Vancouver Community College Education Council
Meeting Agenda
October 14, 2025
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/64627000331

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		L. Dannhauer			
2.	**ACKNOWLEDGEMENT**		L. Beveridge			
3.	**ADOPT AGENDA**	Approval	L. Dannhauer	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	L. Dannhauer	1 min	✓	**3-13**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	L. Dannhauer	1 min		
6.	**BUSINESS ARISING**					
	a. Education Service Renewal Reports & Institutional Response: CS Office & Registrar	Info	A. Lipsett, I. Humphreys	10 min	✓	**14-18**
	b. Cambridge Linguaskill Test for English Language Proficiency	Info	TBD	10 min	✓	**19**
	c. Concept Paper: Automotive Electronics Repair Certificate	Info	F. Ghesen	10 min	✓	**20-30**
	d. Concept Paper: Automotive Parts, Service Advising and Collision Estimating Certificate	Info	F. Ghesen	10 min	✓	**31-40**
	e. EdCo Elections & New Member Orientation	Info	L. Dannhauer	2 min		
	f. EdCo Planning Day	Info	L. Dannhauer	2 min		
	g. EdCo Planning Calendar	Info	L. Dannhauer	2 min	✓	**41**
7.	**COMMITTEE REPORTS**					
	a. **Curriculum Committee**					
	i. Program Updates: Bachelor of Science in Nursing (First Year Entry) & Bachelor of Science in Nursing (Advanced Entry)	Approval	R. Gosling	5 min	✓	**42-113**
	ii. Course Deactivations	Approval	T. Rowlatt	2 min	✓	**114-115**
	b. **Policy Committee**					

	Topic	Action	Speaker	Time	Attachment	Page
i.	Tuition and Fee Refund (311), Admissions (301), Flexible Admissions (302)	Info	E. Logan	10 min	✓	**116-141**
c.	**Education Quality Committee**					
i.	Annual Program Reviews 2024 Summary Report	Info	A. Sellwood	10 min	✓	**142-145**
ii.	Early Thoughts on Direction for Program Development	Discussion	A. Sellwood	10 min		
8.	**CHAIR REPORT**	Info	L. Dannhauer	5 min		
9.	**STUDENT REPORT**	Info	M. Ng	5 min		
10.	**NEXT MEETING & ADJOURNMENT**	Info	L. Dannhauer	1 min		
	Next meeting: **Wednesday, November 12, 2025, Start time to be confirmed (3:00 p.m. or 3:30 p.m.)**					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
September 9, 2025
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Louise Dannhauer (Vice-Chair)	Emily Simpson	Nafiseh Tohidi
Andy Sellwood	Jessie Williams	Shirley Lew
Brianna Higgins	Kseniia Osipova	Todd Rowlatt
Dave McMullen	Lisa Beveridge	Vivian Munroe
David Wells	Mandy Hayre	
Emily Logan	Marcus Ng	

Regrets		
Poorna Karthikeya Balachandar		

Guests		
Adrian Lipsett	Clayton Munro	Kirsten Hagemoen
Alan Kelly	Daniela Randall	Natasha Mandryk
Barbara Mykle-Hotzon	Jade Macdonald	Reba Noel
Brenda Carmichael	Jennifer Gossen	Sarah Cain
Brett Griffiths	Jennifer Kelly	Tanya O'Neill
Brynn Joyce	Jennifer Vo	Taryn Thomson
Chelsea Savage	John Demeulemeester	Willy Aroca Aguirre

Recording Secretary		
Darija Rabadzija		

1. CALL TO ORDER

- The meeting was called to order at 3:31 p.m. L. Dannhauer chaired the meeting.

- N. Mandryk has accepted a new position at VCC as Associate Director, Academic Planning, Policy, and Analysis, and resigned from the EdCo Chair position and her elected faculty seat on EdCo. She was acknowledged for her contributions to Education Council over the last eight years, including as EdCo Chair, EdCo Vice-Chair, and Chair of Education Policy Committee and Appeals Oversight Committees.

2. ACKNOWLEDGEMENT

- M. Ng 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 September 9, 2025 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the June 10, 2025 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a. EdCo Membership & Fall Elections

- L. Dannhauer welcomed J. Williams, Dean of Indigenous Initiatives, and M. Hayre, Interim Dean, School of Health Sciences, who were appointed to administrator seats on EdCo in the interim, following the departures of D. Kirk, Dean of Curriculum & Pedagogy, and D. Innes, Dean of Hospitality, Food Studies and Business. Departing members were thanked for their contributions: S. Callaghan, Faculty, Health Sciences, has stepped down from EdCo, and student member A. Joy Varghese has graduated.

- Elections and by-elections for faculty, staff and student seats on EdCo are taking place in September/October, with results announced by October 17.

b. Education Service Renewal Report & Institutional Response: Academic Advising

- C. Munro, R. Noel and K. Osipova presented the Academic Advising Education Service Renewal Report and Institutional Response. The report was reviewed by Education Quality Committee in June. Key themes included building capacity, emphasis on quality of services, and collaboration with other departments across the College.

- It was confirmed that an external review was conducted as part of the renewal. This review included site visits by VCC employees to academic advising services at Douglas College, KPU and Langara College, and a site visit at VCC by academic advising managers from KPU.

c. Sign Language Interpreting Degree – DQAB Phase 1 Application

- K. Hagemoen presented the Stage 1 application to the Degree Quality Assessment Board (DQAB) for a new Sign Language Interpreting Degree program. Stage 1 proposals are reviewed to determine whether the proposed program benefits students, addresses a need within the BC post-secondary system, and provides social and economic benefits to the province. Following DQAB approval of the Stage 1 proposal, the department will submit a more in-depth Stage 2 proposal for ministerial review.

- VCC has historically offered a one-year Certificate in American Sign Language (ASL) and Deaf Studies; graduates of the certificate program who were interested in continuing their studies to become sign language interpreters would then apply to the two-year Sign Language Interpretation (SLI) diploma at Douglas College. The SLI program moved to VCC in 2023–24, allowing students to more seamlessly complete their studies. The current proposal is to expand the existing three years of study into a four-year Applied Degree in ASL–English Interpretation so that graduates are better prepared to enter the workforce.

- VCC offers one of only four sign language interpreting programs in Canada, and there is growing demand for interpreters with higher levels of proficiency than generally attained through completion of the diploma. The degree program will enable graduates to work in a broader range of careers, for example in the growing field of video relay services.

- Besides the full-time degree program, the plan is to offer open enrolment for intermediate and advanced ASL courses to the community. There were questions about ministry support and funding for this program, and the timeline for the DQAB application process.

d. Affiliation Agreement: Greystone College

MOTION: THAT Education Council approves, and forwards to the Board of Governors for joint approval, the affiliation agreement between VCC and Greystone College.

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

- W. Aroca Aguirre presented the proposed affiliation agreement between VCC and Greystone College to establish an educational pathway for international students who would like to pursue a degree in Hospitality Management at VCC. The agreement provides a pathway for graduates from Greystone College's Diploma in International Business Management to enter the third year of VCC's Bachelor of Hospitality Management program.

- Development of this agreement involved a strong focus on risk management and evaluation of the partner school's program quality. VCC and the partner institution plan to continue to monitor student performance and outcomes to ensure the pathway remains effective and aligned with academic standards. VCC has seen strong outcomes from students transferring from Greystone College into the Bachelor of Hospitality Management program from 2021–2023, before the expiry of the previous affiliation agreement.

- Members inquired about alignment of Greystone College's and VCC's programs. There is less focus on the food and beverage components at Greystone College, and students will be required to take courses on food production and restaurant operations at VCC. VCC's campuses are equipped with the required facilities to support practical learning in these areas.

- Similar agreements between VCC and four other post-secondary institutions were approved by Education Council and the Board of Governors in June 2025.

e. 2026 EdCo Meeting Schedule

MOTION: THAT Education Council approves the 2026 Education Council and Standing Committees meeting schedule.

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

f. Election: Interim Education Council Chair

- D. McMullen conducted the elections for interim positions (until December 2025).

Education Council Chair

- T. Rowlatt nominated L. Dannhauer. Nomination accepted.
  Second and third call for nominations: There were none.

  By acclamation, former Vice-Chair L. Dannhauer was announced interim Chair of Education Council.
  L. Dannhauer stepped down as Chair of Education Policy Committee and Education Quality Committee, and elections were held for these positions and the EdCo Vice-Chair.

Education Council Vice-Chair

- L. Dannhauer nominated E. Logan. Nomination accepted.
  Second and third call for nominations: There were none.

  By acclamation, E. Logan was announced interim Vice-Chair of Education Council.

Education Quality Committee Chair

- L. Dannhauer nominated A. Sellwood. Nomination accepted.
  Second and third call for nominations: There were none.

  By acclamation, A. Sellwood was announced interim Chair of Education Quality Committee.

Education Policy Committee Chair

- L. Dannhauer nominated E. Logan. Nomination accepted.
  Second and third call for nominations: There were none.

  By acclamation, E. Logan was announced interim Chair of Education Policy Committee.

7. COMMITTEE REPORTS

a. Curriculum Committee

i) Course Update: DLIT 3050 Advancing Information Literacy

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the DLIT 3050 Advancing Information Literacy in Digital Learning course outline.

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

- T. Rowlatt presented proposed changes to the recently approved course DLIT 3050, part of the new Digital Learning for Innovative Teaching Short Certificate. Revisions were made to refocus the curriculum on the role of information literacy in digital teaching and learning. The previous version focused on facilitation of digital learning and was similar to other existing courses in the School of Instructor Education. The course has not yet been taught, so the course number was re-used.

ii) New Courses: CULP 1101, 2101, 3101

MOTION: THAT Education Council approve, in the form presented at this meeting, new course outlines for CULP 1101 Cook Apprentice Level 1, CULP 2101 Cook Apprentice Level 2, and CULP 3101 Cook Apprentice Level 3.

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

- T. Rowlatt presented the proposal for three new course outlines replacing the current Cook Apprentice courses. The main change is the addition of 20 hours of online self-paced learning in occupational skills to Level 3 to prepare apprentices for the hands-on work they will encounter during this course. One additional credit was added to the course. The rationale for this change is to support students in meeting outcomes that may not have been covered by their training in industry. The other two courses remain functionally unchanged, though with new course numbers suggested by the Registrar's Office.

iii) Program Update: Dental Hygiene Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Dental Hygiene Diploma and four revised course outlines; and recommend the Board of Governors approve the implementation of the revised program and creation of 24 new courses.

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

- J. Macdonald presented the proposal. The Dental Hygiene Diploma was significantly revised in 2023, including creation of 24 new courses. These changes incorporate the revised Entry-to-Practice Canadian Competencies for Dental Hygienists and align VCC's program with similar programs in terms of length, hours and credits. Prior to this revision, the program had over 120 credits (typical diplomas have between 60-75 credits). The curriculum was approved by Education Council, but due to delays reviewing tuition at the Ministry level, the revised program did not receive final Board of Governors approval.

- The program is ready to move forward, with a proposed reduction in hours for all four clinical courses, which initially included more hours than required. Overall course content and credits remain the same, and the department is confident the outcomes can be taught in the reduced clinical time. VCC's program consists of 810 hours, well within the range of comparable accredited Dental Hygiene programs at other BC institutions (between 642 and 843 program hours).

iv) Program Update: Health Care Assistant Diploma (International Cohort)

MOTION: THAT Education Council approve, with changes approved at this meeting, revisions to the program content guide for the Health Care Assistant Diploma (International Cohort), 7 new and 12 revised course outlines.

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

- L. Beveridge presented the proposal. The international diploma program launched in January 2023 and was revised based on feedback from students, faculty and external partners. The major change is re-organizing content between the series of four Common Health Challenges courses. The specialized areas of palliative/end of life care and neurodevelopmental disorders are moving from Term 2 to Terms 3–4, when students encounter this type of practice. Originally, students were learning the core principles 10 months prior, negatively impacting their learning. In addition, the program is moving hours out of Term 2, which students have reported as being overloaded, and reducing the overall length by 30 hours. The positive impact of this change on student mental health and well-being was highlighted. The overall number of program credits has not changed.

- Members requested minor adjustments to course evaluation plan language ("graded activities"). L. Beveridge and T. Rowlatt will finalize these small edits after the meeting.

v) New Program: Pharmacy Technician Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Pharmacy Technician Diploma, including 7 revised and 11 new course outlines, and recommend the Board of Governors approve the credential, creation of 11 courses, and program implementation.

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

- J. Vo presented the proposal for the new Pharmacy Technician Diploma, which will replace the certificate program in January 2027. The accrediting body, the Canadian Council for Accreditation of Pharmacy (CCAPP), now requires increased hours and additional learning outcomes. With the already heavy credit load of the certificate, the added credits move the program into the diploma range. This change to a diploma also more accurately reflects the intensity and level of students' learning and is in line with other programs in BC and Canada.

- T. Rowlatt noted that there are currently no options for reinsertion if students fail a course. The rationale is to ensure students maintain current skills to ensure patient safety during their practicum. Curriculum Committee suggested the department discuss options for reinsertion with the accreditation body.

vi) Program Update: Pharmacy Technician Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Pharmacy Technician Certificate, including to admission requirements.

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

- J. Vo presented the proposals for a small change to the math admission requirement for the Pharmacy Technician Certificate. The accrediting body, CCAPP, recently clarified the requirement. Previously, "senior-level math" was required; this has now been defined as the equivalent of Pre-Calculus 11 or Foundations of Math 12 in BC.

vii) Program Updates: Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma & Architectural Technician Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the program content guides for the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma and the Architectural Technician Certificate, one revised and two new course outlines.

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

- T. Rowlatt presented the proposal for adjustments to the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma and the Architectural Technician Certificate. Following the program renewal and restructuring, the department is proposing to shift some learning outcomes among courses. For this purpose, two new courses were created (DRFT 1111 and DRFT 1105) and one course revised (DRFT 1200).

viii) Program Update: Heavy Mechanical Trades Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Heavy Mechanical Trades Certificate program, including 11 new course outlines.

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

- A. Kelly presented proposed changes to the Heavy Mechanical Trades Certificate based on SkilledTradesBC requirements, to include learning outcomes around electric vehicles. The other outcomes largely remain the same. The program is also being restructured from one-credit courses taught over one week to 11 new courses taught over 4–5 weeks. This will provide more flexibility for students who need to miss a class. Students will have the opportunity for hands-on training with electric vehicles.

- There were questions about the format of course descriptions, referencing specific sections of the SkilledTradesBC program outline. This information has historically been included for heavy mechanical trades, based on requirements from STBC's review committee for this area.

ix) New Courses: ELCO 1001, 2001, 3001, 4001 & Course Content Guide: Construction Electrician Apprentice

MOTION: THAT Education Council approve, in the form presented at this meeting, four new Construction Electrician Apprentice course outlines and the accompanying Course Content Guide.

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

- B. Griffiths presented the proposal for four new construction electrician apprentice courses. The new Construction Electrician Foundation Certificate (equivalent to apprentice Level 1) recently went through governance, and this proposal expands VCC's programming to all four levels of apprenticeship. The curriculum is closely aligned with SkilledTradesBC provincial curriculum.

- Additionally, the Clean Energy Technology Diploma program was recently recognized by STBC as equivalent to Level 1, providing another pathway for students pursuing a Red Seal in the construction electrician trade.

- The purpose of the Course Content Guide is to easily publish content to the VCC website.

x) New Program: Wind Turbine Technician Certificate

MOTION: THAT Education Council provisionally approve, in the form presented at this meeting, the program content guide for the new Wind Turbine Technician Certificate program and 10 new course outlines, and recommend the Board of Governors approve the new credential, creation of 10 new courses and program implementation.

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

- B. Griffiths presented the proposal for the new Wind Turbine Technician Certificate, part of the suite of programs developed for VCC's new Centre for Clean Energy and Automotive Innovation. The curriculum was adapted from Northern Lights College. This program will prepare students for entry-level careers in the renewable energy sector, specifically focusing on wind turbine maintenance and operations. VCC has seen interest in the program, in the context of the expansion of wind farms on Vancouver Island.

- As this program will be taught out of the newly established Clean Energy Technology Department, the program will go through provisional approval. A provisional approval committee will be formed to provide support during the first run of the program, with the ability to approve smaller curriculum adjustments.

xi) New Program: Refrigeration and Air Conditioning Mechanic Foundation Certificate

MOTION: THAT Education Council provisionally approve, in the form presented at this meeting, the program content guide for the new Refrigeration and Air Conditioning Mechanic Foundation Certificate program and 12 new course outlines, and recommend the Board of Governors approve the new credential, creation of 12 courses and program implementation.

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

- B. Griffiths presented the proposal for the new Refrigeration and Air Conditioning Mechanic Foundation Certificate. There is high labour market demand for trained mechanics, as well as waitlists at other institutions offering this programming. The certificate aligns with SkilledTradesBC's provincial curriculum, and graduates can continue to pursue an apprenticeship and the Red Seal in the Refrigeration and Air Conditioning Mechanic trade.

- As this program will also be housed in the new Clean Energy Technology Department, the program was provisionally approved.

xii) Program Update: Bachelor of Applied Music

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the significantly revised Bachelor of Applied Music program, 34 revised and 42 new course outlines, and recommend the Board of Governors approve the implementation of the revised program and creation of 42 new courses.

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

THAT Education Council recommends the Board of Governors approve deactivating five Music courses that are no longer taught.

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

- E. Logan presented the proposal for the revised Bachelor of Applied Music. VCC has been teaching a two-year Music Diploma program and a two-year Bachelor of Applied Music, consisting of third- and fourth-year courses. This programming is being restructured into one 4-year bachelor's degree with a diploma exit option after two years. This change aligns with programming at other institutions and provides a more modular structure, rather than requiring students to take courses in a specific sequence. This structure supports student progression and enables them to study part-time or with a lighter full-time course load.

- The revisions simplify the program structure from distinct classical voice, composition, and jazz performance majors to only two pathways: Performance Concentration and Academic, with new courses created for academic-focused students.

- The next step after approval of the curriculum is a review of the revised degree program by the Degree Quality Assessment Board (DQAB).

b. Policy Committee

i) Academic Year (402)

> **MOTION:** THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Academic Year (402) policy and procedures.
>
> **Moved by D. McMullen, Seconded & CARRIED (Unanimously)**

- L. Dannhauer presented proposed revisions to the Academic Year policy and procedures. Updates were made to clarify that the policy applies to academic programming/delivery, not to overall College operations. Changes were made to provide flexibility around final exam periods, since they may not apply to all courses, and the summer term start was changed from "first business day in May" to "first Monday in May." While the policy provides a framework, exceptions can be made in consultation with the Registrar's Office based on unique department and delivery needs.

ii) Open for College Feedback: Contract Administration (132) – New; Educational Affiliations (407) & Education Service Contract (406) – Rescind

- L. Dannhauer reported that a new Contract Administration policy (132) was developed, which subsumes the existing Educational Affiliations (407) and Education Service Contract (406) policies. The proposal is to rescind these two policies once the new policy is approved. All three policies are posted for College feedback until October 2.

c. Education Quality Committee

- L. Dannhauer reported that the 2024 Annual Program Review Summary Report will be presented at the next EdCo meeting. The committee will work on forms for the next round of Annual Program Reviews.

8. CHAIR REPORT

- L. Dannhauer noted that the Construction Electrician Foundation Certificate, which was approved at the last EdCo meeting, will go through provisional approval. This was agreed after the meeting.

9. STUDENT REPORT

- M. Ng conveyed concerns from students about instructors requiring them to turn on their cameras during recorded online classes.

- There was a discussion about applicable guidelines; VCC has an [online learning classroom agreement](). It was suggested to continue the discussion at a future meeting.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on October 14, 2025, 3:30–5:30 p.m.
- The meeting was adjourned at 5:14 p.m.

