Systems
HMTD 1220 Batteries and Electricity Fundamentals
HMTD 1230 Machine Electrical
HMTD 1240 Heavy Mechanical Steering Systems
HMTD 2120 Heavy Mechanical Hydraulic Brake Systems
HMTD 2125 Heavy Mechanical Air Brake Systems
HMTD 2130 Heating and Air Conditioning
HMTD 2140 Trailers and Engine Support
HMTD 2145 Powertrain
HMTD 2200 Powertrain Diagnostics, Service & Repair
HMTD 2220 Electrical Systems and Components
HMTD 2225 Electronics and Electronic Components
HMTD 2230 Light Duty Vehicle
HOSP 1311 Introduction to Business Communications
HOSP 1312 Essentials of Business Communication
HOSP 1360 Food and Beverage Operations
HOSP 2102 Catering, Meetings and Event Management
HOSP 2114 Management Accounting and Cost Control
HOSP 2240 Hospitality & Food Services Systems Work Experience Co-Op
HOSP 2240 Hospitality Work Experience Co-Op
HOSP 2505 Hospitality Marketing Strategies
HOSP 2620 Tourism and Hospitality Marketing
ITOP 1101 A+ Hardware
ITOP 1102 Networking Fundamentals
ITOP 1103 Windows Server Fundamentals
ITOP 1104 Active Directory
ITOP 1105 Security Fundamentals
ITOP 1106 Service Manager

ITOP 1107 Linux Server Fundamentals
ITOP 1108 Windows Desktop Support
ITOP 1109 PowerShell
ITOP 2201 Professional Development
ITOP 2414 Encryption, Public Key Infrastructure Architecture and Administration
ITOP 2415 Network Exploits, Vulnerabilities and Penetration Testing
MATH 0861 Math 11 Part 1
MKTG 2005 Marketing Automation
MKTG 2009 Marketing Communication for the Web
MKTG 2068 Managing Digital Projects
MKTG 2099 Digital Marketing Technology Capstone
NURS 1002 Professional Practice 1
NURS 1006 Integrated Nursing Practice 1
NURS 1006 Integrated Nursing Practice 1
NURS 1007 Consolidated Practice 1
NURS 2002 Professional Practice 2
NURS 2006 Integrated Nursing Practice 2
NURS 2006 Integrated Nursing Practice 2
NURS 2007 Consolidated Practice 2
NURS 2102 Professional Practice A
NURS 2106 Integrated Nursing Practice A
NURS 2106 Integrated Nursing Practice A
NURS 2107 Consolidated Practice Experience A
NURS 3002 Professional Practice 3
NURS 3005 Integrated Nursing Practice 3
NURS 3006 Consolidated Practice Experience 3
NURS 4005 Integrated Nursing Practice 4
NURS 4005 Integrated Nursing Practice 4
NURS 4006 Consolidated Practice 4
NURS 4008 Preceptorship
NURS 4163 Community Health
NURS 4166 Canadian Health Care System
NURS 4261 Nursing Leadership
NURS 4264 Focused Preceptorship
OADM 1401 Introduction to Accounting
OADM 1405 Administrative Technology
OPTC 1110 Anatomy & Physiology of the Eye
OPTC 1130 Foundations of Optics
OPTC 1140 Eyeglasses Theory

OPTC 1220 Eyeglasses Fabrication & Design
OPTC 1240 Low Vision Conditions & Devices
OPTC 2320 Contact Lens Theory
SCIE 0751 Science 10
SIGN 3000 Intermediate ASL 3
TTSP 0100 Workplace Safety
TTSP 0101 Basic Welding Procedures
TTSP 0102 Basic Sheet Metal Repair
TTSP 0103 Automotive Refinishing
TTSP 0104 Project Car
TTSP 0105 Heavy Equipment Operation
TTSP 0106 Forklift Operation
TTSP 0107 Automotive Engines
TTSP 0108 Automotive Maintenance
TTSP 0109 Introduction to Apprenticeship
VCDP 2500 Graphic Design Work Experience
WRSK 1076 Writing Skills

New Programs and Major Program & Course Changes

New Programs:

Clean Energy Technology Diploma
Customer Relationship Management Technology Short Certificate
Digital Marketing Technology Certificate
Global Supply Chain Management Post-Degree Diploma
Health & Wellness Professional – Cosmetology Diploma
IT Project Management Post-Degree Diploma
Professional Baking & Pastry Arts Diploma
Retail and Service Careers Certificate

New Specializations:

Associate of Arts (Psychology) Degree
Associate of Science (Computer Science) Degree
Associate of Science (Data Science) Degree
Associate of Science (Environmental Science) Degree

Significantly Revised Programs:

American Sign Language and Deaf Studies Certificate
Asian Culinary Arts Certificate
Dental Hygiene Diploma
Medical Laboratory Assistant Certificate
Paralegal Diploma

