



Vancouver Community College Education Council  
Meeting Agenda

November 12, 2025

New Time: 3:00–5:00 p.m. Videoconference

<https://vcc.zoom.us/j/64677846193>

	Topic	Action	Speaker	Time	Attachment	Page
1.	<b>CALL TO ORDER</b>		L. Dannhauer			
2.	<b>ACKNOWLEDGEMENT</b>		TBD			
3.	<b>ADOPT AGENDA</b>	Approval	L. Dannhauer	1 min	✓	<b>1-2</b>
4.	<b>APPROVE PAST MINUTES</b>	Approval	L. Dannhauer	1 min	✓	<b>3-6</b>
5.	<b>ENQUIRIES &amp; CORRESPONDENCE</b>	Info	L. Dannhauer	1 min		
6.	<b>BUSINESS ARISING</b>					
	a. Welcoming New EdCo Members	Info	L. Dannhauer	2 min		
	b. Education Service Renewal Report & Institutional Response: International Education	Info	J. Gossen, I. Humphreys	10 min	✓	<b>7-17</b>
	c. International Education Update	Info	J. Gossen	15 min		
	d. Program Discontinuances: Continuing Studies	Approval	A. Lipsett, C. Sauvé,	10 min	✓	<b>18-19</b>
	e. Program Discontinuances: School of Arts & Sciences	Approval	S. Lew, J. Kelly	10 min	✓	
	i. ABE Graduation Program Certificate & ABE Intermediate Program Certificate					<b>20-21</b>
	ii. VR/AR Design and Development Diploma					<b>22-23</b>
	iii. Applied Technology for the Visually Impaired Certificate & Office Administration for the Visually Impaired Certificate					<b>24-25</b>
	f. Concept Paper & Benchmark Report: Information Systems	Info	A. Lipsett, C. Sauvé	10 min	✓	<b>26-44</b>

Topic	Action	Speaker	Time	Attachment	Page
Security and Administration Post-Degree Diploma					
g. Notice of Chair Elections	Info	L. Dannhauer	2 min		
h. EdCo Planning Day	Info	L. Dannhauer	2 min		
<b>7. COMMITTEE REPORTS</b>					
<b>a. Curriculum Committee</b>					
i. Program Update: Automotive Repair and Refinishing Diploma	Approval	D. Sproston	5 min	✓	<b>45-182</b>
ii. Program Update & Name Change: Information Systems Security and Administration Post-Degree Diploma	Approval	A. Lipsett, C. Sauvé	10 min	✓	<b>183-196</b>
iii. Course Deactivations	Approval	T. Rowlatt	2 min	✓	<b>197</b>
<b>b. Policy Committee</b>					
i. Admissions (301) & Flexible Admissions (302)	Approval	E. Logan	5 min	✓	<b>198-213</b>
ii. Contract Administration (132); Rescind: Education Service Contract (406) & Educational Affiliations (407)	Approval	E. Logan	10 min	✓	<b>214-243</b>
<b>c. Education Quality Committee</b>					
i. Annual Program Review 2025	Info	A. Sellwood	5 min	✓	<b>244-254</b>
ii. Chair Report	Info	A. Sellwood	5 min		
<b>8. RESEARCH REPORT</b>	Info	A. Copp	5 min		
<b>9. CHAIR REPORT</b>	Info	L. Dannhauer	5 min		
<b>10. STUDENT REPORT</b>	Info	M. Ng	5 min		
<b>11. NEXT MEETING &amp; ADJOURNMENT</b>	Info	L. Dannhauer	1 min		

Next regular meeting:  
December 9, 2025,  
3:30–5:30 p.m.

EdCo Planning Day: TBC  
(December 8 or 12, 2025)



# VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

## **DRAFT – MEETING MINUTES**

October 14, 2025

3:30–5:30 p.m., Videoconference

### ATTENDANCE

#### Education Council Members

Louise Dannhauer (Chair)	Emily Simpson	Marcus Ng
Andy Sellwood	Jessie Williams	Nafiseh Tohid
Brianna Higgins	Kseniia Osipova	Shirley Lew
David Wells (to 3:45 p.m.)	Lisa Beveridge	Todd Rowlatt
Emily Logan	Mandy Hayre	

#### Regrets

Dave McMullen	Poorna Karthikeya Balachandar	Vivian Munroe
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#### Guests

Adrian Lipsett	Feras Ghesen	Rosie Gosling
Brynn Joyce	Ian Humphreys	Taryn Thomson
Cateno Vasallo	Natasha Mandryk	

#### Recording Secretary

Darija Rabadzija

### 1. CALL TO ORDER

- The meeting was called to order at 3:32 p.m.

### 2. ACKNOWLEDGEMENT

- L. Beveridge acknowledged the College's location on the traditional unceded territories of the x̱m̱əθḵw̱əy̱ əm (Musqueam), Sḵw̱x̱ wú7mesh (Squamish), and sə́lilw̱ ə́taʔṯ (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 October 14, 2025 agenda as presented.

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

### 4. APPROVE PAST MINUTES

**MOTION:** THAT Education Council approves the September 9 and September 17, 2025 minutes as presented.

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

### 5. ENQUIRIES & CORRESPONDENCE

- There were none.

## 6. BUSINESS ARISING

### a. Education Service Renewal Reports & Institutional Response: CS Office & Registrar

- A. Lipsett and I. Humphreys presented the Continuing Studies (CS) Office & Registrar Education Service Renewal Report and Institutional Response. The report was reviewed by Education Quality Committee in June. Based on findings, efforts are underway to improve efficiency, consistency, and student engagement. This includes standardizing and automating processes and enhancing communication with students. CS is focusing on recruitment, leads management and admissions strategies, with plans to share insights across the College.

### b. Cambridge Linguaskill Test for English Language Proficiency

- L. Dannhauer presented on behalf of D. McMullen. VCC is now accepting the Cambridge Linguaskill test as another option for students to demonstrate English language proficiency. This computer-based test assesses listening, reading, writing, and speaking. Scores are mapped to both the Common European Framework of Reference for Languages (CEFR) and International English Language Testing System (IELTS) IELTS scores. The test is accepted by other institutions including BCIT and Stenberg College. Data is stored in the UK under Cambridge English, which complies with the EU's GDPR privacy legislation.
- L. Dannhauer will follow up with D. McMullen regarding questions raised by members around cost, applicability to domestic and/or international students, plans for evaluation of this test by the Registrar's Office over the next few years, as well as consultation with faculty around implementation of this assessment option.

### c. Concept Paper: Automotive Electronics Repair Certificate

- F. Ghesen and C. Vasallo presented the concept paper for the new domestic Automotive Electronics Repair Certificate program, which focuses on EV component diagnostics and repair (rather than replacement). The program will be delivered jointly by the Electronics and Automotive Service Technician (AST) departments. This is an emerging field, and there is no related SkilledTradesBC curriculum at this time.
- There is strong local industry demand for trained technicians, and this program builds on existing government-funded EV training already being delivered by VCC as one of three institutions nationally. There was a discussion about potential future collaborations with industry and student pathways.

### d. Concept Paper: Automotive Parts, Service Advising and Collision Estimating Certificate

- F. Ghesen and C. Vasallo presented the concept paper for the new domestic Automotive Parts, Service Advising and Collision Estimating Certificate. The program is designed to train students for customer-facing roles in the automotive industry, such as service advisors and parts managers. Graduates will be able to work in dealerships, repair shops, and collision centers, with potential for advancement. Options for online/flexible delivery micro-credentials for working professionals will be explored.

### e. EdCo Elections & New Member Orientation

- The EdCo elections closed on October 14. New members will be announced by October 17. L. Dannhauer thanked all candidates running in the election and acknowledged outgoing members whose terms are ending on October 31, 2025: Kseniia Osipova, Supervisor Advising & Assessments (staff); and Karthik (Poorna Karthikeya Balachandar), who will graduate in November.

### f. EdCo Planning Day

- The annual EdCo Planning Day will take place in late November/early December. Members were invited to suggest topics for discussion.

### g. EdCo Planning Calendar

- The annual EdCo Planning Calendar was presented for information.

## 7. COMMITTEE REPORTS

### a. Curriculum Committee

#### i) Program Updates: Bachelor of Science in Nursing (First Year Entry) & Bachelor of Science in Nursing (Advanced Entry)

**MOTION:** 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 Bachelor of Science in Nursing (Advanced Entry), including nine revised and two new course outlines.

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

- R. Gosling presented the proposal. Some courses were switched between Year 3 and Year 4 to better support student learning. The new course NURS 3261 Leadership in Nursing replaces NURS 4261 Nursing Leadership, with credits reduced from three to two credits, since leadership concepts are integrated throughout the BSN program. The overall number of credits remained unchanged. Admission requirements were also updated to align with other institutions and make the programs more competitive.

#### ii) Course Deactivations

**MOTION:** THAT Education Council approves the deactivation of HLTH 1101 and COMP 0982,0983, 0984, 0985, 0986, 0987, 0993.

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

**MOTION:** THAT Education Council approves the deactivation of 52 Continuing Studies courses, effective once the related programs have been discontinued.

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

- T. Rowlett presented the course deactivation proposals. The Continuing Studies courses are part of programs that have been taught out and superseded by new programs. The proposal to formally discontinue the replaced programs will be presented at a future meeting.

### b. Policy Committee

#### i) Tuition and Fee Refund (311), Admissions (301), Flexible Admissions (302)

- E. Logan presented proposed edits to the Tuition and Fee Refund (311), Admissions (301), and Flexible Admissions (302) policies for information, which were discussed at the October 8 EPC meeting.
- 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. The Registrar's Office is proposing policy edits to clarify that students denied a study permit by IRCC due to providing inaccurate, incomplete, untruthful or misrepresented information may not be eligible for a full refund. In addition, the admissions policies were updated to explicitly state that students are required to provide accurate, complete, and truthful information as part of the application process.
- EPC requested minor wording changes, taking into consideration terminology used by IRCC. The committee voted to post the Admissions (301) and Flexible Admissions (302) for College feedback (open until November 3, 2025). Tuition and Fee Refund (311) is an administrative policy and will move forward to the Administrative Policy Committee.

### c. Education Quality Committee

#### i) Annual Program Reviews 2024 Summary Report

- A. Sellwood presented the summary report from EQC's panel discussion with the deans in March 2025, highlighting themes identified during the last round of annual program reviews (APR).

- The committee is finalizing questions for the 2025 APR process. The rotating question last year focused on AI, while this year a question around “blue sky visioning” will be included. An activity related to APRs is planned for the November Leaders’ Forum.

**ii) Early Thoughts on Direction for Program Development**

- As D. Wells had to leave the meeting, this item was deferred to the upcoming Education Quality Committee meeting.

**8. CHAIR REPORT**

- L. Dannhauer thanked everyone who participated in the election, and acknowledged the strong collaboration across EdCo’s standing committees. EdCo Planning Day provides an opportunity to discuss ways to further improve communication among committees and with the broader College community.

**9. STUDENT REPORT**

- No report.

**10. NEXT MEETING AND ADJOURNMENT**

- The next Education Council meeting will be held on **Wednesday**, November 12, 2025. The start time is to be confirmed (3:00 p.m. or 3:30 p.m.)
- The meeting was adjourned 4:32 p.m.

**Louise Dannhauer**  
**Chair, VCC Education Council**



**VCC International Education**  
**Education Service Renewal**  
Final Report & Recommendations

Prepared by Jennifer Gossen and Alison Rudko

April 29, 2025

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## Land Acknowledgement

We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the xʷməθkʷəyəm' (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilw'ətaʔ (Tseil-Waututh) peoples who have been stewards of this land from time immemorial.

## Introduction

Vancouver Community College (VCC) is dedicated to providing high quality educational support services that contribute to student access and are vital to achieving the College's vision, goals and mandate. VCC's education services are expected to lead in their sectors and be willing to take calculated risks to incorporate new and innovative approaches to best respond to and service the VCC Community. Education Service Renewals provide service areas with what is working well and meeting needs and what must change to serve new or previously unrecognized student and institutional needs.

The Education Service Renewal for the International Education department, VCC International, spanned the entire operations of the service area including International Marketing and Recruitment, International Admissions and Enrolment, International Student Services, and International Global Engagement and Partnerships.

The Education Service Renewal for VCC International focused primarily on IE-driven student service in the following areas:

- Services provided to recruitment partners and in-country representatives
- Services provided to international applicants before becoming a student
- Services provided to international students outside the classroom
- Services requested by an international student outside the classroom
- Services provided to VCC staff, faculty and students and partners related to global engagement initiatives

Areas not included within the scope of this renewal include:

- Services provided to an international student in the classroom. (i.e., delivery of course content)
- Services provided by other VCC departments (i.e., CS registration, scheduling, counselling)
- Services provided to IE staff to support their work (i.e., facilities, IT)

This document is the Final Report and Recommendations, which is the last deliverable and required outcome of the Education Service Renewal. This document includes a summary of the Internal Reflection Report and the External Review Report and then outlines high-level findings with recommendations.

## VCC International Context

VCC International offers a range of services through four key divisions: Marketing & Recruitment, Admissions & Enrolment, Student Services, and Global Engagement & Partnerships. These services support international students from recruitment to graduation, and support students, staff and faculty engage in global collaboration and international mobility opportunities.

- **Marketing & Recruitment** promotes VCC programs through digital marketing, social media, educational fairs, and agent training.
- **Admissions & Enrolment** manages the admissions process, ensuring compliance with IRCC regulations and supporting international students through enrolment.
- **Student Services** provides academic and immigration advising, pre-arrival support, cultural events, and mentorship through the International Peer Mentorship Community (IPMC).
- **Global Engagement & Partnerships** develops international partnerships and supports faculty/student mobility, assisting with applications, pre-departure support, and post-program debriefs.

## Key Findings and Recommendations

The Internal Self-Study and the External Review found that VCC International has been responsive to the changing demands for service from international students and other areas served by the department. Over the past 10 years, VCC has seen considerable growth in the number of international students and the variety of programs in which they are enrolled. Technological advances and the department's strong focus on adopting new technologies have provided new tools and opportunities for supporting efficient, excellent services to international students, agents and partners.

External factors such as the Covid 19 pandemic, and the most recent federal cap on international students including related policy changes have enormously shaped the international student post-secondary landscape and will continue to inform the way VCC International operates going forward. The Internal Self-Study and the External Review highlighted that VCC International has shown that it has stayed up to date with current developments and best practices to ensure it is providing services to students that are relevant and meeting their needs; however, the constantly changing environment means that there is always room for improved and enhanced services.

Student surveys from the Internal Self-Study identified that most international students are satisfied with the services they receive from VCC International but identified additional services that can be added and expanded, especially around housing and career support. Feedback from Faculty and other Student Services areas provided positive feedback overall but also indicated that the breadth of services offered by VCC International may not be fully understood by many members of the College community.

The External Review Report praised VCC International's well-trained team, strong student success focus, and efficient admissions processes, alongside effective marketing and outreach. However, it recommended improvements in career transition support, workplace readiness, mental health services, and cross-unit collaboration to better support international students, staff and mobility initiatives and the new EQA student service requirements.

The main strengths of VCC International as identified through the Internal Self Study and the External Review Report include:

- Student-centered service model that supports learners from application to graduation, offering a wide range of services.
- Strong social media and digital presence that enhances engagement, brand building, and international student recruitment.
- Effective international strategic enrolment management (i-SEM) leading to planned international student growth and increased revenue (prior to IRCC changes).
- Competitive and efficient admissions processes with independent international services that can quickly adapt to immigration and market changes.
- Warm, flexible, and accessible support services available both in-person and online for international students.
- Licensed immigration advising support available to assist international students.
- Specialized support and events such as Welcome Days and Orientation tailored for international students.
- High-performing, supportive international education team with strong staff retention and data-informed, student success-focused service delivery.

The main areas for improvement as identified through the Internal Self-study and External Review are broken down by sub-area below and include specific recommendations.

## Marketing & Recruitment

### 1. Enhance Transparency and Communication

- Clearly communicate cost of living, post-graduation immigration opportunities, and tuition/fee structures in recruitment material to manage student expectations.

### 2. Adopt New Technologies and Data-Driven Strategies

- Support the implementation of new technologies such as a CRM to improve lead tracking, applicant engagement, and conversion; use data to better inform outreach efforts.

### 3. Increase Internal Awareness and Collaboration

- Share marketing and recruitment initiatives with the broader VCC community to build alignment and awareness.

#### **4. Diversify and Digitize Recruitment Approaches**

- Target underrepresented regions to diversify the student body where possible; expand use of digital marketing, virtual recruitment events, and student-to-student interaction tools.

#### **5. Leverage Alumni as Ambassadors**

- Establish a global alumni network to support recruitment, mentorship, and international brand recognition.

### **Admissions & Enrolment**

#### **1. Review Admissions Criteria for Equity**

- Collaborate with academic departments to review and refine admission requirements to reduce barriers for international students.

#### **2. Enhance Internal and External Communication**

- Increase transparency around international student admissions and language requirements for faculty and internal partners.

#### **3. Support Diversification and Compliance**

- Use data and international enrolment strategies to support source country diversification, improve reporting and decision making and ensure compliance with EQA and IRCC guidelines.

#### **4. Optimize Processes through Technology**

- Leverage new technologies such as a CRM, and existing technologies such as PowerBI to develop new reports and functionality such as predictive modeling to improve efficiency, application turnaround, and applicant conversion rates.

#### **5. Improve Applicant Experience**

- Introduce more flexibility and personalized engagement strategies for applicants, agents, and partners to build relationships, increase applications and improve conversion.

### **Student Services**

#### **1. Expand Housing and Career Resources**

- Develop dedicated housing and career guidance resources tailored to international student needs; collaborate with other VCC service areas to support enhanced housing and career resources for all VCC students.

#### **2. Support Well-being and Adjustment**

- Enhance wellness, mental health, and immigration advising services, while expanding orientation programming to help students adjust to Canadian academic culture.

#### **3. Increase Social and Cultural Integration**

- Offer more events and community engagement opportunities to foster belonging and intercultural learning.

#### **4. Enhance Service Awareness and Accessibility**

- Improve visibility and access to existing student services; ensure materials and support systems are inclusive and accessible to all students.

#### **5. Foster Cross-Departmental Collaboration**

- Align with the new EQA Code of Practice student service requirements by strengthening cross-unit support, particularly in areas like housing and health services.

## Global Engagement

### 1. Expand Global Learning Opportunities

- Increase study abroad, COIL, and work-integrated learning opportunities tied to career development.

### 2. Support Faculty and Staff in Global Engagement

- Provide more training, resources, and opportunities for faculty to engage in international collaboration and curriculum development.

### 3. Create Structured Pre-Departure and Re-entry Programs

- Offer comprehensive pre-departure sessions and reintegration support for outbound mobility students and faculty aligned with VCC policies.

### 4. Foster Campus-Wide Intercultural Learning

- Promote intercultural experiences across campus to benefit both international and domestic students.

## General / Institutional

### 1. Improve Institutional Perception of International Education

- Address misconceptions about international students by showcasing their contributions and aligning services with VCC's strategic goals.

### 2. Support Innovative and In-Demand Program Development

- Help program areas develop PGWP-eligible and CIP-aligned programs that meet market demand and international student interests.

### 3. Promote Equity and Accessibility

- Conduct systemic reviews of business processes, policies, and systems to ensure accessibility and inclusion in student support and admissions.

### 4. Strengthen Internal Collaboration and Communication

- Further participate in cross-functional teams and develop training, and communication channels to reduce silos and better support students' institution-wide.

### 5. Ensure Equity in Staffing Structures

- Design VCC International positions without Fortnight schedules to allow for equitable presence and support for students across both campuses.

## Conclusion

In conclusion, VCC International provides essential services to international students and partners but must improve services related to housing, career services, and integration to better support international students. Effective communication, technology and strategic enhancements will ensure continued success.

## **Institutional Response to the External Review Panel Report: VCC International Education**

**Prepared by:** Ian Humphreys

**Position:** Vice President, Administration and International Development

**Date:** May 6, 2025

I would begin by extending my sincere appreciation to the External Review Panel for the comprehensive and insightful evaluation of the VCC International Education (IE) department. I am pleased that the panel recognized the depth and accuracy of the self-study report and affirmed many of the strengths the International Education department strive to uphold. This response addresses the findings and recommendations identified in the External Review Panel Report and outlines senior leadership's commitment to continuous improvement.

It was encouraging to read the panel's validation numerous areas of strength of the IE department that include among many others the following:

- A highly committed and experienced International Education (IE) team with strong staff retention.
- A service model centered on student success, grounded in data and student feedback.
- Efficient and adaptive admissions and enrollment services.
- Robust marketing and recruitment strategies, including an active social media presence.
- A culture of self-reflection and responsiveness to sectoral trends and student needs.

These strengths reflect IE's ongoing commitment to excellence and support the strategic objectives outlined in the 2024–2029 International Education Strategic Plan.

I also appreciate the work of the review panel in identifying areas that would improve functions within IE and, as a result, benefit the operation of the college. These include:

### **A. Enhancing Cross-College Collaboration and Communication**

Collaboration between IE and other college departments is critical to success. IE is committed to finding ways to improve 2-way communication with departments in a way that will promote the student experience.

### **B. Support for All Students New to Canada**

IE plays an important role in supporting not only international students but also recent immigrants to Canada and it is important that IE continues to explore ways to ensure that all students new to Canada receive consistent, high-quality support.

### **C. Inclusion, Accessibility, and Enterprise Risk**

Senior leadership would support the recommendation for a college-wide review of business processes and policies to assess and enhance inclusion, accessibility, and universal design. This review will align

with our Equity, Diversity, Inclusion and Access (EDIA) objectives and inform broader institutional improvements.

#### **D. Career Transition and Labour Market Integration**

The development of a physical and/or virtual Career Centre that would support career development and work-integrated learning would be beneficial to all students, including international students. Senior leadership would support an initiative that explores the feasibility of establishing such a resource.

#### **E. Outbound Mobility and Global Engagement**

Expanding outbound mobility programming and global learning opportunities would be beneficial to the College. The Global Engagement team is actively developing frameworks and partnerships to support these goals.

Many of the recommendations of the review panel align closely with the current Strategic Innovation Plan, particularly in the areas of:

- Internationalization at Home
- Integration of Indigenous and intercultural perspectives
- Addressing housing and cost-of-living concerns for students
- Enhancing global partnerships and mobility opportunities

IE is working actively to implement initiatives in these areas, with support from both internal stakeholders and external partners. Specifically, International Education has committed to seek improvements in service in the following areas:

- Marketing and Recruitment
- Admissions and Enrolment
- Student Services
- Global Engagement and
- Other general and Institutional areas

In each of these areas, International education has identified specific actions and projects to address these recommendations. I am confident that the plan that is in place will adequately address any issues identified. In support of these activities I would ask IE to undertake the following:

- To develop a detailed action plan that can be monitored through the Office of the VP, Administration and International Development.
- To engage relevant departments and partners in implementing proposed action plans.
- To share progress updates will be shared with the VCC Executive Team and incorporated into our ongoing institutional planning processes.