Louise Dannhauer
Chair, VCC Education Council

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT –Special MEETING MINUTES
September 17, 2025
3:30–4:00 p.m., Videoconference

ATTENDANCE

Education Council Members		
Louise Dannhauer (Chair)	Dave McMullen	Marcus Ng
Emily Logan (Vice-Chair)	David Wells	Nafiseh Tohidi
Andy Sellwood	Emily Simpson	Shirley Lew
Brianna Higgins	Lisa Beveridge	Todd Rowlatt
Regrets		
Jessie Williams	Mandy Hayre	Vivian Munroe
Kseniia Osipova	Poorna Karthikeya Balachandar	
Guests		
Lucy Griffith	Rosie Gosling	Willy Aroca Aguirre
Natasha Mandryk	Tanya O'Neill	Ysabel Sukic
Recording Secretary		
Darija Rabadzija		

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- L. Dannhauer acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səl̓ilw̓ əta?ɬ (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 September 17, 2025 agenda as presented.

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

4. BUSINESS ARISING

a. Program Name Change: Culinary Arts and Food Service Management Diploma to Culinary Arts Diploma

MOTION: THAT Education Council recommends the Board of Governors approve changing the program name of the Culinary Arts and Food Service Management Diploma back to Culinary Arts Diploma.

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

- Y. Sukic and W. Aroca Aguirre presented the proposal to change the name of the Culinary Arts and Food Service Management Diploma back to Culinary Arts Diploma.

- Immigration, Refugee and Citizenship Canada (IRCC) changed its policy on which programs would be post-graduate work permit (PGWP) eligible in 2024. The Culinary Arts department changed the Culinary Arts Diploma (CUDP) to Culinary Arts and Food Service Management Diploma (FSMG) in

November 2024 due to CIP alignment concerns for PGWP eligibility. The CIP code assigned to the FSMG program was 19.0505 Foodservice Systems Administration/Management, which falls under the 'Health and Social Services' Field of Study category. The name change was approved by the Board of Governors on November 27, 2024.

- On July 4, 2025, IRCC announced updated eligible CIP codes, which include CIP code 12.0500 Cooking and Related Culinary Arts, General under the "Trades" Field of Study CIP category. The diploma aligns closely with this CIP, which emphasizes training in culinary trades and prepares graduates for a variety of food service careers. With the July 2025 changes, this CIP code is once again PGWP-eligible.

- There was broad consultation across the College (department, School, Registrar's Office, International Education, and Institutional Research), and there is unanimous support for the proposal to revert to the previous program name – Culinary Arts Diploma – and update the CIP code.

- Although curriculum adjustments were made in 2024 to reflect health and social services applications, the program remains fundamentally rooted in the culinary trades, and the original name and trades-aligned CIP better reflect the trades/culinary focus of the program.

- It was clarified that the adjustments made in 2024 to broaden the scope of the program will remain, and there is more focus on students exploring career opportunities beyond the traditional hotel and restaurant sectors in health care and other settings.

- Members inquired about plans in case of potential future IRCC policy changes. The department is confident that the program is well set up for the future as it encompasses a broad range of outcomes, including around nutrition, food service management, and meat cutting/butchery.

b. Program Updates: Culinary Arts Diploma & Professional Cook 2 Advanced Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the program content guides for the renamed Culinary Arts Diploma and the Professional Cook 2 Advanced Certificate, including two new and three revised course outlines.

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

- Besides the name change, the department is proposing curriculum updates to the Culinary Arts Diploma and Professional Cook 2 Advanced Certificate based on program renewal recommendations. Outcomes related to gardening were removed, and outcomes around alternative diets and nutrition and fermentation were added to align with SkilledTradesBC (STBC) and current industry demands of graduates.

- CULI 1516 Cook Chill Production Kitchen is being replaced by CULI 1515 Global Cuisine Production Kitchen to reflect the focus on multinational cuisines, as well as introduce fermentation processes. Students will move to assessing quality and safety of fermented products in CULI 1528.

- CULI 2522 Nutrition and Dietary Alternatives is replacing CULI 2521 Global Cuisine, Nutrition, and Dietary Alternatives with an enhanced focus on nutrition, dietary alternatives and an introduction to therapeutic modifications to reflect current industry needs, better align with STBC Professional Cook 2 outcomes, and prepare students with more skills for working in health care institutional kitchens.

- The department has also updated the program considerations section (formerly recommended characteristics of students). Additional edits to this section were made based on Curriculum Committee feedback. The committee also requested minor adjustments to learning outcomes for clarity.

- It was noted that CULI 1515 and CULI 1528 have the same number of hours but different credits. The department will take this back for future review.

5. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on October 14, 2025, 3:30–5:30 p.m.
- The meeting was adjourned at 3:47 p.m.

Louise Dannhauer
Chair, VCC Education Council

Services Renewal Final Report and Recommendations | Continuing Studies
March 2025

1. Executive Summary

This Services Renewal Final Report provides an executive summary of the **Internal Reflection Report** and the **External Review Report**. It presents key findings, highlights challenges, and offers recommendations to enhance operational efficiency and service excellence in accordance with **VCC Policy 405 - Education Service Renewal**.

The review process confirmed VCC Continuing Studies' commitment to student success and service improvement. Key areas identified for enhancement include **admissions processes, graduation procedures, appeals, and course availability**. The following recommendations outline strategic steps to streamline services and optimize student experience.

2. High-Level Findings

Area 1: Admissions and Application Process

- Variability in admissions workflows across programs, leading to inconsistencies.

- Lack of standardization in application forms and student advising processes.

- High number of manual touchpoints causing inefficiencies.

- Lack of automated tracking for student inquiries and applications.

- **Recommendation:** Develop and implement **Standard Operating Procedures (SOPs)** for admissions, standardize application forms, and introduce automation for tracking and processing applications.

Area 2: Graduation Process

- Graduation audits and credential issuance are largely manual.

- Inconsistent communication to students regarding graduation processes.

- **Recommendation:** Implement **automated graduation processing systems** and improve student communication.

Area 3: Appeals and Complaints

- Low volume of appeals, but manual and paper-based processing is the common practice.

- Appeal fees may create financial barriers for students.

- **Recommendation:** Introduce a **financial aid waiver for appeal fees**.

Area 4: Course Availability and Scheduling

- Lack of standard practices for course cancellations and communication.

- Need for better tracking and response systems for course inquiries.

- **Recommendation:** Establish **clear protocols for course cancellations**, standardize communication templates, and introduce better tracking mechanisms for course demand.

3. Key Recommendations

Based on the findings from both the **Internal Reflection Report** and **External Review Report**, the following **actionable recommendations** are proposed:

1- **Admissions and Recruitment**

- Standardize admissions processes by implementing SOPs across all programs.

- Automate application and enrollment tracking to reduce manual errors and improve efficiency.

- Clarify roles and responsibilities between students, Program Assistants (PAs), Enrolment Services Officers (ESOs), and Program Coordinators (PCs).

- Improve the applicant experience by enhancing communication and streamlining document submission processes.

- Leverage automation to free up staff for high-impact student interactions.

2- **Graduation Requests, Audits, and Issuing of Credentials**

- Automate graduation audits to improve accuracy and efficiency.

- Standardize grade entry times and graduation timelines across programs.

- Enhance communication strategies by providing clearer guidelines and automated notifications to students regarding their graduation status.

3- **Develop data collection approach related to full production cycle.**

4. Conclusion

The findings from this review highlight **critical areas for improvement** in VCC Continuing Studies' service model. By implementing these recommendations, VCC can enhance operational efficiency, improve student experience, and maintain its commitment to service excellence.

This report, along with all supporting documentation, is submitted to the appropriate **Vice President or delegate** for review and further action.

Prepared by:
Service Renewal Committee
Vancouver Community College, Continuing Studies

Institutional Response to Continuing Studies Services Renewal Reports

May 7, 2025

Introduction

Vancouver Community College (VCC) appreciates the detailed work undertaken as part of the Continuing Studies Services Renewal process, in alignment with Policy 405 – Education Service Renewal. We acknowledge the thoughtful engagement of internal contributors, the review panel, and the Service Renewal Committee. These efforts represent an essential step in advancing operational excellence and enhancing the student experience in Continuing Studies.

Overall Institutional Acknowledgement

The report of the external reviewers acknowledges a strong commitment by CS to student support and continuous improvement. While the findings underscore several longstanding strengths—including responsive service, student satisfaction, and dedicated personnel—they also clearly identify structural and procedural gaps in CS operations. These gaps are consistent with known challenges within CS operations that are consistent with operational and process limitations experienced across College operations.

Acknowledging that CS has limited financial and personnel resources at its disposal, the following areas are highlighted for action and/or review as resource capacity becomes available:

Institutional Commitments by Service Area

1. Admissions and Application Processes

Acknowledged Issues:

- Inconsistent workflows and documentation practices across programs.

- High manual workload and lack of automation.

- Absence of standardized advising procedures.

As resources become available CS should:

- Explore the implementation of Standard Operating Procedures (SOPs) for admissions and application handling.

- Attempt to automate key steps in the application and inquiry process in collaboration with IT, Enrolment Services.

- Review the student advising model to ensure consistent, equitable, and visible supports are embedded within CS recruitment and registration workflows.

2. Graduation, Credentialing, and Audits

Acknowledged Issues:

- Heavy reliance on manual processes, lack of student-facing information.

- Variability in timeline expectations across programs.

As resources become available CS should:

- Explore the use of graduation auditing tools and to work toward systems integration between Destiny One and Banner to enhance credentialing accuracy and timelines.

- Work Marketing & Communications to enhance web content and templates related to credentialing and graduation.

3. Appeals and Complaints

Acknowledged Issues:

- Appeals process is functional but manual; fee may be a barrier to access.

As resources become available CS should:

- Review the appeals process and explore development of criteria and a streamlined application process.

4. Course Availability, Scheduling, and Cancellations

Acknowledged Issues:

- Inconsistency in cancellation timelines and limited visibility into future offerings.

- Missed opportunities to identify trends and improve communication with students.

As resources become available CS should:

- Explore the development of a new protocol for course cancellation notification timelines.

- Commit to reviewing data on course demand and cancellations to inform scheduling and future offerings.

Opportunities may present to CS to participate in broader, institution-wide initiatives. Such initiatives may include:

- Projects examining the use of AI for automation, routing, and advising support, particularly in admissions and communications.
- Exploration of methods to automate communications with students through the use of customer relationship management (CRM) tools.

Conclusion

The Continuing Studies Services Renewal process has provided the College with a roadmap for the future. VCC CS is committed to acting decisively on the recommendations provided and will look to resource the improvement of CS operations to align with modern expectations for efficiency, consistency, and student engagement. We thank the external reviewers, and CS staff for their insights and dedication to enhancing operations and the student experience at VCC.

INFORMATION NOTE

PREPARED FOR:	Education Council
DATE:	October 14, 2025
ISSUE:	Cambridge Linguaskill for English Language Proficiency

BACKGROUND:

Cambridge Linguaskill[1] is a computer-based English language proficiency test designed to assess the four key language skills: listening, reading, writing, and speaking. The test uses adaptive technology to tailor question difficulty to the test taker's ability. The test can be taken at home, and test takers are required to show ID through a webcam that must remain on throughout the test. Linguaskill employs an integrated approach of AI and human review for proctoring and reviewing results.

Scores are aligned with an existing score chart for Cambridge exams, and they are mapped to both the Common European Framework of Reference for Languages (CEFR) and IETLS scores. The Linguaskill assessment is accepted by undergraduate programs at BCIT, Stenberg College, and other post-secondary institutions globally. The assessment is widely used in Spain, Malaysia, and China.

VCC's English language proficiency requirements specify the overall score and band scores required for admissions purposes. Minimum scores for other Cambridge exams (i.e. B2 First and C1 Advanced) have already been established at VCC. This simplifies implementation of the Linguaskill assessment, since these assessments use the same score chart. Adding this assessment to VCC's options provides prospective students with another reliable, accessible assessment for demonstrating English language proficiency.

CONCLUSION:

The VCC Registrar's Office will accept Cambridge's Linguaskill test results as part of an applicant's documented evidence of meeting admissions requirements to VCC programs.

PREPARED BY:	Dave McMullen, Registrar
DATE:	August 27, 2025

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[1] Cambridge English. (n.d.). *Linguaskill for test takers*. Cambridge University Press & Assessment. Retrieved August 27, 2025, from https://www.cambridgeenglish.org/exams-and-tests/linguaskill/information-for-test-takers/

New Concept Paper Proposal

Automotive Electronics Repair Certificate

Name of Program:
Automotive Electronics Repair

School/Centre:
Trades, Technology & Design

Credential Level:
Certificate

Anticipated Start Date:
September 2026

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

Contact(s)

Name	E-mail	Phone/Ext.
Gio Ariana	gariana@vcc.ca	6043760603

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 Automotive Electronics Repair Certificate is a one-year program designed to prepare students for the rapidly evolving field of automotive electronics diagnostics and repair. With the automotive industry's accelerating transition to electric vehicles (EVs) and increasingly sophisticated electronic control systems, this program addresses the critical need for specialized technicians capable of repairing modern vehicle electronics.

Program Goals:

- Provide comprehensive training in automotive electronic systems diagnostics and repair
- Develop expertise in high-voltage battery systems and EV-specific technologies
- Ensure graduates meet industry safety standards for working with electrified vehicles
- Build proficiency in using advanced diagnostic tools and programming interfaces

Program Objectives:

- Train students in fundamental electronics theory and its automotive applications
- Develop hands-on skills in component-level repair and module reconditioning
- Provide specialized training in EV motor overhaul and battery repair
- Integrate programming skills relevant to automotive diagnostics
- Emphasize safety protocols and industry best practices

Occupations/Roles Graduates Will Be Prepared For:

- Automotive Electronics Technician
- High-Voltage Battery Repair Specialist
- Automotive Module Repair Technician
- Electronic Control Unit (ECU) Diagnostician
- Independent Repair Shop Electronics Expert
- Manufacturing Plant Electronics Support Technician

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

This program directly aligns with VCC's Strategic Innovation Plan 2022-25, supporting multiple strategic priorities:

Academic Innovation: The program delivers sustainable programming that is responsive to the rapidly changing automotive industry and employer needs. It addresses the critical skills gap in automotive electronics repair as the industry transitions to electric vehicles.

Engaged Communities: By developing this program in response to industry demand, VCC strengthens its partnerships with automotive dealerships, independent repair facilities, and EV manufacturers, expanding our community impact and industry recognition.

Operational Excellence: The program advances VCC's digital transformation by integrating modern diagnostic technologies and programming skills essential for contemporary automotive service.

Environmental Sustainability: Supporting the transition to electric vehicles aligns with VCC's commitment to environmental sustainability and climate justice initiatives.

The program embodies VCC's mission to provide accessible, high-quality education that prepares graduates for meaningful careers while supporting the economic development of British Columbia.

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

The Automotive Electronics Repair Certificate complements and enhances VCC's existing trades and technology programs:

- **Electronics Repair Technology (ELRT) Program:** Directly builds on VCC's established electronics curriculum, sharing foundational courses (ELRT 1001-1005) in Term 1, creating efficiency and allowing students to potentially transfer between programs
- **Automotive Service Technician programs:** Provides specialized electronics training that enhances traditional mechanical training, with potential for automotive students to take select courses as electives
- **Heavy Mechanical Trades:** Shares foundational electrical theory applicable to heavy equipment electronics, particularly relevant as heavy equipment increasingly adopts electric powertrains
- **Pathway opportunities:**
    o Students from the general Electronics Repair Technology program can specialize in automotive applications
    o Graduates can ladder into advanced automotive technology diplomas or engineering technology programs
    o Creates potential for dual credentialing with proper course selection

Needs Assessment

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

The program addresses several critical educational needs:

1. **Skills Gap in EV Technology:** With rapid EV adoption, there's an urgent need for technicians trained in high-voltage systems and battery technology
2. **Component-Level Repair Expertise:** Rising vehicle electronics costs make module repair economically vital versus replacement
3. **Safety Training:** Working with high-voltage systems requires specialized safety training not provided in traditional automotive programs
4. **Programming Integration:** Modern diagnostics increasingly require programming skills for module configuration and updates

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

BC Labour Market Outlook 2024-2034 Data:

- Electronic service technicians (household and business equipment): 3,260 job openings projected
- Automotive service technicians: 5,310 job openings projected
- Industrial instrument technicians and mechanics: 290 job openings projected
- Electrical mechanics: 140 job openings projected

Industry Trends:

- BC's Zero-Emission Vehicles Act mandates 90% of new vehicle sales be ZEV by 2030
- Major manufacturers announcing all-electric lineups by 2035
- Growing aftermarket for EV service as warranties expire
- Increasing vehicle electronics complexity requiring specialized skills

Employer Feedback:

- Local dealerships report difficulty finding qualified EV technicians
- Independent shops seeking electronics repair capabilities to remain competitive
- Fleet operators need in-house expertise for EV maintenance

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

Student interest indicators include:

- Waitlists for existing automotive electrical courses
- Inquiries about EV-specific training programs
- Strong enrollment in related electronics programs
- Career transition interest from traditional automotive technicians
- Growing awareness of high-wage opportunities in specialized automotive electronics

Competitive Analysis

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

Current Program Landscape:

The educational landscape for related programs falls into two main categories: automotive-specific programs and general electronics programs.

Automotive-Specific Programs:

BCIT offers a two-year Automotive Service Technician program at approximately $12,000, which focuses on general automotive repair with some electronics content. However, the electronics component is limited and doesn't address modern EV systems or component-level repair. Vancouver Island University provides an eight-month Automotive Service Foundation program for around $8,000, but this focuses primarily on traditional mechanical systems with minimal electronics content.

Various online providers offer EV maintenance courses ranging from $500 to $2,000. These are typically theory-focused with limited or no hands-on training, making them unsuitable

for developing practical repair skills. They also lack the depth needed for component-level diagnostics and repair.

General Electronics Programs:

VCC currently offers a one-year Electronics Repair Technology program at $6,500, focusing on consumer and industrial electronics. While this provides excellent foundational knowledge, it lacks automotive-specific applications. BCIT's Electronics Engineering Technology is a two-year program costing approximately $11,000, but it emphasizes design and development rather than repair and diagnostics.

Camosun College offers a similar two-year Electronics Engineering Technology program at $10,500 with broad electronics applications but no automotive focus. Northern Lights College provides a two-year program at $9,000 emphasizing industrial electronics, while Kwantlen Polytechnic's Computer Engineering Technology program, also two years at $10,000, focuses on computer hardware rather than automotive systems.

Key Differentiators:

While general electronics programs provide valuable foundational knowledge, they critically lack automotive-specific elements including high-voltage safety training required for EVs, understanding of vehicle diagnostic protocols and tools, knowledge of automotive industry certifications and standards, familiarity with vehicle communication networks (CAN, LIN, FlexRay), and experience with automotive-grade components and environmental requirements.

Competitive Advantages of VCC's Program:

The proposed Automotive Electronics Repair Certificate uniquely positions VCC in the BC education market. It builds directly on VCC's existing electronics expertise while adding crucial automotive specialization. This is the only program in BC specifically targeting automotive electronics repair at the component level. The program offers hands-on high-voltage battery and motor repair training not available elsewhere, integrates programming skills specific to automotive diagnostics, and provides a direct pathway from VCC's general electronics program for students seeking specialization.

The focused one-year timeline allows for rapid workforce entry while maintaining comprehensive training standards. The program's equipment and facilities will be specifically designed for automotive electronics work, providing students with industry-relevant experience unavailable in general electronics programs or traditional automotive training.

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

There is not a committee specific to this program however, participation but participation on the following BCCAT committees may be of a benefit.