Revised Programs:

Access to Practical Nursing Diploma
Associate of Arts Degree
Associate of Science Degree
Certified Dental Assisting Certificate (Online)
Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma
Computer Systems Technology Diploma
Culinary Arts and Food Service Management Diploma
Culinary Arts Diploma
Dental Hygiene Diploma
Digital Marketing Technology Diploma
Early Childhood Care and Education Certificate

Early Childhood Care and Education Diploma
Early Childhood Care and Education Diploma (International Cohort)
Esthetics & Spa Therapy Certificate
Graphic Design Diploma
Hairstylist Certificate
High Performance and Custom Engine Technician Diploma
Hospitality and Food Service Systems Management Diploma
Hospitality Management Diploma
Medical Device Reprocessing Technician Certificate
Medical Office Assistant Certificate
Occupational/Physical Therapist Assistant Diploma
Optician Diploma
Pharmacy Technician Certificate
Professional Cook 1 Certificate (STBC Youth Cohort)
Professional Cook 1 Plus Certificate
Professional Cook 2 Advanced Certificate
Project Management Post-Degree Diploma
Provincial Instructor Diploma
Renal Dialysis Technician Short Certificate
Sign Language Interpretation Diploma

New Course Content Guides:

Auto Body and Collision Technician Apprentice
Automotive Glass Technician Apprentice
Automotive Refinishing Technician Apprentice
Automotive Service Technician Apprentice
Baker Apprentice
Cook Apprentice
Hairstylist Apprentice
Open Studies

Revised Courses:

AUTO 1130 Workplace Safety
AUTO 1131 Employability Skills
AUTO 1132 Tools and Equipment
AUTO 1133 General Automotive Maintenance
AUTO 1134 General Automotive Practice
AUTO 1235 Brake Systems
AUTO 1236 Steering Systems
AUTO 1237 Suspension Systems
AUTO 1238 Electrical-Electronic Systems
AUTO 1239 Drive-line Systems
AUTO 1240 Body Components, Accessories and Trim

COMP 0981 Computer Science 12
CSTP 1204 Software Analysis and Design
CSTP 1303 Introduction to Client-Server Computing
CSTP 1305 Algorithms Analysis and Data Structures
CSTP 2108 Mathematics for Programmers
CSTP 2204 IT Development Project
CSTP 2300 Emerging AI Technologies
CULI 1501 Kitchen Orientation
CULI 1502 Culinary Techniques
CULI 1503 Garde Manger & Breakfast
CULI 1504 Baking Techniques

CULI 1505 Butchery
CULI 1506 Production Kitchen
CULI 1509 Catering
CULI 1510 Short Order and Cafe Service
CULI 1526 Cook Chill Production Kitchen 2
CULI 1528 Short Order Cafe 2
CULI 2500 Kitchen Management and Cost Controls
CULI 2503 Restaurant Customer Service
CULI 2505 Advanced Cookery
CULI 2507 Advanced Baking
CULI 2512 Culinary Practicum
DAST 1402 Microbiology and Infection Control
DAST 1403 Basic Dental Assisting
DAST 1404 Patient Assessment
DAST 1405 Dental Office Emergencies
DAST 1406 Preventive Dentistry
DAST 1407 Restorative Dental Assisting
DAST 1408 Clinical Dental Assisting Practice 1
DAST 1510 Laboratory Procedures
DAST 1511 Dental Specialties
DAST 1512 Community Dental Health
DAST 1513 Dental Reception
DAST 1514 Patient Care Procedures
DAST 1515 Dental Radiography
DHYG 2114 Dental Hygiene Care 1
DHYG 2124 Clinical Foundations
DHYG 2134 Professional Practice 1
DHYG 2144 Oral Health Sciences 1
DHYG 2214 Dental Hygiene Care 2
DHYG 2224 Clinical Practice 1
DHYG 3244 Oral Health Sciences 2
DHYG 3254 Health Sciences
DHYG 3314 Dental Hygiene Care 3
DHYG 3324 Clinical Practice 2
DHYG 3364 Community Foundations
DHYG 3424 Clinical Practice 3
DHYG 3434 Professional Practice 2
DHYG 4344 Oral Health Sciences 3
DHYG 4414 Dental Hygiene Care 4
DHYG 4464 Community Practice
HOSP 2360 Restaurant Operations
LINC 0601H LINC 1 Half Time

LINC 0602H LINC 2 Half Time
LINC 0603H LINC 3 Half Time
LINC 0604H LINC 4 Half Time
LINC 0605H LINC 5 Half Time
LINC 0606H LINC 6 Half Time
LINC 0607H LINC 7 Half Time
LINC 0608H LINC 8 Half Time
MEDC 1141 Medical Terminology for Medical Office Assistant 1
MEDC 1142 Medical Terminology for Medical Office Assistant 2
MEDC 1151 Medical Speed & Accuracy for Medical Office Assistant 1
OPTA 1234 Lifespan Development
OPTA 1236 Professional Practice 1
OPTA 2434 Professional Practice 3
OPTA 2534 OPTA Practicum 3