Once again, I thank the External Review Panel for their thoughtful feedback and the staff of the International Education department for their recommendations and their proposed proactive response. I am proud of the work that IE has undertaken in the last five years and I know that the department and is



keen to evolve further. I have no doubt the VCC IE will continue to strengthen its role as a leader in global engagement and inclusive education.

**Ian Humphreys, PhD**

**VP Administration and International Development**



## DECISION NOTE

**DATE:** November 12, 2025

**PREPARED FOR:** Education Council

**ISSUE:** Recommendation to Discontinue Continuing Studies Programs

### BACKGROUND:

In accordance with the Suspension and/or Discontinuance of Programs Policy (414), the School of Continuing Studies is proposing to discontinue several programs that have been replaced through Program Renewal and redesign, as outlined in Table 1.

**Table 1: Previous Programs and Replacement Programs**

Previous Program	Replacement Program	Effective date
Leadership suite of programs: <ul style="list-style-type: none"> <li>• Business Leadership and Management Certificate</li> <li>• Leadership Certificate</li> <li>• Leadership Coaching Associate Certificate</li> <li>• Leadership Coaching Certificate</li> <li>• Management Skills for Supervisors Certificate</li> </ul>	Applied Leadership and Business Management Certificate	September 2024
Networking Technology Certificate	IT Operations Professional Certificate	May 2022
<ul style="list-style-type: none"> <li>• Community Counselling Skills Certificate</li> <li>• Addictions Counselling Skills Advanced Certificate</li> </ul>	Counselling Skills Foundations: Mental Health & Addictions	January 2024*
Wedding and Event Management Certificate	Event Management Short Certificate	September 2023

\* A previous iteration of this program, the Counselling Skills Foundation Certificate had an effective date of September 2019

**DISCUSSION:**

Each of the programs listed above have been functionally replaced through the Program Renewal and redesign processes. Additionally, these programs operated through à-la-carte course-based registration rather than cohort-based enrollments. All affected students, therefore, have been supported to complete their program through teach-out or transition to the new program, or have exceeded the maximum program completion duration as of December 2024.

As a result, the Dean of Continuing Studies and associated Program Coordinators are requesting discontinuance of these programs, effective January 2026.

**RECOMMENDATION:**

THAT Education Council recommends to the Board of Governors the discontinuance of the programs listed in Table 1, effective January 1, 2026.

**PREPARED BY:**

Adrian Lipsett, Dean Continuing Studies  
Claire Sauvé, Associate Director, Continuing Studies  
Chelsea Hunter, Operations Manager, Continuing Studies



## DECISION NOTE

**DATE:** November 12, 2025

**PREPARED FOR:** Education Council

**ISSUE:** Recommendation for Discontinuance of ABE Graduation Certificate and ABE Intermediate Program Certificate

### BACKGROUND:

The ABE (Adult Basic Education) Graduation Program Certificate and ABE Intermediate Program Certificate were developed in 2015 to offer grade 12 and grade 10 level completion credentials, respectively. The intent was to enable ABE students to ladder into other programs at VCC. However, since their creation, both credentials have seen a very low number of graduates. Most ABE students take individual courses to upgrade or complete specific pre-requisites, as opposed to completing a full program of study for high school graduation. Students who wish to complete their Adult Dogwood (high school graduation certificate) can still do so in the absence of these certificates.

The Board of Governors approved suspension of these certificates in June 2023.

### DISCUSSION:

A working group was formed in 2022 with the goal of improving the overall experience of students and prospective students in ABE at VCC. A significant outcome of this working group was the decision to create an 'Adult Upgrading Course Content Guide.' This Course Content Guide (or CCG) contains a list of all grade 10–12 ABE courses and functions similarly to a Program Content Guide, without leading to a credential.

With the development of the CCG, it was determined that the ABE Graduation Program Certificate and ABE Intermediate Program Certificate were no longer needed, and discontinuing them would reduce confusion for students. Additional changes are underway to improve and streamline the student experience for ABE students, including creation of a student-facing Upgrading Hub and re-organizing departments by subject instead of delivery mode.

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1155 East Broadway  
Vancouver, B.C. V5T 4V5

Downtown campus  
250 West Pender Street  
Vancouver, B.C. V6B 1S9

604.871.7000

[vcc.ca](https://vcc.ca)

**RECOMMENDATION:**

That Education Council recommend the Board of Governors discontinue the ABE Graduation Program Certificate and ABE Intermediate Program Certificate, effective January 2026.

**PREPARED BY:**

Jennifer Kelly, Associate Director, School of Arts and Sciences  
Shirley Lew, Dean, School of Arts and Sciences



## DECISION NOTE

**DATE:** November 12, 2025

**PREPARED FOR:** Education Council

**ISSUE:** Recommendation to Discontinue VR/AR Design and Development

### BACKGROUND:

The Virtual Reality/Augmented Reality (VR/AR) Design and Development Diploma was developed as a joint educational offering with the Vancouver Film School (VFS). A memorandum of understanding with VFS was executed in March 2019, followed by an affiliation agreement in 2020. Students completed foundational courses at VCC, VR/AR courses at VFS, then an extended Practicum at VCC. VCC was the credential granting institution.

The affiliation agreement expired on January 31, 2023 and was not renewed. The program was suspended in November 2023 due to low enrollment, and the School is now recommending that the program be discontinued.

### DISCUSSION:

The program was expected to generate 31 domestic registrations and three international registrations per annual intake. Registrations per annual intake are shown in Table 1.

Table 1. Registrations in VR/AR Design and Development program, 2020-2024.

Fiscal year	Total registrations
2020-21	3
2021-22	4
2022-23	6
2023-24	4

Broadway campus  
1155 East Broadway  
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Downtown campus  
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[vcc.ca](https://vcc.ca)

At the time of suspension, International Education confirmed that the program was not attracting many international students, as the tuition was relatively high, and graduates were only eligible for a significantly reduced post-graduate work permit as compared to other two-year programs. Both tuition and work permit length were due to VFS portion of the program, which was costly and did not count toward the two-year program length required by IRCC for a three-year post-graduate work permit.

The unpaid, 4-month, 19-credit workplace practicum also proved to be a barrier for students, who felt that paying to work for a private company was not good value for their tuition dollars. Students interested in the VR/AR industry can enrol directly at VFS for the two-term program and obtain similar paid positions to gain work experience instead.

Given the increased competition among institutions for international students and the inherent disadvantages of the VR/AR program structure, the program seems unlikely to attract enough students to become sustainable.

**RECOMMENDATION:**

That Education Council recommend the Board of Governors discontinue the VR/AR Design and Development program, effective January 2026.

**PREPARED BY:**

Jennifer Kelly, Associate Director, School of Arts and Sciences  
Shirley Lew, Dean, School of Arts and Sciences



## DECISION NOTE

**DATE:** November 12, 2025

**PREPARED FOR:** Education Council

**ISSUE:** Recommendation for Discontinuance of Applied Technology for the Visually Impaired and Office Administration for the Visually Impaired Certificate Programs

### BACKGROUND:

The Office Administration Certificate for the Visually Impaired and the Applied Technology for the Visually Impaired were designed in 1999 and revised in 2003. These programs were intended to provide an alternative for visually impaired students to the mainstream Office Administration or related programs.

The Board of Governors approved suspension of these programs in May 2018 due to low enrollment (Table 1).

Table 1. Enrollment statistics for the Office Administration Certificate for the Visually Impaired and Applied Technology for the Visually Impaired programs

Fiscal year	Students	Enrollments
2011-12	9	23
2012-13	7	28
2013-14	8	21
2014-15	3	5
2015-16	1	1
2016-17	2	3
2017-18	2	4

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**DISCUSSION:**

The Visually Impaired department equips visually impaired students with the skills they need to use screen reading, magnification and keyboard shortcuts in their Basic level courses. With mastery of these skills, students can be accommodated in other VCC programs rather than requiring a program specific to visually impaired students. Maintaining the narrower focus of the Visually Impaired department supports sustainability of their programs.

**RECOMMENDATION:**

That Education Council recommend the Board of Governors discontinue the Applied Technology for the Visually Impaired and Office Administration for the Visually Impaired Certificate Programs, effective January 2026.

**PREPARED BY:**

Jennifer Kelly, Associate Director, School of Arts and Sciences  
Shirley Lew, Dean, School of Arts and Sciences

## New Concept Paper Proposal

### Information Systems Security and Administration Post-Degree Diploma

**Name of Program:**

Information Systems Security and Administration

**School/Centre:**

Continuing Studies

**Credential Level:**

Post-Degree Diploma

**Anticipated Start Date:**

January 2027

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

**Contact(s)**

Name	E-mail	Phone/Ext.
Claire Sauvé	csauve@vcc.ca	8679
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## PART 1: CONCEPT

### Purpose and Context

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

This proposed program is a substantively revised version of the Network Technology, Administration, and Security (NTAS) Post-Degree Diploma. This restructured program builds upon the success of the NTAS program, originally launched in 2021.

The restructuring responds to declining enrollment due to recent IRCC policy changes affecting international students, while incorporating industry, instructor, and alumni feedback and recommendations for an industry-enhanced capstone component.

The re-named program, *Information Systems Security and Administration* (ISSA) Post-Degree Diploma prepares graduates with comprehensive, industry-relevant information technology (IT) skills for dynamic careers in computer systems administration, network analysis, cybersecurity, and infrastructure support. With a strong emphasis on practical skills, hands-

on experience, and exposure to current and emerging technologies, this program equips students with diverse knowledge across a variety of IT domains. This broad foundation ensures graduates can confidently enter the workforce in foundational IT and cybersecurity technical operations roles, while positioning them to grow in specialized areas such as cloud services, virtualization, or network security as they gain professional experience.

Programming is aligned towards the following National Occupation Classification (NOC) and Classification of Instructional Programs (CIP) codes:

- NOC
  - 22220 Computer Network Technician
  - 22221 User Support Technician
  - 21222 Information Systems Specialists
- CIPs currently eligible for the post-graduation work permit (PGWP) field of study requirement
  - 11.1001 - Network and system administration/administrator
  - 11.1003 - Computer and information systems security/auditing/information assurance
- Aligned CIP not eligible for PGWP
  - 11.1006 - Computer support specialist

Graduates will be prepared for entry-level roles including IT Support Technician, Network Analyst, Systems Administrator, Help Desk Analyst, Security Operations Center (SOC) Analyst, Desktop Support Specialist, Junior Network Administrator, Cloud Support Associate, and IT Infrastructure Technician.

The program builds support for certification pathways, which serve as essential qualification markers in IT, by enabling students to prepare for industry exams from CompTIA, Microsoft, AWS, and other recognized certification bodies following completion of relevant coursework.

**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 restructured program directly implements VCC's Strategic Innovation Plan priorities by developing new programming to respond to current market conditions while fostering industry collaboration through enhanced work-integrated learning components. The condensed 42-credit structure supports operational excellence through improved cost-effectiveness without compromising educational quality.

The program aligns with Continuing Studies' strategic aim to "repackage NTAS into a sustainable credential" and addresses International Education priorities by providing Post-

Graduate Work Permit eligible programming with practical experience components that support student career development and settlement goals.

At the provincial level, the program supports the Ministry's goals for affordable, accessible post-secondary education through reduced time-to-completion and costs, while directly responding to labour market needs in high-demand IT and cybersecurity sectors. This addresses the Minister's Mandate Letter priorities regarding skills shortages and provides structural solutions to funding challenges from federal immigration policy changes.

The program embodies VCC's core values through experiential learning in lab environments, lifelong learning opportunities for career changers, innovation in curriculum design, and accessibility through multiple admission pathways. It directly supports VCC's mission of providing relevant, practical education that prepares graduates for successful careers in their chosen fields.

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

The Information Systems Security and Administration post-degree diploma occupies a distinct position within VCC's technology programming portfolio, serving a specialized market segment without duplication of existing offerings.

While the current priority is a full-time PDD for international students, future programming will be adapted to provide additional professional training options for technology-related training for both international and domestic students with educational background and/or work experience in IT.

Components of this program may be suitable as complementary training or laddering opportunities to expand knowledge, expertise and employment opportunities for graduates of the following and similar programs:

- Information Technology Operations Professional (ITOP) Short Certificate
- Information Technology Operations Professional (ITOP) Certificate
- Computer Systems Technology (CST) Diploma

Currently, the ITOP and NTAS programs provide students with the skills and expertise to become technical systems and network security specialists, while the proposed ISSA program creates technical implementation specialists with systems administration focus.

Revisions to the ITOP programs will follow to support creation of complementary pathways alongside VCC's technology programming portfolio, thus allowing students to build specialized expertise across different areas of IT infrastructure and security management without program duplication.

## Needs Assessment

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

This programming addresses current and projected demands within British Columbia's technology sector for practitioners who can support infrastructure and security operations. It also serves as continuing professional development for individuals currently working in the field or for those seeking training towards industry certification preparation.

The restructuring specifically responds to:

- Alumni feedback requesting stronger applied learning and real-world experience
- Industry feedback through the Program Advisory Committee regarding workforce preparation needs
- International student demand for Post-Graduate Work Permit eligible programs that are also affordable
- Industry/instructor feedback on skills gaps in entry-level IT professionals

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

The programming relates to several job outcomes aligned with high-opportunity occupations in BC. Computer Network Technicians (NOC 22220) represent a significant portion of forecasted job openings, with established career progression pathways and competitive salary ranges. User Support Technicians (NOC 22221) similarly show strong provincial demand with growth projections supporting program viability.

The 2024 BC Labour Market Outlook forecasts approximately 17,480 job openings in occupations related to this program (NOCs 22220, 22221, 21222) in B.C. over the next decade, all of which require some level of post-secondary education or training.

Industry trends continue to support demand, including:

- British Columbia's position as one of the fastest growing tech ecosystems in North America, with over 12,000 tech companies
- Ongoing cybersecurity workforce needs across all sectors
- The persistent requirement for early-career IT talent who can bridge technical competencies with non-technical skills to support business operations
- Digital and technical skills shortage facing the Canadian labour market, including for cloud computing and digital infrastructure support

Program instructors and PAC feedback confirms ongoing workforce needs, with particular emphasis on candidates who combine technical skills with professional readiness and communication capabilities.

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

VCC International Education confirms significant demand for post-degree diploma programming in IT fields, particularly programs offering work-integrated learning components. The work-integrated learning element addresses key student recruitment priorities identified through market research.

Historical performance of the original NTAS program (2021-2024) demonstrated strong initial enrollment, with recent decline attributed to external policy factors rather than program quality or market relevance. Alumni survey responses indicate high program satisfaction with specific requests for enhanced practical experience components – something which has been directly addressed through the restructuring.

Several VCC IT team members have enrolled in predecessor courses for professional development, indicating recognition of program value within the institution. Industry professionals continue to seek certification preparation opportunities supported by structured programming.

The recent changes in federal immigration policies have shifted demand to shorter, more cost-effective credential pathways that maintain Post-Graduate Work Permit eligibility.

## 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?

Similar programming exists at other institutions but lacks the specific combination of systems administration, a cybersecurity focus, and an applied industry capstone offered in this restructured program.

The streamlined 42-credit structure provides competitive time-to-graduation while maintaining comprehensive skills development.

Compared to longer diploma programs (60+ credits), this structure offers faster credential completion and reduced costs while maintaining industry-relevant depth. Online alternatives typically lack the hands-on lab components essential for technical skills development.

Institution	Program Name	Length	Cost (Approx.)	Delivery
BCIT	Computer Information Systems Administration Diploma	2 years (full-time), 120 credits	\$12,728 (dom) \$46,967 (int'l)	In-person, full-time

<b>Institution</b>	<b>Program Name</b>	<b>Length</b>	<b>Cost (Approx.)</b>	<b>Delivery</b>
Douglas College	Cybersecurity - Computer and Information Systems PDD	4 terms, 60 credits	\$13,330 (dom) \$45,390 (int'l)	In-person and online options
VCC	Network Technology Administration and Security PDD (existing program)	6 terms, 62 credits	\$17,783.46 (dom) \$42,271.60 (int'l)	In-person, some hybrid
VCC	Information Systems Security and Administration PDD (current proposal)	4 terms, 42 credits	\$13,098 (dom) \$30,715 (int'l)	In-person, some hybrid
VCC	Cybersecurity GRC PDD	4 terms, 49 credits	\$20,446.32 (dom) \$33,408.13 (int'l)	In-person, some hybrid
VIU	Systems Administration and Cybersecurity Diploma	2 years, 68 credits	\$12,400 (dom) \$57,553 (int'l)	In-person, cohort-based
UFV	Cybersecurity PDD	4 terms, 49 credits	\$9,143 (dom) \$37,387 (int'l)	In-person, some online
Camosun	Cybersecurity & Network Technology Diploma	2 years (full-time), 60+ credits	\$19,561 (dom) \$37,182 (int'l)	In-person
TRU	Computer Network and Cybersecurity Diploma	2 years (full-time), 60 credits	\$45,631 (int'l)	In-person, cohort-based

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

No existing articulation committee currently serves this program area.

## 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?**

**International Students (primary target):** This program is primarily structured for international students holding undergraduate degrees in any field, seeking Canadian education credentials and industry-engaged learning opportunities. Students typically have interest in IT and network security, with varying levels of prior technical experience. This revised program positions itself to specifically serve students seeking efficient pathways to Post-Graduate Work Permit eligibility.

**Domestic Students:** The program serves domestic students including career changers seeking entry to IT, professionals wanting to formalize existing skills, and those pursuing career advancement in technology roles. The flexible admission requirements accommodate students with diverse educational backgrounds and work experience levels.

**Student Characteristics:** The learning environment requires extended periods (6 - 8 hours per day) of computer use with sustained visual focus on digital displays and repetitive hand, wrist, and arm movements with hardware devices, such as keyboard, mouse, switches, routers, cables, and small tools. Please refer to the Program Content Guide for a full list of program considerations.

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

The recruitment strategy leverages VCC's established international networks while building targeted outreach to domestic career changers and working professionals. For international students, we will work through VCC's existing agent network and in-country representatives to promote the program's unique combination of work-integrated learning opportunities and Post-Graduate Work Permit eligibility. Digital marketing campaigns will emphasize career outcomes and practical experience components that differentiate this program from purely academic alternatives.

Domestic recruitment focuses on reaching career changers and current IT professionals seeking skill enhancement through information sessions at industry networking events and employer partnerships. Alumni success stories and referrals will play a central role in demonstrating program value, while partnerships with sponsorship organizations and immigrant services will expand access to underrepresented groups. The program will explore a flexible structure and evening/weekend delivery options, to market specifically to working professionals who need to balance education with current employment or other obligations.

Community engagement through technology meetups, professional associations, and employer-sponsored information sessions will build awareness within the local IT community. Social media campaigns highlighting graduate employment outcomes will target both prospective students and potential employers, creating a comprehensive recruitment approach that builds program recognition across multiple stakeholder groups.



**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?**

Technology programming historically shows significant underrepresentation of women (21% in technical roles within information and communications technology sector) and Indigenous students (0.8% Indigenous representation in Canada's tech sector), with age diversity challenges when mixing younger students with working professionals. To address these equity issues, the program aims to expand partnerships with the Society of Canadian Women in Science and Technology (SCWIST) for recruitment and mentorship, while deepening relationships with the First Nations Technology Council to create pathway partnerships from their Technology Foundations program.

Continuing Studies, and this program in particular, engages instructors with industry experience, many of whom have strong relationships with local industry associations and chapters that actively encourage and support individuals from diverse and historically underrepresented backgrounds, such as women in technology (for example, SheLeadsTech | ISACA and Women in Cybersecurity - Women CyberSecurity Society) through mentorship and other opportunities.

The program structure incorporates multiple equity-enhancing features including multiple admission pathways, shortened program length reducing financial barriers, and evening/weekend delivery options supporting diverse life circumstances. Recognition of Prior Learning (PLAR) for up to 50% of program credits acknowledges diverse experiences, while integrated professional development addresses workplace readiness for all backgrounds. Industry mentorship through capstone projects, combined with integrated career services support, create comprehensive systems helping underrepresented students navigate academic and professional challenges.

## Quality

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

None at the time of concept paper submission.

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

Continuing Studies currently employs qualified instructors with extensive industry experience in information systems, network administration, and cybersecurity. These instructors bring current professional expertise and maintain active industry connections that enhance program relevance and student networking opportunities.

As the program expands, additional qualified instructors will be recruited through established hiring processes. All instructors will be required to demonstrate both technical expertise and teaching capability, with preference given to candidates holding relevant industry certifications and recent professional experience. Professional development opportunities (such as the TEAL micro-credential) will help instructors remain current with current practices in teaching and learning.

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

The program features hands-on laboratory environments that simulate real-world IT infrastructure scenarios, taught by industry professionals who bring current workplace perspectives. Students complete an industry capstone project that addresses authentic business challenges, in consultation with local employers, where possible.

## 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?**

The Information Systems Security and Administration Post-Degree Diploma is designed as a four-term full-time program with up to one intake per term. The program can accommodate up to 24 students per intake, providing an optimal learning environment that supports both individual attention and collaborative learning experiences.

The 42-credit structure enables completion within this timeframe while maintaining comprehensive coverage of essential IT systems administration and cybersecurity competencies. Future delivery options may include part-time and evening formats to serve working professionals and domestic 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.**

The program welcomes students from diverse educational backgrounds, with the program's admission requirement ensuring foundational academic preparation. Students with previous professional work experience in IT may receive Recognition of Prior Learning credit, while those new to this domain benefit from introductory courses designed to support career changers.

Upon graduation, students may pursue advanced certifications, specialized technology roles, or further education in related fields. The program's industry connections and capstone project experiences often lead directly to employment opportunities. Graduates may also be

eligible for transfer credits toward advanced diplomas or degree programs at other institutions, supporting continued professional development.

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

The initial program delivery is structured for full-time study during daytime hours, designed primarily for international students. Future adaptations may include part-time, evening, and weekend delivery options to serve working professionals and domestic students seeking career transition or skills enhancement.

Many hands-on laboratory components benefit from in-person attendance, though theoretical coursework may incorporate online elements in a blended delivery model. The program structure supports flexible delivery adaptation while maintaining the practical learning experiences essential for technical skills development.

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

The program features a cohort-based structure with one primary entry point annually. However, individual courses may have standalone value for professional and career development purposes, allowing working professionals to access specific skill development without a full program commitment.

Recognition of Prior Learning provides flexibility for students with relevant experience or education, potentially reducing program duration or requirements. Future program development may incorporate additional entry points and modular completion options to serve diverse student needs and career goals.

## 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.**

This is a restructured current program, and as such does not necessitate new infrastructure or facilities.

**IT Infrastructure:** The program leverages existing VCC computer laboratory facilities with planned upgrades to support current technology training needs. Cloud-based learning environments will expand capacity while reducing facility constraints for many program components.

**Facilities:** Existing classroom and laboratory spaces will accommodate initial program delivery. As enrollment grows, additional space requirements will be assessed and addressed through standard institutional planning processes.

**Human Resources:** Current Continuing Studies instructors possess the qualifications to deliver core program components. Additional hiring will occur, as needed, by following established procedures, with recruitment focused on industry-experienced professionals.