- Electrical
- Electronics Engineering Technology

Student Profile

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

Target Student Demographics:

- **Age:** 18-45, with concentrations in 20-25 (recent graduates) and 30-40 (career changers)
- **Educational Background:** High school diploma with Math 11 and Physics 11
- **Work Experience:** Mix of entry-level students and experienced automotive technicians seeking specialization

Student Sources:

- Recent high school graduates interested in automotive technology
- Current automotive technicians seeking EV/electronics specialization
- Electronics technicians transitioning to automotive applications
- International students seeking specialized technical training
- Career changers attracted to growing field

Important Characteristics:

- Strong problem-solving and analytical thinking abilities
- Good hand-eye coordination and manual dexterity
- Detail-oriented with systematic approach to diagnostics
- Interest in both automotive technology and electronics
- Commitment to safety protocols and continuous learning

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

Recruitment Strategies:

- Partnerships with high school automotive and electronics programs
- Industry open houses showcasing EV technology and career opportunities
- Social media campaigns highlighting program innovation and job prospects

- Collaboration with WorkBC and industry associations
- Information sessions at automotive dealerships and repair facilities
- Online marketing emphasizing salary potential and job growth

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?

Identified Representation Challenges:

- Gender imbalance: Automotive trades historically male-dominated (less than 5% female)
- Indigenous representation below population proportions
- Barriers for mature students balancing work/family obligations

Equity and Inclusion Strategies:

- Targeted outreach to underrepresented groups through community partnerships
- Flexible scheduling options to accommodate working students
- Financial support information and application assistance
- Mentorship programs pairing students with industry professionals from diverse backgrounds
- Inclusive learning environment training for all instructors
- Collaboration with Indigenous communities to incorporate traditional knowledge where applicable
- Equipment and facilities designed for universal accessibility

Quality

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

We will explore the following:

- Manufacturer training partnerships (Rivian, GM, Ford EV programs)
- Canadian Automotive Repair and Service (CARS) Council recognition
- Block transfer to BCIT Electronics Engineering Technology
- Advanced standing in Automotive Service Management programs
- Credit recognition for manufacturer certification programs

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

Current Faculty Qualifications:

- **Existing ELRT Faculty:** Electronics Repair Technology program faculty are fully qualified to deliver Term 1 foundational courses (ELRT 1001-1005), providing program stability and quality
- **Existing AST Faculty:** Some Automotive Service Technician instructors are able to deliver the specialized second year courses.

Faculty Development Plan:

- **Cross-Training:** Provide automotive-specific training to existing ELRT faculty interested in expanding expertise
- **Professional Development:** EV/high-voltage certification for current faculty
- **Team Teaching Model:** Pair ELRT faculty with AST faculty for integrated delivery

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

The program doesn't incorporate work experience, however students will experience the following:

Applied Projects (Throughout Program):

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

Industry Field Trips:

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

Potential Industry Mentorship Program:

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

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

Admission, Delivery, and Design

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

This is a one-year certificate program delivered over two academic terms. Students are expected to complete the program within one year of full-time study. The maximum time permitted for program completion is two years. One to two intakes per year with a class size of 24.

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.

Students could transfer to the Electronics Repair Technology program with first term credit, or look to move over to one of the transportation trades Foundation programs.

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

The program will be delivered full time, with some blended delivery with part-time as an option.

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

There will not be multiple entry or exit points.

Operational Needs

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

The program will be delivered using the existing facilities for the Electronics Repair Technology program and the Automotive Service Technician programs

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

Existing faculty from the Electronics Repair Technology and Automotive Service Technician 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 full funding is not immediately available, we would explore:

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

Phase In/Phase Out Plan

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

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

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding will come from domestic student tuition, see attached costing

Vancouver Community College

Program Name Automotive Electronics

Effective Date Jan 2026	Proposal 1
Scenarios	**New program**
Tuition per credit per student - Domestic	**$325.81**
Tuition per student - Domestic	**$9,774.30**
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
Total students (with X FTE attrition) - Domestic	24
Duration - instructor months	7
Program Duration (months)	8
Duration - instructional programming days	143
Duty days per year	180
Instructor FTE required per intake	0.79
Number of credits	30
Support Staff FTE	0.00
Operational costs	1,000

Revenue

Projected Tuition revenue -Domestic	$	234,583
Projected Tuition revenue -Other Fees	$	8,752
Total revenue (projected)	**$**	**243,336**

Instructor

Salary (step 1)	$	92,361
Benefits (28%)	$	25,861
Total instructor costs	**$**	**118,222**

Support Staff

Salary (Step 5)	$	-
Benefits (30.5%)	$	-
Total support staff costs	**$**	**-**
Total labour cost	**$**	**118,222**

Operational costs

Operational Expenses	$	1,000
Capital/Technology/Equipment	$	-
Curriculum Renewal	$	18,000
Intl Student Agency Fees	$	-
Total operational costs	**$**	**19,000**

Indirect student support

Indirect student support	$	82,333
Total indirect student support	**$**	**82,333**
Total expenditures	**$**	**219,555**
Net contribution to VCC overhead / (Deficit)	**$**	**23,781**
Net contribution to VCC overhead / (Deficit)		**9.8 %**
Gross margin breakeven tuition per student		*4968*

New Concept Paper Proposal

Automotive Parts, Service Advising and Collision Estimating Certificate

Name of Program:
Automotive Parts, Service Advising and Collision Estimating

School/Centre:
Trades, Technology & Design

Credential Level:
Certificate

Anticipated Start Date:
September 2026

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

Contact(s)

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	7057
Brett Griffiths	bgriffiths@vcc.ca	7012

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 program prepares students for customer-facing roles in the automotive industry, including Parts Technician, Service Advisor, Warranty Administrator, and Collision Estimator. Graduates will acquire foundational technical knowledge of automotive systems, customer service skills, and business process expertise, enabling them to succeed in dealership, repair, and collision environments.

The objectives of the program would include:

To provide students with foundational knowledge of automotive parts, service, and collision estimating practices.

To develop the ability to identify, interpret, and recommend appropriate parts and services using industry-standard tools and resources.

To enhance effective communication and customer service skills essential for working with clients, technicians, and suppliers.

To equip students with practical experience in dealership management systems (DMS), inventory control, and electronic catalogues.

To prepare students to interpret estimates, warranty policies, and repair procedures in real-world contexts.

To develop professional workplace conduct, safety awareness, and adherence to industry regulations.

To introduce collision damage assessment and basic estimating skills using current industry software.

Upon completion of the program, graduates would be prepared for the following occupations or roles:

Automotive Parts Technician (entry-level): Work in dealership or retail parts departments supporting customers and technicians.

Automotive Service Advisor: Act as liaison between customers and technicians, providing accurate service recommendations.

Collision Damage Estimator (entry-level): Assess collision damage and prepare preliminary estimates using industry software.

Parts Counterperson (dealership or aftermarket): Identify and source parts using catalogues, databases, and electronic systems.

Warranty Administrator: Interpret warranty policies and process claims in compliance with manufacturer requirements.

Customer Service Representative (automotive): Deliver customer-focused service, addressing client concerns and supporting service operations.

Junior Inventory or Procurement Clerk: Support inventory management, procurement, and supply chain functions in parts operations.

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 Automotive Parts, Service Advising and Collision Estimator program would align closely with the principles and priorities of Vancouver Community College (VCC) in the following ways:

Relevance: The automotive sector is a vital contributor to the British Columbia economy, with continued demand for skilled professionals in parts, service advising, and collision estimating. By offering this program, VCC would address a significant training gap and provide an in-demand credential that meets the evolving needs of industry and the local community.

Innovation: The program would incorporate innovative instructional strategies, including hands-on shop experiences, the use of dealership management systems and industry-standard software, online and hybrid delivery, and guest lectures from industry professionals. These approaches would ensure that graduates are prepared with both practical skills and current knowledge of industry practices.

Inclusivity: The program would be designed to support learners from diverse backgrounds through flexible delivery modes (in-person and online), accessible course materials, and student support services, including accommodations for those with disabilities. This commitment ensures equitable access to education and workforce opportunities.

Collaboration: The program would be developed in partnership with local automotive dealerships, collision repair facilities, and industry organizations. These collaborations would provide students with real-world learning experiences, networking opportunities, and stronger pathways to employment upon graduation.

Alignment with VCC's Mission and Core Values

The Automotive Parts, Service Advising and Collision Estimator program would support:

VCC's Mission: Equipping students with the skills, knowledge, and applied experience needed to succeed in the automotive industry.

Excellence: Delivering high-quality, industry-informed education that directly meets workforce and community needs.

Innovation: Incorporating cutting-edge teaching strategies, digital tools, and industry partnerships to enhance student learning.

Inclusivity: Ensuring the program is accessible, supportive, and welcoming to learners from a variety of educational and cultural backgrounds.

Collaboration: Strengthening ties with local industry to provide students with meaningful, applied learning opportunities.

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

This program complements the Automotive Service Technician (AST) and Autobody Collison and Repair (ACR) programs by focusing on non-technician roles that are equally critical to the industry. It creates a pathway for students who are interested in the automotive sector but prefer customer service, business operations, or estimating roles rather than technical/mechanical work.

Needs Assessment

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

The Automotive Parts, Service Advising and Collision Estimator Certificate program is designed to meet the educational needs of individuals seeking careers in the automotive industry, particularly in the areas of parts operations, service advising, and collision damage estimating.

Graduates of this program will be prepared for roles that support both the technical and customer service aspects of the industry. Responsibilities in these areas may include assisting customers with parts identification and procurement, preparing service work orders and repair estimates, coordinating with technicians, interpreting warranty policies, and utilizing dealership management systems and industry-standard estimating software.

This certificate program provides students with the knowledge and practical skills required to succeed in these positions. Core areas of study include automotive systems and technology, customer service and communication, business practices, parts cataloguing, inventory control, and collision estimating processes.

The program is designed for those entering the automotive industry for the first time, as well as for individuals already employed in automotive settings who wish to expand their career opportunities in parts, service, or collision estimating.

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

Strong labour market demand is evidenced by:

- BC's automotive service sector faces a moderate risk of labour shortage over 2024-2033

- Over 83,000 job openings expected in skilled trades over the next decade

- Multiple job postings across the Lower Mainland for collision estimators requiring 1-3 years experience, with salaries ranging from $55,000-$90,000

- 16,300 people currently work in automotive service occupations in BC

- Industry consultation with local dealerships and collision centers confirming difficulty finding qualified staff

- ICBC's evolving claims processes requiring more skilled estimators

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

The program will appeal to recent high school graduates seeking automotive careers, mature learners seeking re-training, and individuals interested in customer service or business roles within transportation. Student demand is expected to be strong given the direct employment pathway and the program's shorter duration compared to technician training.

Competitive Analysis

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

Currently, there are no comprehensive certificate programs in B.C. that combine automotive parts, service advising, and collision estimating. Some private training exists in collision estimating software, but offerings are fragmented. This program is unique in integrating all three areas, providing broader employability and more flexible career pathways.

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

There is no existing BCCAT-recognized articulation committee for automotive service advising or parts/collision estimating. However, the program will engage with Skills Canada, the Automotive Retailers Association (ARA), ICBC, and dealership networks for ongoing curriculum alignment and professional recognition.

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?

Recent high school graduates interested in automotive careers.

Mature learners seeking career changes or upskilling.

Individuals with customer service or retail experience transitioning into the automotive sector.

Applicants should demonstrate strong communication skills, customer orientation, and basic computer literacy.

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

High school outreach through career counselors.

Marketing to job seekers via WorkBC and community employment services.

Collaboration with dealerships and repair shops to promote the program.

Featuring success stories from VCC's established automotive programs to attract interest.

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

The program will promote diversity by targeting underrepresented groups in the automotive sector, including women, Indigenous learners, and newcomers. Inclusive marketing, flexible admissions pathways, and industry partnerships will ensure accessibility and support equitable participation.

Quality

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

Students will have the opportunity to earn WHMIS, First Aid, Ladder Safety, and Forklift certifications. While there are no existing block transfer agreements, discussions with industry associations (e.g., ARA, ICBC) will be pursued to enhance recognition of the credential.

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

The program will be delivered by instructors with Red Seal certification, dealership experience, and teaching credentials such as the Provincial Instructor Diploma Program (PIDP). Instructional staff may include Service Managers, Red Seal Parts Technicians, Service Technicians, and Red Seal Collision Repair Technicians. Existing VCC Automotive faculty are qualified to deliver the program, and additional faculty may be recruited as enrollment expands to meet program needs.

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

We can work with our industry partners in offering work practicum, which will connect students with employers, providing practical experience in parts, service, or estimating roles.

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?

Duration: 1 year (2 terms, full-time).

Intake: One per year, starting September 2026.

Class size: 24 students.

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.

Students may enter from high school, employment programs, or other VCC automotive courses. Graduates may progress into supervisory roles or pursue further training in management, insurance, or advanced automotive programs.

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

The program will be delivered in person, combining classroom learning, lab simulations, and computer-based training. Future development may include hybrid delivery for selected courses and the introduction of micro-credentials to provide targeted skills recognition in specific areas of automotive parts, service advising, and collision estimating.

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.

Students must complete Term 1 before advancing to Term 2.

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.

No large costs are expected for this program as the majority of the learning objectives can be achieved in regular classrooms at the VCC Broadway Campus

Marketing: Information about the program, curriculum, and start date will be shared with stakeholders and industry partners to support promotion and planning.

The program requires a dedicated computer lab for dealership management and estimating software, plus licensing for Mitchell, Audatex, CDK, and Tekion.

Facilities may require minor renovations for a parts/service simulation counter.

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

Development will require some curriculum release time for faculty, but be primarily based upon the Automotive Parts and Service Logistics program. IT support for software installation, and administrative support for industry engagement.

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?

Without funding, program launch may be delayed, and quality compromised by lack of industry-standard software or simulation facilities. This would reduce employability outcomes and employer confidence.

Phase In/Phase Out Plan

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

This is a new program with no direct predecessor. A phased rollout is planned:

Year 1: First intake of 24 students.

Year 2: Review outcomes and expand cohorts.

Year 3: Explore part-time and hybrid delivery options.

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?

Tuition is the primary source of funding for this program. See attached draft costing.

Attach Initial Business Case
Program Costing Template - Automotive Parts Service Advising and Collision Estimating

Vancouver Community College

Program Name Automotive Parts, Service Advising and Collision Estimating

Effective Date Jan 2026	Proposal 1
Scenarios	**New program**
Tuition per credit per student - Domestic	**$292.57**
Tuition per student - Domestic	**$8,777.00**
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
Total students (with X FTE attrition) - Domestic	24
Duration - instructor months	5
Program Duration (months)	8
Duration - instructional programming days	99
Duty days per year	180
Instructor FTE required per intake	0.55
Number of credits	30
Support Staff FTE	0.00
Operational costs	1,000

Revenue

Projected Tuition revenue -Domestic	$	210,648
Projected Tuition revenue -Other Fees	$	8,274
Total revenue (projected)	**$**	**218,922**

Instructor

Salary (step 1)	$	65,221
Benefits (28%)	$	18,262
Total instructor costs	**$**	**83,483**

Support Staff

Salary (Step 5)	$	-
Benefits (30.5%)	$	-
Total support staff costs	**$**	**-**
Total labour cost	**$**	**83,483**

Operational costs

Operational Expenses	$	1,000
Capital/Technology/Equipment	$	-
Curriculum Renewal	$	18,000
Intl Student Agency Fees	$	-
Total operational costs	**$**	**19,000**

Indirect student support

Indirect student support	$	61,490
Total indirect student support	**$**	**61,490**
Total expenditures	**$**	**163,972**
Net contribution to VCC overhead / (Deficit)	**$**	**54,949**
Net contribution to VCC overhead / (Deficit)		**25.1 %**
Gross margin breakeven tuition per student		*3521*

EDCO CALENDAR
Updated: October 2024

	JAN	FEB	MAR	APR	MAY	JUN	SEP	OCT	NOV	DEC	As required
AT EACH MEETING											
- Approve minutes of previous meeting - Review action items - Chair Report - Student Report Committee Reports: - Curriculum Committee Business - Education Policy Committee Business - Education Quality Committee Business	X	X	X	X	X	X	X	X	X	X	
ANNUAL UPDATES/REPORTS											
EdCo Annual Report (EdCo Chair)						X					
Deans and Directors		X	X	X							
Strategic Innovation Plan Update					X				X		
Academic Plan (VP Academic)			X				X			X	
Enrolment Plan (IR)		X	X								
Budget Update (VP Admin)			X								
Campus Plan Update									X		
Contract Training (PDO)					X						
Affiliation Agreements (VP Academic)		X									
Academic Year (RO)				X							
Admission Requirements Update (RO)							X				
Appeals Summary Report							X				
Research or Research Ethics Board Report											X
EdCo and Committees Meeting Schedule							X				
EdCo Planning Calendar								X			
MEMBERSHIP											
Elect EdCo members (RO)								X			
Elect EdCo Chair, Vice Chair, Executive									X		
Elect Standing Committee Chairs (Curriculum, Education Policy, Education Quality)									X		
Appoint Admin. Representatives (President, VP Academic)								X			
Select Standing Committee members									X		
Training/Orientation for new Committee Chairs	X										
EdCo member orientation									X		X
Standing Committee member orientation									X		X
CURRICULUM DEVELOPMENT											
Update on CD funding (EQC Chair)				X							
Program Renewal Schedule (VP Academic)				X							
Annual Program Reviews Update (EQC Chair)				X							
CS non-credit course outlines (CS Dean)					X						
Minor curriculum changes (CC Chair)	X					X					
EVENTS											
EdCo Planning Day						X			X		

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 14, 2025

ISSUE: Revisions to the Bachelor of Science in Nursing First Year Entry and Advanced Entry programs

BACKGROUND:

The Bachelor of Science in Nursing (BSN) department is proposing changes to both the First Year Entry and the Advanced Entry programs, including revisions to nine courses and two new courses:

- NURS 3266 Focused Practice Preparation moves to Year 4. This course supports student learning in the NURS 4264 Preceptorship course at the end of Year 4.
- The new course NURS 3261 Leadership in Nursing replaces NURS 4261 Nursing Leadership; this course moves to Year 3 (switching with NURS 3266) and is changed to a 2-credit course (down from 3-credits). Leadership concepts are integrated throughout the BSN program, enabling the removal of 1 credit..
- New course number NURS 3252 Pathophysiology of Complex Diseases adds one credit to the pathophysiology course in Year 3; faculty, students and industry partners have identified the need for additional depth and breadth for this course.

With these changes, the total number of credits remains the same.

Additional revisions are proposed to the admission requirements to make the programs more competitive with programs at other institutions. ENGL 1100 remains an entry requirement but the additional three credits of UT English are no longer limited to a specific course. In addition, the English proficiency requirements have been removed as the UT English requirement covers the necessary academic skills needed to succeed in the program.

DISCUSSION:

Rosie Gosling, Department Head of BSN, presented the proposal. In discussions with the Registrar's Office, the department agreed to additional admission requirement edits: clarifying that the program gives preference to applicants with higher combined GPA and CASPer scores. The language in the Evaluation of Student Learning section was also aligned with our standards.