New Courses

ACED 0760 Designing Your Life
ACUL 1100 Asian Kitchen Orientation
ACUL 1105 Fundamentals of Asian Cooking
ACUL 1110 Basic Asian Cooking Techniques 1
ACUL 1115 Basic Asian Cooking Techniques 2
ACUL 1220 Intermediate Asian Cooking Techniques 1
ACUL 1225 Intermediate Asian Cooking Techniques 2
ACUL 1230 Asian Production Kitchen
ACUL 1240 Asian Culinary Work Experience
ASLD 1100 American Sign Language Levels 3-4
ASLD 1105 Introduction To Linguistics of ASL 1
ASLD 1110 American Sign Language Lab Levels 3-4
ASLD 1120 Introduction to Deaf Culture and Community
ASLD 1130 Social Justice Perspective of Societal Systems and the Deaf
ASLD 1200 American Sign Language Levels 5-7
ASLD 1205 Introduction to Linguistics of ASL 2
ASLD 1210 American Sign Language Lab Levels 5-7
ASLD 1220 Deafhood: Journey of the Deaf
ASLD 1230 Allyship and Accountable Collaboration
BAKG 1040 Basic Cakes & Cookies
BAKG 1060 Basic Pastries & Desserts
BAKG 1070 Basic Yeast Breads
BAKG 1080 Cultural Traditions in Baking
BAKG 1240 Specialty Cakes & Cookies
BAKG 1260 Specialty Pastries & Desserts
BAKG 1270 Specialty Yeast Breads
BAKG 1280 Baking for Dietary Needs
BAKG 2140 Advanced Cakes & Cookies
BAKG 2160 Advanced Pastries
BAKG 2165 Advanced Desserts

BAKG 2170 Advanced Yeast Breads
BAKG 2240 Advanced Viennoiserie
BAKG 2260 Chocolate & Sugar Confections
BAKG 2270 Advanced Decorating
BAKG 2280 Baking & Pastry Arts Work Experience
CLEN 1101 Ethical Communication and Workplace Correspondence
CLEN 1102 Introduction to Electrical Fundamentals
CLEN 1103 Electrical Circuits and Components
CLEN 1104 Advanced Electrical Systems and Controls
CLEN 1105 Renewable Energy Technologies
CLEN 1201 Energy Management and Project Planning
CLEN 1202 Clean Energy Systems Integration
CLEN 1203 Advanced Energy Technologies
CLEN 1204 Project Management for Clean Energy
CLEN 1205 Understanding Indigenous Connection to the Land in Canada
CLEN 2101 Advanced Energy Management and Design
CLEN 2102 Electrical Systems Design and Implementation
CLEN 2103 Sustainable Energy Solutions
CLEN 2104 Renewable Energy System Installation and Maintenance
CLEN 2105 Energy Economics and Policy
CLEN 2201 Sustainable Building Design and Energy Efficiency
CLEN 2202 Sustainable Energy Policy and Management
CLEN 2203 Advanced Renewable Energy Technologies
CLEN 2204 Energy Project Implementation and Evaluation
CLEN 2205 Clean Energy Technologies and Innovation
COMP 0970 Computer Applications 12