**Library and Learning Resources:** The program utilizes existing library resources with potential for enhanced digital resources and industry database access as enrollment justifies investment.

**Marketing:** Program launch marketing will leverage existing Continuing Studies channels while developing targeted international student recruitment materials emphasizing work-integrated learning opportunities.

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

Curriculum development will utilize existing Continuing Studies development resources and processes and ad-hoc support from CTLR. Industry partners will provide input on current skills' requirements and emerging technology trends, ensuring curriculum relevance.

Course materials will build upon existing resources while incorporating new content aligned with systems administration and cybersecurity focus areas. Industry connections will support guest lectures, project opportunities, and real-world case studies that enhance learning without requiring significant additional funding.

## **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?**

The program is designed to utilize existing resources effectively, minimizing risk from funding constraints. If additional resources become unavailable, implementation timelines may extend, but core program quality would be maintained through existing instructional expertise and infrastructure.

Marketing efforts would focus on cost-effective digital channels and existing VCC networks. Program development would proceed using current curriculum development processes, potentially with extended timelines but without compromising educational quality or industry relevance.

## 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):**

To facilitate the introduction of these changes with as little impact as possible to the students currently enrolled in the NTAS program, we have paused all subsequent intakes of the program in its current form and will teach it out for each cohort until they have completed the program. The proposed launch of the updated program in January 2027 will welcome in a new cohort who will begin taking the program in its new form. Accordingly, the old version will be phased out with no impact to current students, and the new version will therefore be introduced with no anticipated programmatic and/or phase-in constraints.

## 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?**

This program's sole source of funding is student tuition. Please refer to the attached Business Case for detailed costing information.

### **Attach Initial Business Case**

Business Case - Revisions to Information Systems Security Administration PDD

In addition to the Business Case attached, we are including the Fall 2025 Benchmarking report for our NTAS program.

# NTAS Program Update Fall 2025 | Benchmarking Report

## Background

VCC's Network Technology Administration & Security (NTAS) PDD has been a significant component of our computing and technology area in Continuing Studies since its first intake in Fall 2021. Within the spectrum of tech-related programming at the time, NTAS quickly proved to be a popular program for international students: within two years since its inception, we began welcoming 11 cohorts per year, struggling to keep up with the availability of space and instructors. The changes IRCC implemented starting in 2024 adversely affected many programs across the college and the country. NTAS specifically experienced a sharp decline in inquiries – notably, this decline was more precipitous than that experienced by our other tech-related program, Cybersecurity GRC. Upon further analysis by both CS and IE, it was found that the dominant concerns from prospective students were that the program was desirable, though longer and more costly than alternatives.

In response, our team has worked closely with our instructors, PAC members and select SMEs to revise the program and make it more affordable and concise (see updated PCG). In its updated form, the revised NTAS<sup>1</sup> will continue to focus on preparing students to set-up, configure, and maintain computer and network systems, provide desktop and server support, implement system and data security policies, and generally ensure students gain employable skills in network infrastructure, administration, support, and security.

## Competitive Landscape

The landscape of programs in the local sector includes the following:

Institution	Program Name	Length	Cost (Approx.)	Delivery
BCIT	Computer Information Systems Administration	2 years (full-time), 120 credits	\$12,728 (dom) \$46,967 (int'l)	In-person, full-time

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<sup>1</sup> Note that the revised program will also include a name change to *Information Systems Security and Administration* (or ISSA) to more accurately reflect the program's scope.

<b>Douglas College</b>	PDD in Cybersecurity Computer and Information Systems PDD	4 terms, 60 credits	\$13,330 (dom) \$45,390 (int'l)	In-person and online options
<b>VCC</b>	Information Systems, Security and Administration PDD - proposed	4 terms, 42 credits	\$13,098 (dom) \$30,715 (int'l)	In-person, some hybrid
<b>VCC</b>	NTAS PDD – current	6 terms, 62 credits	\$17,783.46 (dom) \$42,271.60 (int'l)	In-person, some hybrid
<b>VCC</b>	Cybersecurity Governance, Risk & Compliance	4 terms, 49 credits	\$20,446.32 (dom) \$33,408.13 (int'l)	In-person, some hybrid
<b>VIU</b>	Systems Administration and Cybersecurity Diploma	2 years, 68 credits	\$12,400 (dom) \$57,553 (int'l)	In-person, cohort-based
<b>UFV</b>	Cybersecurity PDD	4 terms, 49 credits	\$9143 (dom) \$37,387 (int'l)	In-person, some online
<b>Camosun</b>	Cybersecurity & Network Technology Diploma	2 years (full-time), 60+ credits	\$19,561 (dom) \$37,182 (int'l)	In-person
<b>TRU</b>	Computer Network and Cybersecurity Diploma	2 years (full-time), 60 credits	\$45,631 (int'l)	In-person, cohort-based

Amid the other program offerings in the Lower Mainland, VCC's improved NTAS PDD is set to return as a valued and competitive program for international students. With a more concise focus on those aspects that drove its initial popularity (e.g., broad range of job-ready competencies, an intent focus on applied learning, and career-ready outcomes) and a reduction in overall time and cost to the student, the revamped NTAS program (ISSA) is a strategic, measured, and timely response to the new landscape of training opportunities for international students at VCC.

## Summary:

While it was prudent to pause intakes indefinitely for Continuing Studies' Optician diploma, the context in which we examine our NTAS PDD requires a different approach. This program thankfully falls within those that remain approved by IRCC for PGWP consideration, and the outcomes remain timely and impactful for students in their professional pursuits. And yet, the price and duration of its previous design proved off-putting for prospective students. The refinements to the program's duration and the foci of specific courses, provides us with the opportunity to re-establish this program as an attractive training opportunity for students in Western Canada.





## BUSINESS CASE

Continuing Studies

Network Technology Administration and Security Post-Degree Diploma

Updated November 2025

### SUMMARY:

The Network Technology Administrations and Security (NTAS) program, initially approved in June 2020, has run successfully since September 2021, primarily serving international students. Due to a decline in applications throughout 2024, largely attributed to changes in IRCC policies affecting international student recruitment, an Accelerated Program Change was initiated to better align with current demand and evolving student needs.

To address these challenges and strengthen the program's competitive position, the following changes have been implemented

- Reduced credits from 62 to 42 through streamlined course content
- Enhanced industry engagement in WIL (Capstone)
- Increased emphasis on practical skills, exposure to current and emerging technologies
- Change in title to *Information Systems Security and Administration* for increased accuracy

The updated curriculum includes one new course, eight major course revisions, seven minor course revisions and seven course removals. The revised NTAS PDD will be open to both domestic and international students. The program has been competitively priced among local institutions, as shown below:

Institution	Program Name	Number of Credits	Total Domestic Tuition	Total International Tuition
VCC	Information Systems Security and Administration Post-Degree Diploma (Proposed)	42 credits	\$12,145	\$30,715
VCC	Cybersecurity Governance, Risk and Compliance Post-Degree Diploma	49 credits	\$20,446	\$33,408
BCIT	Computer Information Systems Administration	120 credits	\$12,728	\$46,967
Douglas College	Cybersecurity Computer and Information Systems PDD	60 credits	\$13,330	\$45,390
VIU	Systems Administration and Cybersecurity Diploma	68 credits	\$12,400	\$57,553
Camosun	Cybersecurity & Network Technology Diploma	60+ credits	\$19,561	\$37,182

**Assumptions:**

- Total program tuition is set at \$30,715 (Int'l) and \$12,145 (Dom), subject to annual increases (reflects 2026-2027 rates)
- Courses that are offered by multiple programs will retain their legacy domestic tuition rate at \$284.91/credit and for significantly revised and new courses will be set at \$292.57/credit to ensure compliance with the provincial tuition limit policy
- International tuition rate will be set at \$731.33, a slight increase from current \$695.44.80/credit, and in alignment with academic rates in FY2627
- 0.4 FTE Program Coordinator and 0.4 FTE Program Assistant time are captured in the costing, in alignment with expected demand for renewed programming; however, subsequent increases to FTE may be required in response to significant growth in student demand.

Continuing Studies plans to launch this program in January 2027

**PREPARED BY:**

Adrian Lipsett, Dean, Continuing Studies

Erin Lenz, Associate Director Business Development, Continuing Studies

Chelsea Hunter, Operations Manager, Continuing Studies

## APPENDICES:

## Appendix A: Revised Program Costing – Information Systems Security Administration

<b>Vancouver Community College</b>		
Tuition Effective Date: August 1 2026		
<b>Program Name Information Systems Security Administration</b>		
Program Start Date January 2027		
	Current	Proposal 1
Scenarios	International only with 62 credits	Blended cohort with increased tuition rate & decreased number of credits
Tuition per credit per student - International	\$695.44	\$731.33
Tuition per student - International	\$43,117.03	\$30,715.85
Tuition per credit per student - Domestic	\$0.00	\$0.00
Tuition per student - Domestic	\$18,075.48	\$12,144.59
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	0	0
No. of students per intake - International (proj)	14	14
Total students (with X FTE attrition) - Domestic	0	0
Total students (with X FTE attrition) - International	13	13
Program Duration (months)	24	16
Instructor Paid hours per intake	1035	679.5
Number of credits	62	42
Support Staff FTE (CUPE)	0.40	0.40
Administrator Staff FTE	0.40	0.40
Operational costs	1,000	1,000
<b>Revenue</b>		
Projected Tuition revenue - Domestic	\$ -	\$ -
Projected Tuition revenue - International	\$ 583,471	\$ 415,395
Projected Tuition revenue - Other Fees	\$ 10,853	\$ 8,350
<b>Total revenue (projected)</b>	<b>\$ 594,324</b>	<b>\$ 423,746</b>
<b>CS Instructor</b>		
Salary	\$ 98,325	\$ 61,133
Benefits (15%)	\$ 14,749	\$ 9,170
<b>Total CS instructor costs</b>	<b>\$ 113,074</b>	<b>\$ 70,302</b>

**Support Staff**

Salary (Step 5)	\$	25,559	\$	25,559
Benefits (30.5%)	\$	7,795	\$	7,795
<b>Total support staff costs (CUPE)</b>	<b>\$</b>	<b>33,354</b>	<b>\$</b>	<b>33,354</b>

Salary	\$	38,389	\$	38,389
Benefits (28%)	\$	10,749	\$	10,749
<b>Total administrator staff costs</b>	<b>\$</b>	<b>49,138</b>	<b>\$</b>	<b>49,138</b>

<b>Total labour cost</b>	<b>\$</b>	<b>195,566</b>	<b>\$</b>	<b>152,795</b>
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**Operational costs**

Operational Expenses	\$	1,000	\$	1,000
Licensing Fees	\$	40,822	\$	21,501
Capital/Technology/Equipment	\$	-	\$	-
Curriculum Renewal	\$	56,544	\$	38,304
Intl Student Agency Fees	\$	87,521	\$	62,309
<b>Total operational costs</b>	<b>\$</b>	<b>185,887</b>	<b>\$</b>	<b>123,114</b>

**Indirect student support**

Indirect student support	\$	129,440	\$	96,675
<b>Total indirect student support</b>	<b>\$</b>	<b>129,440</b>	<b>\$</b>	<b>96,675</b>

<b>Total expenditures</b>	<b>\$</b>	<b>510,892</b>	<b>\$</b>	<b>372,584</b>
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<b>Net contribution to VCC overhead / (Deficit)</b>	<b>\$</b>	<b>83,432</b>	<b>\$</b>	<b>51,162</b>
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<b>Net contribution to VCC overhead / (Deficit)</b>	<b>14.0 %</b>	<b>12.1 %</b>
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<i>Gross margin breakeven tuition per student</i>	<i>18073</i>	<i>12844</i>
<i>Minimum number of students (intl) to cover gross margin</i>	<i>8</i>	<i>8</i>
<i>Minimum number of students (intl) to cover direct + indirect (no Dom)</i>	<i>7</i>	<i>7</i>
<i>Minimum number of students (intl) to cover all costs (no Dom)</i>	<i>9</i>	<i>9</i>

<i>Minimum number of students (dom) to cover gross margin</i>	<i>20</i>	<i>21</i>
<i>Minimum number of students (dom) to cover direct + indirect (no Intl)</i>	<i>16</i>	<i>17</i>
<i>Minimum number of students (dom) to cover all costs (no Intl)</i>	<i>22</i>	<i>23</i>



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** October 14, 2025

**ISSUE:** Revisions to the Automotive Repair and Refinishing Diploma program

### BACKGROUND:

The Auto Collision Repair department is proposing changes to the Automotive Repair and Refinishing Diploma program, including revisions to 21 courses and six new courses.

Changes aim to maintain alignment with provincial and federal policies and standards, ensuring students can pursue credit with SkilledTradesBC beyond the diploma program. Adjustments also reflect the evolving nature of instruction on the shop floor and the logistical challenges of teaching large cohorts.

Changes include updates to learning outcomes, moving some courses between terms to improve sequencing, and splitting the Mechanical and Electrical Systems course in Term 4 into two separate courses. These changes streamline delivery and better reflect current instructional practices.

### DISCUSSION:

Robin Popow, instructor in the Auto Collision Repair department, presented the proposal.

Edits suggested by the Registrar's Office and other committee members were completed:

- Changing the effective date from May to September 2026
- Standardizing English and math admission requirements language
- Updating the evaluation of student learning section and transcript of achievement (minimum progression grade)
- Removing references to student characteristics and focusing on program considerations

There was a discussion about the number of program credits, which was reduced from 64 to 63 in the initial proposal. After the meeting, it was decided to replace new course ACRD 2160 (3 credits) with existing course ACRD 2150 (4 credits), maintaining the current number of program credits (64). Minor edits were made to ACRD 2150 to align with the initially proposed new course ACRD 2160.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Automotive Repair and Refinishing Diploma, including 21 revised and 6 new course outlines.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** November 3, 2025

Auto Collision Repair and Refinishing Diploma – Proposal of Revisions October 2025 - v2.6

Course Change Detail

Term 1

Current				Proposed			
Course code/ #	Course Name	Cr/Hrs	Action	Course #	Course Name	Cr/Hrs	Comments
ACRD 1100	Workplace Skills and Safety	2.5/50	Revise			(2.5/50)	Change CLOs to lower level and to better reflect STBC competencies. Add new course topic, Respiratory Protection to elevate its importance.
ACRD 1105	Tools and Equipment	2.5/50	Revise			(2.5/50)	Add two CLOs to better reflect STBC competencies.
ACRD 1130	Communication Skills 1	3.5/75	Revise			(3.5/75)	<p>Add two CLOs to better reflect STBC competencies.</p> <p>Move the applied activity portions of estimating-related topics to <i>ACRD 1055 Estimating, Planning and Scheduling 1</i>. See <i>ACRD 1055</i> for rationale.</p> <p>Integrate activities from <i>ACRD 1230 Communication Skills 2</i> pending its proposed removal. See <i>ACRD 1230</i> for rationale. Note: The net result would not require changes to course credits or duration.</p> <p>Simplified Evaluation Plan and added Workplace Diversity and Inclusion assignment as per CLO addition.</p> <p>Simplified Course Topics and minor changes to the Course Description to align to course changes.</p>
ACRD 1135	Detailing 1	1/25	Revise			(1/25)	<p>Minor corrections to Course Description.</p> <p>Changes to Course Topics to better reflect learning modules.</p>
ACRD 1140	Welding, Cutting and Heating Steel 1	3.5/87.5	Replace	ACRD 1145	Welding, Cutting and Heating Steel 1	3/75	<p>Course replacement to accommodate changes:</p> <p>Revise course description for better language to remove oxyacetylene “welding” (not part of curriculum since early 2,000’s).</p> <p>Add three CLOs to better reflect STBC competencies.</p> <p>.</p>

ACRD 1150	Construction and Components 1	3/75	Revise			(3/75)	Change, add, remove CLOs to better reflect STBC competencies.  Changes to Course Topics to better reflect learning modules.
ACRD 1155	Estimating, Planning and Scheduling 1	1/12.5	Revise			1/25	Add two CLOs to better reflect STBC competencies.  Add to course duration to accommodate new training modules for newly acquired Mitchell Cloud Estimating software (Change from 12.5 hours to 25 hours). The software will be used in part to apply lessons learned in this course and to use essential skills learned in ACRD 1130 Communication Skills 1.  Changes to Course Topics to better reflect learning modules.
Current credits/hours: 17/375      Proposed credits/hours: 16.5/375							

Term 2

Current				Proposed			
Course code/ #	Course Name	Cr/Hrs	Action	Course #	Course Name	Cr/Hrs	Comments
ACRD 1200	Sheet Metal Repair	4/100	Revise			(4/100)	Add one CLO to better reflect STBC competencies.  Changes to Course Topics to better reflect learning modules.
ACRD 1205	Advanced Sheet Metal Repair	3/62.5	Revise			(3/62.5)	Add three CLOs and change one to better reflect STBC competencies.  Changes to Course Topics to better reflect learning modules.
ACRD 1210	Plastic and Composites	1/25	Revise			(1/25)	Add/modify CLOs to better reflect STBC competencies.
ACRD 1220	Construction and Components 2	3/75	Revise			(3/75)	Change CLOs to better reflect STBC competencies.  Changes to course topics to better reflect learning modules.
ACRD 1230	Communication Skills 2	3.5/75	Revise			(3.5/75)	Remove estimating software topics as they are now formal part of estimating courses in each term

							Change evaluation scheme to allow more flexibility for teaching opportunities presented during the term.
ACRD 1240	Welding, Cutting and Heating Steel 2	1/25	Revise			(1/25)	Add one CLO to better reflect STBC competencies.  Add/change course Topics to better reflect required course content.
ACRD 1255	Estimating, Planning and Scheduling 2	1/12.5	Revise			(1/1.2)	Change Course Topics to better reflect course content.
Current 16.5/375 credits/hours: Proposed credits/hours: (16.5/375)							

Term 3

Current				Proposed			
Course code/#	Course Name	Cr/Hrs	Action	Course #	Course Name	Cr/Hrs	Comments
ACRD 2130	Trade Practice 1	3/75	Revise			(3/75)	Minor corrections to Course Description.
ACRD 2135	Detailing 2	1/25	Revise			(1/25)	Minor corrections to Course Description.  Change CLOs to better reflect STBC competencies.  Change Course Topics to better reflect course content.
ACRD 2140	Refinish Tools and Equipment	1/25	Revise			(1/25)	Minor corrections to Course Description.  Change CLOs to better reflect STBC competencies.  Change Course Topics to better reflect course content.
ACRD 2145	Surface Preparation and Masking	4/100	Revise			(4/100)	Minor corrections to Course Description.  Add five CLOs and change three to better reflect STBC competencies.  Move two corrosion protection-related CLOs from <i>ACRD 2150</i> to provide better flow across terms 2-3.  Change Course Topics to better reflect course content.
ACRD 2150	Using Refinishing Materials and Equipment	4/100	Delete & replace	ACRD 2160 Using Refinishing		3/75	Course replacement to accommodate credit/duration changes to ACRD 2150.



				Materials and Equipment			Minor corrections to Course Description.  Credits and duration reduced as higher-level competencies overlap with proposed new course <i>ACRD 2160 Advanced Refinishing</i> (see below). No changes to CLOs required.  Change Course Topics to better reflect learning modules used.
ACRD 2155	Estimating, Planning and Scheduling 3	2.5/50	Delete & replace	ACRD 2165	Estimating, Planning and Scheduling 3	1/25	Course replacement to accommodate credit/duration changes to ACRD 2155.  Minor corrections to Course Description.  Credits and duration shortened to better reflect course content. This is consistent with Estimating courses in other terms.
			New	ACRD 2170	Advanced Refinishing	2/50	This course replaces ACRD 2240 Advanced Refinishing (Term 4) to facilitate its move to Term 3 in effort to contain all paint content to Term 3 as per faculty requests.  Change credits/hours to 2/50 (from 3/74 in ACRD 2240)  Add ACRD 2160 as a co-requisite course.  Add one CLO and change one to better reflect STBC competencies.  Change Course Topics to better reflect learning modules used.
Current credits/hours:		15.5/375	Proposed credits/hours:		15/375		

Term 4

Current				Proposed			
Course code/#	Course Name	Cr/Hrs	Action	Course #	Course Name	Cr/Hrs	Comments
ACRD 2230	Trade Practice 2	3/75	Revise			(3/75)	Minor corrections to Course Description.
ACRD 2236	Auto Glass Repair and Replacement	3/75	Revise			(3/75)	Minor corrections to Course Description.  Add five, change four, and delete one CLO to better reflect STBC competencies.  Change Course Topics to reflect CLO changes.
ACRD 2240	Advanced Refinishing (used for Aluminum course)	3/75	Delete			0/0	This course to be moved to Term 3 to consolidate refinishing topics. (See <i>ACRD 2160 Advanced Refinishing</i> ).
ACRD 2250	Mechanical and Electrical Systems	5/125	Delete			0/0	This course to be split and replace by <i>ACRD 2270 Mechanical Systems</i> and <i>ACRD 2280 Electrical Systems</i> .
ACRD 2255	Estimating, Planning and Scheduling 4	1/25	Revise			(1/25)	Updates to Course Description.  Changes to CLO to better reflect STBC competencies.  Change Course Topics to reflect CLO changes and course modules.
			New	ACRD 2260	Mechanical Systems	2.5/62.5	New course to replace <i>ACRD 2250 Mechanical and Electrical Systems</i> to allow for better course flow and separation of topics.  CLOs changed from ACRD2250 to better reflect STBC competencies.  Course Topics changed to reflect CLOs.
			New	ACRD 2270	Electrical Systems	2.5/62.5	New course to replace <i>ACRD 2250 Mechanical and Electrical Systems</i> to allow for better course flow and separation of topics.  CLOs changed from <i>ACRD2250</i> to better reflect STBC competencies.  Course Topics changed to reflect CLOs.
			New	ACRD 2280	Welding and Repairing Aluminum Panels	3/75	New course to build on steel shaping and welding skills.
Current credits/hours:		15/375	Proposed credits/hours:		15/375		

Current program total:	62.5/1500	Proposed program total:	63/1512.5
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# Program Change Request

Date Submitted: 10/15/25 11:16 am

Viewing: **Automotive Repair and Refinishing**

## Diploma

Last approved: 12/20/24 5:16 pm

Last edit: 10/22/25 3:04 pm

Changes proposed by: rpopow

Catalog Pages Using  
this Program

[Automotive Repair and Refinishing Diploma](#)

Program Name:

Automotive Repair and Refinishing Diploma

Credential Level: Diploma

Effective Date: September 2026 ~~May 2025~~

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

### In Workflow

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council

### Approval Path

1. 09/23/25 9:37 am  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
2. 10/06/25 1:57 pm  
Derek Sproston (dsproston):  
Approved for 4306 Leader
3. 10/06/25 3:18 pm  
Lucy Griffith (lgriffith): Approved for CTT Dean
4. 10/15/25 9:41 am  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
5. 10/15/25 11:56 am  
Derek Sproston (dsproston):  
Approved for 4306 Leader
6. 10/15/25 12:18 pm  
Lucy Griffith (lgriffith): Approved for CTT Dean
7. 10/28/25 3:16 pm  
Darija Rabadzija

52  
(drabadzija):  
Approved for  
Curriculum  
Committee

### History

1. Dec 20, 2024 by  
Brett Griffiths  
(bgriffiths)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ---
Keith Mew	kmew@vcc.ca	6048717543

## Program Content Guide

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This program prepares individuals to apply technical knowledge and skills in the adjustment, maintenance, part replacement of motor vehicles, replacement, and the repair of tools, equipment equipment, machines, and machines. vehicles. Skills and knowledge are focused on the roles of Auto Body and Collision Technicians, Automotive Refinishing Technicians, and Automotive Glass Technicians.