Finally, course pre-requisites were updated, with an additional eight course outlines revised to reflect the course number changes: NURS 3263, 3264, 3370, 4064, 4163, 4165, 4166, and 4264.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the program content guides for the Bachelor of Science in Nursing First Year Entry and Advanced Entry programs, including nine revised and two new course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 23, 2025

Program Change Request

Date Submitted: 09/10/25 2:01 pm

Viewing: **Bachelor of Science in Nursing (First Year Entry)**

Last approved: 10/22/24 9:52 am

Last edit: 09/23/25 2:09 pm

Changes proposed by: rgosling

Catalog Pages Using
this Program
[Bachelor of Science Nursing (First Year Entry)](#)

Program Name:

   Bachelor of Science in Nursing (First Year Entry)

Credential Level:	Degree
Effective Date:	September 2026 ~~2025~~
Effective Catalog Edition:	2026-2027 Academic Calendar
School/Centre:	Health Sciences
Department Contact(s)	Baccalaureate Nursing (5031)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 09/10/25 2:03 pm
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/10/25 3:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 09/23/25 2:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. Jan 11, 2018 by
Todd Rowlatt
(trowlatt)
3. Aug 21, 2019 by
Nicole Degagne
(ndegagne)
4. Jun 12, 2020 by
Ruth Klann (rklann)
5. Jul 14, 2020 by Todd
Rowlatt (trowlatt)

6. Nov 16, 2020 by Deirdre Duncan (dduncan)
7. Oct 13, 2021 by Sarah Desbiens (sdesbiens)
8. Dec 9, 2021 by Nicole Degagne (ndegagne)
9. Jun 15, 2022 by Sarah Desbiens (sdesbiens)
10. Sep 14, 2022 by Sarah Desbiens (sdesbiens)
11. Sep 15, 2022 by Darija Rabadzija (drabadzija)
12. Sep 15, 2022 by Darija Rabadzija (drabadzija)
13. Dec 15, 2022 by Nicole Degagne (ndegagne)
14. Feb 16, 2023 by Darija Rabadzija (drabadzija)
15. Feb 28, 2023 by Darija Rabadzija (drabadzija)
16. Aug 2, 2024 by Darija Rabadzija (drabadzija)
17. Oct 17, 2024 by Rosie Gosling (rgosling)
18. Oct 17, 2024 by Darija Rabadzija (drabadzija)
19. Oct 22, 2024 by Darija Rabadzija

Name	E-mail	Phone/Ext.
Rosie Gosling	rgosling@vcc.ca	(604) 768-1406

Program Content Guide

Purpose

This full time program prepares graduates to become registered nurses providing nursing care autonomously and in collaboration with other health care professionals with people of all ages in a variety of settings - hospitals, communities, homes, clinics and residential facilities. The graduate will apply critical thinking skills and evidence-informed practice to plan, coordinate and provide care for individuals, families, groups and communities in a complex, ever-changing health care system.

Graduates of the program are eligible to write the national registration exams, and to apply for registration as a Registered Nurse in British Columbia. Registration through the British Columbia College of Nurses and Midwives is required before employment as a RN in BC.

~~Admission to the Bachelor of Science in Nursing is through a competitive selection process. Successful applicants are identified through a combined evaluation of GPA (based on the program pre-requisites) and a CASPer test result.~~

Application advice:

Successful applicants are identified through a combined evaluation of GPA (based on the program pre-requisites) and a CASPer test result. Preference may be given to applicants with higher than the minimum GPA and CASPer test result.

Acceptable undergraduate courses include VCC courses, and their equivalencies as outlined in the BC Transfer Guide. Other courses will be evaluated to determine their eligibility for admissions purposes.

~~The BScN is an annual selection based program.~~ You must meet all your education requirements by the date posted on the website.

If you do not meet the educational requirements on time, your application will be cancelled.

If you meet the requirements but do not receive an offer of admission, you must reapply and resubmit academic information if you want to apply for another intake. Applicants are not waitlisted for the following intake.

Under specific circumstances, an applicant who receives an offer of admission may request a one year deferral. Please review the defer request form for details.

Applicants with educational documents not from a Canadian or American institution may need to complete a comprehensive evaluation of education from International Credential Education Service (ICES) in addition to admissions requirements.

ADMISSIONS REQUIREMENTS:

18 credits in first-year level undergraduate courses:

6 credits in English:

ENGL 1100 or equivalent with a minimum 'C+' grade

3 credits of English with a minimum 'C+' grade

6 credits in BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 with a minimum 'C+' grade or equivalent *taken within 5 years of the application date.

6 credits of courses with a minimum 'C+' grade in Humanities or Social Sciences.

Submission of a **CASPer score.** CASPer Test scores are only valid for one admission cycle.

~~**18 credits** in first-year level university courses:~~

~~6 credits in English:~~

~~ENGL 1100 and ENGL 1200 with a minimum 'C+' grade or equivalent, *or*~~

~~ENGL 1101 and ENGL 1102 with a minimum 'C+' grade, for students whose first language is not English and who have entered the program with an IELTS Academic or CELBAN English proficiency assessment~~

~~6 credits in BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 with a minimum 'C+' grade or equivalent *taken within 5 years of the application date.~~

~~6 credits of courses with a minimum 'C+' grade in Humanities or Social Sciences.~~

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

~~Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the language of instruction and is also one of the country's official languages. English as Additional Language courses is not included in this three-year calculation, *or*~~

~~IELTS Academic with an overall minimum score of 7.0, and minimum scores of: Speaking 7.0, Listening 7.0, Reading~~

UPON ACCEPTANCE TO THE PROGRAM:

Criminal Record Check

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.

Please Note: The regulatory body, the British Columbia College of Nurses and Midwives, asks each applicant about criminal offenses. If you have ever been convicted of a criminal offense (other than a minor traffic violation) you should consider whether your application for membership would be accepted. Registration to practice is mandatory in B.C.

Current CPR Level C

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR – two-rescuer

Adult/Child/Baby – choking

CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.

CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences. All CPR courses must have an in-person component. All CPR courses must have an in-person component.

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.

Immunization Record*

A School of Health Sciences Student Immunization Record must be completed. Students may be declined placement in a clinical or practicum site if a completed immunization record is not provided.

TB Screening*

Students must submit a negative TB skin test taken within 6 weeks of acceptance to the program. If the TB skin test is positive, a negative TB chest x-ray is required.

Immunizations*

An Immunization Record must be completed.

Immunizations in the following are *strongly recommended* and in some case *may be required* for practicum placements:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chickenpox)

~~Hepatitis B~~

~~Influenza~~

~~COVID-19~~

~~*NOTE: Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations, satisfactory serum titers and TB screening.~~

N95 Respiratory Mask

An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.

The individual mask fitting should be done just prior to beginning the program. Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.

The original certificate must be presented to the department on the first day of class.

~~NOTES:~~

~~Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service (ICES) in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The BScN degree program is 8 terms and should be completed in three (3) years. There is a possibility of extending the period of time for completion up to five (5) years due to extenuating circumstances with appropriate consultation with Department Head or Dean.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Maintain professional responsibility and accountability of nursing practice and professional conduct.
PLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
PLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
PLO #4	Uphold and promote the ethical standards of the nursing profession.
PLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Additional PLO Information

This program is offered on a full time basis and is divided into eight terms each with a different clinical focus such as maternity, pediatrics, mental health, gerontology, community health and acute medical/surgical. Each term contains a clinical experience. There is also a consolidated practice experience provided at the end of Term 2, 3 and 6 designed to enhance the learning in previous terms. In Term 8, a final preceptorship prepares the learner for the role and expectations of the graduate. The clinical component offers students an opportunity to integrate theory to practice with emphasis on patient safety and patient-centred care.

Each term must be successfully completed before the next one can be started. The VCC BScN Framework for Healing and Health Promotion integrates several theories studied in this program. This framework looks at the relationships between the person, family, community and population, environment, and nurse.

A major emphasis of this program is active student participation. Throughout the program, instructors encourage students to become increasingly self-directed and responsible for their learning. Students are expected to come to class prepared for active participation in classroom, nursing lab and clinical activities. Course guides provide direction of learning for each class and/or lab. These guides may be presented online using the VCC learning platform Moodle. The instructor acts as facilitator to promote a positive learning environment through activities such as small group seminars, group activities, case studies, and formative and summative lab activities designed to simulate clinical reality. Some courses may be offered in a blended delivery model.

Evaluation of Student Learning

Student progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through oral presentations, multiple choice exams, case studies, lab simulation and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations. Students are expected to attend all classes, labs and clinical.

Students must receive a minimum grade of 'B' (3.00, 72%), or 'C' (2.00, 60%), or 'S' as indicated on each course outline. A minimum grade of 'C' (2.00, 60%) is required for MATH 1111 and non-nursing electives. Students must achieve 100% in the dosage calculation component, with a maximum of two opportunities to retake the assessment. Students must achieve a 'Satisfactory' grade in all lab and clinical components. Students must receive a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate. ~~Students must receive a passing grade of C (minimum of 60%, GPA 2.0) in each of the BScN Program nursing and non-nursing courses (Math 1111, elective) unless stated otherwise. For example, NURS 3160 and NURS 3262, NURS 2266, NURS 2265, NURS 3164 require a passing grade of B (minimum of 72%).~~ ~~Students must achieve 100% in the dosage calculation component and a "Satisfactory" grade in all lab and clinical components. *The student will have three opportunities to retake the dosage calculation component.~~ A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. ~~Course repeats are not allowed in the first year.~~ If a student is unsuccessful in Term 1 or 2 courses, they may ~~will~~ be required to re-apply to the program. A student may apply to the BScN Progressions Committee to repeat the failed course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, students ~~the student~~ may be required by the BScN Progressions Committee to repeat course(s) ~~complete courses~~ to update clinical knowledge and skills necessary for safety in practice.

Program Considerations

A sincere interest in people of all ages who require all levels of support and care.
Computer skills.
Flexibility to adjust to early morning, evening, or weekend practicum shifts, and to a variety of clinical settings and locations within the Metro Vancouver area.
Review the BCCNM Becoming a Registered Nurse in BC: Requisite Skills and Abilities

Courses

Plan of Study Grid

First Year	Credits
NURS 1162 Introduction to Pathophysiology	2
NURS 1150 Pharmacotherapeutics 1	2
NURS 1164 Nursing Clinical Practice 1	6.5
NURS 1260 Pharmacotherapeutics 2	2
NURS 1261 Collaboration with Older Adults	2

NURS 1262 Pathophysiology of Chronic Disease	2
NURS 1263 Developmental Transitions Older Adult	2
NURS 1264 Nursing Clinical Practice 2	6.5
NURS 1370 Clinical Consolidation 1	6
NURS 1153 Health Determinants	2
NURS 1161 Introduction to Collaboration	2
Credits	35

Second Year

NURS 2160 Pharmacotherapeutics 3	2
NURS 2161 Collaboration Nursing Profession	2
NURS 2162 Pathophysiology Acute Illness	2
NURS 2163 Health Illness Transitions	2
NURS 2164 Nursing Clinical Practice 3	6.5
NURS 2370 Clinical Consolidation 2	6
NURS 2261 Collaboration with Families	2
NURS 2263 Childbearing Family Transition	2
NURS 2264 Nursing Clinical Practice 4	6.5
NURS 2265 Child Health and Pharmacology	2
NURS 2266 Maternal Health and Pharmacology	2
Credits	35

Third Year

NURS 3160 Mental Health Nursing	6
NURS 3163 Situational Transitions	3
NURS 3164 Clinical Mental Health	3
NURS 3252 Pathophysiology of Complex Disease	3
MATH 1111 Introduction to Statistics	3
NURS 3265 Nursing Research	3
NURS 3261 Leadership in Nursing	2
NURS 3263 Multiple Transitions	2
NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
NURS 3370 Clinical Consolidation 3	6
Credits	40

Fourth Year

NURS 3266 Focused Practice: Preceptorship Preparation	2
NURS 4064 Population and Public Health Clinical	4
NURS 4166 Canadian Health Care System	2
NURS 4163 Community Health	3
NURS 4165 Ethics and Law in Health Care	3
NURS 4264 Focused Preceptorship	12
Elective in a College level Non-Nursing course*	3
Credits	29

Term One

NURS 1150 Pharmacotherapeutics 1	2
NURS 1153 Health Determinants	2
NURS 1161 Introduction to Collaboration	2
NURS 1162 Introduction to Pathophysiology	2
NURS 1164 Nursing Clinical Practice 1	6.5
Credits	0

Term Two

NURS 1260 Pharmacotherapeutics 2	2
NURS 1261 Collaboration with Older Adults	2
NURS 1262 Pathophysiology of Chronic Disease	2
NURS 1263 Developmental Transitions Older Adult	2
NURS 1264 Nursing Clinical Practice 2	6.5
NURS 1370 Clinical Consolidation 1	6
Credits	0

Term Three

NURS 2160 Pharmacotherapeutics 3	2
NURS 2161 Collaboration Nursing Profession	2
NURS 2162 Pathophysiology Acute Illness	2
NURS 2163 Health Illness Transitions	2
NURS 2164 Nursing Clinical Practice 3	6.5
NURS 2370 Clinical Consolidation 2	6
Credits	0

Term Four

NURS 2261 Collaboration with Families	2
NURS 2263 Childbearing Family Transition	2
NURS 2264 Nursing Clinical Practice 4	6.5
NURS 2265 Child Health and Pharmacology	2
NURS 2266 Maternal Health and Pharmacology	2
Credits	0

Term Five

NURS 3160 Mental Health Nursing	6
NURS 3163 Situational Transitions	3
NURS 3164 Clinical Mental Health	3
MATH 1111 Introduction to Statistics	3
NURS 3265 Nursing Research	3
Credits	0

Term Six

NURS 3262 Pathophysiology of Complex Illness	2
NURS 3263 Multiple Transitions	2
NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9

NURS 3266 Focused Practice: Preceptorship Preparation 2

NURS 3370 Clinical Consolidation 3 6

    Credits 0

Term Seven

NURS 4064 Population and Public Health Clinical 4

NURS 4163 Community Health 3

NURS 4165 Ethics and Law in Health Care 3

NURS 4166 Canadian Health Care System 2

Elective in a College level Non-Nursing course * 3

    Credits 0

Term Eight

NURS 4261 Nursing Leadership 3

NURS 4264 Focused Preceptorship 12

    Credits 0

    Total Credits 139

*

Please Note: Courses taken for elective credit must be approved by the Nursing Department. Courses used for admissions purposes cannot be used as elective credits.

Eligibility to move into the next term or clinical experience is dependent upon the successful completion of all of the other courses in the term. This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	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	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		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.

    Updating PCG to reflect the need for improved wording in some areas, updating ELP requirements/wording, levelling admission criteria to make the BScN program more competitive with other PSI BScN programs - after reviewing environmental scan.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic

🛈 *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.

Marketing Description

Get industry-leading training to provide safe, ethical, culturally sensitive, and person-centered care as a registered nurse in hospitals, communities, homes, clinics, and residential facilities.

Major Code

Reviewer
Comments

Program Change Request

Date Submitted: 09/10/25 2:01 pm

Viewing: **Bachelor of Science in Nursing (Advanced Entry)**

Last approved: 08/08/25 11:14 am

Last edit: 09/23/25 2:09 pm

Changes proposed by: rgosling

Catalog Pages Using
this Program
[Bachelor of Science Nursing (Advanced Entry)](#)

Program Name:
    Bachelor of Science in Nursing (Advanced Entry)

Credential Level: Degree

Effective Date: January 2026 ~~September 2025~~

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Health Sciences

Department   Baccalaureate Nursing (5031)

Contact(s)

Approval Path

1. 09/10/25 2:03 pm
   Rosie Gosling
   (rgosling): Approved
   for 5031 Leader
2. 09/10/25 3:05 pm
   Mandy Hayre
   (mhayre): Approved
   for SHS Dean
3. 09/23/25 2:10 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Dec 14, 2017 by
   clmig-jwehrheim
2. Aug 21, 2019 by
   Nicole Degagne
   (ndegagne)
3. Nov 25, 2019 by
   Darija Rabadzija
   (drabadzija)
4. Nov 26, 2019 by
   Darija Rabadzija
   (drabadzija)
5. Jun 12, 2020 by
   Ruth Klann (rklann)

6. Jul 14, 2020 by Todd Rowlatt (trowlatt)
7. Oct 13, 2021 by Sarah Desbiens (sdesbiens)
8. Oct 21, 2021 by Todd Rowlatt (trowlatt)
9. Dec 9, 2021 by Nicole Degagne (ndegagne)
10. Jun 15, 2022 by Sarah Desbiens (sdesbiens)
11. Sep 14, 2022 by Sarah Desbiens (sdesbiens)
12. Sep 15, 2022 by Darija Rabadzija (drabadzija)
13. Dec 15, 2022 by Nicole Degagne (ndegagne)
14. Feb 16, 2023 by Darija Rabadzija (drabadzija)
15. Feb 28, 2023 by Darija Rabadzija (drabadzija)
16. May 1, 2024 by Nicole Degagne (ndegagne)
17. Aug 2, 2024 by Darija Rabadzija (drabadzija)
18. Oct 17, 2024 by Rosie Gosling (rgosling)
19. Oct 17, 2024 by Darija Rabadzija (drabadzija)

20. Oct 22, 2024 by
    Darija Rabadzija
    (drabadzija)
21. May 28, 2025 by
    Darija Rabadzija
    (drabadzija)
22. Aug 8, 2025 by
    Darija Rabadzija
    (drabadzija)

Name	E-mail	Phone/Ext.
Rosie Gosling	rgosling@vcc.ca	(604) 768-1406

Program Content Guide

Purpose

This full time program prepares Licensed Practical Nurses to become Registered Nurses providing nursing care in collaboration with other health care professionals with people of all ages in a variety of settings. The graduate will apply critical thinking skills and evidenced-informed practice to plan, coordinate and provide care for individuals, families, groups and communities in a complex, ever-changing health care system.

Graduates of the program are eligible to write the national registration exams, and to apply for registration as a Registered Nurse in British Columbia. Registration is required through the British Columbia College of Nurses and Midwives (BCCNM) before employment as a Registered Nurse in BC.

~~Admission to the Bachelor of Science in Nursing (Advanced Entry) is through a competitive selection process. Successful applicants are identified through a combined evaluation of GPA (based on the program pre-requisites) and a CASPer test result.~~

Application advice:

Successful applicants are identified through a combined evaluation of GPA (based on the program pre-requisites) and a CASPer test result. Preference may be given to students with higher than the minimum GPA and CASPer test result. Acceptable undergraduate courses include VCC courses, and their equivalencies as outlined in the BC Transfer Guide. Other courses will be evaluated to determine their eligibility for admissions purposes.

~~The BScN Advanced Entry is an annual selection based program.~~ You must meet all your education requirements by the date posted on the website.

If you do not meet the educational requirements on time, your application will be cancelled.

If you meet the requirements but do not receive an offer of admission, you must reapply and resubmit academic information if you want to apply for another intake. Applicants are not waitlisted for the following intake.

Under specific circumstances, an applicant who receives an offer of admission may request a one year deferral. Please review the defer request form for details.

Applicants with educational documents not from a Canadian or American institution may need to complete a comprehensive evaluation of education from International Credential Education Service (ICES) in addition to admissions requirements.

ADMISSIONS REQUIREMENTS:

Nursing practice experience demonstrated by the following:

Graduate of a Practical Nursing Program or equivalent (transcripts required)

Current Canadian registration as a Licensed Practical Nurse (proof of license required)

~~Six months or~~ 900 hours worked to the full scope of Licensed Practical Nurse practice within the last five years, verified by a letter from the employer.

18 credits in first-year level undergraduate ~~university~~ courses:

6 credits in English:

ENGL 1100 or equivalent with a minimum 'C+' grade

3 credits of English with a minimum 'C+' grade

~~6 credits in English:~~

~~ENGL 1100 and ENGL 1200 with a minimum 'C+' grade or equivalent, *or*~~

~~ENGL 1101 and ENGL 1102 with a minimum 'C+' grade, for students whose first language is not English and who have entered the program with an IELTS or CELBAN English proficiency assessment~~

6 credits in BIOL 1120 Human Anatomy and Physiology 1 and BIOL 1220 Human Anatomy and Physiology 2 with a minimum 'C+' grade or equivalent. *taken within 5 years of the application date.

6 credits of courses with a minimum 'C+' grade in Humanities or Social Sciences.

Submission of a **CASPer** score. CASPer Test scores are only valid for one admission cycle.