CSIH 1000 Cultural Safety and Indigenous Holistic Health Equity

CSIH 1010 Introduction to Cultural Safety and Indigenous Holistic Health Equity

CSIH 1015 Enhancing Cultural Safety and Indigenous Health Equity

CSTP 2300 Emerging AI Technologies

CULI 2514 Molecular Cuisine

CULI 2515 Chefs Table Gastronomy

CULI 2521 Global Cuisine, Nutrition and Dietary Alternatives

DAST 1400 Professionalism in Dental Assisting

DAST 1517 Dental Radiography in Clinical Practice

DAST 1518 Clinical Dental Assisting

DRFT 2286 Statics 1

DRFT 2287 Statics 2

ECED 1011 Introduction to Early Childhood Care and Education Studies

ECED 1104 Child Growth 2

ECED 1107 Guiding And Caring

ECED 1301 Foundations in ECCE

ECED 1302 Early Childhood Care and Education Field Study 1

ECED 1303 Communications

ECED 1304 Observing and Recording

ECED 1305 Child Growth 1

ECED 1306 Early Childhood Care and Education Field Study 2

ECED 1307 The Learning Child

ECED 1308 Early Childhood Care and Education Field Study 3

ECED 2102 Music and Movement

ECED 2106 Early Childhood Care and Education Field Study 5

ECED 2115 Health, Safety & Nutrition

ECED 2200 Enhancing Family Relationships

ECED 2230 Special Needs Practicum 1

ECED 2235 Infant Practicum

ECED 2300 Childcare Administration

ECED 2301 Creative Art

ECED 2302 Exploring Learning Environments

ECED 2303 Early Childhood Care and Education Field Study 4

ECED 2304 Integrated Program Planning

ECED 2305 Early Childhood Care and Education Practicum 1

ECED 2306 Early Childhood Care and Education Practicum 2

ECED 2307 Early Childhood Care and Education Practicum 3

ECED 2308 Language and Literature

ECED 2309 Ecology of Family

ECED 2313 Advanced Child Growth and Development IT/SN

ECED 2314 Advanced Field Study IT/SN

ECED 2315 Advanced Health, Safety and Nutrition IT/SN

ECED 2316 Role of the Caregiver IT

ECED 2317 Role of the Caregiver SN

ECED 2320 Professional Perspectives

ECED 2330 Special Needs Practicum 2

ECED 2335 Toddler Practicum

ENGL 0600 Editing for Grammar

ESTH 1010 Esthetics & Spa Therapy 1

ESTH 1020 Esthetics & Spa Therapy 2

ESTH 1030 Esthetics & Spa Therapy 3

HAIR 1010 Hairstyling Foundation 1

HAIR 1020 Hairstyling Foundation 2

HAIR 1030 Hairstyling Foundation 3

HOSP 1365 Principles of Food Production

HOSP 1470 Human Resources Management in Hospitality

IAST 1245 High Performance Hydraulic & Mechanical Brakes

IAST 2145 High Performance Automotive Steering

IAST 2245 High Performance Engine Tuning and Dynamometers

LEGL 1601 Legal Process in Canada

LEGL 1602 Torts Law 1

LEGL 1603 Legal Communications and Ethics

LEGL 1604 Legal Research and Writing

LEGL 1605 Contract Law

LEGL 1606 Agency and Business Organization

LEGL 1611 Civil Litigation 1

LEGL 1612 Civil Litigation 2

LEGL 1621 Residential Property Law
LEGL 1622 Personal Property Security
LEGL 1631 Corporate Law 1
LEGL 1632 Corporate Law 2
LEGL 1641 Family Law Procedures 1
LEGL 1642 Estate Planning
LEGL 1651 Rules of Evidence
LEGL 1652 Intellectual Property Law
LEGL 1653 Foreclosure and Bankruptcy
LEGL 1654 Criminal Law and Procedure
LEGL 1700 Paralegal Practicum 1
LEGL 2611 Creditor Rights and Remedies
LEGL 2612 Personal Injury Practice and Procedures
LEGL 2621 Residential Property Conveyance
LEGL 2622 Commercial Property Law
LEGL 2631 Corporate Law 3
LEGL 2632 Corporate Law 4
LEGL 2641 Family Law Procedures 2
LEGL 2642 Estate Administration Procedures
LEGL 2651 Securities Law 1
LEGL 2652 Securities Law 2
LEGL 2653 Torts Law 2
LEGL 2654 Court of Appeal Procedures
LEGL 2700 Paralegal Practicum 2
LINC 0601 LINC 1
LINC 0602 LINC 2
LINC 0603 LINC 3
LINC 0604 LINC 4
LINC 0605 LINC 5
LINC 0606 LINC 6
LINC 0607 LINC 7
LINC 0608 LINC 8
LINC 0613 LINC 3-5 Employment Skills
LINC 0616 LINC 6-8 Employment Skills
LINC 0623 LINC 3 Employment Skills
LINC 0624 LINC 4 Employment Skills
LINC 0625 LINC 5 Employment Skills
LINC 0626 LINC 6 Employment Skills
LINC 0627 LINC 7 Employment Skills
LINC 0628 LINC 8 Employment Skills
MLAB 1120 Infection Control and Safety
MLAB 1130 Medical Lab Fundamentals
MLAB 1140 Specimen Collection and Processing 1

MLAB 1150 Electrocardiography 1
MLAB 1160 Human Relations and Communication
MLAB 1170 Computer Applications for Medical Lab
MLAB 1220 Professional Practice
MLAB 1230 Medical Lab Procedures
MLAB 1240 Specimen Collection and Processing 2
MLAB 1250 Electrocardiography 2
MLAB 1260 Medical Lab Assistant Practicum
OPMT 1110 Fundamentals of Supply Chain and Logistics Management
OPMT 1120 Knowledge Management & Optimization
OPMT 1130 Transportation Management
OPMT 1210 Supply Chain Operations Management
OPMT 1220 Inventory Control and Materials Management
OPMT 1230 Warehousing and Distribution Centres
OPMT 1240 Procurement, Contracts & Supply Management
OPMT 2110 Global Supply Chain and International Trade
OPMT 2120 Process Improvement and Operational Excellence
OPMT 2130 Marketing Strategies & Channel Management
OPMT 2140 Supplier Management & Supply Chain Risk Management
OPMT 2210 Supply Chain Technology & Database Design
OPMT 2220 Sustainability & Green Supply Chain
OPMT 2230 Integrated Supply Chain Leadership Capstone
OPMT 2240 Supply Chain Finance and Cost Accounting
OPTA 1241 Musculoskeletal Conditions
OPTA 1242 MSK Principles and Practice – PTA
OPTA 1243 MSK Principles and Practice – OTA