**Auto Body and Collision Technicians** repair and restore damaged motor vehicles. They assess body damage and develop repair estimates and repair plans. Their repair work may include repairing scratches, minor damage, dents and extensive structural damage. Some components may need to be removed for access during repairs or replaced due to damage. The alignment and replacement of suspension and steering components is also performed as well as work with interior components, mechanical and electronic components, and passenger restraint systems.

**Automotive Refinishing Technicians** work on the surfaces of motor vehicles, primarily in restoring vehicle finishes once body work has been completed. Some of the duties include: removing layers of old coatings; matching colours and mixing paints; preparing surfaces for painting by spot filling, sanding, and masking; applying primers, primer surfacers, sealers, basecoats, single-stage and clear-coats; cleaning and polishing painted surfaces; and applying protective coatings.

**Automotive Glass Technicians** remove, install, repair, and generally services all types of stationary and moveable glass in motor vehicles and associated equipment.

Auto Body Collision Technicians, Automotive Refinishing Technicians, and Automotive Glass Technicians often work in close contact with one another, sometimes with overlapping duties.

Upon successful competition of this program and students may be eligible for *SkilledTradesBC* technical training credits. Note: Student must also be an active apprentice for eligibility to apply for credit.

~~Specifically, Automotive Collision Repair Technicians restore the structural integrity of damaged vehicles by straightening frames, fixing minor body damage, removing badly damaged sections and priming and painting all repaired surfaces. As a motor vehicle body repairer, you will also repair and/or replace vehicle glass and interior and exterior components of the vehicle. Duties also include verifying dimensional accuracy, system functions, passenger protection, proper alignment and proper handling. Automotive Refinishing Preparation Technicians typically remove parts, mask, perform chemical cleaning, apply putty, sand, prime, and prepare an automobile, truck or bus for the Automotive Refinishing Technician in a safe and environmentally sound manner. Auto Glass Technicians repair and replace all automotive glass.~~

~~Upon successful competition of this program students may be eligible to write SkilledTradesBC standardized examinations.~~

Grade 12 graduation or equivalent

English 10 or equivalent

Workplace Math 10 or equivalent

OR

Department assessment of mechanical reasoning

Note: Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.

~~High-school graduation certificate or equivalent~~

~~English 10 with a passing grade or Academic IELTS 5.0 overall (no band less than 4.5) or TOEFL iBT 60 or equivalent~~

~~Apprentice and Workplace Math 10 or equivalent~~

~~or~~

~~Department Leader approval based on relevant trade experience.~~

~~Note:~~

~~Applicants must have minimum basic computer skills and access to an internet-connected computer/mobile device.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This full-time program is two (2) years in duration delivered over four semesters, and must be completed within five (5) years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply the skills and knowledge necessary to perform at an apprentice level <u>Auto Body and Collision Technician</u> <del>automotive refinishing, automotive glass or automotive collision technician</del> to provincial <u>standards.</u> <del>standards</del>
<u>PLO #2</u>	<u>Apply the skills and knowledge necessary to perform at an apprentice level Automotive Refinishing Technician to provincial standards.</u>
<u>PLO #3</u>	<u>Apply the skills and knowledge necessary to perform at an apprentice level Automotive Glass Technician to provincial standards.</u>
PLO <del>#4</del> <u>#2</u>	Evaluate completed repairs for consistency, accuracy and quality according to industry specifications and <u>standards.</u> <del>standards</del>

Upon successful completion of this program, graduates will be able to:

PLO <del>#5</del> #3	Adhere to industry health and safety standards in the repair and reconditioning of automotive <u>vehicles.</u> <del>vehicles</del>
PLO <del>#6</del> #4	Practice professional etiquette and personal hygiene while performing <u>repairs.</u> <del>repairs</del>
PLO <del>#7</del> #5	Work effectively as a team member while performing <u>repairs.</u> <del>repairs</del>

### Additional PLO Information

### Instructional Strategies, Design, and Delivery Mode

The **Automotive Repair and Refinishing Technician Diploma** provides a wide range of opportunities for student learning in classroom, shop and workplace settings and online. ~~settings.~~ In addition to hands-on practical experience at VCC's own state of the art automotive collision repair and refinishing facility, instructional activities such as lectures, demonstrations, group work, peer assessment, reflective journals, and project based learning strategies are used throughout the program. Students progress through courses in four semesters, each of which requiring successful completion for advancement to the next level.

### Evaluation of Student Learning

Evaluation is a combination of ~~assessment of~~ practical assignments, projects, theory exam, and/or practical exams. ~~exam. Students must receive a minimum of 70% to pass each course:~~

Students must receive a minimum grade of 70% (2.67) to successfully complete each course, and a minimum program term grade point average of 2.67 to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 2.67 upon completion of all program courses to successfully graduate.

Upon successful completion of this program, the student will receive a Diploma in Automotive Repair and Refinishing.

Program activities require:frequent lifting and moving of heavy equipment, automotive parts, and materials;frequent movement alternating between standing, bending, kneeling and reaching;extended periods (5+ hours) of standing/walking on concrete floors/hard surfaces;differentiating colours for safety codes, wiring, and automotive paint colour analysis and tinting;the operation of automobiles for staging/positioning within the facility;precise hand-eye coordination and dexterity. Activities may include the operation of equipment and machines,detailed assembly, and small-scale technical work requiring steady hand movements.Program environment involves:exposure to fumes, dust, and airborne particles from paints, solvents, and mechanical processes;exposure to loud machinery noise, power tools, and equipment vibrations;exposure to automotive chemicals and strong odors from paint, solvents and additives, cleaning agents, polishingcompounds, fuels, oils, lubricants and coolants.Other considerations include:the required use of computers to access web-based course materials, and to complete quizzes and exams;following detailed oral and written instruction in the English language.If you have a disability or diagnosis and think you might face challenges with any of the listed programconsiderations, please contact [disabilityservices@vcc.ca](mailto:disabilityservices@vcc.ca) or 604.871.7500 to explore possibleaccommodations/supports.~~Personal hygiene, grooming and appearance acceptable to a service industry;~~~~Good hand dexterity for operating equipment and machines;~~~~Command of oral and written English;~~~~Ability to understand and follow oral and written instruction;~~~~Good general health and respiratory condition;~~~~Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program;~~~~Ability to tolerate noise and vibration;~~~~Mechanical aptitude and interest;~~~~Good hand-eye coordination;~~~~Good eyesight and colour vision;~~~~Good line, form and depth perception;~~~~Possession of valid driver's license.~~

## Courses

## Plan of Study Grid

Term One	Credits
<a href="#"><u>ACRD 1100</u></a> Workplace Skills and Safety	2.5
<a href="#"><u>ACRD 1105</u></a> Tools and Equipment	2.5
<a href="#"><u>ACRD 1130</u></a> Communication Skills 1	3.5



<del>ACRD 1140</del> Welding, Cutting and Heating Steel 1	<del>3.5</del>
<del>ACRD 1135</del> Detailing 1	<del>1</del>
<u>ACRD 1145</u> Welding, Cutting & Heating Steel 1	<u>3.0</u>
<del>ACRD 1150</del> Construction and Components 1	<del>3</del>
<del>ACRD 1155</del> Estimating, Planning and Scheduling 1	<del>1</del>
Credits	16.5
Term Two	
<del>ACRD 1200</del> Sheet Metal Repair	<del>4</del>
<del>ACRD 1205</del> Advanced Sheet Metal Repairs	<del>3</del>
<del>ACRD 1210</del> Plastics and Composites	<del>1</del>
<del>ACRD 1220</del> Construction and Components 2	<del>3</del>
<del>ACRD 1230</del> Communication Skills 2	<del>3.5</del>
<del>ACRD 1240</del> Welding, Cutting & Heating Steel 2	<del>1</del>
<del>ACRD 1255</del> Estimating, Planning and Scheduling 2	<del>1</del>
Credits	16.5
Term Three	
<del>ACRD 2130</del> Trade Practice 1	<del>3</del>
<del>ACRD 2135</del> Detailing 2	<del>1</del>
<del>ACRD 2140</del> Refinishing Tools and Equipment	<del>1</del>
<del>ACRD 2145</del> Surface Preparation and Masking	<del>4</del>
<del>ACRD 2155</del> Estimating, Planning and Scheduling 3	<del>2.5</del>
<del>ACRD 2150</del> Using Refinishing Materials and Equipment 4	<del>4</del>
<u>ACRD 2165</u> Estimating, Planning & Scheduling 3	<u>1</u>
<u>ACRD 2170</u> Advanced Automotive Refinishing	<u>2</u>
Credits	16
Term Four	
<del>ACRD 2230</del> Trade Practice 2	<del>3</del>
<del>ACRD 2236</del> Auto Glass Repair and Replacement	<del>3</del>
<del>ACRD 2240</del> Advanced Refinishing	<del>3</del>
<del>ACRD 2250</del> Mechanical and Electrical Systems	<del>5</del>
<del>ACRD 2255</del> Estimating, Planning and Scheduling 4	<del>1</del>
<u>ACRD 2260</u> Automotive Mechanical Systems	<u>2.5</u>
<u>ACRD 2270</u> Automotive Electrical Systems	<u>2.5</u>
<u>ACRD 2280</u> Welding and Repairing Aluminum	<u>3</u>
Credits	15
Total Credits	64

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

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

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

## Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Progression	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade – unable to proceed to next Term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
<b>Course Standings</b>			
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.

Program updates are proposed:

- In response to feedback provided by students and instructors,
- To maintain alignment with provincial and federal government policies,
- To better align with how the instruction of the courses has evolved to better suit the learning characteristics of the current student demographic,
- To help streamline the shop production schedule.

See attached ACRD Proposal of Revisions document for full details.

Are there any  
expected costs to  
this proposal.

No

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Julie Gilbert hosted student/graduate feedback sessions. Recommendations report was provided.

## Additional Information

Provide any additional information if necessary.

Supporting  
documentation:

[ACRD Proposal of Revisions Oct15-2025 v2.docx](#)

## Marketing Information

This program is for: International

**ⓘ 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](mailto:webmaster@vcc.ca).*

# Course Change Request

Date Submitted: 10/01/25 12:32 pm

Viewing: **ACRD 1100 : Workplace Skills and Safety**

Last approved: 08/03/23 8:34 am

Last edit: 10/21/25 3:37 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Workplace Skills and Safety

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 11:34 am  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 1:18 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 08/15/24 10:49 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:39 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:10 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 1:59 pm  
Derek Sproston  
(dsproston):

Approved for 4306  
Leader

7. 10/07/25 10:59 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)
3. Aug 3, 2023 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.
Robin Popow	<a href="mailto:rpopow@vcc.ca">rpopow@vcc.ca</a> <del>rpopow@shaw.ca</del>	<a href="tel:778-838-6292">778-838-6292</a> <del>604-313-0556</del>

Banner Course      Workplace Skills and Safety  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1100

Year of Study      1st Year Post-secondary

Credits:      2.5

Bridge College Code      VO

Bridge Billing Hours 2.5

Bridge Course Level 01

### Course Description:

This course focusses on occupational safety relating to the collision repair industry - from legal obligations to practical applications and procedures to ensure a safe working environment is provided to and by each student. Students learn general shop safety practices, Workplace Hazardous Materials Information Systems (WHMIS), fire prevention, personal protective equipment (PPE), emergency procedures and environmental safety such as hazardous material handling, storage and disposal.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

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

### PLAR (Prior Learning Assessment & Recognition)

No

### Course Learning

### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Identify local, provincial, and national governmental regulations pertaining to occupational health and safety.</u> <del>Apply the skills and knowledge necessary to perform as a Level 1 Automotive Collision Repair Technician as per the Skilled Trades BC provincial program standards;</del>
CLO #2	<u>Maintain a safe working environment in adherence with local, provincial, and national governmental regulations.</u> <del>Evaluate completed repairs for consistency, accuracy and quality according to industry specifications and standards;</del>
CLO #3	<u>Use Workplace Hazardous Materials Information System (WHMIS).</u> <del>Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles;</del>
CLO #4	<u>Describe fire safety procedures.</u> <del>Apply occupational essential skills outlined by Essential Skills Development Canada in the Essential Skills profile for Motor Vehicle Body Repairers and Automotive Refinish Prep Technicians.</del>
<u>CLO #5</u>	<u>Describe best practices for safe handling of alternate fuel vehicles.</u>

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

CLO #6      Use personal protective equipment (PPE) and safety equipment.

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

Grading System:      Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam ( summative - theory)
Assignments	30	Ongoing observations of workplace behavior and use of personal protective equipment.
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:**      50

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2: 10

## Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Occupational Health and Safety

[Respiratory Protection](#)

Hazardous Materials

Workplace Hazardous Materials Information Systems (WHMIS)

Fire Safety

Alternate Fuel Vehicle Safety

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal



# Course Change Request

Date Submitted: 10/01/25 12:33 pm

Viewing: **ACRD 1105 : Tools and Equipment**

Last approved: 11/23/21 5:10 am

Last edit: 10/21/25 3:37 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Tools and Equipment

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 11:37 am  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 1:18 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 08/15/24 10:50 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:40 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:10 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 1:59 pm  
Derek Sproston  
(dsproston):

Approved for 4306  
Leader

7. 10/07/25 10:59 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-</del> 0556

Banner Course      Tools and Equipment  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1105

Year of Study      1st Year Post-secondary

Credits:      2.5

Bridge College Code      VO

Bridge Billing Hours      2.5

Bridge Course Level      01

**Course Description:**

Students identify automotive fasteners and learn the operation, organization and maintenance of hand, electric, pneumatic, and hydraulic tools.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

**Course Pre-Requisites (if applicable):****Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe collision repair hand <u>tools.</u> <del>tools</del>
CLO #2	Identify power <u>tools.</u> <del>tools</del>
CLO #3	Use hand and power <u>tools.</u> <del>tools</del>
<u>CLO #4</u>	<u>Use vehicle lifting equipment to safely lift a vehicle.</u>
<u>CLO #5</u>	<u>Use portable equipment to safely lift a vehicle.</u>

**Instructional****Strategies:**

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 50

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2: 10

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

## Course Topics

## Course Topics:

Hand tools

Powered Tools and Equipment ~~Electric and Pneumatic Tools~~Compressed Air Systems ~~Hydraulic Equipment~~~~Hand Tools for Collision Repair~~

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for full details such as:

- Add two CLOs to better reflect STBC competencies.

### Additional Information

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

Darija Rabadzija (drabadzija) (08/15/24 10:50 am): Rollback: rollback

## Badge Information

# Course Change Request

Date Submitted: 10/01/25 12:36 pm

Viewing: **ACRD 1130 : Communication Skills 1**

Last approved: 11/23/21 5:10 am

Last edit: 10/21/25 3:37 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Communication Skills 1

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 11:41 am  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 1:18 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 08/15/24 10:50 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:41 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:10 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 2:00 pm  
Derek Sproston  
(dsproston):

Approved for 4306  
Leader

7. 10/07/25 10:59 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Jan 31, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-</del> 0556

Banner Course      Communication Skills 1  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1130

Year of Study      1st Year Post-secondary

Credits:      3.5

Bridge College Code      VO

Bridge Billing Hours      3.5

Bridge Course Level      01

### Course Description:

This course introduces learners to vocabulary and pronunciation specific to the field of collision repair. It provides an introduction to the collision repair industry and ~~to~~ the language and communication skills required for success as a technician. Reading, Writing, and Interactive Communication (Listening & Speaking) skills are taught in conjunction with topics in the collision repair curriculum. Interpersonal and conversational skills are enhanced while providing services for clients in a shop setting. Resume building, ~~building and~~ job search strategies and workplace diversity and inclusion appropriate to the Canadian workplace will be introduced and practiced.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

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

### PLAR (Prior Learning Assessment & Recognition)

No

### Course Learning

### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Document professional development
CLO #2	<u>Demonstrate self-awareness, interpersonal skills and self-presentation skills needed to effectively communicate in the workplace</u> <del>Practice professional etiquette and communication techniques relevant to the collision repair industry</del>
CLO #3	Identify various services in the collision repair industry
CLO #4	Explain general concepts and professional vocabulary specific to collision repair
CLO #5	Interpret vehicle information
CLO #6	Access technical manuals and bulletins
CLO #7	Interpret work orders
CLO #8	Research parts and materials pricing and availability
CLO #9	Prepare personal job resume and cover letter



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

CLO #10 Use job search skills to secure employment

CLO #11 Describe workplace diversity and inclusion

Instructional

Strategies:

Instructional strategies include lectures, class discussion, individual assignments, role-rehearsals, research, coaching, and cooperative learning groups.

## Evaluation and Grading

Grading System: Percentages-STBC  
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u> <del>Quizzes/Tests</del>	<u>20</u> <del>25</del>	<u>Learning Portfolio assignments</u> <del>Quizzes and Assignments (formative - theory)</del>
<u>Assignments</u> <del>Exam</del>	20	<u>Sociocultural Competency assignments</u> <del>Theory exam (summative - theory)</del>
Assignments	<u>20</u> <del>30</del>	<u>Essential Skills assignments</u> <del>Practical assignments (resume/cover letter, journal, essential skills tasks, etc.)</del>
<u>Assignments</u> <del>Participation</del>	<u>20</u> <del>25</del>	<u>Resume, Cover Letter and Interview Skills assignments</u> <del>Active participation and teamwork (includes sociocultural competency role-playing sessions)</del>
<u>Assignments</u>	<u>20</u>	<u>Workplace Diversity and Inclusion assignments</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:** 75

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Hours in Category 1: 65

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

---

Check all that apply:

Hours in Category 2: 10

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

#### Course Topics:

Learning Portfolios ~~Reflective Journaling~~

Sociocultural Skills for the Collision Repair Industry

~~Common Canadian Workplace Values, Beliefs and Attitudes~~

~~Collision Repair Concepts, Procedures and Vocabulary~~

~~Accessing Technical Information~~

~~Parts and Materials Research~~

Essential Skills for the Collision Repair Industry ~~Study Skills~~

Resume and Cover Letters ~~Resumes and Cover Letter Writing~~

Job Search and Interview Skills

~~Job Interviews~~

Workplace Diversity and Inclusion

# Course Change Request

Date Submitted: 10/01/25 12:36 pm

Viewing: **ACRD 1135 : Detailing 1**

Last approved: 11/23/21 5:11 am

Last edit: 10/21/25 3:38 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Detailing 1

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 09/23/25 4:41 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
2. 09/29/25 1:11 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
3. 10/06/25 2:01 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
4. 10/07/25 10:59 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
5. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course      Detailing 1  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1135

Year of Study      1st Year Post-secondary

Credits:      1

Bridge College Code      VO

Bridge Billing Hours      1

Bridge Course Level      01

## Course Description:

This course introduces students to exterior and interior vehicle cleaning focusing ~~focussing~~ on finish inspection, removing surface contaminants, stain removal and final inspections.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify finish contaminants
CLO #2	Perform interior detailing
CLO #3	Perform exterior detailing
CLO #4	Perform a final check

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages-STBC Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 15

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

Check all that apply:

Hours in Category 2: 10

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

~~Inspecting the Finish~~

Interior vehicle cleaning

Exterior vehicle cleaning

Final check

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

## Rationale and Consultations

# Course Change Request

## New Course Proposal

Date Submitted: 10/01/25 12:37 pm

Viewing: **ACRD 1145 : Weld Cut Heat Steel 1**

Last edit: 10/21/25 3:53 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

Course Name:

Welding, Cutting & Heating Steel 1

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

### In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 06/11/24 10:07 am  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 06/12/24 9:29 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/15/24 10:50 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:42 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:11 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 2:01 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader

- 80
7. 10/06/25 3:19 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
8. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	778-838-6292

Banner Course      Weld Cut Heat Steel 1  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1145

Year of Study      1st Year Post-secondary

Credits:      3.0

Bridge College Code      VO

Bridge Billing Hours      3.5

Bridge Course Level      01

#### Course Description:

Students begin this course learning to safely setup and operate an oxyacetylene torch to perform cutting and heating operations. Students then learn alternate methods using plasma arc to perform cutting and use heat induction equipment to heat steel. Students also learn to perform gas metal arc welding (GMAW) processes as well as troubleshooting, equipment maintenance and safe welding practices. The course concludes with an industry standard weld performance qualification.

Course Pre-Requisites (if applicable):



Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the effects of heat on steel.
CLO #2	Describe oxyacetylene safety.
CLO #3	Perform oxyacetylene cutting and heating procedures.
CLO #4	Describe Gas Metal Arc Welding (GMAW) safety.
CLO #5	Describe the GMA welding process.
CLO #6	Perform various GMA welds on sheet steel.
CLO #7	Describe and use plasma arc cutters.
CLO #8	Maintain welding and cutting equipment.
CLO #9	Describe alternate heating and cutting methods.

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

Grading System: Percentages-STBC  
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam ( summative - theory)

Type	Percentage	Brief description of assessment activity
Assignments	30	Ongoing observations of workplace behavior and use of personal protective equipment.
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2: 45

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Automotive Steels and the Affects of Heat

**Course Topics:**

Heating and Cutting Steel

Steel Gas Metal Arc Welding (GMAW)

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for full details such as:

- Replaces ACRD 1140 for duration/credit adjustments.
- Revise course description for better language to remove oxyacetylene “welding” (not part of curriculum since early 2,000’s).
- Add three CLOs to better reflect STBC competencies.
- Reduce duration and credits to 3.0/75 hours from 3.5/87.5 hours. STBC has reduced the welding criteria.