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

~~Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the language of instruction and is also one of the country's official languages. English as Additional Language courses are not included in this three-year calculation, *or*~~

~~IELTS Academic with an overall minimum score of 7.0, and minimum scores of: Speaking 7.0, Listening 7.0, Reading 6.5, Writing 6.5, *or*~~

~~CELBAN (Canadian English Language Benchmarks Assessment for Nurses)* with minimum scores of: Speaking 8.0, Listening 9.0, Reading 8.0, Writing 7.0 (**NOTE**: CELBAN is only suitable for those who have studied nursing in a country other than Canada.)~~

~~Submission of a **CASPer** score. CASPer Test scores are only valid for one admission cycle.~~

UPON ACCEPTANCE TO THE PROGRAM:

Completion of Bridging Term:

Prior to the start of the BSc Nursing program, successful applicants register for and complete a required, 5 month, full-time Bridging Term. The Bridging Term consists of 4 LPN to BScN courses: NURS 1357, NURS 1399, NURS 1358 and NURS 1359.

NURS 1399 and NURS 1357 must be successfully completed before starting NURS 1358 & NURS 1359.

These pre-requisite courses are offered together in one term and must be successfully completed within two years.

Criminal Record Check

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.

Please Note: The regulatory body, the British Columbia College of Nurses and Midwives asks each 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 membership would be accepted. Registration to practice is mandatory in B.C.

Current CPR Level C

CPR Level C includes:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR – two-rescuer

Adult/Child/Baby – choking

CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above.

CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences. CPR courses must have an in-person component.

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.

Immunization Record

A School of Health Sciences Student Immunization Record must be completed. Students may be declined placement in a clinical or practicum site if a completed immunization record is not provided.

N95 Respiratory Mask

An N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.

The individual mask fitting should be done just prior to beginning the program. Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.

The original certificate must be presented to the department on the first day of class.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Practicing LPNs will receive advanced standing into term 5 of the BScN program *following* completion of admission requirements **and** the 4 *required* Bridging LPN to BScN courses. The BScN Advanced entry degree program is 4 terms and should be completed in one and one half (1.5) years. There is a possibility of extending the period of time for completion up to three (3) years due to extenuating circumstances with appropriate consultation with the Department Head or Dean.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Maintain professional responsibility and accountability of nursing practice, and professional conduct.
PLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences, and humanities.
PLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
PLO #4	Uphold and promote the ethical standards of the nursing profession.
PLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

This program is offered on a full time basis and is divided into four terms, each with a different clinical focus such as mental health, complex acute medical/surgical care and community health. Each term contains a clinical experience. There is also a consolidated practice experience provided at the end of Term 6 designed to build upon the learning from previous terms. In Term 8 a preceptorship prepares the learner for the role and expectations of the graduate. The clinical component offers students an opportunity to integrate theory to practice with an emphasis on patient safety and patient-centered care.

Each term must be successfully completed before the next one can be started. The VCC BScN Framework for Healing and Health Promotion integrates several theories for study in this program. This framework looks at the relationships between the person, family, community and population, environment, and nurse.

A major emphasis of this program is active student participation. Throughout the program, instructors encourage students to become increasingly self-directed and responsible for their learning. Students are expected to come to class prepared for active participation in the classroom, nursing lab and clinical activities. Course guides provide direction of learning for each class and/or lab. These guides may be presented online using the VCC learning platform Moodle. The instructor acts as a facilitator to promote a positive learning environment through activities such as small group seminars, group activities, case studies, and formative and summative lab activities designed to simulate clinical reality. Some courses may be offered in a blended (on-line and in person) delivery mode.

Evaluation of Student Learning

Student progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through oral presentations, multiple choice exams, case studies, lab simulation and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations. Students are expected to attend all classes, labs and clinical.

Students must receive a minimum grade of 'B' (3.00, 72%), or 'C' (2.00, 60%), or 'S' as indicated on each course outline. A minimum grade of 'C' (2.00, 60%) is required for MATH 1111 and non-nursing electives. Students must achieve 100% in the dosage calculation component, with a maximum of two opportunities to retake the assessment. Students must achieve a 'Satisfactory' grade in all lab and clinical components. Students must receive a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate.

Students must receive a passing grade of C (minimum of 60%, GPA 2.0) in each of the BScN Program nursing and non-nursing courses (Math 1111, elective) unless stated otherwise. For example, NURS 3160 and NURS 3262, NURS 2266, NURS 2265, NURS 3164 require a passing grade of B (minimum of 72%). Students must achieve 100% in the dosage calculation component and a "Satisfactory" grade in all lab and clinical components. *The student will have three opportunities to retake the dosage calculation component.

A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

Program Considerations

A sincere interest in people of all ages who require all levels of support and care.

Computer skills

Flexibility to adjust to early morning, evening, or weekend practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

Review the BCCNM Becoming a Registered Nurse in BC: Requisite Skills and Abilities document

Courses

Prior to the start of the BSc Nursing program, successful applicants register for and complete a required, 5 month, full-time Bridging Term. The Bridging Term consists of 4 LPN to BScN courses: NURS 1357, NURS 1399, NURS 1358 and NURS 1359.

Plan of Study Grid

Third Year	Credits
NURS 3160 Mental Health Nursing	6
NURS 3163 Situational Transitions	3
NURS 3164 Clinical Mental Health	3
NURS 3252 Pathophysiology of Complex Disease	3
MATH 1111 Introduction to Statistics	3
NURS 3265 Nursing Research	3
NURS 3261 Leadership in Nursing	2
NURS 3263 Multiple Transitions	2
NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
NURS 3370 Clinical Consolidation 3	6
Credits	40
Fourth Year	
NURS 3266 Focused Practice: Preceptorship Preparation	2
NURS 4064 Population and Public Health Clinical	4
NURS 4166 Canadian Health Care System	2
NURS 4163 Community Health	3
NURS 4165 Ethics and Law in Health Care	3
NURS 4264 Focused Preceptorship	12
Elective in a College level Non-Nursing course*	3
Credits	29
Term Five	
~~NURS 3160 Mental Health Nursing~~	~~6~~
~~NURS 3163 Situational Transitions~~	~~3~~
~~NURS 3164 Clinical Mental Health~~	~~3~~
~~MATH 1111 Introduction to Statistics~~	~~3~~
~~NURS 3265 Nursing Research~~	~~3~~
Credits	0

Term Six

NURS 3262 Pathophysiology of Complex Illness	2
NURS 3263 Multiple Transitions	2
NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
NURS 3266 Focused Practice: Preceptorship Preparation	2
NURS 3370 Clinical Consolidation 3	6
Credits	0

Term Seven

NURS 4064 Population and Public Health Clinical	4
NURS 4163 Community Health	3
NURS 4165 Ethics and Law in Health Care	3
NURS 4166 Canadian Health Care System	2
Elective in a College level Non-Nursing course *	3
Credits	0

Term Eight

NURS 4261 Nursing Leadership	3
NURS 4264 Focused Preceptorship	12
Credits	0
Total Credits	69

*

Please Note: Courses taken for elective credit must be approved by the Nursing Department. Courses used for admissions purposes cannot be used as elective credits.

Eligibility to move into the next term or clinical experience is dependent upon the successful completion of all of the other courses in the term. This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	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	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		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 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.

Updating PCG to reflect the need for improved wording in some areas, updating ELP requirements/wording, levelling admission criteria to make the BScN program more competitive with other PSI BScN programs - after reviewing environmental scan.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

This program is for: Domestic

🛈 *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.

Marketing Description

Apply your previous Practical Nursing training to gain advanced entry into year 3 of VCC's Bachelor of Science in Nursing program.

Major Code

Course Change Request

New Course Proposal

Date Submitted: 09/10/25 9:41 am

Viewing: **NURS 3252 : Pathophys of Complex Disease**

Last edit: 09/18/25 11:08 am

Changes proposed by: rgosling

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Pathophysiology of Complex Disease

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Name	E-mail	Phone/Ext.
Rosie Gosling	rgosling@vcc.ca	604-871-7000
Sarah Cain	scain@vcc.ca	604-871-7000

Banner Course Name: Pathophys of Complex Disease

Subject Code: NURS - Nursing

Course Number 3252

Year of Study 3rd Year Post-secondary

Credits: 3

Bridge College Code	UT
Bridge Billing Hours	0-2
Bridge Course Level	01

Course Description:

This pathophysiology course focuses on high acuity with medical-surgical health conditions requiring complex care. Students build on existing knowledge of human anatomy, physiology and pathophysiology by examining altered functions for selected body systems. Pertinent microbiology, immunology, epidemiology, pharmacology, diagnostic content and nursing interventions are integrated to reflect the interrelated and holistic nature of the body's responses to illness and healing for clients in acute care. Students use a critical inquiry to support evidence-informed practice as they engage with course material.

Course Pre-Requisites (if applicable):

NURS 2160, NURS 2162, NURS 2265, NURS 2266, NURS 3160, NURS 3163, NURS 3164.

Course Co-requisites (if applicable):

NURS 3263, NURS 3264, NURS 3261.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Integrate critical inquiry to support evidence-informed care of selected health challenges for the complex, acutely ill adult.
CLO #2	Describe the pathophysiological processes at the cellular, tissue and organ levels for selected disorders in various body systems.
CLO #3	Integrate principles of microbiology, immunology, epidemiology, pharmacology, diagnostics and nursing interventions related to health challenges and healing.
CLO #4	Predict the impact of multiple comorbidities in the care of individuals experiencing complex acute illness.
CLO #5	Explain the pathophysiology of shock syndromes, trauma, and code management for the complex, acutely ill adult.

Instructional
Strategies:

This course is delivered through a blend of large group discussions, small group application activities, online activities and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
72%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	65	4-6 Quizzes
Final Exam	35	

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:
- Complex care and impact of multiple comorbidities
- Fluid and electrolyte imbalance in the acutely ill adult
- Disorders of Ventilation and gas exchange, ABG's advanced, O2 Supply and Demand, V/Q mismatch disorders, alterations in lung compliance and diffusion, oxyhemoglobin disassociation curve
- Disorders of Cardiac function - acute ischemic heart disease, cardiomyopathy, electrical disorders
- Neoplasms
- Disorders of Renal function - acute renal injury, acute on chronic renal disease, ESRD
- Multiple Trauma, Code Management
- Sepsis and Shock, types of shock
-Ketoacidosis
-Disorders of hepatic function
-Withdrawal pathophysiology
- Advanced Case Study presentations
- Evidenced based practice in high acuity

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.

NURS 3266 will be moved to Term 8 in place of NURS 4261 - Nursing Leadership. Rationale = NURS 3266 course content aligns with NURS 4264 - Preceptorship.

NURS 4261 will be moved from Term 8 to Term 6. NURS 4261 is currently a 3 credit course, but will be changed to a 2 credit course. Rationale = NURS 4261 is leadership course and is suited to be delivered earlier in the program. One credit can be removed from this course as leadership concepts are integrated throughout the BScN program.

NURS 3262 will remain in Term 6 and the credit from NURS 4261 will be moved to NURS 3262 to become a 3 credit course. Rationale = NURS 3262 needs additional depth and breadth of pathophysiology topics, as per industry demands and faculty and student feedback.

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?   No

Badge Effective Date

Badge Name

Badge Description

Badge Earning Criteria

Badge Skills

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 09/10/25 9:43 am

Viewing: **NURS 3261 : Leadership in Nursing**

Last edit: 09/16/25 3:43 pm

Changes proposed by: rgosling

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Leadership in Nursing

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/10/25 9:43 am Rosie Gosling (rgosling): Approved for 5031 Leader
2. 09/10/25 9:53 am Mandy Hayre (mhayre): Approved for SHS Dean
3. 09/23/25 2:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Rosie Gosling	rgosling@vcc.ca	604-871-7000

Banner Course Name: Leadership in Nursing

Subject Code: NURS - Nursing

Course Number 3261

Year of Study 3rd Year Post-secondary

Credits: 2

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

Course Description:

This course offers students the opportunity to advance their knowledge regarding nursing leadership and how nursing leadership plays a vital role in the future of nursing and the delivery of health care. Students will develop skills and knowledge regarding coordination and influencing change, within the context of nursing care. Students will consider and develop their personal philosophy of leadership, considering factors such as advocacy, quality improvement, cultural safety, relational leadership, the role of communication and collaboration in nursing leadership and the role and function of the interdisciplinary team.

Course Pre-Requisites (if applicable):

NURS 3263, NURS 3264, NURS 3252.

Course Co-requisites (if applicable):

NURS 3264.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Articulate their philosophy of leadership
CLO #2	Implement leadership behaviors that reflect their values
CLO #3	Discuss future trends influencing nursing practice
CLO #4	Appeal to others to share their vision
CLO #5	Seek opportunities to strengthen their leadership skills
CLO #6	Describe strategies to deal with conflict generated by change
CLO #7	Challenge others to try new approaches
CLO #8	Identify nursing responsibilities related to assignment and delegation between registered nurses, licensed practical nurses, and unregulated care providers

Instructional
Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	In class or written assignment
Assignments	25	In class or written assignment
Assignments	25	In class or written assignment
Assignments	25	In class or written assignment

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1:   30

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 Nature of Leadership
- New Approaches to Leadership
- Commitment to Change
- Modeling the Way
- Lifelong Leadership

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:

NURS 3266 will be moved to Term 8 in place of NURS 4261 - Nursing Leadership. Rationale = NURS 3266 course content aligns with NURS 4264 - Preceptorship.

NURS 4261 will be moved from Term 8 to Term 6. NURS 4261 is currently a 3 credit course, but will be changed to a 2 credit course. Rationale = NURS 4261 is leadership course and is suited to be delivered earlier in the program. One credit can be removed from this course as leadership concepts are integrated throughout the BScN program.

NURS 3262 will remain in Term 6 and the credit from NURS 4261 will be moved to NURS 3262 to become a 3 credit course. Rationale = NURS 3262 needs additional depth and breadth of pathophysiology topics, as per industry demands and faculty and student feedback.

Course Change Request

Date Submitted: 09/23/25 1:47 pm

Viewing: **NURS 3263 : Multiple Transitions**

Last approved: 03/24/22 5:23 am

Last edit: 09/23/25 1:47 pm

Changes proposed by: trowlatt

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:
  Multiple Transitions

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Name	E-mail	Phone/Ext.
Rosie Gosling ~~Ruth Klann~~	rgosling@vcc.ca ~~rklann@vcc.ca~~	x ~~604 871 7000/5090~~

Banner Course
Name: Multiple Transitions

Subject Code: NURS - Nursing

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 10/07/25 2:44 pm Rosie Gosling (rgosling): Approved for 5031 Leader

History

1. Jun 23, 2020 by Ruth Klann (rklann)
2. Aug 7, 2020 by Nicole Degagne (ndegagne)
3. Dec 4, 2021 by Melinda Schram (mschram)
4. Mar 24, 2022 by Darija Rabadzija (drabadzija)

Course Number   3263

Year of Study   3rd Year Post-secondary

Credits: 2

Bridge College Code   UT

Bridge Billing Hours   2

Bridge Course Level   01

Course Description:

This course uses health promotion and population health frameworks to inform an understanding of multiple transitions. Examination of the acutely ill adult and their family beyond the diseases and individual health issues to consider the impact of social determinants of health (SDOH) on transitions.
Health promotion focuses on advocating for the principles of primary health care to facilitate hope, coping, resilience, social justice and empowerment for individuals and families living with multiple transitions.

Course Pre-Requisites (if applicable):

NURS 3160, NURS 3163, NURS 3164, MATH 1111 or equivalent, NURS 3265.

Course Co-requisites (if applicable):

NURS 3252, NURS 3264. ~~NURS 3262, NURS 3264, NURS 3266.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze the use of complementary and alternative therapies in managing complex symptoms with individuals and families experiencing transitions.
CLO #2	Apply critical inquiry and evidence informed practice to the care of individuals and families experiencing multiple transitions.
CLO #3	Apply knowledge and skills of relational practice with individuals and families in regards to transitions
CLO #4	Describe legal and ethical issues in relation to populations experiencing multiple transitions.

	Upon successful completion of this course, students will be able to:
CLO #5	Discuss the relationship between the determinants of health, choice and the process of health promotion for people experiencing transitions.
CLO #6	Explore collaboration in relation to community service providers and health care professionals that provide support for individuals and families with complex health challenges.
CLO #7	Critically reflect on the impact of culture, diversity and choice in managing individuals and families experiencing transitions
CLO #8	Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.

Instructional
Strategies:

This course uses the context-based learning (CBL) format. The purpose of structuring learning in a CBL format is to provide a professional context for application of learned knowledge and skills. This stimulates the learner to identify the client/family strengths and challenges, suggest a hypothesis, identify learning needs, search for information and then apply the information to the context. The overarching purpose of CBL is to acquire and apply new knowledge, apply previously learned knowledge, develop metacognitive skills, learn to question and challenge ideas, and develop clinical reasoning.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	25	Knowledge Paper
Participation	10	Group Skills
Assignments	35	Research presentations challenges
Other	30	Self reflections

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   30

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:
Clinical Reasoning & Relational Inquiry: application to a family case study with multiple transitions
Multiple Transitions theory (managing complexity)
Multiple Transitions: Situational, Organizational, Developmental and Health illness
Social Determinates of Health: Social connectedness, Housing, Food security
Social Determinates of Health: Social Safety Net, Health Services, Disability
Health promotion: Empowerment and Social justice
Health Promotion: Spirituality, Complementary and Alternative therapies.

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

Course Change Request

Date Submitted: 09/23/25 1:49 pm

Viewing: **NURS 3264 : Nursing Clinical Practice 6**

Last approved: 02/10/22 5:37 am

Last edit: 09/23/25 1:49 pm

Changes proposed by: trowlatt

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Nursing Clinical Practice 6: Care of the Acutely Ill Adult

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Name	E-mail	Phone/Ext.
Dee Duncan	dduncan	604 871 7000/5131
Ruth Klann	rklann@vcc.ca	604 871 7000/5090

Banner Course Name: Nursing Clinical Practice 6

Subject Code: NURS - Nursing

Course Number 3264

Year of Study 3rd Year Post-secondary

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. Curriculum Committee
4. Records
5. Banner

Approval Path

1. 10/07/25 2:44 pm
   Rosie Gosling
   (rgosling): Approved
   for 5031 Leader

History

1. Sep 27, 2019 by
   Ruth Klann (rklann)
2. Aug 7, 2020 by Ruth
   Klann (rklann)
3. Feb 10, 2022 by
   Leszek Apouchtine
   (lapouchtine)

Credits: 9

Bridge College Code	UT
Bridge Billing Hours	9
Bridge Course Level	01

Course Description:

This course expands the professional practice themes including focused and comprehensive nursing assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed care, collaboration, leadership, organizational skills, patient safety, and relational practice. Students apply the nursing process as a foundational framework for clinical reasoning and decision-making with highly complex persons experiencing multiple acute health issues in the acute care setting. Clinical practice including nursing labs, simulation and clinical experiences provides an opportunity for integration of theory. Theory from nursing science, other sciences and humanities informs practice.

Course Pre-Requisites (if applicable):

NURS 3160, NURS 3163, NURS 3164, MATH 1111 or equivalent, NURS 3265.