OPTA 1244 Cardio-Respiratory Conditions
OPTA 1245 Acute Care Principles and Practice – PTA
OPTA 1246 Acute Care Principles and Practice – OTA
OPTA 1351 Group Principles and Practice – PTA
OPTA 1352 Group Principles and Practice – OTA
OPTA 1353 Professional Practice 2 – Practicum Preparation
OPTA 1354 OPTA Practicum 1
OPTA 2461 Neurological and Mental Health Conditions
OPTA 2462 Neuro Principles and Practice – PTA
OPTA 2463 Neuro/Mental Health Principles and Practice – OTA
OPTA 2464 OPTA Practicum 2
OPTA 2571 Paediatric and Complex Conditions
PGMT 1100 PMP/CAPM Test Prep
PIDP 3360 Challenges and Trends in Online Learning
PIDP 3370 Inclusive Online Instruction: Theory to Practice
RSCR 0610 Skills for Student Success
RSCR 0611 Work Health and Safety
RSCR 0612 Exploring Employment 1
RSCR 0613 Workplace Communication 1
RSCR 0614 Skills for Workplace Success 1
RSCR 0622 Exploring Employment 2
RSCR 0623 Workplace Communication 2
RSCR 0624 Skills for Workplace Success 2
RSCR 0625 Retail and Service Work Experience 1
RSCR 0626 Retail and Service Work Experience 2
RSCR 0630 Bridging to Employment
SCIE 0710 Welcome to Math and Science
SCIE 0715 Foundations for Success in Math and Science
SIGN 1010 Beginner American Sign Language (ASL) 1

SIGN 1020 Beginner American Sign Language (ASL) 2
SIGN 2010 Intermediate American Sign Language (ASL) 1
SIGN 2020 Intermediate American Sign Language (ASL) 2
VOVI 0300 Uncontracted Unified English Braille (UEB)
VOVI 0301 Contracted Unified English Braille 1
VOVI 0302 Contracted Unified English Braille 2
VOVI 0311 Uncontracted Unified English Braille (UEB) Reading and Writing
VOVI 0312 Contracted Unified English Braille Reading and Writing
VOVI 0700 Keyboarding with Screen Reader
VOVI 0705 Editing with Screen Reader
VOVI 0740 Windows 1 with JAWS
VOVI 0741 Windows 1 with NVDA
VOVI 0742 Windows 2 with Screen Reader
VOVI 0751 iOS 1 with VoiceOver
VOVI 0752 iOS 2 with VoiceOver
VOVI 0761 Browser 1 With Screen Reader
VOVI 0762 Browser 2 with Screen Reader
VOVI 0811 Outlook 1 with Screen Reader
VOVI 0812 Outlook 2 with Screen Reader
VOVI 0821 Word 1 with Screen Reader
VOVI 0822 Word 2 with Screen Reader
VOVI 0831 Excel 1 with Screen Reader
VOVI 0832 Excel 2 with Screen Reader
VOVI 0841 PowerPoint 1 with Screen Reader
VOVI 0842 PowerPoint 2 with Screen Reader

Course Deactivations

ACRD 2235 Automotive Glass
CULI 1184 Culinary Arts ESL Practicum 1
CULI 1185 Culinary Arts ESL Practicum 2
DENT 1120 Dental Laboratory Sciences 1
DENT 1220 Dental Laboratory Sciences 2
DENT 2320 Dental Laboratory Sciences 3
DREC 1110 Dental Theory 1
DREC 1131 Dental Administration 1
DREC 1132 Dental Communication 1
DREC 1231 Dental Administration 2
DREC 1232 Dental Communication 2
DREC 1236 Dental Theory 2
DREC 1242 Dental Radiography
EASL 0501 Literacy 1
EASL 0502 Literacy 2
EASL 0503 Literacy 3
EASL 0504 Bridge Literacy
EASL 0505 Literacy Low Beginner
EDUC 4250 Foundations of Online Teaching and Learning
EDUC 4251 Developing and Designing Online Learning
EDUC 4252 Facilitation of Online Learning
HDEP 4002 Heavy Duty Equipment Tech. 4
HMAP 1002 Heavy Mechanics Appr Lvl 1
HMAP 2002 Heavy Mechanics Appr Lvl 2
HMAP 3002 Heavy Mechanics Appr Lvl 3
HMTD 1101 Workplace Safety & Preparatory Skills
HMTD 1102 Oxy-Acetylene Welding & Cutting
HMTD 1103 Electric Welding & Cutting
HMTD 1104 HMT Tools & Equipment 1
HMTD 1105 HMT Tools & Equipment 2
HMTD 1106 Fittings & Fasteners
HMTD 1107 Truck & Machine Operation 1
HMTD 1108 Truck & Machine Operation 2
HMTD 1109 Lubricants & Bearings
HMTD 1110 Math, Physics & Worksafe Requirements for HMT
HMTD 1111 Final Drives & Undercarriage 1
HMTD 1112 Final Drives & Undercarriage 2
HMTD 1113 Frames & Suspension