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Darija Rabadzija (drabadzija) (08/15/24 10:50 am):** Rollback: rollback**Darija Rabadzija (drabadzija) (09/29/25 1:11 pm):** Rollback: rollback

# Course Change Request

Date Submitted: 10/01/25 12:37 pm

Viewing: **ACRD 1150 : Construction and Components 1**

Last approved: 11/23/21 5:10 am

Last edit: 10/21/25 3:38 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

**ACRD 1150:**

**218: Automotive Repair and Refinishing Diploma**

Course Name:

Construction and Components 1

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 1:17 pm  
Keith Mew (kmew):  
Approved for 4306 Leader
2. 02/12/24 1:18 pm  
Brett Griffiths (bgriffiths):  
Approved for CTT Dean
3. 08/15/24 10:50 am  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
4. 09/23/25 4:43 pm  
Derek Sproston (dsproston):  
Approved for 4306 Leader
5. 09/29/25 1:11 pm  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
6. 10/06/25 2:01 pm  
Derek Sproston (dsproston):

Approved for 4306  
Leader

7. 10/06/25 3:19 pm

Lucy Griffith

(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

## History

1. Feb 2, 2019 by

Robin Popow

(rpopow)

2. Nov 23, 2021 by

Nicole Degagne

(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-</del> 0556

Banner Course      Construction and Components 1  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1150

Year of Study      1st Year Post-secondary

Credits:      3

Bridge College Code      VO

Bridge Billing Hours      3

Bridge Course Level      01

### Course Description:

This course introduces students to auto body construction types, panel alignment methods, body component service procedures, automotive glass, and the replacement of trim and hardware.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

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

### PLAR (Prior Learning Assessment & Recognition)

No

### Course Learning

#### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Identify vehicle construction types.</u> <del>Identify auto body construction types</del>
<u>CLO #2</u>	<u>Identify vehicle structures and major components.</u>
<u>CLO #3</u>	<u>Identify trim and accessories.</u>
CLO <u>#4</u> <del>#2</del>	Describe panel <u>fit and finish</u> <del>alignment</del> methods <u>and processes.</u>
CLO <u>#5</u> <del>#3</del>	Describe body component servicing procedures
CLO <u>#6</u> <del>#4</del>	Install <u>interior and exterior</u> trim and accessories <u>to proper fit and finish.</u>

### Instructional

#### Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

### Evaluation and Grading

---

Grading System:

Percentages-STBC

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 37.5

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

Check all that apply:

Hours in Category 2: 37.5

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

## Course Topics

## Course Topics:

~~Evolution of the Automobile~~Basic Automobile Components

Trim and Hardware

Removing and Installing Exterior Trim, Pinstripes, and DecalsAutomotive Glass Overview

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

## Primary Proposal

See PCG for full details such as:

- Change, add, remove CLOs to better reflect STBC competencies.
- Changes to Course Topics to better reflect learning modules.

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:Reviewer  
Comments



# Course Change Request

Date Submitted: 10/01/25 12:38 pm

Viewing: **ACRD 1155 : Estimate, Plan & Schedule 1**

Last approved: 11/23/21 5:11 am

Last edit: 10/21/25 3:38 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Estimating, Planning and Scheduling 1

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 1:18 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 1:25 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 08/15/24 10:50 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:44 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:11 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 2:02 pm  
Derek Sproston  
(dsproston):

Approved for 4306  
Leader

7. 10/06/25 3:18 pm

Lucy Griffith  
(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm

Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-</del> 0556

Banner Course      Estimate, Plan & Schedule 1  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1155

Year of Study      1st Year Post-secondary

Credits:      1

Bridge College Code      VO

Bridge Billing Hours      1

Bridge Course Level      01

### Course Description:

Students learn the liabilities and obligations of the repairer as well as the expectations of today's consumer. This course also focusses on accessing and using vehicle and customer information and provides an overview of the auto insurance claim system in B.C.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

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

### PLAR (Prior Learning Assessment & Recognition)

No

### Course Learning

### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<u>CLO #1</u>	<u>Describe the roles, responsibilities, and business relations of those in the collision industry.</u>
CLO #2 <del>#1</del>	Describe liabilities and obligations of the <u>repairer</u> . <del>repairer</del>
CLO #3 <del>#2</del>	Locate and interpret vehicle <u>information</u> . <del>information</del>
CLO #4 <del>#3</del>	<u>Access and interpret technical information.</u> <del>Access technical manuals and bulletins</del>
<del>CLO #4</del>	<del>Interpret information in manuals and bulletins</del>
CLO #5	Describe repair <u>documentation</u> . <del>documentation</del>
CLO #6	Interpret trade terminology found on work orders and <u>estimates</u> . <del>estimates</del>
CLO #7	Describe the insurance claim process in <u>BC</u> . <del>BC</del>
<u>CLO #8</u>	<u>Organize parts, materials, and work area.</u>

### Instructional

### Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 25 ~~12.5~~

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 21 ~~9.5~~

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

---

Check all that apply:

Hours in Category 2:

4 3

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Workplace Organization and Relations ~~Liabilities and Obligations of the Repairer~~

Vehicle Identification and Estimating Terminology

Mitchell Connect Cloud Estimating Module 1: Estimating Software Overview ~~Customer Information~~

~~Auto Insurance Overview~~

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

#### Primary Proposal

See PCG for full details such as:

- Add two CLOs to better reflect STBC competencies.
- Add to course duration to accommodate new training modules for newly acquired Mitchell Cloud Estimating software (Change from 12.5 hours to 25 hours). The software will be used in part to apply lessons learned in this course and to use essential skills learned in ACRD 1130 Communication Skills 1.
- Changes to Course Topics to better reflect learning modules.

DPR

### Additional Information

---

# Course Change Request

Date Submitted: 10/01/25 12:38 pm

Viewing: **ACRD 1200 : Sheet Metal Repair**

Last approved: 11/23/21 5:10 am

Last edit: 10/21/25 3:38 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Sheet Metal Repair

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 1:19 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 1:25 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 08/15/24 10:50 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:44 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:11 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 2:02 pm  
Derek Sproston  
(dsproston):

Approved for 4306  
Leader

7. 10/06/25 3:18 pm

Lucy Griffith

(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

## History

1. Feb 2, 2019 by

Robin Popow

(rpopow)

2. Nov 23, 2021 by

Nicole Degagne

(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-</del> 0556

Banner Course      Sheet Metal Repair  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1200

Year of Study      1st Year Post-secondary

Credits:      4

Bridge College Code      VO

Bridge Billing Hours      4

Bridge Course Level      01

### Course Description:

This course introduces students to the characteristics of sheet metal, types of sheet metal damage, sheet metal tools and equipment, minor sheet metal damage repair, productive organizational skills and damage analysis procedures.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

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

### PLAR (Prior Learning Assessment & Recognition)

No

### Course Learning

### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the characteristics of sheet <u>metal.</u> <del>metal</del>
CLO #2	Describe the types of basic sheet metal <u>damage.</u> <del>damage</del>
CLO #3	Identify sheet metal repair tools and <u>equipment.</u> <del>equipment</del>
CLO #4	Describe minor sheet metal damage <u>repair.</u> <del>repair</del>
CLO #5	Describe productive organizational <u>skills.</u> <del>skills</del>
<u>CLO #6</u>	<u>Prepare sheet steel panels for repair.</u>
CLO <u>#7</u> <del>#6</del>	<u>Repair sheet steel panels.</u> <del>Demonstrate sheet metal repairs</del>

### Instructional

### Strategies:

Instructional strategies may include lectures, demonstrations, case studies, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading



Grading System: Percentages-STBC  
70%

Passing grade:

97

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2: 70

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Basic Damage Analysis ~~Steel Used in Vehicle Construction~~

Using Metal Shaping Tools ~~Repairing Damage~~

Shaping Sheet Steel ~~Body Fillers and Sanding~~

Body Fillers and Sanding ~~Corrosion Protection~~

Additional Repair Methods

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for full details such as:

- Add one CLO to better reflect STBC competencies.
- Changes to Course Topics to better reflect learning modules.

Provid

### Additional Information

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 10/01/25 12:39 pm

Viewing: **ACRD 1205 : Advanced Sheet Metal Repair**

Last approved: 12/15/21 6:42 am

Last edit: 10/21/25 3:39 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Advanced Sheet Metal Repairs

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 1:20 pm  
Keith Mew (kmew):  
Approved for 4306 Leader
2. 02/12/24 1:25 pm  
Brett Griffiths (bgriffiths):  
Approved for CTT Dean
3. 08/15/24 10:50 am  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
4. 09/23/25 4:45 pm  
Derek Sproston (dsproston):  
Approved for 4306 Leader
5. 09/29/25 1:11 pm  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
6. 10/06/25 2:02 pm  
Derek Sproston (dsproston):

Approved for 4306

Leader

7. 10/06/25 3:18 pm

Lucy Griffith

(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

## History

1. Feb 2, 2019 by

Robin Popow

(rpopow)

2. Dec 15, 2021 by

Nicole Degagne

(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-</del> 0556

Banner Course      Advanced Sheet Metal Repair  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      1205

Year of Study      1st Year Post-secondary

Credits:      3

Bridge College Code      VO

Bridge Billing Hours      3

Bridge Course Level      01

## Course Description:

This course builds on ACRD 1200 Sheet Metal Repair by introducing students to complex sheet metal repair procedures including and introduction to structural straightening and measurement. Students are provided additional time to develop their sheet steel repair skills. ~~skills and are introduced to basic aluminum characteristics and repair techniques.~~

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

## Course Pre-Requisites (if applicable):

ACRD 1200.

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe <u>structural</u> <del>structural</del> straightening methods for <u>steel</u> . <del>steel</del>
<u>CLO #2</u>	<u>Determine repair sequence.</u>
CLO #3	Describe complex damage <u>analysis</u> . <del>analysis procedures</del>
CLO <u>#4</u> #2	Perform <u>point-to-point</u> <del>structural</del> measuring <u>procedures</u> . <del>procedures</del>
CLO <u>#5</u> #4	Perform complex sheet steel <u>repairs</u> . <del>repairs</del>
<u>CLO #6</u>	<u>Describe steel and aluminum door skin replacement procedures.</u>
<u>CLO #7</u>	<u>Perform simulated door skin replacement.</u>

## Instructional

## Strategies:

Instructional strategies may include lectures, demonstrations, case studies, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 62.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2: 22.5

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Steel Technologies and Repair Considerations ~~Complex Damage Analysis~~

~~Complex Sheet Steel Repairs~~

Basic Structural Measuring

Strucural Straightening Steel

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

### Primary Proposal

See PCG for full details such as:

- Add three CLOs and change one to better reflect STBC competencies.
- Changes to Course Topics to better reflect learning modules.

Dev

## Additional Information

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 10/15/25 10:02 am

Viewing: **ACRD 1210 : Plastics and Composites**

Last approved: 11/23/21 5:10 am

Last edit: 10/21/25 3:39 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Plastics and Composites

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 10/15/25 10:21 am  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
2. 10/15/25 11:30 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)



Name	E-mail	105 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course Name: Plastics and Composites

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 1210

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

#### Course Description:

This course introduces students to plastic and composite materials, tools and equipment, and repair techniques. Students learn to perform a variety of adhesive and weld repair techniques. Students are also introduced to automotive uses of carbon fiber. ~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the characteristics of plastics and <u>composites.</u> <del>composites</del>

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

<u>CLO #2</u>	<u>Remove and install plastic panels.</u>
<u>CLO #3</u>	<u>Describe plastic identification methods.</u>
<u>CLO #4</u>	<u>Describe types of plastic damage.</u>
CLO <u>#5</u> #3	Describe plastic repair techniques
CLO <u>#6</u> #2	Describe plastic repair tools and equipment
<u>CLO #7</u>	<u>Prepare plastic panels for repair.</u>
CLO <u>#8</u> #4	Perform adhesive repairs to <u>plastic panels.</u> <del>plastics and composites</del>
CLO <u>#9</u> #5	Perform weld repairs to <u>plastic panels.</u> <del>plastics</del>

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, case studies, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 10

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

Check all that apply:

Hours in Category 2: 15

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

Characteristics of Plastic and Composite Materials

Repair Tools and Equipment

Adhesive Repair Techniques for Plastics and Composites

Weld Repair Techniques for Plastics

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

# Course Change Request

Date Submitted: 10/15/25 10:12 am

Viewing: **ACRD 1220 : Construction & Components 2**

Last approved: 06/27/23 7:39 am

Last edit: 10/21/25 3:39 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Construction and Components 2

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 10/15/25 10:22 am  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
2. 10/15/25 11:30 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Oct 24, 2021 by  
Darija Rabadzija  
(drabadzija)
3. Nov 23, 2021 by  
Nicole Degagne

109  
(ndegagne)

4. Jun 27, 2023 by  
Darija Rabadzija  
(drabadzija)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course Name: Construction & Components 2

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 1220

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

#### Course Description:

This course builds on ACRD 1150 Construction and Components 1 focusing on panel replacement, fitment and adjusting, as well as task organization and water leak troubleshooting. ~~This course builds on ACRD 1150 Construction and Components 1 focusing on the performance of panel alignment, body component and trim service procedures.~~

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

ACRD 1150.

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

PLAR (Prior Learning Assessment & Recognition)

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Identify vehicle construction types.</u> <del>Identify auto body construction types</del>
<u>CLO #2</u>	<u>Identify major bolted-on exterior panels and components.</u>
CLO <u>#3</u> <del>#2</del>	<u>Describe panel fit and finish methods and processes.</u> <del>Perform panel alignment methods</del>
CLO <u>#4</u> <del>#5</del>	<u>Remove, organize and store bolted-on exterior panels and components.</u> <del>Organize workspace to improve production efficiency</del>
CLO <u>#5</u> <del>#3</del>	<u>Install bolted-on exterior panels and components to proper fit and finish.</u> <del>Service body components</del>
CLO <u>#6</u> <del>#4</del>	<u>Describe water leak prevention and detection.</u> <del>Install trim and accessories</del>

## Instructional

## Strategies:

Instructional strategies may include lectures, demonstrations, case studies, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

---

Grading System: Percentages ~~Percentages-STBC~~      Passing grade: 70%

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)

Type	Percentage	Brief description of assessment activity
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 25

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

Check all that apply:

Hours in Category 2: 50

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Panel Alignment ~~Fitting and Adjusting Methods~~

Repair Preparation ~~Bolted-On Parts Replacement~~

Parts Considerations ~~Organizational Skills~~

Weatherstripping and Leaks

# Course Change Request

Date Submitted: 10/15/25 10:35 am

Viewing: **ACRD 1230 : Communication Skills 2**

Last approved: 08/03/23 8:34 am

Last edit: 10/21/25 3:39 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Communication Skills 2

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

## Approval Path

1. 02/12/24 1:29 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 1:30 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 08/15/24 10:50 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 10/15/25 11:40 am  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 10/15/25 11:44 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
6. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for



## History

1. Jan 31, 2019 by Robin Popow (rpopow)
2. Oct 24, 2021 by Darija Rabadzija (drabadzija)
3. Nov 23, 2021 by Nicole Degagne (ndegagne)
4. Aug 3, 2023 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course Name: Communication Skills 2

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number: 1230

Year of Study: 1st Year Post-secondary

Credits: 3.5

Bridge College Code: VO

Bridge Billing Hours: 3.5

Bridge Course Level: 01

### Course Description:

This course builds on the communication skills and strategies which were developed in ACRD 1130 Communication Skills 1. Student continue to develop vocabulary and pronunciation specific to the automotive collision industry and practice professional etiquette and teamwork. Students are assigned a

series of lessons according to provincial and national essential skills profiles for collision and paint technicians. Additionally, students are also provided time to develop their estimating skills and may be provided field trip opportunities.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

Course Pre-Requisites (if applicable):

ACRD 1130.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop essential skills required for collision repair and paint technicians according to Skills Competence Canada and SkilledTradesBC Essential Skills profiles.
<del>CLO #2</del>	<del>Use estimating software to create repair estimates and supplements</del>
CLO <u>#2</u> <del>#3</del>	Use professional vocabulary specific to collision repair
CLO <u>#3</u> <del>#4</del>	Practice professional etiquette
CLO <u>#4</u> <del>#5</del>	Participate and communicate as a team member

Instructional

Strategies:

Instructional strategies include lectures, class discussion, individual assignments, role-rehearsals, research, coaching, and cooperative learning groups.

## Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u> <del>Quizzes/Tests</del>	25	<u>Learning Portfolio assignments</u> <del>Quizzes and Assignments (formative - theory)</del>
<u>Assignments</u> <del>Exam</del>	<u>25</u> <del>20</del>	<u>Sociocultural Competency assignments</u> <del>Theory exam (summative - theory)</del>
Assignments	<u>25</u> <del>30</del>	<u>Essential Skills assignments</u> <del>Practical assignments (resume/cover letter, journal, essential skills tasks, etc.)</del>
Participation	25	Active participation and teamwork

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 65

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

Check all that apply:

Hours in Category 2: 10

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

## Course Topics

**Course Topics:**

Essential Skills Profile for Collision Repair Technicians

Essential Skills Profile for Paint Technicians

~~Estimate Writing~~

Customer Relations

Common Canadian workplace values, beliefs and attitudes

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

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

**Primary Proposal**

See PCG for details including:

- remove estimating software topics as they are now formal part of estimating courses in each term
- change evaluation scheme to allow more flexibility for teaching opportunities presented during the term.

**Additional Information**

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 10/15/25 10:21 am

Viewing: **ACRD 1240 : Weld Cut Heat Steel 2**

**~~Welding Cutting Heating Steel2~~**

Last approved: 11/23/21 5:11 am

Last edit: 10/21/25 3:54 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

218: Automotive Repair and Refinishing Diploma

9: Auto Collision and Refinishing Diploma

Course Name:

Welding, Cutting & ~~and~~ Heating Steel 2

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 10/15/25 10:23 am  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
2. 10/15/25 11:30 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Oct 24, 2021 by  
Darija Rabadzija  
(drabadzija)
3. Nov 23, 2021 by  
Nicole Degagne

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course Name: Weld Cut Heat Steel 2 ~~Welding-Cutting Heating-Steel2~~

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 1240

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

#### Course Description:

This course builds on ACRD 1140 Welding, Cutting and Heating Steel 1. ~~1140~~. Students learn to perform ~~modern~~ welding procedures including squeeze-type resistance spot welding (STRSW) and silicone bronze MIG welding to meet technology advances in collision repair.

~~This course is part of the full-time Auto Collision Repair and Refinishing Diploma program.~~

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

ACRD 1140.

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

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

No

Course Learning  
Outcomes (CLO):

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

CLO #1	Describe resistance spot <u>welding.</u> welding
CLO #2	Perform resistance spot welding <u>procedures.</u> procedures
CLO #3	Describe silicon bronze MIG <u>welding.</u> welding
CLO #4	Perform silicon bronze MIG welding <u>procedures.</u> procedures
<u>CLO #5</u>	<u>Describe the maintenance of equipment used for non-ferrous welding processes.</u>

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade:  
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam ( summative - theory)
Assignments	30	Ongoing observations of workplace behavior and use of personal protective equipment.
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 10

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

---

Check all that apply:

Hours in Category 2: 15

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

**Course Topics:**

Steel GMAW Review

Squeeze-Type Resistance Spot Welding (STRSW)

Silicone Bronze MIG Welding (MIG Brazing) ~~MIG Brazing~~

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No



# Course Change Request

Date Submitted: 10/15/25 10:42 am

Viewing: **ACRD 1255 : Estimate, Plan & Schedule 2**

Last approved: 11/23/21 5:11 am

Last edit: 10/21/25 3:39 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Estimating, Planning and Scheduling 2

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 1:31 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 1:37 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 08/15/24 10:50 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:46 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:11 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 2:03 pm  
Derek Sproston  
(dsproston):

Approved for 4306

Leader

7. 10/06/25 3:18 pm

Lucy Griffith

(lgriffith): Approved  
for CTT Dean

8. 10/15/25 10:39 am

Darija Rabadzija

(drabadzija):

Rollback to Initiator

9. 10/15/25 11:40 am

Derek Sproston

(dsproston):

Approved for 4306

Leader

10. 10/15/25 11:44 am

Lucy Griffith

(lgriffith): Approved  
for CTT Dean

11. 10/28/25 3:17 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

## History

1. Feb 2, 2019 by

Robin Popow

(rpopow)

2. Oct 24, 2021 by

Darija Rabadzija

(drabadzija)

3. Nov 23, 2021 by

Nicole Degagne

(ndegagne)

Name	E-mail	123 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course Name: Estimate, Plan & Schedule 2

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 1255

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

#### Course Description:

This course builds on Estimating, Planning and Scheduling 1 with a focus on collecting customer information to aid in damage analysis, visual damage inspection and estimate/damage report terminology. Students also receive basic estimating software training.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

ACRD 1155.

#### 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	Collect customer information to aid in damage analysis
CLO #2	Perform visual damage inspection
CLO #3	Provide informed damage analysis
CLO #4	Describe estimate/damage report terminology
CLO #5	Use estimating software to produce a basic damage report

## Instructional

### Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade:  
70%

### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## 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:** 12.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 9.5

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

---

Check all that apply:

Hours in Category 2: 3

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Vehicle ID, Estimating and Terminology: Detailed Parts Entries ~~Assessing Vehicle Damage~~

~~Finalizing the Damage Report~~

External Panels Damage Analysis ~~Using Estimating Software~~

Mitchell Connect Cloud Estimating Module 2: Analyze Collision Damage and Create Detailed Entries

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

Date Submitted: 10/01/25 12:41 pm

Viewing: **ACRD 2130 : Trade Practice 1**

Last approved: 06/30/22 6:34 am

Last edit: 10/21/25 3:40 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Trade Practice 1

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 09/23/25 4:47 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
2. 09/29/25 1:11 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
3. 10/06/25 2:03 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
4. 10/06/25 3:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
5. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 15, 2019 by Robin Popow (rpopow)
2. Nov 23, 2021 by Nicole Degagne (ndegagne)
3. Jun 30, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course      Trade Practice 1  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2130

Year of Study      1st ~~2nd~~ Year Post-secondary

Credits:      3

Bridge College Code      VO

Bridge Billing Hours      3

Bridge Course Level      01

## Course Description:

During this course students enter the VCC body shop for a three-week work experience period. Students are working side by side with a certified journey person to perform repairs to customer vehicles as required.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

Course Pre-Requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform job tasks in accordance with occupational health and safety standards
CLO #2	Use of tools and equipment
CLO #3	Demonstrate GMA welding techniques
CLO #4	Perform the removal and installation of vehicle components
CLO #5	Perform sheet metal repair
CLO #6	Perform plastic repairs
CLO #7	Apply corrosion protection
CLO #8	Perform surface preparation
CLO #9	Mask vehicle for spot repairs
CLO #10	Apply primer/undercoatings

Instructional  
Strategies:

Instructional strategies may include demonstrations, group work, individual work and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages-STBC Passing grade:  
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	100	Ongoing participation mark based on evaluation rubric



## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2: 75

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Student Participation Guide

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

## Rationale and Consultations

---

# Course Change Request

Date Submitted: 10/01/25 12:41 pm

Viewing: **ACRD 2135 : Detailing 2**

Last approved: 11/23/21 5:11 am

Last edit: 10/22/25 1:12 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Detailing 2

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 09/23/25 4:47 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
2. 09/29/25 1:12 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
3. 10/06/25 2:03 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
4. 10/06/25 3:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
5. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course      Detailing 2  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2135

Year of Study      1st ~~2nd~~ Year Post-secondary

Credits:      1

Bridge College Code      VO

Bridge Billing Hours      1

Bridge Course Level      01

## Course Description:

Students ~~This~~ learn to identify pre-existing and post-paint surface defects and the processes to remove them.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Perform pre-delivery inspections.</u> <del>Describe paint and polish tools and equipment</del>
CLO #2	<u>Identify post-refinish defects.</u> <del>Identify post-paint defects</del>
CLO #3	<u>Remove paint defects.</u> <del>Perform paint polish</del>
<del>CLO #4</del>	<del>Perform a final check</del>

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 12.5

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

Check all that apply:

Hours in Category 2: 12.5

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Inspecting Repairs for Quality Control: Pre-and Post-Delivery Inspections ~~Paint and polish Tools and Equipment~~

Inspecting the Finish ~~Film Thickness~~

Finish Defect Removal ~~Overspray Removal Methods~~

~~Sanding Process~~

~~Buffing/Polishing~~

~~Other Existing Refinish Damage~~

~~Final Check and Delivery~~

# Course Change Request

Date Submitted: 10/01/25 12:41 pm

Viewing: **ACRD 2140 : Refinishing Tools & Equipment**

Last approved: 11/23/21 5:11 am

Last edit: 10/21/25 3:40 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Refinishing Tools and Equipment

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. 4306 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

## Approval Path

1. 02/12/24 1:32 pm  
Keith Mew (kmew):  
Approved for 4306 Leader
2. 02/12/24 1:37 pm  
Brett Griffiths (bgriffiths):  
Approved for CTT Dean
3. 08/15/24 10:51 am  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
4. 09/23/25 4:48 pm  
Derek Sproston (dsproston):  
Approved for 4306 Leader
5. 09/29/25 1:12 pm  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
6. 10/06/25 2:03 pm  
Derek Sproston (dsproston):

Approved for 4306  
Leader

7. 10/06/25 3:18 pm

Lucy Griffith  
(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm

Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course      Refinishing Tools & Equipment  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2140

Year of Study      1st ~~2nd~~ Year Post-secondary

Credits:      1

Bridge College Code      VO

Bridge Billing Hours      1

Bridge Course Level      01

## Course Description:

Students learn the safe operation of all refinishing shop equipment and their functions, including spray gun cleaning, maintenance and basic operation.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe workplace safety for <u>refinishing.</u> refinishing
CLO #2	Describe tools and equipment for <u>refinishing.</u> refinishing
CLO #3	Maintain tools and equipment for <u>refinishing.</u> refinishing
CLO #4	Identify air supply and purification <u>equipment.</u> equipment
<del>CLO #5</del>	<del>Describe safe work practices when using air hoses and fittings</del>
CLO <u>#5</u> #6	Perform safety inspections of air transformers, air hoses and <u>fittings.</u> fittings
CLO <u>#6</u> #7	Describe spray booths <u>systems</u> and <u>components.</u> their components
CLO <u>#7</u> #8	<u>Maintain spray booth systems.</u> <del>Maintain spray booths and their components</del>
CLO <u>#8</u> #9	Describe spray guns and <u>components.</u> components
CLO <u>#9</u> #10	<u>Setup and troubleshoot spray gun performance.</u> <del>Test for spray gun performance</del>



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

CLO #10 Maintain spray guns and components. ~~components~~  
~~#11~~

CLO #11 Use mixing equipment and paint makers software.