Course Co-requisites (if applicable):

NURS 3252, NURS 3263. ~~NURS 3262, NURS 3263, NURS 3266.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Maintain professional responsibility and accountability in nursing practice and professional conduct.
CLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
CLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
CLO #4	Upholds and promotes the ethical standards of the nursing profession
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional
Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory
(practice & simulated experiences) and clinical experiences. These professional practice experiences provide
opportunities to safely apply knowledge gained in theory and laboratory course.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S =72% for theory and all other
components of the evaluation
plan must be *Satisfactory - See
Below

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S/U	Laboratory: Integration Assessments
Other	S/U	Clinical Self and Instructor Evaluation
Assignments	S/U	Lab and Clinical Assignments
Exam	S/U	Theory: Drug Calculation Exam *Satisfactory = 100% (3 attempts in total)
Quizzes/Tests	60	4-6 quizzes - Formative: Theory
Final Exam	40	Theory: Final Exam - Summative

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: 270

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:   102

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:   168

Course Topics

Course Topics:
- Comprehensive and focused assessments for the acutely ill adult - Airway and oxygenation management for the higher-acuity adult - Management of the unstable client with chest pain, shock, and multiple trauma - Managing complex IV infusions, central lines and fluid and electrolyte imbalance - Managing complex pain - Care for clients receiving chemotherapy and radiation - Care for clients with acute kidney injury and chronic kidney disease - Managing care of the adult in palliative care - Interdisciplinary collaboration during rapid changes in client status - Participation in simulated and actual clinical pathways

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

Date Submitted: 08/26/25 1:47 pm

Viewing: **NURS 3266 : Focused Practice Preparation**

Last approved: 02/10/22 5:37 am

Last edit: 09/23/25 1:59 pm

Changes proposed by: rgosling

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

  Focused Practice: Preceptorship Preparation

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Name	E-mail	Phone/Ext.
Rosie Gosling ~~Dee Duncan~~	rgosling@vcc.ca ~~dduncan@vcc.ca~~	Teams ~~604 871 7000/5131~~

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/26/25 1:48 pm Rosie Gosling (rgosling): Approved for 5031 Leader
2. 09/08/25 8:38 pm Mandy Hayre (mhayre): Approved for SHS Dean
3. 09/23/25 2:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jul 23, 2020 by Ruth Klann (rklann)
2. Feb 10, 2022 by Leszek Apouchtine (lapouchtine)

Name	E-mail	Phone/Ext.
Sarah Cain ~~Ruth Klann~~	scain@vcc.ca ~~rklann@vcc.ca~~	Teams ~~604 871 7000/5090~~

Banner Course Name: Focused Practice Preparation

Subject Code: NURS - Nursing

Course Number 3266

Year of Study 3rd Year Post-secondary

Credits: 2

Bridge College Code UT

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course is an independent study intended to provide students with additional knowledge in preparation for their final preceptorship. Using a process of inquiry and in collaboration with faculty, students will identify a specific nursing practice area of personal and professional interest and source activities to expand their knowledge and understanding of the nurse's role in the selected practice context.

Course Pre-Requisites (if applicable):

NURS 4165, NURS 4064, NURS 4166, NURS 4163. ~~NURS 3160, NURS 3163, NURS 3164, MATH 1111 or equivalent, NURS 3265.~~

Course Co-requisites (if applicable):

~~NURS 3262, NURS 3263, NURS 3264.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate self direction, independence and skill in identifying learning needs, learning outcomes, and learning activities necessary to advance knowledge of self selected nursing practice focus.
CLO #2	Use curriculum philosophy, foundational program threads and concepts from previous and current courses in expanding knowledge of self selected nursing practice focus.
CLO #3	Engage in critical inquiry through analysis and synthesis of recent research findings to enhance knowledge of concepts, emerging issues and trends in self selected nursing practice focus.
CLO #4	Critically reflect on current legal and ethical issues that may impact self selected nursing practice.
CLO #5	Collaborate with a broad range of inter-professional team members in self selected nursing practice to fully develop the different theoretical perspectives on health, healing, health promotion and caring and understand the nursing role.
CLO #6	Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.

Instructional
Strategies:

Independent study, consultation with faculty, implementation of a learning contract, portfolio development.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	S/U	

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Seminar

Hours in Category 1:   6

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

Check all that apply:

Lab

Simulation

Hours in Category 2:   3

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:   21 30

Course Topics

Course Topics:
Area of focused study chosen in collaboration with faculty and students. Simulation experiences focus on intra and inter professional collaboration and enable students to practice clinical skills. Self-directed.

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:
NURS 3266 will be moved to Term 8 in place of NURS 4261 - Nursing Leadership. Rationale = NURS 3266 course content aligns with NURS 4264 - Preceptorship.

Course Change Request

Date Submitted: 09/23/25 1:50 pm

Viewing: **NURS 3370 : Clinical Consolidation 3**

Last approved: 09/17/22 6:13 am

Last edit: 09/23/25 1:50 pm

Changes proposed by: trowlatt

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Clinical Consolidation 3

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Approval Path

1. 10/07/25 2:44 pm Rosie Gosling (rgosling): Approved for 5031 Leader

History

1. Aug 5, 2020 by Ruth Klann (rklann)
2. Dec 5, 2021 by Nicole Degagne (ndegagne)
3. Sep 17, 2022 by Sarah Desbiens (sdesbiens)

Name	E-mail	Phone/Ext.
Rosie Gosling Sarah Desbiens	rgosling@vcc.ca sdesbiens@vcc.ca	/ 778.783.5131

Banner Course Name: Clinical Consolidation 3

Subject Code: NURS - Nursing

Course Number 3370

Year of Study	3rd Year Post-secondary
Credits:	6

Bridge College Code	UT
Bridge Billing Hours	6
Bridge Course Level	01

Course Description:

The intent of the consolidated clinical experience is to support the integration of theory and practice from all previous terms. The nurse's role in the interdisciplinary team is emphasized.

Course Pre-Requisites (if applicable):

NURS 3252, 3262, NURS 3263, NURS 3264. 3264, NURS 3266.

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 professional responsibility and accountability to standards of nursing practice, and professional conduct.
CLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
CLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
CLO #4	Uphold and promote the ethical standards of the nursing profession
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional Strategies:

Professional practice experience in acute medical surgical units with higher acuity patients

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
An average of 72% on all clinical
assignments is required to pass
the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Structured Journal
Participation	S/U	Moodle forum
Other	S/U	Clinical Self and Instructor 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: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

   Practicum

Hours in Category 3:   180

Course Topics

Course Topics:
Clinical practice experience in acute medical surgical units with higher acuity patients

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

   BSN PCG

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.

Course Change Request

Date Submitted: 09/23/25 2:00 pm

Viewing: **NURS 4064 : Population and Public Health**

Last approved: 08/28/24 10:09 am

Last edit: 09/23/25 2:00 pm

Changes proposed by: trowlatt

Programs
referencing this
course
44: Bachelor of Science in Nursing (First Year Entry)
5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Population and Public Health Clinical

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Name	E-mail	Phone/Ext.
Rosie Gosling ~~Dee Duncan~~	rgosling@vcc.ca ~~dduncan@vcc.ca~~	/ ~~778.783.5125~~
~~Sarah Desbiens~~	~~sdesbiens@vcc.ca~~	~~778.783.5131~~

Banner Course Name: Population and Public Health

Subject Code: NURS - Nursing

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 10/07/25 2:44 pm Rosie Gosling (rgosling): Approved for 5031 Leader

History

1. Sep 16, 2022 by Sarah Desbiens (sdesbiens)
2. Jul 17, 2024 by Nicole Degagne (ndegagne)
3. Aug 28, 2024 by Darija Rabadzija (drabadzija)

Course Number   4064

Year of Study   4th Year Post-secondary

Credits: 4

Bridge College Code   UT

Bridge Billing Hours   4

Bridge Course Level   01

Course Description:

This course provides students with the opportunity to utilize nursing knowledge, skills and abilities required to promote population health. The practicum engages students to collaborate with families, groups, communities and/or populations and inter-sectoral partners to build capacity to prevent health issues and to promote health equity with a key focus on addressing the social, political, and economic conditions that impact health. Students learn how to apply principles and evidence in public health, population health promotion, and primary health care in various settings.

Course Pre-Requisites (if applicable):

NURS 3252, 3262, NURS 3263, NURS 3264, NURS 3266, NURS 3370.

Course Co-requisites (if applicable):

NURS 4163, NURS 4166, NURS 4165.

PLAR (Prior Learning Assessment & Recognition)
                       No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Maintain professional responsibility and accountability in nursing practice, and professional conduct.
CLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
CLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
CLO #4	Uphold and promote the ethical standards of the nursing profession.

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional
Strategies:

This course is delivered through clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System:　　　Satisfactory/Unsatisfactory　　　Passing grade:

To achieve satisfactory any
graded assignment must average
72% or greater.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Clinical assignments
Other	S/U	Clinical self & instructor 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:　　　120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

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:
Placement dependent

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

BSN PCG

Provide a ~~r~~
~~for this pr~~

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 09/23/25 2:02 pm

Viewing: **NURS 4163 : Community Health**

Last approved: 05/14/24 9:16 am

Last edit: 09/23/25 2:02 pm

Changes proposed by: trowlatt

Programs
referencing this
course
44: Bachelor of Science in Nursing (First Year Entry)
5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:
Community Health

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow
1. **5031 Leader**
2. **SHS Dean**
3. Curriculum Committee
4. Records
5. Banner

Approval Path
1. 10/07/25 2:45 pm Rosie Gosling (rgosling): Approved for 5031 Leader

History
1. Jun 23, 2020 by Ruth Klann (rklann)
2. Aug 7, 2020 by Nicole Degagne (ndegagne)
3. Dec 4, 2021 by Melinda Schram (mschram)
4. Jun 30, 2022 by Nicole Degagne (ndegagne)
5. May 14, 2024 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Rosie Gosling	rgosling@vcc.ca	-

Banner Course Name: Community Health

Subject Code: NURS - Nursing

Course Number   4163

Year of Study   4th Year Post-secondary

Credits: 3

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

Course Description:

The philosophy of Primary Health Care will provide direction to an exploration of public health nursing. Students will learn how to do a holistic community assessment and plan and evaluate health promotion activities relevant to an identified community population. Students will understand the role and scope of the public health nurse. An understanding of epidemiological concepts is central to public health nursing and will be integrated throughout the course to expand the understanding of community as client. An exploration of local and global socio-political trends will emphasize the need for inter-sectoral collaboration and action.

Course Pre-Requisites (if applicable):

NURS 3252, 3262, NURS 3263, NURS 3264, NURS 3266, NURS 3370.

Course Co-requisites (if applicable):

NURS 4064, NURS 4165, NURS 4166.

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Examine the role of primary health care and its significance for population health.
CLO #2	Discuss how to engage a community in identifying health needs, strengths, capacities and goals.

	Upon successful completion of this course, students will be able to:
CLO #3	Articulate epidemiological concepts in planning and implementing strategies for disease prevention and health promotion in school, home, workplace, and with special populations.
CLO #4	Apply theory and frameworks related to disease and illness prevention and health promotion in planning, implementing and evaluating programs with a health promotion focus.
CLO #5	Demonstrate knowledge of population health research and population health issues on a local, national and international level.
CLO #6	Analyze emerging local, national and global community health trends and issues and the context in which they occur.
CLO #7	Investigate accessibility, utility and issues related to health care for diverse populations
CLO #8	Explore the core competencies for public health nursing.
CLO #9	Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.

Instructional Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	40	Evidence Based Population Health Promotion Practice Two Parts
Assignments	30	
Exam	25	Epidemiology Exam
Participation	5	Class Participation

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

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:
Primary Health Care
Community as Partner
Health promotion, program planning, program evaluation, and project outcomes
Epidemiology
Local and Global public health

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

Course Change Request

Date Submitted: 09/23/25 2:03 pm

Viewing: **NURS 4165 : Ethics and Law in Health Care**

Last approved: 08/28/24 10:09 am

Last edit: 09/23/25 2:03 pm

Changes proposed by: trowlatt

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

Ethics and Law in Health Care

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Name	E-mail	Phone/Ext.
Rosie Gosling ~~Sarah Desbiens~~	rgosling@vcc.ca ~~sdesbiens@vcc.ca~~	/ ~~778.783.5131~~
~~Dee Duncan~~	~~dduncan@vcc.ca~~	~~778.783.5125~~

Banner Course
Name: Ethics and Law in Health Care

Subject Code: NURS - Nursing

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 10/07/25 2:45 pm Rosie Gosling (rgosling): Approved for 5031 Leader

History

1. Sep 30, 2022 by Darija Rabadzija (drabadzija)
2. Feb 10, 2024 by Nicole Degagne (ndegagne)
3. Aug 28, 2024 by Darija Rabadzija (drabadzija)

Course Number   4165

Year of Study   4th Year Post-secondary

Credits: 3

Bridge College Code   UT

Bridge Billing Hours   3

Bridge Course Level   01

Course Description:

This course is designed to provide students with an in-depth study of ethics and law as applied within health and health care systems. Students explore legal terminology, reasoning and processes and the basic principles of law that apply to and govern the delivery of health care services and nursing practice in context of inter-sectoral care. Building off of previous BScN courses, students are engaged to explore ethical theories and principles in relation to understanding and addressing ethical issues in nursing from a professional, interdisciplinary, and structural (organizational ethics and socio-political-economic) perspective.

Course Pre-Requisites (if applicable):

NURS 3252, 3262, NURS 3263, NURS 3264, NURS 3266, NURS 3370.

Course Co-requisites (if applicable):

NURS 4064, NURS 4163, NURS 4166.

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 history of codes of ethics and the development of contemporary nursing codes of ethics and their application to ethical decision-making.
CLO #2	Identify the basic features of the Canadian legal system and the legal context of health care systems.
CLO #3	Identify, analyze, and apply resources for guiding ethical nursing practice.
CLO #4	Identify nurses' professional obligations, legal accountabilities, and outcomes of misconduct and malpractice.

	Upon successful completion of this course, students will be able to:
CLO #5	Articulate the ethical obligation of nurses to advocate for social justice and health equity.
CLO #6	Describe and analyze laws relating to human rights and patient care and the rights of nurses.
CLO #7	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional
Strategies:

This course is delivered through blended learning that includes cooperative small and large group discussions and reflective exercises. Students engage in praxis with peers. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Assignments	30	
Exam	30	
Participation	10	

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

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:
Classical and contemporary ethical theories, ethical principles, world views and ethics
Indigenous perspectives on ethics
Canadian legal system: natural justice/procedural justice; due process and rule of law; case law; statutes and regulations; legislative process; Constitution of Canada; Charter of Rights and Freedoms; court system; basis of contract and tort law
Indigenous perspectives on law
Resources for guiding ethical practice: codes of ethics; ethical decision-making frameworks; interdisciplinary practice; moral communities of practice
Contextual factors that affect ethical nursing practice
Nurses' legal accountabilities: professional competence, misconduct, malpractice
Patients' rights and patient care, including statutory duties, contractual duties and tort duties, in particular a discussion of negligence, direct, vicarious and corporate liability, medical products liability, risk management and quality assurance as well as insurance

Course Topics:
Public health/population health promotion ethics
Legal context of health care systems: The legal relationship between patients/clients and the health care institutions caring for them as well as the governmental agencies involved

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

Keatings, M. & Adams, P. (2020). Ethical and legal issues in Canadian nursing. (4th Ed.). Elsevier, Toronto Ontario.

Supplementary readings- journal articles, Acts and regulations of BC, legislation and Nursing standards of practice documents and Code of Ethics

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
BSN PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 09/23/25 2:01 pm

Viewing: **NURS 4166 : Canadian Health Care System**

Last approved: 05/14/24 9:16 am

Last edit: 09/23/25 2:01 pm

Changes proposed by: trowlatt

Programs
referencing this
course
44: Bachelor of Science in Nursing (First Year Entry)
5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:

  Canadian Health Care System

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Name	E-mail	Phone/Ext.
Rosie Gosling	rgosling@vcc.ca	--

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. Curriculum Committee
4. Records
5. Banner

Approval Path

1. 10/07/25 2:45 pm Rosie Gosling (rgosling): Approved for 5031 Leader

History

1. Jun 23, 2020 by Ruth Klann (rklann)
2. Aug 7, 2020 by Nicole Degagne (ndegagne)
3. Dec 4, 2021 by Melinda Schram (mschram)
4. Jun 30, 2022 by Nicole Degagne (ndegagne)
5. May 14, 2024 by Darija Rabadzija (drabadzija)

Banner Course Name:	Canadian Health Care System
Subject Code:	NURS - Nursing
Course Number	4166
Year of Study	4th Year Post-secondary
Credits:	2

Bridge College Code	UT
Bridge Billing Hours	2
Bridge Course Level	01

Course Description:

This course introduces the student to the ways that nurses influence healthy public policymaking in Canada, including public policy processes in the context of health care issues. The student will explore how nurses can influence policy reform and its implications to the health care system. The student will practice formulating and articulating a position. This course will help the student to advance critical thinking and understanding of Canada's evolving health care system in political, social, economic, and historical contexts.

Course Pre-Requisites (if applicable):

NURS 3252, 3262, NURS 3263, NURS 3264, NURS 3266, NURS 3370.

Course Co-requisites (if applicable):

NURS 4064, NURS 4163, NURS 4165.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify how public policy influences health.
CLO #2	Define key policy issues confronting Canadian nurses.
CLO #3	Discuss the context and process of policy development in Canada.
CLO #4	Formulate and articulate a position on a policy issue.

	Upon successful completion of this course, students will be able to:
CLO #5	Explain how nurses can influence public policy on local, national and international levels.
CLO #6	Demonstrate a professional presence with confidence, honesty, integrity, and respect in all interactions.

Instructional
Strategies:

This course is delivered in the classroom using large group discussions, small group application activities, and case studies. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Poster
Other	30	Presentation
Assignments	35	
Participation	5	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: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   30

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:
Defining Healthy Public Policy
The Canadian Health Care System
Engaging Others
Policy Development: The Canadian Context
Policy Development: Briefing Notes
Global Connections
Being Strategic
Leading Change
Making your Pitch

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: 09/23/25 1:42 pm

Viewing: **NURS 4264 : Focused Preceptorship**

Last approved: 05/14/24 9:16 am

Last edit: 09/23/25 1:42 pm

Changes proposed by: trowlatt

Programs
referencing this
course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

Course Name:
   Focused Preceptorship

Effective Date: January 2026

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

Name	E-mail	Phone/Ext.
Rosie Gosling	rgosling@vcc.ca	-

Banner Course   Focused Preceptorship
Name:

Subject Code: NURS - Nursing

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. Curriculum
   Committee
4. Records
5. Banner

Approval Path

1. 10/07/25 2:45 pm
   Rosie Gosling
   (rgosling): Approved
   for 5031 Leader

History

1. Jul 23, 2020 by Ruth
   Klann (rklann)
2. Feb 10, 2022 by
   Leszek Apouchtine
   (lapouchtine)
3. Sep 23, 2022 by
   Sarah Desbiens
   (sdesbiens)
4. May 14, 2024 by
   Darija Rabadzija
   (drabadzija)

Course Number   4264

Year of Study   4th Year Post-secondary

Credits: 12

Bridge College Code	UT
Bridge Billing Hours	12
Bridge Course Level	01

Course Description:

This course is designed to provide the student with consolidated practice experience. A concentrated experience at a primary site will enhance and further develop the student's scope of practice. A variety of clinical activities will facilitate the integration of core curriculum concepts including determinants of health, transitions, and principles of primary health care. An evidence-informed approach will be reflected in the practice area. Preceptorship students will have the opportunity to further integrate theory and skills in preparation for entry to practice. The student will be partnered with an RN preceptor who will assist the student to gradually assume responsibility for entry-level RN practice.

Course Pre-Requisites (if applicable):

NURS 3266, NURS 4163, NURS 4064, NURS 4165, NURS 4166.

Course Co-requisites (if applicable):

NURS 4261.

PLAR (Prior Learning Assessment & Recognition)

        No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Maintain professional responsibility and accountability of nursing practice, and professional conduct.
CLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.
CLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
CLO #4	Uphold and promote the ethical standards of the nursing profession.

	Upon successful completion of this course, students will be able to:
CLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Instructional
Strategies:

  Professional practice experience

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

  S = 72% average on all applicable
  assignments

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	S/U	Preceptorship Preparation NCLEX exam Preparation
Other	S/U	Clinical Self and Instructor Evaluations
Assignments	S/U	Journals

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: 360

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3:   360

Course Topics

Course Topics:
Individualized depending on site of practice.

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

BSN PCG

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

DECISION NOTE

PREPARED FOR: Education Council

DATE: October 14, 2025

ISSUE: Course Deactivations

BACKGROUND:
The Registrar's Office is working on the next edition of the College catalog. To prepare for this publication, a clean-up of CourseLeaf, VCC's curriculum inventory management system (CIM), is in progress. A number of courses that are no longer taught are proposed for deactivation as part of this clean-up.