HMTD 1114 Tires, Wheels & Hubs
HMTD 1115 Workplace Skills 1
HMTD 1201 Hydraulic Systems 1
HMTD 1202 Hydraulic Systems 2
HMTD 1203 Hydraulic Systems 3
HMTD 1204 Hydraulic Systems 4
HMTD 1205 Electrical Systems 1
HMTD 1206 Electrical Systems 2
HMTD 1207 Electrical Systems 3
HMTD 1208 Electrical Systems 4
HMTD 1209 Electrical Systems 5
HMTD 1210 Electrical Systems 6
HMTD 1211 Electrical Systems 7
HMTD 1212 Shop Simulation 1
HMTD 1213 Steering Systems 1
HMTD 1214 Steering Systems 2
HMTD 1215 Workplace Skills 2
HMTD 2101 Cab & Protective Structures
HMTD 2102 Hydraulic Brake Systems 1
HMTD 2103 Hydraulic Brake Systems 2
HMTD 2104 Hydraulic Brake Systems 3
HMTD 2105 Air Brake Systems 1
HMTD 2106 Air Brake Systems 2
HMTD 2107 Air Brake Systems 3
HMTD 2108 Cab Heating, Ventilation & Air Conditioning Systems
HMTD 2109 Refrigeration Unit Heating, Ventilation & Air Conditioning Systems
HMTD 2110 Trailers 1
HMTD 2111 Trailers 2
HMTD 2112 Powertrain 1
HMTD 2113 Powertrain 2
HMTD 2114 Powertrain 3
HMTD 2115 Powertrain 4
HMTD 2201 Powertrain 5
HMTD 2202 Powertrain 6
HMTD 2203 Powertrain 7
HMTD 2204 Powertrain 8
HMTD 2205 Electrical Systems 8
HMTD 2206 Electrical Systems 9
HMTD 2207 Electrical Systems 10
HMTD 2208 Electronic Systems 1
HMTD 2209 Electronic Systems 2

HMTD 2210 Electronic Systems 3
HMTD 2211 Gasoline Fueled (Automotive) Engine Management Systems 1
HMTD 2212 Gasoline Fueled (Automotive) Engine Management Systems 2
HMTD 2213 Shop Simulation 2
HMTD 2214 Shop Simulation 3
HMTD 2215 Employment Skills
MATH 0611 Fundamentals of Mathematics 1
MATH 0621 Fundamentals of Mathematics 2
MATH 0631 Fundamentals of Mathematics 3
MATH 0641 Fundamentals of Mathematics 4
MATH 0651 Fundamentals of Mathematics 5
MATH 0661 Fundamentals of Mathematics 6
MGMT 2021 Project Management Fundamentals
MGMT 2022 Project Leadership
MGMT 2023 Scope Management
MGMT 2024 Risk and Procurement Management
MGMT 2025 Project Scheduling and Cost Management
MGMT 2027 Integration Management
MGMT 2028 Quality and Resource Management
MGMT 2029 Communication and Stakeholder Management
MGMT 2030 Capstone
MUSC 1001 Kodaly Solfege
MUSC 1003 Basic Theory
MUSC 1053 Class Piano
MUSC 1102 Electronic Music
MUSC 1109 Composition Minor Study
MUSC 1110 Applied Music Composition
MUSC 1139 Classical Voice Minor Study
MUSC 1153 Class Piano
MUSC 1159 Classical Keyboard Minor Study
MUSC 1169 Contemporary Keyboard Minor Study
MUSC 1179 Minor Instrument Orchestral
MUSC 1185 Applied Music Contemporary Guitar
MUSC 1187 Applied Music Percussion
MUSC 1189 Minor Instrument Contemporary
MUSC 1201 Kodaly Solfege
MUSC 1205 History and Literature
MUSC 1206 Jazz History
MUSC 1240 Applied Music Fretted Instrument
MUSC 1270 Applied Music Violin/Viola
MUSC 1272 Applied Music Cello/Bass
MUSC 1287 Applied Music Percussion
MUSC 2140 Applied Music Fretted Instrument
MUSC 2160 Applied Music Contemporary Keyboard
MUSC 2170 Applied Music Violin/Viola
MUSC 2240 Applied Music Fretted Instrument
MUSC 2260 Applied Music Contemporary Keyboard
MUSC 2270 Applied Music Violin/Viola
MUSC 2302 Electronic Music
PHAR 1115 Pharmacy Practice 1
PHAR 1125 Pharmacy Products 1
PHAR 1135 Pharmacy Calculations 1
PHAR 1145 Pharmacy Communications 1
PHAR 1155 Community Pharmacy
PHAR 1185 Pharmacy Management 1
PHAR 1215 Pharmacy Practice 2
PHAR 1225 Pharmacy Products 2
PHAR 1235 Pharmacy Calculations 2
PHAR 1245 Pharmacy Communications 2
PHAR 1255 Hospital Pharmacy
PHAR 1275 Sterile Products
PHAR 1285 Pharmacy Management 2
PHAR 1395 Practicum
PHAR 1397 Practicum
RRSK 1076 Reading and Study Skills
TTMP 4002 Transport Tech Trades Apprentice 4
VOVI 0830 English 1