CLO #12 Maintain mixing room systems.

CLO #13 Use curing and drying equipment.

CLO #14 Describe recycling equipment.

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

Grading System: Percentages-STBC  
 70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2: 10

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Occupational Health and Safety for Refinishing

~~Basic Refinishing Tools and Equipment~~

~~Air supply and Purification~~

Spray Environments ~~Spray Booths and Components~~

Advanced Refinishing Equipment ~~Spray Guns and Components~~

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

## Rationale and Consultations

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

# Course Change Request

Date Submitted: 10/01/25 12:41 pm

Viewing: **ACRD 2145 : Surface Preparation & Masking**

Last approved: 11/23/21 5:11 am

Last edit: 10/21/25 3:40 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Surface Preparation and Masking

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 1:33 pm  
Keith Mew (kmew):  
Approved for 4306 Leader
2. 02/12/24 1:37 pm  
Brett Griffiths (bgriffiths):  
Approved for CTT Dean
3. 08/15/24 10:51 am  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
4. 09/23/25 4:49 pm  
Derek Sproston (dsproston):  
Approved for 4306 Leader
5. 09/29/25 1:12 pm  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
6. 10/06/25 2:04 pm  
Derek Sproston (dsproston):

Approved for 4306  
Leader

7. 10/06/25 3:18 pm

Lucy Griffith  
(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:17 pm

Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course Name: Surface Preparation & Masking

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 2145

Year of Study 1st ~~2nd~~ Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 4

Bridge Course Level 01

### Course Description:

Students learn techniques to prepare various surfaces for various refinishes. Techniques for masking vehicles for primer and paint are also a focus of this course.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

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

### PLAR (Prior Learning Assessment & Recognition)

No

### Course Learning

### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO <del>#1</del> <del>#2</del>	<u>Describe substrate conditions.</u> <del>Explain finish conditions</del>
CLO <del>#2</del> <del>#1</del>	Describe <u>surface</u> preparation procedures <u>and techniques.</u>
CLO #3	Prepare a panel for surface preparation
CLO #4	Describe masking materials <u>and techniques.</u>
<del>CLO #5</del>	<del>Describe masking techniques</del>
<del>CLO #6</del>	<del>Use masking techniques to protect and prepare a vehicle for primer</del>
CLO <del>#5</del> <del>#7</del>	Use masking techniques to <u>protect</u> <del>prepare a</del> vehicle <u>surfaces.</u> <del>for paint</del>
<u>CLO #6</u>	<u>Use masking removal techniques.</u>
<u>CLO #7</u>	<u>Describe masking deficiencies and corrective procedures.</u>
CLO #8	Describe stripping <u>techniques.</u> <del>techniques</del>
CLO #9	Describe sanding materials and <u>equipment.</u> <del>equipment</del>
CLO #10	Use sanding <u>techniques.</u> <del>techniques</del>

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

<u>CLO #11</u>	<u>Identify blend requirements.</u>
<u>CLO #12</u>	<u>Describe corrosion protection.</u>
<u>CLO #13</u>	<u>Apply corrosion protection.</u>
<u>CLO #14</u>	<u>Apply seam sealers and sound deadeners.</u>

## Instructional

### Strategies:

Instructional strategies may include lectures, demonstrations, case studies, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

Grading System: Percentages-STBC  
70%

Passing grade:

### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 25

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

---

Check all that apply:

Hours in Category 2: 75

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Corrosion Protection

Refinishing Overview ~~Substrate Preparation~~

Starting the Refinish Plan ~~Sanding Materials and Equipment~~

~~Sanding Techniques~~

Masking

Undercoats

Finish Removal

Surface Preparation ~~Striping Coatings~~

Waterborne Refinishing Materials: Refinish Prep Considerations for Waterborne Materials

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

### Rationale and Consultations

---

# Course Change Request

Date Submitted: 10/23/25 10:11 am

Viewing: **ACRD 2150 : Using Refinishing Matl & Equip**

Last approved: 11/23/21 5:11 am

Last edit: 10/23/25 10:11 am

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Using Refinishing Materials and Equipment

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**

2. **CTT Dean**

3. Curriculum  
Committee

4. Education Council

5. Records

6. Banner

## Approval Path

- 10/23/25 10:02 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
- 10/23/25 10:22 am  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader

## History

- Feb 2, 2019 by  
Robin Popow  
(rpopow)
- Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	604-313-0556

Banner Course Using Refinishing Matl & Equip  
Name:

Subject Code: ACRD - Auto Collision & Refinish Dip



Course Number 2150

Year of Study ~~1st~~ 2nd Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 4

Bridge Course Level 01

#### Course Description:

This course focuses on the prevention of paint defects through proper equipment, materials and vehicle preparation, in addition to materials application processes and techniques.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

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

ACRD 2145.

#### 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	Mix repair <u>materials.</u> <del>materials</del>
CLO #2	<u>Use materials to repair minor defects in preparation for topcoat.</u> <del>Select repair materials</del>
CLO #3	<u>Mix and apply primers/undercoats.</u> <del>Apply repair materials</del>
CLO #4	<u>Describe refinish materials.</u> <del>Describe corrosion protection</del>
CLO #5	<u>Use paint manufacturers' software and equipment to mix refinish materials.</u> <del>Apply corrosion protection</del>
CLO #6	<u>Use cleaning materials to prepare for topcoat.</u> <del>Describe undercoats and repair materials</del>

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

CLO <u>#7</u> <u>#8</u>	<u>Prepare and operate a spray booth.</u> <del>Operate a spray booth</del>
CLO <u>#8</u> <u>#7</u>	<u>Apply primer sealer.</u> <del>Use spray guns to apply primers/undercoats</del>
CLO #9	<u>Apply single stage paint.</u> <del>Operate drying and curing equipment</del>
CLO #10	<u>Apply basecoat/cleacoat paint.</u> <del>Use paint manufacturers' software and equipment</del>
<u>CLO #11</u>	<u>Operate drying and curing equipment.</u>
<u>CLO #12</u>	<u>Describe paint application issues.</u>

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

---

Grading System:

Percentages-STBC

Passing grade:

70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Quizzes and Assignments (formative - theory)
Exam	30	Theory exam (summative - theory)
Assignments	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	10	Active participation and team work

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 50

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

Check all that apply:

Hours in Category 2: 50

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Topcoat Application Preparation

Topcoat Application ~~Coatings and Additives~~

Preparation and Application Issues ~~Corrosion Protection~~

~~Undercoat Application~~

Spray Setup

~~Spray Gun Technique~~

Overview of Waterbourne Materials ~~Understanding and Preventing Refinish Defects~~

~~Mixing Equipment~~

# Course Change Request

## New Course Proposal

Date Submitted: 10/01/25 12:42 pm

Viewing: **ACRD 2165 : Estimating, Plan & Schedule 3**

Last edit: 10/21/25 4:08 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

Course Name:

Estimating, Planning & Scheduling 3

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

### In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 09/17/25 12:09 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
2. 09/23/25 4:50 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
3. 09/29/25 1:12 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 10/06/25 2:04 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 10/06/25 3:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
6. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	778-838-6292

Banner Course      Estimating, Plan & Schedule 3  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2165

Year of Study      1st Year Post-secondary

Credits:      1

Bridge College Code      VO

Bridge Billing Hours      2.5

Bridge Course Level      01

#### Course Description:

This course builds on Estimating, Planning and Scheduling 2 with a focus on estimating for refinishing operations. Students learn to evaluate surface conditions and develop appropriate refinish plans and process timelines. Students also learn how to organize a production schedule and conform to safety and environmental legislation in B.C.

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

ACRD 1255.

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

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

No

#### Course Learning

#### Outcomes (CLO):

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

CLO #1	Perform inspection to determine type of substrate
CLO #2	Evaluate condition of substrate
CLO #3	Describe the refinish repair process
CLO #4	Describe refinish process timelines
CLO #5	Develop a refinish plan
CLO #6	Create a repair estimate with refinish operations.
CLO #7	Interpret advanced refinish operations from a repair estimate.
CLO #8	Organize production schedule
CLO #9	Identify environmental regulations relevant to collision repair facilities.
CLO #10	Describe environmental regulation compliance.

### Instructional

#### Strategies:

Instructional strategies include: Lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

### Evaluation and Grading

Grading System: Percentages-STBC  
70%

Passing grade:

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 19

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

Check all that apply:

Hours in Category 2: 6

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Workplace Organization and Relations

Refinish Planning and Cycle Times

Vehicle ID, Estimating and Terms: Refinish Operations

Environmental Safety Regulation Compliance

Mitchell Connect Cloud Estimating Module 3: Refinishing Entries

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

# Course Change Request

## New Course Proposal

Date Submitted: 10/01/25 12:42 pm

Viewing: **ACRD 2170 : Advanced Auto Refinishing**

Last edit: 10/22/25 3:07 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

Course Name:

Advanced Automotive Refinishing

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

### In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 06/11/24 2:42 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 06/12/24 9:29 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/15/24 10:51 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:50 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:12 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 2:04 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader



7. 10/06/25 3:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
8. 10/28/25 3:17 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	778-838-6292

Banner Course      Advanced Auto Refinishing  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2170

Year of Study      1st Year Post-secondary

Credits:      2

Bridge College Code      VO

Bridge Billing Hours      3

Bridge Course Level      01

#### Course Description:

This course builds on Using Refinishing Materials and Equipment. Students learn advanced colour theory and paint application techniques and are introduced to quality control standards and processes.

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

ACRD 2150.

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

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe colour theory.
CLO #2	Perform colour tinting and matching techniques.
CLO #3	Troubleshoot paint application issues.
CLO #4	Apply topcoat.
CLO #5	Perform paint blends.
CLO #6	Describe multi-coat application processes.
CLO #7	Describe the importance of quality control in the repair process.
CLO #8	Perform pre and post-delivery finish inspections.

## Instructional

## Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

### Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 50

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2: 20

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Waterborne Refinishing Materials: Spray Application and Drying

Understanding and Preventing Refinish Defects

Color Theory, Mixing Toners, and Tinting

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

# Course Change Request

Date Submitted: 10/01/25 12:43 pm

Viewing: **ACRD 2230 : Trade Practice 2**

Last approved: 06/30/22 6:34 am

Last edit: 10/22/25 1:13 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Trade Practice 2

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 09/23/25 4:50 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
2. 09/29/25 1:12 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
3. 10/06/25 2:05 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
4. 10/06/25 3:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
5. 10/28/25 3:18 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)
3. Jun 30, 2022 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-</del> 0556

Banner Course      Trade Practice 2  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2230

Year of Study      1st ~~2nd~~ Year Post-secondary

Credits:      3

Bridge College Code      VO

Bridge Billing Hours      3

Bridge Course Level      01

## Course Description:

This course builds on the experienced gained in ACRD 2130 Trades Training 1, adding auto glass operations. During this course students enter the VCC body shop for a three-week work experience period. Students are working side by side with a certified journey person to perform repairs to customer vehicles as required.

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

Course Pre-Requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform job tasks in accordance with occupational health and safety standards
CLO #2	Use of tools and equipment
CLO #3	Demonstrate GMA welding techniques
CLO #4	Perform the removal and installation of vehicle components
CLO #5	Perform sheet metal repair
CLO #6	Perform plastic repairs
CLO #7	Apply corrosion protection
CLO #8	Perform surface preparation
CLO #9	Mask vehicle for spot repairs
CLO #10	Apply primer/undercoatings
CLO #11	Perform automotive glass removal and installation

## Instructional

## Strategies:

Instructional strategies may include demonstrations, group work, individual work and project work in an authentic shop environment.

**Evaluation and Grading**

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	100	Ongoing participation mark based on evaluation rubric

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2: 75

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Student Participation Guide

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

# Course Change Request

Date Submitted: 10/01/25 12:43 pm

Viewing: **ACRD 2236 : Auto Glass Repair**

## Replacement

Last approved: 11/23/21 5:11 am

Last edit: 10/21/25 3:41 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Auto Glass Repair and Replacement

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

### In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 02/12/24 2:11 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 2:20 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 08/15/24 10:51 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:51 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:12 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 2:05 pm  
Derek Sproston  
(dsproston):



Approved for 4306  
Leader

7. 10/06/25 3:18 pm

Lucy Griffith  
(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:18 pm

Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course      Auto Glass Repair Replacement  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2236

Year of Study      1st ~~2nd~~ Year Post-secondary

Credits:      3

Bridge College Code      VO

Bridge Billing Hours      3

Bridge Course Level      01

## Course Description:

Students learn to replace laminated and tempered, moveable and stationary automotive glass. Students also learn how to perform stone chip repairs and to prepare templates for custom flat glass replacement.  
~~Students learn to replace and repair a variety different types of glass including laminated and tempered, stationary and movable glass.~~

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Describe types of automotive glass.</u> <del>Describe automotive tempered glass</del>
<del>CLO #2</del>	<del>Describe automotive laminated glass</del>
<del>CLO #3</del>	<del>Service non-structural glass</del>
CLO <u>#2</u> <del>#5</del>	<u>Describe applicable vehicle safety regulations and standards.</u> <del>Adhere to requirements of federal vehicle safety standards</del>
<u>CLO #3</u>	<u>Prepare repair surfaces.</u>
<u>CLO #4</u>	<u>Protect non-repair vehicle surfaces.</u>
CLO <u>#5</u> <del>#7</del>	Use setting and lifting <u>equipment.</u> <del>equipment</del>
CLO #6	<u>Remove and install bonded glass.</u> <del>Replace bonded glass</del>
CLO <u>#7</u> <del>#8</del>	<u>Remove and install non-bonded glass.</u> <del>Replace non-bonded glass</del>

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

CLO <del>#11</del> <u>#8</u>	Perform final <u>inspection.</u> <del>inspection</del>
CLO <del>#4</del> <u>#9</u>	Repair laminated <u>glass.</u> <del>glass</del>
<u>CLO #10</u>	<u>Describe flat glass fabrication.</u>
CLO <del>#9</del> <u>#11</u>	<u>Create template for glass fabrication.</u> <del>Fabricate template</del>
<del>CLO #10</del>	<del>Verify system calibration</del>
CLO #12	<u>Diagnose water leaks and other glass-related issues.</u> <del>Diagnose glass-related issues</del>

Instructional

Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 37.5

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

Check all that apply:

Hours in Category 2: 37.5

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

##### Powered Tools and Miscellaneous Equipment: Glass Setting and Lifting Equipment

Moveable (non-bonded) Glass

Stationary Glass

Laminated Glass Repair

Flat Glass Templating

Wind, Noise and Water Leaks

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

# Course Change Request

Date Submitted: 10/01/25 12:43 pm

Viewing: **ACRD 2255 : Estimate, Plan & Schedule 4**

Last approved: 11/23/21 5:11 am

Last edit: 10/21/25 3:41 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

[9: Auto Collision and Refinishing Diploma](#)

Course Name:

Estimating, Planning and Scheduling 4

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

## In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/12/24 2:13 pm  
Keith Mew (kmew):  
Approved for 4306 Leader
2. 02/12/24 2:20 pm  
Brett Griffiths (bgriffiths):  
Approved for CTT Dean
3. 08/15/24 10:51 am  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
4. 09/29/25 1:10 pm  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
5. 10/06/25 2:05 pm  
Derek Sproston (dsproston):  
Approved for 4306 Leader
6. 10/06/25 3:18 pm  
Lucy Griffith (lgriffith): Approved for CTT Dean

166  
7. 10/28/25 3:18 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

### History

1. Feb 2, 2019 by  
Robin Popow  
(rpopow)
2. Oct 24, 2021 by  
Darija Rabadzija  
(drabadzija)
3. Nov 23, 2021 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> <del>604-313-0556</del>

Banner Course      Estimate, Plan & Schedule 4  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2255

Year of Study      1st ~~2nd~~ Year Post-secondary

Credits:      1

Bridge College Code    VO

Bridge Billing Hours    1

Bridge Course Level    01

### Course Description:

This course builds on Estimating, Planning and Scheduling 3 with a focus on the auto glass industry and advanced collision estimating. ~~industry.~~ Students learn insurance claim processes in B.C. including an

overview of industry-specific software and NAGS parts costing system. Students also learn rationale for creating estimate supplements and for subletting repairs as well as creating these entries when using estimating software. Finally, student learn inspection methods to ensure quality control. ~~Students also learn pre-repair steps including pre-scanning electronics and work planning and organization.~~

~~This course is part of the full-time Automotive Collision and Refinishing Diploma program.~~

Course Pre-Requisites (if applicable):

ACRD 2165. ~~2155.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe effective communication in the auto glass <u>industry.</u> <del>industry</del>
CLO #2	Describe auto glass terminology relating to insurance claim <u>processes.</u> <del>processes</del>
CLO #3	Use NAGs calculators to locate and price <u>glass.</u> <del>glass</del>
<del>CLO #4</del>	<del>Describe diagnostic trouble codes</del>
CLO <u>#4</u> <del>#5</del>	<u>Create an estimate for bonded and non-bonded glass replacement.</u> <del>Contribute to the preparation of estimates and supplements</del>
<del>CLO #6</del>	<del>Assess damage to develop repair plan</del>
<del>CLO #7</del>	<del>Organize parts, materials and work area to carry out repair plan</del>
<u>CLO #5</u>	<u>Describe rationale required for estimate supplements.</u>
<u>CLO #6</u>	<u>Describe sublet repairs appropriate for collision repair estimates.</u>
<u>CLO #7</u>	<u>Create an estimate supplement including sublets and explanations.</u>
<u>CLO #8</u>	<u>Attach digital photos to an estimate to document a supplement.</u>

Instructional

Strategies:

Instructional strategies include: Lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 19

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

---

Check all that apply:



Hours in Category 2:

6

169

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

National Auto Glass Specifications (NAGS) ~~Using NAGS~~

Vehicle ID, Estimating and Terminology: Supplements and Sublets ~~Estimating and Customer Service for Auto Glass~~

Documentation and Digital Photography ~~Scan Tools and Calibration~~

Inspecting Repairs for Quality Control

Mitchell Connect Cloud Estimating Module 4: Sublets and Supplements

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG proposal for details including:

- Updates to Course Description.
- Changes to CLO to better reflect STBC competencies.
- Change Course Topics to reflect CLO changes and course modules.

### Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 10/01/25 12:44 pm

Viewing: **ACRD 2260 : Auto Mechanical Systems**

Last edit: 10/21/25 4:09 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

Course Name:

Automotive Mechanical Systems

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

### In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 02/12/24 2:14 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 2:20 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/14/24 11:51 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 09/23/25 4:59 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
5. 09/29/25 1:12 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
6. 10/06/25 2:05 pm  
Derek Sproston  
(dsproston):

Approved for 4306  
Leader

7. 10/06/25 3:18 pm

Lucy Griffith  
(lgriffith): Approved  
for CTT Dean

8. 10/28/25 3:18 pm

Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	778-838-6292

Banner Course      Auto Mechanical Systems  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2260

Year of Study      1st Year Post-secondary

Credits:      2.5

Bridge College Code      VO

Bridge Billing Hours      5

Bridge Course Level      01

#### Course Description:

This course introduces students to major mechanical systems and the damage typically caused by collision impacts.

Course Pre-Requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify drivetrain systems and components.
CLO #2	Identify brake systems and components.
CLO #3	Identify suspension systems and components.
CLO #4	Identify steering systems and components.

## Instructional

## Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 62.5

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2: 32.5

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Drivetrains

Brake Systems

Suspension Systems

Rack and Pinion and Parallelogram Steering Systems

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

# Course Change Request

## New Course Proposal

Date Submitted: 10/01/25 12:44 pm

Viewing: **ACRD 2270 : Auto Electrical Systems**

Last edit: 10/21/25 4:10 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

Course Name:

Automotive Electrical Systems

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Auto Collision Refinishing Dip (4306)

Contact(s)

### In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 02/12/24 2:14 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
2. 02/12/24 2:21 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/12/24 2:23 pm  
Brett Griffiths  
(bgriffiths): Rollback  
to 4306 Leader for  
CTT Dean
4. 02/12/24 2:36 pm  
Keith Mew (kmew):  
Approved for 4306  
Leader
5. 02/12/24 2:36 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 02/14/24 11:51 am  
Darija Rabadzija

<sup>175</sup>  
(drabadzija):  
Rollback to Initiator  
7. 09/23/25 4:59 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader  
8. 09/29/25 1:12 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator  
9. 10/06/25 2:06 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader  
10. 10/06/25 3:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean  
11. 10/28/25 3:18 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	778-838-6292

Banner Course      Auto Electrical Systems  
Name:

Subject Code:      ACRD - Auto Collision & Refinish Dip

Course Number      2270

Year of Study      1st Year Post-secondary

Credits:      2.5

Bridge College Code VO

Bridge Billing Hours 5

Bridge Course Level 01

#### Course Description:

In this course students learn troubleshooting and repairs techniques used for basic auto electrical circuits. Students are also introduced to advanced vehicle systems and how to perform vehicle data scans to determine system and component functionality.