The following courses are no longer taught and proposed for deactivation:

- HLTH 1101 Foodsafe Level 1
- COMP 0982 Word Processing 12
- COMP 0983 Computer Science 12 Part 1
- COMP 0984 Spreadsheet Management 12
- COMP 0985 Database Management 12
- COMP 0986 Digital Art and Graphics
- COMP 0987 Computer Programming
- COMP 0993 Computer Science 12 Part 2

Continuing Studies Courses

The Centre for Continuing Studies is proposing deactivation of a number of courses that are no longer taught. These courses are parts of programs that have been functionally replaced by new programs but are still active.

The proposal is to deactivate the courses listed below, effective once the related programs have been discontinued:

CNSK 2502 Foundation of Addiction Skills   CNSK 2509 Group Facilitation Skills
CNSK 2503 Intro Trauma Informed Practice   CNSK 2510 Indig Perspectives Addiction
CNSK 2504 Intro Concurrent Disorders   CNSK 2511 Practicum
CNSK 2506 Addiction and Human Behaviour   EVNT 1107 Destination Weddings
CNSK 2507 Addiction and Public Policy   EVNT 1108 Wedding Planning
CNSK 2508 Addiction Assessment Skills   EVNT 1109 Event Planning

LEAD 1101 Critical Thinking
LEAD 1102 Managing Change
LEAD 1104 Problem Solving Action Plan
LEAD 1105 From Conflict To Collaboration
LEAD 1108 Facilitation Skls Team Leader
LEAD 1109 Speak Up
LEAD 1110 Creative Thinking At Work
LEAD 1111 Stepping Up To Leadership
LEAD 1112 Using Leadership Language
LEAD 1113 Building A Productive Team
LEAD 1114 Finding Time For Results
LEAD 1115 Coaching For High Performance
LEAD 1116 Essential Lead Coach Skills
LEAD 1117 Skill Coaching
LEAD 1118 Coaching Next Level
LEAD 1119 Science and Art of Leadership
LEAD 1120 The Coach's Toolkit
LEAD 1121 Team Coaching
LEAD 1138 Business Comm for Leaders
LEAD 1150 Introduction to Business

LEAD 1151 Human Resource Management
LEAD 1152 Finance
LEAD 1153 Sales and Marketing Management
LEAD 1154 Business Ethics
LEAD 1169 Challenging Personalities
LEAD 1171 Training for High Performance
MSKL 1101 Interpers Communication Skills
MSKL 1102 Team Skills
NETT 2104 MTA Networking Fundamentals
NETT 2105 Security Fundamentals
NETT 2107 Active Directory
NETT 2113 Server Fundamentals
NETT 2119 A+ Hardware
NETT 2122 Project+ Management
NETT 2206 Directive Studies
SPRT 1110 Intro to Sport and Rec Mgt
SPRT 1120 Sport and Recreation Planning
SPRT 1130 Sport and Rec Media & PR
SPRT 1140 Sport and Rec Event Mgmt
SPRT 1150 Sport and Recreation Practicum

RECOMMENDATION:
THAT Education Council recommends the Board of Governors approve the deactivation of HLTH 1101 and COMP 0982,0983, 0984, 0985, 0986, 0987, 0993.

THAT Education Council recommends the Board of Governors approve the deactivation of 52 Continuing Studies courses, effective once the related programs have been discontinued.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 23, 2025

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: October 14, 2025

ISSUE: Tuition and Fee Refund Policy (311)
                                       Admissions Policy (301)
                                       Flexible Admissions Policy (302)

BACKGROUND:

The Registrar's Office is proposing changes to the Tuition and Fee Refund (311), Admissions (301), and Flexible Admissions (302) policies.

The Tuition and Fee Refund policy previously allowed international students to request a refund if their study permit was refused. After consultation with International Education, the Registrar's Office has identified a need to clarify this policy.

IRCC (Immigration, Refugees and Citizenship Canada) has begun using more specific language in some study permit refusals, including references to applicant misconduct or submission of fraudulent information. While these cases are rare, the Registrar's Office is proposing an update to policy language to ensure refunds are not considered in these situations.

In tandem with these policy changes, a statement is being added to the Admissions and Flexible Admissions policies to explicitly specify that students are required to provide complete, accurate and truthful information as part of the application process.

DISCUSSION:

Registrar Dave McMullen presented the policies and procedures to Education Policy Committee (EPC) at its October 8, 2025 meeting.

The committee requested minor wording changes for consistency and to provide some flexibility around the reasons for refund denials. IRCC uses varying terminology, and the specific term "misrepresentation" is not necessarily used in study permit refusal letters.

These minor edits were completed after meeting in consultation with Dave McMullen and Emily Logan. The proposed definition of "misrepresentation" was ultimately removed to leave some flexibility; potential reasons for refund denials are captured in the policy and procedures.

The committee approved posting the Admissions and Flexible Admissions policies for feedback. Feedback is open from October 10, 2025 until November 3, 2025.

The Tuition and Fee Refund Policy (311) is an administrative policy and was presented to EPC for information only. This policy will be reviewed by the Administrative Policy Committee and Operations Council.

PREPARED BY: Emily Logan, Chair, Education Policy Committee

DATE: October 9, 2025

Tuition and Fee Refund

Policy Type
Administrative

Policy Name
Tuition and Fee Refund

Policy Number
311

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
January 12, 2021

Next Scheduled Review Date
January 2026

Approval Body
President

Policy Sponsor
Vice President Administration & International Development

Review Body
Operations Council

Responsible Authority
Financial Services

Policy

Context and Purpose

Vancouver Community College (VCC; the College) organizes its learning resources (instructors, space, services) to accommodate students who indicate an intent to attend courses and programs at the College. In addition to providing documentation to support their application, prospective students are also requested to pay all or a portion of their tuition and fees as a sign of their commitment to enrol, and to guarantee their spot in the program or course.

The policy and procedures establish the process for providing refunds, in whole or in part, on those occasions when a student cannot fulfil their commitment to attend a program or course.

Scope and Limits

This policy applies to all students who drop or withdraw from a program or course at VCC.

Some mandatory fees are excluded when they reflect a fee for a service immediately provided (such as an application fee).

Policy Principles

1. The College will refund tuition and fees based on the general principles of fairness, consistency, transparency, and fiscal responsibility.
2. Students will be given a reasonable timeframe within which to notify the College of their intent to withdraw from a course or program.
3. The College invests significant time and resources preparing for students to arrive in a program or course. To recognize those costs, the College reserves the right to limit fee refunds to students who withdraw.
4. Students are responsible for providing accurate, complete, and truthful information in support of their application, registration, student authorization and attendance. If a student has been found to provide inaccurate, incomplete, untruthful or misrepresented information, they may not be eligible for a full refund.
5. The timing of the notice to the College and the reasons for withdrawing will determine whether the student is entitled to a refund of their fees, in whole or in part.
6. The rules established for refunds will be consistent for students in the same types of courses and programs.
7. Refunds are not provided when students are unable to complete a term or block of courses due to the failure of a pre-requisite course within that term or block, even if a course within that term or block has not yet started. In the event a student is registered in a subsequent term or block of courses within that term but the block has not commenced, the student will receive a refund for this additional block.
8. Students have the right to appeal a decision related to a refund.
9. The College reserves the right to cancel courses due to unavailability of instructors, facilities, or insufficient enrolment. If a course is cancelled, a full refund is provided.

Procedures

All Procedures

1. The Registrar's Office establishes withdrawal deadlines for all programs and courses. Deadlines are made available on the College website or from Registration Areas.
2. Refunds are paid directly to the Original Payor or if applicable, the Sponsor or lending institution.
3. Tuition and fees paid to the College under the terms of a contract are refunded based on the terms outlined in the contract. If the contract does not document the terms and conditions for refunds, the terms of this policy apply.
4. Refunds are subject to an Administrative Fee, except in the event of course or program cancellation, a full refund will be provided to the applicant/student should they choose not to register in another course/program.
5. Tuition deposits for domestic students are not eligible for refund.
6. A portion of the tuition deposits may be refundable for international students. The VCC International Refund Guidelines, available on the College website, will indicate which portions of deposits are non-refundable.
7. A bank fee is charged if a refund is provided through a bank wire transfer or other electronic means.
8. Students' Union of Vancouver Community College (SUVCC) membership fees are not refundable after the start date of a course or program, as per agreement between the College and SUVCC.
9. The College does not issue refunds of less than $20.

REQUESTING AND CALCULATING TUITION AND FEE REFUND

10. Students must provide written notification of their intent to withdraw from a course/program in order to be eligible for a refund. Written notification can be provided in the following ways:
    a. Submitting a completed *Course Drop/Add & Program Withdrawal* form to the appropriate Registration Area. This form is available on the VCC website and in the Registrar's Office.
    b. A written letter stating the intent to withdraw submitted to the appropriate Registration Area in person, electronically, or by mail.
11. Refunds are calculated based on the date the written request for withdrawal is received by the Registration Area.
12. The College will refund program/course tuition and fees to students based on the following refund criteria:
    a. **Programs and Courses in Continuing Studies and the School of Instructor Education**
        1. *Deadline for written notification: Three (3) business days prior to the start date of the program/course*

         1. Tuition refund (less tuition deposit and administration fees): 100% of tuition paid.
         2. Student Fees Eligible for Refund: 100% of College Initiative Fees, Materials Fees, Laundry Fees, Campus Resource Fees, and UPass Fees (future non-activated months only).

2. *Deadline for written notification: After three (3) business days prior to the start date of the program/course*
         1. Tuition refund (less tuition deposit and administration fees): No refund.
         2. Student Fees Eligible for Refund:100% of UPass Fees (future non-activated months only).

b. **Apprenticeship Courses**
1. *Deadline for written notification: Three (3) business days prior to the start date of the course*
         1. Tuition refund (less tuition deposit and administration fees): 100% of tuition paid. Tuition can be transferred to hold an available seat in a future intake, if available.
         2. 100% of College Initiative Fees, Materials Fees, Laundry Fees, Campus Resource Fees, and UPass Fees (future non-activated months only).

2. *Deadline for written notification: After three (3) business days prior to the start date of the course*
         1. Tuition refund (less tuition deposit and administration fees): No refund or transfer of funds.
         2. Student Fees Eligible for Refund:100% of UPass Fees (future non-activated months only).

c. **All other courses and programs**
1. *Deadline for written notification: Prior to the start date of the program/course*
         1. Tuition refund (less tuition deposit and administration fees): 100% of tuition paid.
         2. Student Fees Eligible for Refund: 100% of College Initiative Fees, Materials Fees, Laundry Fees, Campus Resource Fees, and UPass Fees (future non-activated months only).

2. *Up to and including the fifth (5th) business day from the start date of the program/course*
         1. Tuition refund (less tuition deposit and administration fees): 50% of tuition paid.
         2. Student Fees Eligible for Refund:100% of UPass Fees (future non-activated months only).

3. *After the fifth (5th) business day from the start date of the program/course*
         1. Tuition refund (less tuition deposit and administration fees): No refund.

      2. Student Fees Eligible for Refund:100% of UPass Fees (future non-activated months only).

13. Some students will register in more than one block/level within a given term as part of their program. The refund rules are applicable to the block/level in which the student is currently attending. If there is another block/level which has not commenced, students will receive a 100% refund for those courses.

INTERNATIONAL STUDENTS

14. If an international student's immigration status should change to Canadian permanent resident status while studying at VCC, appropriate documentation must be submitted by the student to a Registration Area so domestic fees can be charged for future terms. The only exception is students registered in international cohort programs, who, regardless of change in their immigration status, pay international fees for the duration of the program.

15. International students who are denied a study permit by Immigration, Refugees and Citizenship Canada (IRCC) may be eligible for a full refund (less the Administrative Fee) if the following documents are received a minimum of thirty (30) days prior to the start date of the program:
    a. A completed VCC International Education Refund Request form.
    b. A copy of the letter from Immigration, Refugees and Citizenship Canada (IRCC) indicating that the study permit application has been denied. This refusal letter must be received by VCC within 10 business days from the refusal date indicated on the letter.

16. Students denied a Study Permit by IRCC on the basis of misrepresentation as defined by IRCC or concerns about the accuracy, completeness, or truthfulness of information provided–including references to subsection 16(1) of the IRPA or concerns about the authenticity of documentation–may not be eligible for a full refund. ~~Students denied a Study Permit due to misrepresentation as defined by IRCC may not be eligible for a full refund.~~

APPEAL PROCEDURES

17. Students may appeal a matter related to a tuition and fees refund in two circumstances:
    a. They do not believe a refund has been calculated properly based on the criteria established in this policy and procedures. Note: portions of tuition deposits and/or tuition identified as non-refundable will not be considered in a refund calculation and are not appealable.
    b. They have withdrawn from a course/program after the deadline for written notification but believe there are extenuating circumstances. Grounds for appeal may include but are not limited to:
        i. Serious illness
        ii. Subpoena

       iii. Family bereavement

18. Students must submit a completed Student Appeal Form within thirty (30) business days of withdrawing.
19. If a student has not formally withdrawn, the student will be withdrawn upon the receipt of the completed Student Appeal Form.
20. For students appealing based on extenuating circumstances, the following apply:
    a. The appeal is adjudicated based on the information provided by the student, as well as any additional evidence that supports the claims.
    b. Students appealing based on extenuating circumstances must provide supporting documentation such as a doctor's not, photocopy of subpoena, or death certificate. Appeals will not be reviewed unless accompanied by all supporting documentation at the time of submission.
    c. Refunds are not provided if the Student Appeal Form is submitted after 75 percent of the course/program has passed for that term.
    d. In the event of a successful appeal, the refund is up to a maximum of 50 percent of tuition.
21. The final decision is made by the Registrar or delegate.
22. The student is notified of the decision within six (6) weeks of submitting the Student Appeal Form. The notification will include a written rationale in support of the decision.

References and Resources

Definitions

Term	Description
Add/Drop Date	The deadline date for students to make changes to their schedule by adding or dropping a course from their timetable. This is typically within the first few days after classes have started.
Administrative Fee	A fee charged to cover the cost of processing a transaction.
Apprentice Course	A skilled training program that combines short in-class training and on the job training, leading to an Interprovincial Red Seal and B.C. Certificate of Qualifications (C of Q).
Block/Level	A grouped cluster or set of courses that a student registers in at one time indicating a level of progression leading to the next academic level as stated in the Program Content Guide. Multiple blocks/levels might be scheduled within one (1) term.
Business Day	An official working day as designated by the College; typically Monday to Friday, excluding statutory holidays, holiday closures and unscheduled closures.

Term	Description
Drop	Deregistration from a course up to the add/drop deadline for a course. There is no academic record indicating the student was in the course; it is not reflected on a transcript and no grade is assigned.
Fee	An amount charged by the College for services provided to students, including but not limited to: • Students' Union fees • BC Federation of Students fee • College Initiative fees • Materials fee • Health and Dental fees • UPASS fees • Graduation fee • Campus Resource Fee
Original Payor	Any individual or group, including but not limited to the student, agents for international students or family members, who submit a payment to the College.
Registration Area	The areas of the College responsible for registering students: • Registrar's Office (RO) • Continuing Studies (CS) • International Education (IE) • School of Instructor Education (SIE)
Sponsor	An organization paying tuition and fees on a student's behalf. This does not include agents for international students or family members.
Start Date	The first scheduled date of a program or course.
Student	For the purposes of this policy, a person who has registered for a program or course at VCC.
Tuition	The set fee charged by the College for the provision of a course or program.
Tuition Deposit	A fee paid at the time of acceptance or registration that is applied to the cost of tuition. The fee or some portion of the fee may be non-refundable.
Withdrawal	Deregistration from a course after the add/drop period for a course. The course is part of the student's academic record and appears on a transcript. A final grade may be assigned, contingent upon when the student withdrew.

Related VCC Policies

VCC Policies	Policy Number
Grading, Progression and Withdrawal	411

VCC Policies	Policy Number
Tuition and Fees	310

Related Resources

- Immigration, Refugees and Citizenship Canada website: https://www.canada.ca/en/immigration-refugees-citizenship.html
- Immigration and Refugee Protection Act (S.C. 2001, c.27): https://laws-lois.justice.gc.ca/eng/acts/i-2.5/section-16.html

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?

Are there associated forms?
Yes

Link to Forms

- Course Drop/Add & Program Withdrawal Form
- VCC International Education Refund Request Form
- Student Appeal Form

Are there supporting internal documents?
Yes

Link to Documents

- VCC International Refund Guidelines: https://www.vcc.ca/international/future-students/fees/refund-policy/

Rationale and Additional Information

Provide rationale for this change

The policy previously included language for international students which indicated that students may be eligible for a refund in the event they were refused a study permit. In discussion with International Education, we have found there has been an evolution of language related to study authorizations not being approved. This is including references to applicant misconduct/submission of fraudulent information. It isn't common, but the responses that IRCC is providing on study applications has become more nuanced. Based on

these discussions with IE, the RO is proposing updating the language accordingly to ensure refunds are not considered in these situations.

Consultation and Feedback

Education Policy Committee received the policy for information (October 8, 2025).

Committee Feedback:

- Use consistent wording across the policy/procedures/definitions
- Provide some flexibility around the reasons for denial, as IRCC uses varying terminology and does not necessarily utilize the term "misrepresentation"

Edits completed after the meeting (D. McMullen & E. Logan):

- Slight rewording of principle #4 to reference truthfulness
- Consolidated language in procedure #16
- Removed initially proposed definition of misrepresentation to provide more flexibility, and since the different potential reasons for refund denials are captured in the policy and procedures *(Proposed definition was: Refers to information provided by a student that is incomplete, inaccurate, misleading or untruthful in support of their application and registration at VCC.)*

Admissions

Policy Type
Academic

Policy Name
Admissions

Policy Number
301

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
November 24, 2021

Next Scheduled Review Date
November 2026

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

This Policy and related Procedures inform applicants of the principles, requirements and processes for admission to Vancouver Community College (VCC; the College) and to specific programs/courses. VCC will admit qualified applicants, both domestic and international, in a consistent, transparent and timely manner according to approved admission requirements of the College and/or program/course.

Scope and Limits

This Policy applies to all applicants and to all programs/courses offered by VCC.

Admission requirements are approved by Education Council and the Board of Governors in accordance with Section 23.1 of the *College and Institute Act*.

The College has related policies that may enhance or support enrolment decisions for student applicants who are Indigenous and/or have a disability and/or have non-traditional educational backgrounds.

Policy Principles

1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender expression, age, criminal record, marital status, family status or disability.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The Registrar's Office is responsible for establishing, in consultation with Schools and Departments, institutional and program application periods.
4. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
5. Admission requirements and course pre-requisites should be reliable predictors of student success.
6. Admission requirements for programs are listed in the Program Content Guide (PCG). Pre-requisites for courses that are not part of a program are listed in the Course Outlines.
7. Canadian citizens, permanent residents, and others determined eligible by Immigration, Refugees and Citizenship Canada (IRCC) to study in Canada are eligible to apply for admission.
8. The Provincial Government establishes funded institutional enrolment targets for domestic students.
9. International students are required to meet IRCC regulations for studying in Canada. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions may include:
   a. programs/courses that use selective admissions processes to rank order qualified applicants; and
   b. returning students who apply to be readmitted (insert students) into a program at an advanced level, subject to availability of space.
10. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible admissions processes.
11. In consultation with relevant internal and external parties, reasonable limits may be placed on international student enrolment on a program-by-program basis. Relevant

external parties may include regulatory bodies such as the Industry Training Authority and/or Immigration, Refugee and Citizenship Canada.

12. VCC encourages the admission of international students where such admissions do not displace domestic students, where unused capacity exists, or where the capacity can be increased.