Appendix B – Elections & Memberships 2024

Education Council Elections

Education Council held its chair elections for this year at its December 2023 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2024:

- Chair of Education Council: Natasha Mandryk
- Vice-Chair of Education Council: Sarah Kay
- EdCo Executive Members: Louise Dannhauer and Todd Rowlatt
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Sarah Kay
- Chair of Education Quality Committee: Todd Rowlatt

Sarah Kay stepped down as EdCo Vice-Chair in April 2024. Louise Dannhauer was elected Vice-Chair for the remainder of the year, and Emily Simpson replaced Louise Dannhauer on the EdCo Executive Committee.

Sarah Kay stepped down as Education Policy Committee Chair in August 2024. Louise Dannhauer was elected interim chair (September 2024–December 2024).

Education Council Membership

Chair: Natasha Mandryk
Vice-Chair: Sarah Kay (to March 2024), Louise Dannhauer (from April 2024)
Executive: Todd Rowlatt, Louise Dannhauer (to March 2024), Emily Simpson (from April 2024)

Ajay Patel, President & CEO	Ex officio
Andy Sellwood, Faculty, Hospitality, Food Studies & Applied Business	Nov 2024–Oct 2026
Anik Joy Varghese, Student, College-at-Large	Nov 2024–Oct 2025
Belinda Kaplan, Faculty, Hospitality, Food Studies & Applied Business	Nov 2022–Oct 2024
Brianna Higgins, Faculty, Student Success	Nov 2023–Oct 2024
	Nov 2024–Oct 2026
Dana Valeria Rodriguez Arellano, Student, College-at-Large	Nov 2023–Oct 2024
Dave McMullen, Registrar	Jan 2023–Dec 2024
David Kirk, Dean, Curriculum & Pedagogy	Jan 2024–Dec 2025
David Wells, Vice President, Academic & Applied Research	Jan 2023–Dec 2024
Dennis Innes, Dean, School of Hosp., Food Studies & Appl. Business	Jan 2023–Dec 2024
Derek Sproston, Faculty, College-at-Large	Nov 2022–Oct 2024
Emily Logan, Faculty, Arts & Sciences	Nov 2024–Oct 2026
Emily Simpson, Faculty, CTLR/ School of Instructor Education	Nov 2023–Oct 2025
Heidi Parisotto, Faculty, Health Sciences	Nov 2022–Oct 2024
Jessica Ligeralde, Student, College-at-Large	Nov 2023–Apr 2024

Kseniia Osipova, Support Staff, College-at-Large ....Nov 2023–Oct 2025

Lisa Beveridge, Faculty, Health Sciences...Nov 2023–Oct 2025

Louise Dannhauer, Faculty, Trades, Technology & Design........................Nov 2023–Oct 2025

Marcus Ng, Student, College-at-Large ....Nov 2023–Oct 2024

Nafiseh Tohidi, Faculty, College-at-Large ....Nov 2024–Oct 2026

Natasha Mandryk, Faculty, Arts and Sciences....................................... Nov 2023–Oct 2025