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

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

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

No

#### Course Learning

#### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe characteristics of electricity.
CLO #2	Describe basic electrical circuits.
CLO #3	Diagnose simple electrical faults.
CLO #4	Perform basic wire repairs.
CLO #5	Describe advanced driver assist systems (ADAS) and components.
CLO #6	Describe diagnostic trouble codes.
CLO #7	Perform pre- and post-repair data scans.
CLO #8	Verify system calibration.

#### Instructional

#### Strategies:

Instructional strategies may include lectures, demonstrations, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.



## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 62.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 50

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

---

Check all that apply:

Hours in Category 2: 12.5

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Basic Automotive Electrical and Electronics

Damage Analysis of Advanced Automotive Systems: Introduction to Advanced Electrical Systems

On-Board Diagnostics and Scan Tools

Pre- and Post-repair Vehicle Scanning

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

#### Primary Proposal

See PCG for full details including:

- New course to replace ACRD 2250 Mechanical and Electrical Systems to allow for better course flow and separation of topics.
- CLOs changed from ACRD2250 to better reflect STBC competencies.
- Course Topics changed to reflect CLOs.

Provide :

1 2 3 4

#### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 10/01/25 12:44 pm

Viewing: **ACRD 2280 : Welding and Repairing Aluminum**

Last edit: 10/21/25 4:10 pm

Changes proposed by: rpopow

Programs  
referencing this  
course

[218: Automotive Repair and Refinishing Diploma](#)

Course Name:

Welding and Repairing Aluminum

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Auto Collision Refinishing Dip (4306)

Contact(s)

### In Workflow

1. **4306 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 09/23/25 4:58 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
2. 09/29/25 1:12 pm  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
3. 10/06/25 2:06 pm  
Derek Sproston  
(dsproston):  
Approved for 4306  
Leader
4. 10/06/25 3:18 pm  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
5. 10/28/25 3:18 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

Name	E-mail	180 Phone/Ext.
Robin Popow	rpopow@vcc.ca	778-838-6292

Banner Course Name: Welding and Repairing Aluminum

Subject Code: ACRD - Auto Collision & Refinish Dip

Course Number 2280

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

#### Course Description:

In this course students learn how to MIG weld aluminum and special processes used to repair sheet aluminum. The course focusses on the differences between welding and repairing steel sheet panels as learned in Term 2.

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

ACRD 1145, ACRD 1200, ACRD 1205 and ACRD 1240.

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

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

No

#### Course Learning

#### Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe characteristics of aluminum.
CLO #2	Describe aluminum sheet and structural metal.

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

CLO #3	Describe aluminum panel attachment methods.
CLO #4	Describe dedicated tools used when working with aluminum.
CLO #5	Describe MIG welding aluminum.
CLO #6	Perform lap welds and plug welds on sheet aluminum.
CLO #7	Use pre-heating techniques.
CLO #8	Use weld-on damage removal procedures with pulling devices to remove damage.
CLO #9	Shape damaged aluminum panels.
CLO #10	Use techniques to identify surface cracks.
CLO #11	Describe refinishing considerations for aluminum.

### Instructional

#### Strategies:

Instructional strategies may include lectures, demonstrations, case studies, assigned homework, group work, individual work, field trips, and project work in an authentic shop environment.

### Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

#### Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Project	30	Practical assignments (preparation, task completion, cleanup, document writing-service report etc.)
Participation	25	Observable active participation and team work

### Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2: 45

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

MIG Welding Aluminum: Terminology, Equipment, and Consumables

MIG Welding Aluminum: Welding Preparation, Tuning, and Techniques

Aluminum Overview

Aluminum Panel Repairs

Aluminum Exterior Panel Attachment and Refinish Prep

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



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** October 20, 2025

**ISSUE:** **RECOMMENDATION FOR APPROVAL:**  
That Education Council approve amending the Network Technology Administration and Security Post-Degree Diploma through the Accelerated Program Change process

### BACKGROUND:

The Network Technology Administration and Security (NTAS) Post-Degree Diploma (PDD) was previously approved by Education Council in June 2020 and has run successfully since September 2021. An Accelerated Program Change was triggered by a drop in applicants through 2024. Proposed program revisions include:

- Streamlined course content resulting in decrease of credits from 62 to 42
- Enhanced industry engagement in WIL (Capstone)
- Increased emphasis on practical skills, hands-on experience and exposure to current and emerging technologies
- Change in title to *Information Systems and Security Administration* for increased accuracy

The proposed program aligns closely with CIP code 11.1001 *Network and system administration/administrator* and aligns with CIP code 11.1003 *Computer and information systems security/auditing/information assurance*, both of which are on the list of currently eligible codes for the post-graduation work permit (PGWP) field of study requirement as of September 2025.

### DISCUSSION:

The revised NTAS PDD (renamed *Information Systems and Security Administration* (ISSA) PDD) is a 42-credit, four-term program that prepares graduates with comprehensive, industry-relevant information technology (IT) skills for dynamic careers in computer systems administration, network analysis, cybersecurity, and infrastructure support. With a strong emphasis on practical skills, hands-on experience, and exposure to current and emerging technologies, this program equips students with diverse knowledge across a variety of IT domains. This broad foundation ensures graduates can confidently enter the workforce in foundational IT and cybersecurity.

Student demand for this program was very high from 2021-2024 and dropped significantly as a result of Immigration Refugee Citizenships Canada (IRCC) policy changes compounded with the launch of the Cybersecurity Governance, Risk and Compliance (GRC) PDD, which is 49 credits and carries proportionately lower tuition than the 62 current credit NTAS PDD.

The program changes proposed aim to increase the marketability of the ISSA PDD amongst international students, while enhancing the distinctiveness between the ISSA and Cybersecurity GRC PDDs.

The 2024 BC Labour Market Outlook forecasts approximately 17,480 job openings in the tech sector related to this program (NOCs 22220, 22221, 21222) in B.C. over the next decade, all of which require some level of post-secondary education or training. Industry trends continue to support demand, including:

- British Columbia's position as one of the fastest growing tech ecosystems in North America, with over 12,000 tech companies
- The persistent requirement for IT professionals who can bridge technical competencies with business operations
- Digital and technical skills shortage facing the Canadian labour market, including for cloud computing and digital infrastructure support

The revised program includes seven courses with minor revisions, eight courses with major revisions, and one new course. Seven courses from the existing NTAS PDD have been removed.

Continuing Studies plans to launch this program in January 2027.

#### **RECOMMENDATION:**

That Education Council approve amending the Network Technology Administration and Security Post-Degree Diploma through the Accelerated Program Change process.

#### **PREPARED BY:**

Adrian Lipsett, Dean, Continuing Studies

Claire Sauv , Associate Director, Continuing Studies

Chelsea Hunter, Operations Manager, Continuing Studies





## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 2025

**ISSUE:** Program revision and name change: Information Systems Security and Administration Post-Degree Diploma (formerly Network Technology Administration Security Post-Degree Diploma)

### BACKGROUND:

The Centre of Continuing Studies is proposing a revised version of the Network Technology Administration and Security (NTAS) Post-Degree Diploma. The NTAS program originally launched in 2021. Due to recent federal changes affecting international study permits, international enrollment has declined. Following consultation with International Education, alumni, Program Advisory Committee (PAC) members and instructors, the program is being streamlined to better align with industry needs and current market realities.

The number of program credits will be reduced from 62 to 42, lowering the cost and shortening the time to completion. Revisions emphasize practical, hands-on learning and integrate skill development more effectively across courses. Redundant content was removed. The proposed change of the program name to Information Systems Security and Administration Post-Degree Diploma reflects the broader scope of this offering, including system administration and security, and provides more clarity for students and employers.

The revised program is currently planned to consist of 15 courses, including one new and 14 existing courses, with varying levels of course revisions. An exception to the curriculum delivery framework is being requested due to the reduced credit load, with one term consisting of only nine credits (rather than 12-18 credits). This exception is consistent with other post-degree diploma programs.

### DISCUSSION:

CS Program Coordinator Sid Khullar and Associate Director Claire Sauvé presented the proposal. As the intent is to bring this program through the accelerated program change process, only the wireframe program content guide was presented to the committee at this time. Full course outlines will be developed in the new year.

The committee requested minor edits, which were completed:

- Evaluation of Student Learning, Attendance: Students who are unavoidably absent ~~because of illness or disability~~ should report to their instructors
- Transcript of Achievement: add minimum progression grade (C)

The appropriate course numbers/levels (1000/2000 or 3000/4000) will be determined during course development next year.

The committee raised the question whether this proposal constitutes a new program or a substantial revision to an existing program.

In discussions following the meeting, it was confirmed that the Information Systems Security and Administration Post-Degree Diploma constitutes a revised version of the existing NTAS PDD program.

**RECOMMENDATION:**

THAT Curriculum Committee recommends Education Council approve the wireframe program content guide for the revised Information Systems Security and Administration Post-Degree Diploma; and recommend the Board of Governors approve the program name change from Network Technology Administration and Security Post-Degree Diploma and implementation of the revised program.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** November 3, 2025

# Program Change Request

## New Program Proposal

Date Submitted: 10/07/25 3:32 pm

Viewing: **Information Systems Security and  
Administration Post-Degree Diploma  
(Wireframe)**

Last edit: 11/04/25 9:59 am

Changes proposed by: skhullar

### In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Ministry Review
7. Board of Governors

#### Program Name:

Information Systems Security and Administration Post-Degree Diploma  
(Wireframe)

Credential Level: Post-Degree Diploma

Effective Date: January 2027

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Continuing Studies

Department: IT Operations (6601)

Contact(s)

### Approval Path

1. 10/07/25 3:32 pm  
Sid Khullar  
(skhullar): Approved  
for 6601 Leader
2. 10/09/25 8:36 am  
Andrea Korens  
(akorens): Approved  
for Senior PC
3. 10/14/25 12:11 pm  
Claire Sauve  
(csauve): Approved  
for CCS Dean
4. 10/28/25 3:16 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

## Program Content Guide

The *Information Systems Security and Administration* program prepares graduates with comprehensive, industry-relevant information technology (IT) skills, for dynamic careers in computer systems administration, network analysis, cybersecurity, and infrastructure support. Graduates will be prepared for entry-level roles, such as IT Support Technician, Network Analyst, Systems Administrator, Help Desk Analyst, or Security Operations Center (SOC) Analyst. With a strong emphasis on practical skills, hands-on experience, and exposure to current and emerging technologies, this program equips students with diverse knowledge across a variety of IT domains. This broad foundation ensures graduates can adapt to confidently enter the workforce in foundational IT and cybersecurity roles, while also positioning them to grow in specialized areas, such as cloud services, virtualization, or network security as they gain professional experience.

#### Admission Requirements

An undergraduate degree from a recognized post-secondary institution, as determined by the institution.  
English Studies 12 with a minimum 'C' grade, or [equivalent](#).

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

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

PLAR is available for all courses. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Tuition and fees may still apply to PLAR candidates. Methods for assessing prior learning may include exams, projects, assignments, interviews, and/or other evaluations.

If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations. See [Prior Learning Assessment and Recognition policy](#) for more information.

\*International students requesting PLAR: Prior to proceeding with the PLAR request, please contact [VCC International Education Advising](#) to learn how PLAR can impact immigration status.

#### Program Duration & Maximum Time for Completion

This program can be completed in four terms with full-time study, and can also be pursued part-time. The maximum time for completion is five years.

#### Program Learning

##### Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Set up and maintain computer network systems using industry-standard tools and procedures.
PLO #2	Provide desktop and server support while collaborating effectively with clients, peers, and technical teams.

**Upon successful completion of this program, graduates will be able to:**

PLO #3	Apply security knowledge and practices to protect IT systems, data, and networked environments.
PLO #4	Deploy and operate virtualization and cloud services to support IT infrastructure.
PLO #5	Install, configure, update, and troubleshoot Windows and Linux servers in small to medium-scale business networks.
PLO #6	Assist in the planning, coordination, and implementation of small to medium-scale IT projects.
PLO #7	Assess, install, maintain, and troubleshoot computer hardware, operating systems, and software applications.
PLO #8	Configure and maintain local area networks (LANs), wireless networks, and connected devices, with foundational knowledge of Wide Area Network (WAN) concepts.
PLO #9	Use Digital Forensics and Incident Response (DFIR) techniques to detect, analyse, and document security incidents using industry standard playbooks.
PLO #10	Configure and manage identity and access controls through directory services.
PLO #11	Provide customer support using industry-standard practices in ticketing, diagnosis, and escalation while demonstrating professional communication and ensuring compliance with standard operating procedures.

#### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

Students begin with foundational concepts in computer hardware, networking, Windows desktop support and Linux operating system. These core technical skills are complemented by training in Windows Server and Active Directory. As students progress through the program they are introduced to advanced topics, including virtualization and wired and wireless networking. Specialized courses involving topics in defensive cybersecurity operations, ethical hacking and computer forensics provide students with practical, in-depth exposure to modern cyber threats and defensive strategies.

Throughout the curriculum, students gain hands-on experience in dedicated lab environments, working across both Windows and Linux systems. These technical areas are complemented by skills for professional development and documentation. Student learning is applied towards an industry integrated project to emphasize real world application, team collaboration and solution development.

## Evaluation

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Student learning is evaluated through a combination of knowledge checks (e.g. quizzes and exams), lab and practical assignments, presentations, and integrative projects, such as production of industry-relevant artifacts (e.g. incident logs and resolutions, provisioning) and documentation involving written submissions (e.g. dashboards, technical analysis, recommendations).

## Grading and Progression

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Students must receive a minimum grade of 'C' (2.00) or 'S' to successfully complete each course, and a minimum program term grade point average of 2.00 to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate.

## Attendance

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Regular attendance is expected of students in all their classes (including lectures, laboratories, project/group-work sessions etc.). Attendance supports learning continuity, teamwork, and mastery of skills required for IT roles applicable to this program. It ensures students benefit fully from both theoretical learning and hands-on experiences. Students who are unavoidably absent should report to their instructors as soon as possible and discuss how to make up for missed work or otherwise stay on track. Any request for an academic concession must be clearly expressed.

### Program Considerations

Learning environment requires the active use of digital tools, computer hardware, and software. Students are expected to develop and apply digital literacy skills, including configuring computer systems, troubleshooting technical issues, and documenting work in digital formats. Activities include working in simulated IT work environments.

Learning environment requires extended periods (6 - 8 hours per day) of computer use with sustained visual focus on digital displays and repetitive hand, wrist, and arm movements with hardware devices, such as keyboard, mouse, switches, routers, cables, and small tools.

Program environment involves time-sensitive task completion on deadline.

Program tasks require access to a modern laptop capable of running Microsoft Windows and Linux operating system with full privileges. Online classes require audio-video hardware including webcam, speakers, and microphone. For details and minimum hardware requirements, please refer to the program's technology requirements document.

If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact [disabilityservices@vcc.ca](mailto:disabilityservices@vcc.ca) or 604.871.7500 to explore possible accommodations/supports.

**Total Program Credits: 42**

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

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

## Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S		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
<b>Course Standings</b>			
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.

This proposal restructures the existing Network Technology, Administration, and Security (NTAS) Post-Degree Diploma to better align with current market demands, student needs, and institutional priorities. The revised program (renamed as Information Systems Security and Administration) responds to declining enrollment due to federal immigration policy changes and integrates feedback from alumni, instructors, and industry stakeholders. It emphasizes practical, hands-on learning and includes an industry-enhanced capstone component to improve workforce readiness.

The program supports VCC’s Strategic Innovation Plan by offering a condensed, cost-effective credential that maintains educational quality. It aligns with provincial priorities for affordable, accessible education and addresses labour market shortages in IT and cybersecurity.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Other	Alumni feedback collected from a survey conducted in July 2025 for all NTAS alumni to-date. One of the core feedback themes was for stronger applied learning and real-world experience. The revised program aims to fulfill these by including lab components in all courses and leading the program to culminate in a now-larger 'capstone' industry integrated project course.
PAC/CEG	Feedback from PAC members during PAC meeting held in June 2025. Industry representatives on the PAC provided direct feedback regarding workforce preparation needs and skills gaps. They emphasized the importance of graduates possessing practical, hands-on experience and professional readiness, particularly in systems administration and cybersecurity operations. They identified specific gaps in entry-level IT professionals, including technical implementation skills and communication competencies. Further, they supported the inclusion of an industry-enhanced

Consultated Area	Consultation Comments
	<p>capstone project to simulate real-world challenges and improve graduate employability.</p> <p>PAC input provided support for restructuring of curriculum to ensure alignment with current industry expectations and labour market demands. PAC feedback validated the program's focus on applied learning and its role in preparing students for high-opportunity occupations in B.C.'s growing tech sector.</p>
Registrar's Office	<p>Consultation on the draft PCG was sought from RO and CSRO. Dawn Cunningham Hall from RO provided detailed feedback on multiple aspects of the program content guide, contributing to the refinement of admissions, curriculum structure, and policy alignment. Key recommendations included:</p> <ul style="list-style-type: none"> <li>• appropriate use of VCC's Individual Flexible Admission policy to support applicants with non-traditional educational backgrounds, reinforcing equitable access while maintaining policy compliance.</li> <li>• clarifying expectations under the Curriculum Development Framework, while noting that precedents and student needs can inform requests for exemptions.</li> <li>• ensuring the program's recognition of prior learning and transfer credit remains consistent with institutional policy, supporting transparency and academic integrity.</li> <li>• refinements to language and structure to improve clarity, focus on the learning environment, and streamline content for governance review.</li> </ul> <p>Most of these recommendations have been incorporated into the program design and documentation.</p>
Faculty/Department	<p>Feedback was gathered through a series of focus-group meetings, design consultations from two SMEs, and followed by a collaborative review of the PCG by the</p>

Consultated Area	Consultation Comments
	<p>instructional team. Focus was placed on ensuring the curriculum reflects current industry standards and instructional realities. Majority of the instructors are also active industry practitioners.</p> <p>Key contributions included:</p> <ul style="list-style-type: none"> <li>• updates to certification references, course titles, and learning outcomes to better align with current technologies and job market expectations.</li> <li>• suggestions for clearer, more accurate learning outcomes, emphasizing practical competencies and removing vague terminology to better reflect graduate capabilities.</li> <li>• refinements to course placement across terms to support student readiness for employment and capstone projects, including adjustments to the timing of professional communication and technical writing components.</li> <li>• guidance on ensuring hands-on learning through labs and industry-relevant projects.</li> <li>• emphasis on the importance of Linux skills, cloud technologies, and cybersecurity practices, contributing to the inclusion of advanced topics and tools used in real-world IT environments.</li> </ul> <p>This engagement strived to ensure the revised program is both pedagogically sound and industry-relevant.</p>
International Education	<p>International Education (IE) department was consulted for and during this restructuring of the program to ensure the program is able to meet the evolving needs of international students and in response to federal immigration policy changes.</p> <p>IE confirmed strong and sustained interest in post-degree diploma programs in IT, particularly those</p>

Consultated Area	Consultation Comments
	<p>offering work-integrated learning and pathways to Post-Graduate Work Permit (PGWP) eligibility.</p> <p>IE emphasized the importance of affordability and condensed program duration to support international student recruitment and retention, especially in light of recent visa approval challenges.</p> <p>The inclusion of practical experience components, such as the industry-integrated capstone, directly responds to international student priorities for employment outcomes and settlement support.</p> <p>The revised program structure was designed to maintain compliance with PGWP requirements and to remain competitive with similar offerings across the region.</p>

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

[Curriculum Delivery Framework and Exemption Request\\_ISSA October 2025.pdf](#)

[NTAS Fall 2025 Benchmarking Report.pdf](#)

### Marketing Information

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This program is for:    Domestic  
   International

**!** 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

Major Code



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 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:

- APAP 2003 Automotive Refinishing Technician Apprentice Level 2 (E-pprentice)
- FASH 2111 Designer Patterns and Toiles
- FASH 2112 Couture Sewing
- FASH 2113 Collection Design 2
- FASH 2210 Portfolio Design 1
- FASH 2303 Fashion Show Preparation
- FASH 2310 Collection Manufacture/Studio
- FASH 2313 Studio Lab D
- MTSK 0750 Math 10 Skills Part 1
- MTSK 0760 Math 10 Skills Part 2
- MTSK 0877 Mathematics Skills 11

### RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve the deactivation of APAP 2003; FASH 2111, 2112, 2113, 2210, 2303, 2310, 2313; and MTSK 0750, 0760, 0877.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** October 29, 2025



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 2025

**ISSUE:** Admissions Policy (301)  
Flexible Admissions Policy (302)

### BACKGROUND:

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

The Tuition and Fee Refund policy is being updated to clarify that students denied a study permit by IRCC (Immigration, Refugees and Citizenship Canada) based on providing inaccurate, incomplete, untruthful or misrepresented information, may not be eligible for a full refund. This policy is currently going through the administrative policy approval process.

A statement was 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. This edit aims to provide clarity for students as well as ensuring VCC has appropriate mechanisms to safeguard the integrity of its admissions processes.

### DISCUSSION:

Registrar Dave McMullen presented all three policies and procedures to Education Policy Committee (EPC) at its October 8, 2025 meeting. The committee requested minor wording changes for consistency across the policies, and to provide some flexibility around the reasons for refund denials. These minor edits were completed after meeting in consultation with Dave McMullen and Emily Logan.

The committee approved posting the Admissions and Flexible Admissions policies for feedback. Feedback was open from October 10, 2025 until November 3, 2025. No comments were received.

Education Policy Committee reviewed these two policies again at its November 5, 2025 meeting and unanimously recommended them for approval.

### RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Admissions (301) and Flexible Admissions (302) policy and procedures.

**PREPARED BY:** Emily Logan, Vice-Chair, Education Council & Chair, Education Policy Committee

**APPENDIX A:** Admissions (301) Policy and Procedures (tracked changes)

**APPENDIX B:** Flexible Admissions (302) Policy and Procedures (tracked changes)

**DATE:** November 5, 2025

## Appendix A

# 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: <ul style="list-style-type: none"> <li>• Registrar's Office (RO)</li> <li>• Continuing Studies (CS)</li> </ul>

<b>Term</b>	<b>Description</b>
	<ul style="list-style-type: none"> <li>• International Education (IE)</li> <li>• School of Instructor Education (SIE)</li> </ul>
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**

<b>VCC Policies</b>	<b>Policy Number</b>
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

## Appendix B

# 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.

<b>Term</b>	<b>Description</b>
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: <ul style="list-style-type: none"> <li>• Registrar's Office (RO)</li> <li>• Continuing Studies (CS)</li> <li>• International Education (IE)</li> <li>• School of Instructor Education (SIE)</li> </ul>
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**

<b>VCC Policies</b>	<b>Policy Number</b>
Admissions	301
Granting of Credentials	412

<b>VCC Policies</b>	<b>Policy Number</b>
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



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 2025

**ISSUE:** Contract Administration (132) – New  
Educational Affiliations (407) – Rescind  
Education Service Contract (406) – Rescind

### BACKGROUND:

The Department of Safety, Security, Risk and Privacy is proposing a new policy: Contract Administration policy (132). This policy establishes a framework for the creation, review and approval of non-procurement contracts.