13. Applicants are responsible for providing all required admission documents for their programs/courses as outlined on the College's website. Failure to provide accurate, complete, and truthful application information may impact an individual's admissibility to VCC.

14. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

Procedures

All Procedures

General College Admission Requirements

1. To be admitted to the College, applicants must qualify as either domestic students or as international students.
    a. Applicants who are in possession of valid documentation confirming their legal status as Canadian citizens, permanent residents or as allowed by the Tuition and Fees Policy 310 will be treated as domestic students for the purpose of enrolment, tuition fee assessment, scholarship and award funding.
    b. Applicants who are not domestic students and who meet the guidelines established for international students studying in Canada by Immigration, Refugees and Citizenship Canada will qualify as international students.
2. To be considered as a visiting student, applicants must present the following:
    a. A completed application noting their request to be considered a visiting student; and
    b. A Letter of Permission from their home institution which stipulates the course(s) the student will take at VCC, and that will be recognized at their home institution.
3. As part of the annual enrolment planning process determinations will be made around reasonable limits on international student admission on a program by program basis.
4. Admissions Officers will review application information to ensure that declared immigration status is consistent with previous educational experience. In the event that questions arise, staff will follow up with the applicant and may request additional supporting documentation to support the information provided.
5. At the time of enrolment, students must be at least 16 years of age (17 years for international students)
6. Underage applicants may be granted special admission on an individual basis, subject to the following:

For domestic applicants:

    a. a written consent from a parent or guardian, and
    b. letters of support from individuals who are familiar with the applicant's circumstances (such as a school principal or health care provider).

For international applicants:

    c. proof of high school graduation, and
    d. adherence to the guidelines established by Immigration, Refugees and Citizenship Canada.

Program/Course Admission Requirements

7. Once applicants have met the general VCC admission requirements, they must then meet the admission requirements or course pre-requisites of the program/course as listed in the approved Program Content Guide or Course Outline.
8. There are three (3) processes the College can use to admit students into its programs and courses:
    a. Standard Admissions;
    b. Selective Admissions;
    c. Flexible Admissions.

Applying for Admissions at VCC

9. Applicants are required to submit all required documents as outlined on the College website, to the relevant Registration Area including, but not limited to official transcripts, original assessment results, proof of citizenship, or other non-academic requirements. The submitting of fraudulent application related documents will result in a minimum penalty of a one year restriction from applying to or acceptance into any VCC program and courses.
10. Applicants will pay an application fee where required.
11. In programs where demand exceeds capacity applicants may be waitlisted in order of their qualifying date, except for Indigenous applicants. For further information refer to the Indigenous Education Enrolment Policy 304.
12. Applicants will be officially notified of admission decisions by the relevant Registration Area.
13. Applicants will be notified of conditional acceptance and of any submission deadlines by the relevant Registration Area.

Transfer Credit

14. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the relevant Registration Area. For further information refer to the Transfer Credit Policy 317.

Prior Learning Assessment and Recognition (PLAR)

15. Students seeking PLAR must apply and submit all supporting documentation to the relevant Registration Area and pay the applicable fee. For further information refer to PLAR Policy 316.

Insert Applicant

16. Insert students who have taken at least a one (1) year break from their program at VCC, or are transferring into a program from another institution, must submit an application to the relevant Registration Area. The Registration Area works with the department to facilitate an appropriate entry point based on the applicant's educational history and seat availability.

17. Insert students who have taken less than a one (1) year break from their program must meet with their program's Department Leader to determine an appropriate re-entry point. The decision and details must be communicated to the Registration Area by the Department Leader in a timely fashion.

Admissions Review

18. Students can appeal an admissions decision by submitting an Admissions Review form within 30 days of being notified of the decision. Forms are available from the relevant Registration Area and must be submitted along with any supporting documentation.

19. The relevant Registration Area will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.

20. The relevant Registration Area will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.

21. In special cases, applicants who do not meet certain admission requirements may be admitted with agreement between the Registrar (or delegate) and the appropriate Department Leader. Consultation with Student Services representatives may be held as needed. The appropriate Dean is notified of the decision by the Department Leader.

References and Resources

Definitions

Term	Description
Academic Admission Requirements	A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.
Other Admission Requirements	Program specific requirements other than academic admission requirements such as Criminal Record Check, proof of immunization, and CPR certification. Applicants should be aware of any non-academic requirements prior to entering a program. Refer to PCGs for a list of all program specific requirements.
Applicant	A person who has applied to a course or program and paid an application fee.
Cohort Program	A program of study in which students (cohort members) start a program together, collaboratively participate in the same courses and graduate together.
Conditional Acceptance	Acceptance offered before all admission requirements are met. Conditions must be met prior to commencing study.
English Language Proficiency	The ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies.
Equivalent	An alternate course or program of study that is similar to an academic admission requirement which can be presented instead of stated course requirements.
Flexible Admissions	Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant's qualifications.

Term	Description
Insert Applicants	Refers to former VCC students who have been previously accepted into a program and who had to leave the program for health, lack of progression or other reasons; or students transferring with Prior Learning Assessment or transfer credit from another recognized institution. VCC students in non-cohort programs are not considered insert students when returning to their program of study and they must complete within the duration listed within the Program Content Guide.
International Student	Students who meet the Immigration, Refugee and Citizenship Canada Guidelines established for international students to be eligible to study in Canada. With a few exceptions, international students must have a valid study permit if they are taking a course of studies that will last for more than six months.
Official Transcript	The record of a student's academic history. To be considered official, transcripts must be in an institutionally sealed envelope and endorsed by the issuing institution or sent via secure electronic delivery by the issuing institution.
Pre-requisite	A course or other requirement necessary for registration into a specific course. It means that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to complete the course which they are registering in.
Prior Learning Assessment and Recognition (PLAR)	Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements or pre-requisites of a program offered by the College.
Program Content Guide (PCG)	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Registered Student	A person who has been recorded within the Banner Student Information System as having been placed in a seat in a full-time or part-time credit or non-credit course offered by VCC.
Registration Area	The areas of the College responsible for registering students: • Registrar's Office (RO) • Continuing Studies (CS)

Term	Description
	• International Education (IE) • School of Instructor Education (SIE)
Selective Admissions	Admission of students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College's general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).
Standard Admissions	Admission to a program is performed on a first qualified, first accepted basis.
Transfer Credit	The granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student's formal transcript.
Underage Applicants	For the purposes of this policy, underage domestic applicant refers to anyone under 16 years of age, and underage international applicant refers to anyone under 17 years of age.
Visiting Student	A student who is currently enrolled in a program of study at another recognized post-secondary institution, and who applies to complete specific course(s) at VCC for transfer credit back to their home institution.

Related VCC Policies

VCC Policies	Policy Number
Flexible Admissions	302
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Indigenous Education Enrolment	304
Prevention of Harassment, Discrimination, and Bullying	201
Prior Learning Assessment and Recognition	316
Accommodation for Students with Disabilities	327

VCC Policies	Policy Number
Tuition and Fees	310

Related Resources

- Criminal Records Review Act, RSBC 1996, c 86
- Human Rights Code, RSBC 1996, c 210
- Immigration and Refugee Protection Act, SC 2001, c 27

Flexible Admissions

Policy Type
Academic

Policy Name
Flexible Admissions

Policy Number
302

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
April 2015

Next Scheduled Review Date
September 2022

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 to establish multiple pathways for students to be admitted to Vancouver Community College (VCC; the College) beyond traditional admission requirements. This includes students with non-traditional educational backgrounds as well as pathways that will assist students with becoming admissible to other programs.

Scope and Limits

This policy applies to all programs unless otherwise noted. Determination will be made at the program level and is based on whether there is enough information available to ensure

that the applicant stands a reasonable chance of being successful in their program of choice. The means of evaluation is to establish student suitability and ensure that students have the necessary skills, capabilities and knowledge base in order to be successful in their program of choice. Please see Admissions Policy 301 for overall admissions criteria to enter the College.

Policy Principles

1. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
2. The College will establish program admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
3. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG).
4. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College has flexible admissions processes. To ensure consistency and fairness, standardized evaluation processes will be employed to assess applicants' qualifications.
5. The College has related policies that may affect enrolment decisions for student applicants who are Indigenous, International and/or have a disability.
6. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College website. Failure to provide accurate, complete, and truthful application information may impact an individual's admissibility to VCC.
7. All formal offers of admission will be issued from the Registrar's Office, International Education or Continuing Studies Office.

Procedures

All Procedures

As with regular admission to College programs, flexible admission is focused on ensuring that potential students have the necessary background to be reasonably assured of success at the post secondary level. Each of the pathways of flexible admission will have their own specific criteria. There may be some limitations associated with admission but these will be detailed below.

FLEXIBLE ADMISSIONS PATHWAYS AT VCC

1. Mature Student Admission is designed for applicants who have not graduated from high school. This pathway is designed to admit students who are reasonably assured

of having the necessary skills and capabilities to be successful in their program of choice. Mature Student applicants must meet the following criteria:

  a. Applicants must be at least 19 years of age on the first day of their classes at VCC.
  b. Applicants must be able to demonstrate English Language Proficiency.
  c. Applicants must present English 12 with a grade of C, or equivalent.
  d. Additional information may be requested from the applicant (e.g. resume, assessment test results, etc.) dependent on their program of choice to better determine admissibility.

2. Open Studies Admission is designed to admit applicants to the College for the purposes of taking individual courses which are not part of selective enrolment programs (Eg. University Transfer classes.). The student will not be admitted to an actual program but will be able to take individual classes for credit. These credits could be applied if the applicant was admitted to a specific program here at VCC or are potentially transferable. To be admitted as an Open Studies student, applicants must meet the following criteria:

  a. Submit an application and be able to demonstrate English proficiency;
  b. Students will then be able to register for any course where they can demonstrate they meet the pre-requisites and which is available to Open Studies students, provided space is available in the class;
  c. Students will be required to provide necessary documentation to show they have the required pre-requisites.

3. Open Studies Admissions does have some specific restrictions that students should be aware of. VCC reserves the right to designate which courses qualify for Open Studies. Open Studies applicants will:

  a. Register after program students to ensure that program students are provided with opportunity to register in courses they require to complete their program of study.
  b. Be restricted to completing a maximum of 30 credits at VCC under the Open Studies umbrella. If students wish to continue, they would then need to apply towards a specific program at the College.

4. Individual Flexible Admissions is designed to admit applicants to the College who may have a non-traditional education background. A standing committee will determine whether the applicant possesses appropriate background and knowledge to be successful in their program of choice. To be admitted as an Individual Flexible Admissions student, applicants must submit the following:

  a. An application along with a written request for Individual Flexible Admission and be able to demonstrate English proficiency;
  b. Applicants will submit all appropriate documentation in support of their application to demonstrate mastery of required skills. This may include but not limited to official transcripts, original assessment results and other supporting documentation.

5. Transfer Student Admission is designed to provide an admissions path for applicants who may or may not present all high school based admission requirements but have

gone on to successfully complete some post- secondary education (e.g. Open Studies). To be considered for program admission utilizing this pathway, applicants would have to present the following:

    a. Applicants will have to have successfully completed a minimum of 15 credits of transferable post secondary course work with a GPA of 2.0 on these courses.

    b. Of this completed course work, students must present successful complete courses in areas where they may lack high school entry requirements (e.g. English 12 could be replaced with ENGL 1101 or BIOL 12 could be replaced with BIOL 1100) with appropriate grades.

6. Visiting Student Admission is designed to allow students from another recognized post secondary institution to come take specific classes at VCC for credit but that will be transferred back to their home institution for credit towards their program there. In order to be considered as a Visiting Student, applicants must present the following:

    a. A completed application noting they wish to attend as a Visiting Student;

    b. A Letter of Permission from their home institution which stipulates the course(s) the student is to take at VCC which will be recognized by their home institution.

References and Resources

Definitions

Term	Description
Admission Requirements	A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.
English Language Proficiency	An applicant must demonstrate their ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test.
Equivalent	An alternate course or program of study that is similar to an academic admission requirement which can be presented instead of stated course requirements.

Term	Description
Flexible Admissions	Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant's qualifications.
Pre-requisite	A required course that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to successfully complete the course which they are registering in.
Program Content Guide (PCG)	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Registration Area	The areas of the College responsible for registering students: • Registrar's Office (RO) • Continuing Studies (CS) • International Education (IE) • School of Instructor Education (SIE)
Selective Admissions	The right of the College to admit students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College's general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).
Standard Admissions	Admission to a program is performed on a first qualified, first accepted basis.

Related VCC Policies

VCC Policies	Policy Number
Admissions	301
Granting of Credentials	412

VCC Policies	Policy Number
Indigenous Education Enrolment	304
Prevention of Harassment, Discrimination, and Bullying	201
Prior Learning Assessment and Recognition	316
Accommodation for Students with Disabilities	327
Transfer Credit	317

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: October 14, 2025

ISSUE: Education Quality Committee Annual Review Summary Report

The Education Quality Committee (EQC) held its annual discussion with school deans on March 6, 2025. The format was a panel discussion with all deans to identify key trends and barriers in VCC's systems, focusing on ways to improve or model best practices to others in the institution. The discussion was guided by the following question:

Considering both our current students and programs and what we anticipate in the future (with changing demographics), what are the competing values, priorities, and constraints that create challenges to quality teaching, learning, and program delivery? How are you navigating the tension?

This conversation provided input for further discussion among EQC members. This report aims to capture the major points of the committee's discussion and is not a direct reflection of the deans' reports.

Many thanks to all participants for their thoughtful and reflective comments.

- Adrian Lipsett, Dean of Continuing Studies
- David Kirk, Dean of Curriculum and Pedagogy
- Lucy Griffith, Dean of Trades, Technology, and Design
- Mandy Hayre, Interim Dean of Health Sciences
- Shirley Lew, Dean of Arts and Sciences
- Willy Aroca Aguirre, Associate Director, Hospitality, Food Studies and Applied Business (on behalf of Dennis Innes, Dean of Dean of Hospitality, Food Studies and Applied Business)

Curriculum Development

- **Central Role of Curriculum**: Curriculum as the foundation and core of teaching, learning, and delivery. Centering curriculum development to address future educational needs.

- **Rapid Development:** Creating curriculum faster and more efficiently to respond to rapidly evolving demands of higher education and industry needs. Importance of critically examining our current design and governance processes. Moving from an "organic" to a more intentional, project- and team-based approach.

- **Co-Design:** Moving beyond consultation and advice towards intentional co-design with external experts and partners in industry and community. Establishing sector and design advisory committees

that contribute their expertise throughout the design process, such as during the development of the Digital Learning for Innovative Teaching Short Certificate.

- **Designing for Target Student Audiences:** Considering student audiences (personas) from the outset in program design. Designing for multiple audiences, such as both domestic and international students, provides flexibility and can prevent challenging shifts later on. Developing programs targeted to working professionals, considering their needs and existing experience and skills.

- **Disruptive Innovation:** The current environment provides a unique opportunity to implement innovative approaches and create unique, impactful educational experiences. Traditional curriculum design, including in trades and vocational education, needs to evolve to remain relevant and effective. This shake-up will require collaboration across the College.

- **Industry Trends:** Industry demand for shorter, faster, and more cost-effective educational programs. Importance of aligning curriculum with labour market needs and skills development.

- **Sustainability:** Importance of considering all aspects of the RFQ framework – risk, financial sustainability, and educational quality – in program design.

Innovation & Technology

- **Competency-Based Learning:** Shifting focus from fulfilling hour requirements to tracking students' competencies, for example in trades, supported by new tools such as PebblePad.

- **Modernizing Apprenticeships:** Redesigning the traditional four-year apprenticeship model to remove barriers to completion and Red Seal certification. Ten-month Foundation programs to be followed by two years in industry, complemented with weekly sessions at VCC. This model ensures continuous support, mentorship and competency tracking.

- **Stackable Modular Programming:** Development of stackable modules, micro-credentials, and badges to create flexible and relevant educational pathways. College systems need to change to enable innovative programming.

- **Generative AI:** Leveraging technology including AI to enhance curriculum development, and to provide additional support to learners. Need to identify how students are using AI and develop policy around AI and academic integrity.

- **VR/AR & Simulation-Based Learning**: Intentionally incorporating virtual reality and augmented reality (VR/AR) and simulation training into the curriculum to create immersive, hands-on learning experiences.

Responding to Changing Student Demographics & Needs

- **Recognizing prior learning:** Enhancing prior learning assessment and recognition (PLAR) of students' existing skills and experiences and providing pathways for upskilling or bridging into careers.

- **Easing the transition from high school:** Bridging the gap between high school and college to create a smoother transition for students. Recognizing that high school students today are coming from a highly supportive, experiential K–12 system. Adapting assessments, learning resources and environments, and providing strategic supports to accommodate the diverse needs of today's learners.

- **Individualized learning and pathways**: Considering how to scale individualized pathways and learning, for example in Arts & Sciences. Rethinking intake and assessment processes, delivery options, and pre-requisite requirements.

Decolonization, Indigenization, and Reconciliation

- **Paddling Together:** Collaborative approaches like co-design as a way to Indigenize and decolonize the curriculum development process.

- **Partnerships:** Co-design and co-delivery of programming with Indigenous partner organizations, including BC Aboriginal Friendship Centers and Aboriginal Community Career Employment Services Society (ACCESS).

- **Holistic Approach:** Reviewing and Indigenizing curriculum holistically instead of taking a piecemeal approach. A School-wide initiative in Health Sciences led to the development of Indigenous Cultural Safety courses for all health students to address Truth and Reconciliation Commission of Canada (TRC) Calls to Action.

- **Support & Collaboration:** Indigenous faculty advisors and initiatives like the Pulling Together Series promote engagement in Indigenization efforts.

Responding to Crisis

- **Crisis as Catalyst:** "It takes a crisis to create a village." Crises can spur on increased collaboration among faculty and between Schools, such as exploring new programming in response to IRCC policy changes.

- **Mental Health:** Acknowledging internal and external pressures on faculty and the need to adapt to constant changes, such as IRCC policies and impending tariffs. Continued impacts of the pandemic and social isolation on students.

- **Preventing Burnout:** Exploring opportunities to address friction points within the institution, streamline processes, and improve efficiency. Creating spaces to identify gaps and develop new ideas to improve systems and resolve longstanding issues.

- **Prioritization:** Acknowledging resource constraint and focusing on key efforts. Identifying and prioritizing innovation initiatives and the most critical paint points, while recognizing that not everything can be addressed at once, and some initiatives will need to be postponed.

- **Professional Development:** Supporting new instructors with a toolkit approach – providing modular training that fits into busy schedules. Exploring opportunities for professional development that align with the College's direction and initiatives.

- **Building Trust:** Working towards a culture of trust by improving communication and ensuring transparency in decision-making processes.

Collaboration & Opportunities

- **Collaboration and Alignment within VCC:** Encouraging faculty to work together on aligned projects to maximize impact across the College and ensure efficient use of resources and funding. Importance of collaboration across the College, including with committees and governance bodies, to move initiatives forward.

- **Post-Secondary Sector, Industry and Province:** Recognizing that VCC is part of a larger system and must align its efforts with broader provincial and community goals. Engaging in community of practice initiatives to address common challenges across the sector. Cross-sector opportunities to share micro-credential curriculum as part of BC's collaboration framework.

- **Taking the Lead:** Opportunities for VCC to showcase our accomplishments and take the lead on projects that engage the sector, industry, and government, such as hosting the CredX Symposium on Micro-credentials, Badges, and Recognition.

Considerations for Education Quality Committee

EQC identified the following as areas for potential further exploration:

- Supporting co-design with external partners (industry, Indigenous organizations, community)

- Facilitating promising practices and collaboration across departments

- Responding to transitions from K–12 (younger learners, onboarding, scheduling)

- Addressing faculty and student burnout through structural supports

- Advancing modular, stackable, and competency-based learning pathways (PLAR)

- Enhancing program renewal through flexible and responsive policy

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