Poorna Karthikeya Balachandar, Student, College-at-Large ....Nov 2024–Oct 2025

Rahul Ranwa, Student, College-at-Large ....Nov 2024–Oct 2025

Sarah Kay, Faculty, Arts and Sciences ....Nov 2022–Oct 2024

Shirley Lew, Dean, School of Arts and Sciences .... Jan 2023–Dec 2024

Simranjot Kaur, Student, College-at-Large...Nov 2023–Oct 2024

Stephanie Callaghan, Faculty, Health Sciences ....Nov 2024–Oct 2026

Todd Rowlatt, Faculty, Library & Learning Centre ....Nov 2023–Oct 2025

Vivian Munroe, Support Staff, College-at-Large ....Nov 2023–Oct 2025

Curriculum Committee Membership

Alison Rudko, Associate Registrar, International Education
Andrea Korens, Program Coordinator, Continuing Studies (from September 2024)
Anik Joy Varghese, Student Representative (December 2024)
Louise Dannhauer, Faculty, Music, Dance & Design
Bruce McGarvie, Faculty, Trades & Technology
David Wells, Vice President, Academic & Applied Research
Dawn Cunningham Hall, Assistant Registrar
Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research
James Fournie, Faculty, Library & Learning Centre
Jennifer Kelly, Faculty, Arts & Sciences (to July 2024)
Jessica Ligeralde, Student Representative (to April 2024)
Jessie Williams, Dean, Indigenous Initiatives
Julie Gilbert, Faculty, Centre for Teaching, Learning & Research/Instructor Education
Ken McMorris, Faculty, Language Studies
Kseniia Osipova, Support Staff
Marcus Ng, Student Representative (May–October 2024)
Michael Weber, Faculty, Arts & Sciences (from August 2024)
Natasha Mandryk, Chair, Education Council (ex officio)
Nigel Scott, Student Success
Radhika Kumar, Faculty, Health Sciences
Rebeccah Bennett, Program Coordinator, Continuing Studies (to August 2024)
Robbie Ruddell, Faculty, Student Success
Tannis Morgan, Associate Vice President, Academic Innovation
Todd Rowlatt, Faculty, Library & Learning Centre
Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business

Education Policy Committee Membership

Celine Huang, Manager, International Education (from June 2024)
Chelsea Hunter, Operations Manager, Centre for Continuing Studies
Clay Little, Associate Director, Indigenous Education & Community Engagement
David Wells, Vice President, Academic & Applied Research
Doug Mauger, Faculty, Instructor Education
Emily Logan, Faculty, Music, Dance & Design
Fionna Chong, Faculty, Centre for Teaching, Learning & Research
Hannah Kim, Manager, International Education (to May 2024)
Harleen Kaur, Student Representative (to October 2024)
Janita Schappert, Faculty, Health Sciences
Kristina Oldenburg, Faculty, Library & Learning Centre
Louise Dannhauer, Faculty, Trades, Technology & Design (from September 2024)
Lucy Griffith, Dean, Trades, Technology & Design
Margaret Buxton, Faculty, Arts & Sciences
Marnie Findlater, Assistant Registrar
Michael Coard, Faculty, Trades
Natasha Mandryk, Chair, Education Council (ex officio)
Nicole Degagne, Coordinator, Curriculum, Policy & Contracts (to October 2024)
Reba Noel, Student Success
Robyn Wood, Support Staff
Sara Yuen, Faculty, Language Studies
Sarah Kay, Faculty, Arts & Sciences (to August 2024)
Sheri Wiwchar, Faculty, Student Success
Tanny Marks, Arbiter of Student Issues (ex officio)

Education Quality Committee Membership

Claire Sauvé, Associate Director, Continuing Studies
Clay Little, Associate Director, Indigenous Education & Community Engagement
Dana Valeria Rodriguez Arellano, Student Representative (to October 2024)
David Wells, Vice President, Academic & Applied Research
Heidi Parisotto, Faculty, Health Sciences
Jo-Ellen Zakoor, Dean, Health Sciences
Julie Gilbert, Faculty, Centre for Teaching, Learning & Research
Louise Dannhauer, Faculty, School of Trades, Technology & Design
Natasha Mandryk, Chair, Education Council (ex officio)
Patris Aghakian, Associate Director, Institutional Research
Pervin Fahim, Associate Director, School of Health Sciences
Tannis Morgan, Associate Vice President, Academic Innovation
Todd Rowlatt, Faculty, Library & Learning Centre
Vivian Munroe, Support Staff

Appendix C – 2024 Meeting Dates

Education Council

EdCo met on the second Tuesday of each month, except for July and August. There were three special meetings. A planning session was held on June 6.

January 16	January 24	February 13	March 12
March 18	April 9	May 14	June 6 (Planning Day)
June 11	September 10	October 8	November 12
November 29	December 10		

Curriculum Committee

Curriculum Committee met on the third Tuesday of each month, except in July. There was a special meeting in August.

January 23	February 20	March 19	April 16
May 21	June 18	August 20	August 22
September 17	October 15	November 19	December 17

Education Policy Committee

Education Policy Committee met on the first or second Wednesday of the month, as required.

January 10	February 7	March 6	April 3
May 8	June 5	September 4	October 2
November 6	December 4		

Education Quality Committee

Education Quality Committee generally met on the fourth Tuesday of the month, as required.

January 24	February 28	March 4 (CD Fund)	April 24
June 19	September 18	October 23	