The new policy enhances contract oversight and risk management by clearly delineating responsibilities, signing authorities, and approval processes for each of the following contract categories:

1. Educational and non-revenue generating contracts (e.g., affiliations, work-integrated learning)
2. Revenue-generating contracts (e.g., licensing, education service agreements)
3. Significant contracts (contracts with a substantial impact or potential risk for the College, e.g. sale of real property, intellectual property)

Implementation of this policy will include the development of templates, a contract repository, and support resources.

Key elements of the Educational Affiliations (407) and Education Service Contract (406) policies were embedded in the new policy, in consultation with former Education Council Chair Natasha Mandryk and Partnership Development Office (PDO) Director Michael Yue. The proposal is for these two policies to be rescinded once the new policy is approved.

### DISCUSSION:

Policy writer Caralee Maloney, Associate Director, Risk Management and Privacy, presented the Contract Administration policy and procedures to Education Policy Committee at its September 3, 2025 meeting.

There was a discussion about work-integrated learning (WIL) and related terminology. It was suggested to name the different types of work-integrated learning across the College for clarity, such as practicums, internships, clinical placements, etc.

### College Feedback:

All three policies were posted for College feedback from September 3, 2025 until October 2, 2025. A number of comments were received, particularly around WIL-related agreements. Some edits were made in response to feedback, most notably designating department heads (rather than

deans/directors) as the contract authority for WIL agreements. By enabling department heads to sign these agreements, the approval process may become less cumbersome and more responsive to industry timelines; however, it was acknowledged that this change may increase administrative demands and will require clear processes to support department workloads. There remains some concern with the number of short-duration WIL agreements that might need to be managed by departments; additional work on templates is necessary.

Education Policy Committee reviewed the policies again at its November 5, 2025 meeting and requested only one minor edit (adding the College and Institute Act under related resources).

Supporting resources, including contract templates, will be made available online once they have been finalized. The policy implementation process will include presentations, e.g. at Leaders' Forum, to raise awareness of the new policy and related processes.

#### **Note on governance process:**

The Educational Affiliations (407) and Education Service Contract (406) policies, subsumed under the new policy and proposed to be rescinded, both follow the educational policy approval pathway.

Policy 407 is approved jointly by Education Council and the Board of Governors; policy 406 is approved by the Board with EdCo advice.

The pertinent sections of the BC [College and Institute Act](#) are section 23 (Advisory role of the education council) and 25 (Joint approval):

#### **Advisory role of the education council**

**23 (1)** An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

(k) terms for affiliation with other post secondary bodies;

#### **Joint approval**

**25 (1)** To be implemented, decisions concerning the following matters must have joint approval:

(a) curriculum evaluation for determining whether

(i) courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the institution, or

(ii) courses or programs, or course credit, from one part of the institution are equivalent to courses or programs, or course credit, in another part of the institution;

(b) other responsibilities of the board that, on the initiative of the board, the board and the education council agree are subject to joint approval.

The Contract Administration policy combines both educational and non-educational agreements. The appropriate approval pathway was discussed with the policy writer and the Chairs of the Administrative Policy Committee, Education Policy Committee, and Education Council.

The current proposal was reviewed by Administrative Policy Committee and Operations Council on the administrative side, as well as Education Policy Committee. Currently, the review body is identified as Operations Council, and the approval body as Board of Governors with Education Council Advice.

Education Policy Committee recommends that the Board's Governance Committee review and make a recommendation to the Board of Governors on the appropriate review and approval bodies for future

iterations of this policy, which includes advice from Education Council on policies and procedures related to academic affiliation agreements.

**RECOMMENDATION:**

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Contract Administration (132) policy and procedures.

THAT Education Council approves, and forwards to the Board of Governors for joint approval, rescinding the Educational Affiliations (407) policy and procedures, effective once the Contract Administration (132) policy is approved.

THAT Education Council recommends the Board of Governors approve rescinding the Education Service Contract (406) policy and procedures, effective once the Contract Administration (132) policy is approved.

<b>PREPARED BY:</b>	Louise Dannhauer, Chair, Education Council Emily Logan, Vice-Chair, Education Council & Chair, Education Policy Committee
<b>APPENDIX A:</b>	Contract Administration (132) Policy and Procedures
<b>APPENDIX B:</b>	Contract Signing Authority Matrix
<b>APPENDIX C:</b>	Educational Affiliations (407) Policy and Procedures – to be rescinded
<b>APPENDIX D:</b>	Education Service Contract (406) Policy and Procedures – to be rescinded
<b>DATE:</b>	November 6, 2025



**Appendix A**

# Contract Administration

**Policy Type**

Administrative

**Policy Name**

Contract Administration

**Policy Number**

132

**Effective Date - Policy**

N/A

**Effective Date - Procedures**

N/A

**Last Full Review Date**

N/A

**Next Scheduled Review Date**

N/A

**Approval Body**

Board of Governors with Education Council Advice

**Policy Sponsor**

President

**Review Body**

Operations Council

**Responsible Authority**

Safety, Security, Risk and Privacy

## Policy

**Context and Purpose**

This policy establishes the College's non-procurement contract administration framework. It outlines the required steps for the creation, review, and approval of contracts and creates specific approval workflows to minimize risk to the College. This policy assigns contract signing and management authority to various positions throughout the College.

**Scope and Limits**

This policy applies to all VCC employees and the Board of Governors. The policy includes education and non-revenue generating agreements (e.g. affiliation, articulation, dual credit, work-integrated learning, etc.), revenue generating agreements (e.g. licensing, education

service agreements, partnership etc.), and significant contracts (e.g. sale of real property, intellectual property, etc.)

This policy does not apply to contracts that are agreements, or contain agreement, to procure goods, services, construction, and/or to incur chargeable expenses. For these types of contracts please refer to Procurement Policy 130.

This policy excludes contracts managed by the Facilities department and the VCC Foundation. It also excludes employment contracts managed by People Services.

### **Policy Principles**

1. The College will enter into and manage contracts in a manner that is consistent with best business practices, and which minimizes the risks associated with contractual arrangements.
2. The College will only enter into contracts that comply with applicable legislation, regulatory requirements, and College policies and that align with and support the mission, mandate, and strategic direction of VCC.
3. The College is a legal entity. Individual employees, departments, or schools do not have legal rights to contract on behalf of the College in their own name. Employees are not authorized to sign contracts unless they have been granted that authority pursuant to this policy, or a resolution from the Board of Governors or such authority has been delegated.
4. Indemnity clauses require review and written approval from the provincial Risk Management Branch prior to contract execution.
5. The Department of Safety, Security, Risk and Privacy will provide administrative oversight to the contract development process, including contract review prior to submission for signature, and obtaining written approval of all Contract indemnity clauses from the Risk Management Branch.
6. Every contract must have a designated Contract Manager who will ensure proper performance of the Contract and administration of all related obligations of the College under the contract.
7. Employees must not engage in any activity that may create, or appear to create, a conflict of interest.
8. Where the contract is initiated by the College, employees may only use a College-approved contract template to enter into a contractual arrangement on behalf of the College, except in those circumstances where a College-approved contract template does not exist.
9. Services within the scope of a contract may not commence until a contract has been signed by both parties.
10. The Indigenous Education & Community Engagement (IECE) department must be consulted for any contract related an Indigenous partner, service or activity.
11. Contracts that include activities or services which require physical space at the College must verify with Facilities Management that space is available before executing the contract; these contracts must include the Space Rental Schedule.

12. The Contract Manager shall process amendments, changes, extensions to, or renewals of contracts in the same manner as if a new contract.
13. The College's copy of all contracts will be securely stored in an electronic repository by either the Appropriate Vice President or the responsible Dean/Director in accordance with the College's Records Retention Schedule.

## Procedures

### All Procedures

# Educational and Non-Revenue Generating Contracts 132-1

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## EDUCATIONAL AFFILIATION AGREEMENTS

### General:

1. Educational Affiliations may include a contract that leads to:
  - a. The issuance of a VCC credential, a VCC course completion credit, a joint credential and/or course completion credit involving both VCC and another institution/body; and/or
  - b. The recognition of a credential or course completion credit offered by another institution; and/or
  - c. A joint applied research project agreed to at an institutional level between VCC and another organization(s) that involves employees, students, and/or publication of research under the College's name.
2. Educational Affiliations should enhance the quality, range, and relevance of VCC's educational and applied research offerings and should improve student access, transferability, and opportunities. Opportunities for affiliation should only be considered with organizations that share compatible goals and values with VCC and agree to abide by VCC's policies and procedures.

### Contract Development:

3. Proposals may originate from any member of the College, including but not limited to Instructors, Department Heads, Associate Directors, Deans, or Senior Administrators.
4. During the exploratory and development phases, the proposer, in partnership with the appropriate Dean, should consult with institutional partners who may be affected by the partnership (e.g. International Education, Indigenous Education and Community Engagement, Centre for Teaching, Learning & Research, Facilities Management).

5. The Dean must approve exploratory discussions with a potential partner. The Dean should carefully consider whether the potential affiliation is aligned with the College's mandate, values, and risk tolerance.
6. The Dean must submit a Decision Note to the Vice President, Academic & Research for review and approval before moving forward in the negotiation process.
7. If the Vice President, Academic & Research considers the Affiliation appropriate, they may at their discretion request that the Dean, or their designate, develop a Memorandum of Understanding (MoU) with the potential partner prior to an Educational Affiliation being developed.
8. If an MoU is developed, it may act as an umbrella document which covers multiple initiatives with the same partner. MoUs are not a legally binding document and must be signed by the Vice President, Academic & Research and kept within their office and in the online contract repository.
9. The Dean, or their designate, will develop the terms of the Educational Affiliation Agreement and ensure the agreement clearly outlines the purpose, roles and responsibilities of all partners, governance requirements, and financial or operational responsibilities.
10. The proposed Educational Affiliation must be reviewed by relevant parties at the College to ensure the agreement supports students and fits the College's strategic and financial plans. It must also undergo a risk assessment through the Department of Safety, Security, Risk and Privacy to minimize risks to students and the College.
11. All affiliation agreements must be reviewed by the Vice President, Academic & Research and presented to the Education Council and Board of Governors before they are signed.
12. Agreements containing indemnity clauses must be reviewed and approved by the Risk Management Branch before being presented to the Education Council and Board of Governors, unless they conform to a VCC-approved template.

#### **Approval of Educational Affiliations:**

13. All Educational Affiliation Agreements must be approved by the Board of Governors, except where the evaluation of transfer credit has been delegated to the Registrar under Policy 317 – Transfer Credit, or for Articulation Agreements between VCC and other post-secondary institutions included in the BC Transfer Guide.
14. Depending on the terms of the affiliation, the Education Council must either approve the Affiliation Agreement or provide advice to the Board prior to their decision.
  - a. In cases where the agreement determines whether courses, programs, or course credit from another institution are equivalent to courses, programs or course credit at VCC the agreement must be approved jointly by the Educational Council and the Board of Governors as set out in the *College and Institute Act*.
  - b. In all other cases, the Education Council provides advice to the Board prior to their decision.
15. After governance approval, the Educational Affiliation Agreement is signed by the Vice President, Academic & Research. The official copy is kept in the office of the Vice President, Academic & Research, as well as the College's online contract repository.

### **Review and Reporting:**

16. The Vice President, Academic, or delegate, is responsible for reviewing all educational affiliations at the time of renewal, or no less than once every five years.
17. The Vice President, Academic will provide an annual report to the Education Council on all active or recently completed Educational Affiliations.

### **WORK-INTEGRATED LEARNING AGREEMENTS**

18. Work-Integrated Learning (WIL) partnerships should be formalized with a Work Integrated Learning Agreement between the College and the work integrated learning host. Under these procedures a Work Integrated Learning Agreement, is required for activities that meet all of the following criteria:
  - a. Integrated within a program of studies
  - b. Supervised by an employer, preceptor, or instructor
  - c. Occurs off-campus or within a real-world environment
  - d. Monitored
  - e. Evaluated by the College
  - f. Identified as a gradable component.
19. Departments are encouraged to utilize the Partnership Development Office's Work Integrated Learning Process Staff Manual to standardize the WIL process across the College.
20. Contracts with WIL hosts may be utilized by any Department at the College without requiring an additional Work Integrated Learning Agreement.
21. Departments that have programs which contain a WIL component should identify a designate staff or faculty member(s) to manage the administration of contracts with WIL hosts.
22. Either program staff or students may identify a potential WIL host, however the Department Head, or designate, must assess the suitability of the placement, approve the host, and verify whether a Work Integrated Learning Agreement is already in place at the College through VCC Works.
23. Departments should use the VCC approved Work Integrated Learning Agreement template. Use of a non-approved template requires the review of the Department of Safety, Security, Risk and Privacy and potentially the Risk Management Branch.
24. Department Heads are the Contract Authority for Work Integrated Learning Agreements on behalf of the College.
25. Copies of signed Work Integrated Learning Agreements must be stored by the responsible department and on the VCCWorks platform.

### **PARTNERSHIP AGREEMENTS**

26. A non-revenue generating Partnership Agreement is one that usually has no monetary value, but which focuses on mutual academic, cultural, community, or administrative benefits. Non-revenue generating partnership agreements are usually Memoranda of Understanding (MoU), academic collaborations, community engagement initiatives, or student exchange programs.

27. Non-revenue generating Partnership Agreements may not have pre-approved templates due to the diverse nature of the agreements.

#### **Memorandum of Understanding:**

28. A Memorandum of Understanding (MoU) is an agreement to explore formal opportunities with a partner or partners. An MoU can be an umbrella document for a variety of agreements which emerge from the initial MoU.
29. A MoU is not a legally binding agreement; however, proposers should engage the Department of Safety, Security, Risk and Privacy while developing the MoU to identify any risks associated with the agreement. Additional reviewers may be identified depending on the nature of the MoU.
30. The responsible Dean/Director is the Contract Authority for MoUs. Contracts resulting from the MoU may be subject to a different Mandatory Reviewer and Contract Authority depending on the nature of the contract.
31. Copies of executed MoUs will be stored in the College's online contract repository and in the office of the appropriate Vice President.

#### **Other Partnership Agreements:**

32. Any member of the College may present a partnership opportunity to their Dean/Director; however, the terms of the agreement must be negotiated by the Dean/Director or their delegate.
33. These agreements are usually legally binding and must be reviewed by the relevant Dean/Director, the Department of Safety, Security, Risk and Privacy, and any other relevant department.
34. The Contract Authority for all other Partnership Agreements is the responsible Vice President.
35. Copies of executed Partnership Agreements shall be stored in the office of the appropriate Vice President and the College's online contract repository.

## **Revenue Generating Contracts - 132-2**

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#### **General:**

1. These Procedures apply to revenue-generating contracts entered into by the College. These include, but are not limited to; Education Service Contracts, Licensing Agreements, and some Partnership Agreements, but excludes:
  - a. Grant and Gift agreements managed by the VCC Foundation.
  - b. External room booking, filming, and lease and rental agreements managed by the Facilities Management Department.
  - c. Procurement-related contracts which include terms that generate revenue for VCC.

2. The financial terms of revenue-generating contracts must be clear, transparent, and beneficial to the College. Contracts should include provisions for timely payments, cost recovery, and revenue-sharing where applicable. Financial arrangements must be reported to the College's Financial Services Department and documented in accordance with financial reporting standards.
3. All revenue-generating contracts must use a College-approved template, where available.
4. All revenue-generating contracts that fall under these procedures must be reviewed by Financial Services and Safety, Security, Risk and Privacy (SSRP) to identify and mitigate potential financial, legal, operational, and reputational risks.
5. Contracts should include appropriate insurance, indemnification, and liability clauses to protect the College's interests.

### **Education Service Contracts**

#### **General:**

6. Education Service Contracts cannot cause any reduction to existing programming and must comply with all governance and curriculum approval processes.
7. The Vice President, Academic & Research, or delegate, is required by the *College and Institute Act* to report to the Education Council on Education Service Contracts upon their implementation.
8. Copies of executed Education Service Contracts will be stored by the Partnership Development Office in accordance with the College's Records Retention Policy.
9. The Partnership Development Office will provide resources for employees to assist with developing Education Service Contracts.

#### **Contract Development:**

10. When an Education Service Contract opportunity arises, the potential Contract Manager will undertake exploratory discussions to assess feasibility with the Dean or Director and the Partnership Development Office (PDO), as well as with service areas that may be directly impacted by the Education Service Contract (such as Disability Services, Roombooking, or Facilities Management).
11. Through the contract development phase PDO may:
  - a. Assist and advise on any exploratory discussions and contract assessment, costing and pricing
  - b. Provide input on programming and delivery logistics
  - c. Support project development and proposal writing process
  - d. Review proposals prior to submission
  - e. Provide input on contract and project closure.
12. The Contract Manager must consult with Financial Services to determine preliminary costing. Contract Managers must complete the Contract Information and Costing Form to obtain final approval from Finance.
13. If a VCC-approved template is not used, the potential Contract Manager must consult with SSRP to conduct a risk assessment.

### **Approval of Education Service Contracts:**

14. Education Service Contracts require the approval of both the relevant Dean/Director and Financial Services before the contract can be executed. The relevant Dean/Director is the Contract Authority for the Contract.
15. Upon contract execution, Financial Services will:
  - a. Assign each Education Service Contract a separate organisation code
  - b. Provide oversight of contract revenue and expenditures
  - c. Support financial reporting for internal and external parties
  - d. Support Departments to fulfill auditing requirements.
16. The Contract Manager is responsible for following internal policies and procedures, delivering any required internal or external reports, and conducting ongoing risk monitoring throughout the duration of the contract.
17. Before the termination of the contract and the closure of the organisation code, the Contract Manager must confirm with Financial Services that all contract revenues and expenses are accounted for, and that the contract no longer has any activities within the appropriate fiscal year.

### **Licensing Agreements:**

#### **General:**

18. Licensing Agreements which relate to the licensing of VCC's real property, intellectual property, and technology are considered Significant Contracts and must follow those procedures.
19. Departments may negotiate agreements that license the College's curriculum, courses, programs, and other copyrighted materials or intellectual property.
20. The Contract Manager must ensure that the College is licensing material that is the property of the College, and is not the agreed upon intellectual property of an employee.
21. Licensing agreements must not assign ownership or retention of VCC's property beyond the termination date of the agreement.

#### **Contract Development:**

22. Employees interested in developing a Licensing Agreement with an external partner must conduct a feasibility analysis including an assessment of financial and operational impacts, a risk assessment, and a summary of strategic benefits to the College.
23. The proposer must receive approval from Financial Services before executing the Licensing Agreement, regardless of the value of the agreement.
24. If the licensing involves technology owned or utilized by VCC, the Contract Manager must also consult with the VCC IT Department.
25. If a VCC-approved template is not used, the potential Contract Manager must consult with the Department of Safety, Security, Risk and Privacy to conduct a risk assessment.



**Approval of Licensing Agreements:**

26. Contract Authorities for Licensing Agreements are dependent on the contract value. Contract Managers must ensure the review and approval follows the Contract Signing Authority Matrix.
27. The responsible Dean/Director will review the feasibility assessment and any documentation from the Mandatory Reviewers before presenting the Licensing Agreement to the appropriate Contract Authorities.
28. Following approval from the Contract Authorities, the Contract Manager will consult with Financial Services to process payment for the licensed materials.
29. Signed agreements will be stored by the responsible Dean/Director and on the College's online contract repository.

**Partnership Agreements:**

30. Partnership Agreements which generate revenue for the College (but which are not Education Service Contracts or Licensing Agreements), may not have pre-approved templates due to the diverse nature of these agreements.
31. Proposers should conduct a feasibility assessment and risk assessment and ensure the partnership organization aligns with VCC's values, mission, mandate, and strategic direction.
32. Proposers should consult with their Dean or Director to identify potentially impacted departments or service areas to review the contract.
33. The Contract Manager must consult with Financial Services to determine preliminary costing. Contract Managers must complete the Contract Information and Costing Form to obtain final approval from Finance.
34. Revenue-generating Partnership Agreements are subject to the Contract Authorities outlined in the Contract Signing Authority Matrix based on the dollar value of the agreement.
35. Partnership Agreements will be stored by the responsible Dean/Director and the College's online contract repository.

## Significant Contracts - 132-3

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**General:**

1. Significant contracts are those that may have a substantial impact or pose an extraordinary risk to the College. This may include Contracts that:
  - a. are precedent-setting;
  - b. involve sensitive issues;
  - c. have the potential to harm VCC's reputation, or
  - d. relate to the licensing, sale, purchase, or disposition of VCC real property and technology.

2. Contracts that involve activities in other countries, or where VCC is entering into a joint venture, partnership, or similar relationship with another institution or private company outside of Canada, must undergo a risk assessment through the SSRP to determine whether it meets the standard of a Significant Contract.

#### **Contract Development:**

3. The relevant Dean must notify the appropriate Vice President if they suspect any proposed contract meets the criteria of a Significant Contract.
4. The proposer must submit a summary document to the appropriate Vice President detailing the purpose, scope, financial implications, potential risks, and strategic importance of the Contract.
5. If the appropriate Vice President determines the Contract is in VCC's interest and aligned with the College's values and strategic goals, they will give conditional approval to continue with the contract development process.
6. All Significant Contracts must undergo a comprehensive risk assessment through the SSRP.
7. The SSRP will consult with the Risk Management Branch during the development of any Significant Contract. The Risk Management Branch must provide approval on the final, unsigned, version of the Contract.
8. The appropriate Vice President will determine if any other Mandatory Reviewers are required (i.e. Procurement, Facilities Management, Finance) and whether an external legal review is required.

#### **Approval of Significant Contracts:**

9. The appropriate Vice President, or designate, will prepare a report for the Board of Governors. The report should include the contract summary, risk assessment, legal opinion if required, and their recommendation for approval.
10. For all Significant Contracts, the CFO and President are the Mandatory Reviewers, supported by the appropriate Vice President. The Board of Governors is the Contract Authority.
11. Upon written approval by the Board of Governors, the President may sign the Contract.
12. A fully executed copy of the Contract, along with the relevant documentation, must be stored securely by the appropriate Vice President as well as in the College's contract management system.

#### **Review and Reporting:**

13. Following the execution of the Contract, a post-execution review should be conducted by the Contract Manager to ensure that all contract obligations are being met and to monitor any ongoing risks.
14. The process of reviewing and approving Significant Contracts must be transparent and well-documented. All records related to the review process, including meeting

minutes, risk assessments, legal opinions, and approval documents must be retained according to the College's Record Retention Schedule.

## References and Resources

### Definitions

Term	Description
Contract	A written agreement between two or more parties that defines the relationship of the parties and creates legally binding obligations on the College that are enforceable or otherwise recognizable at law. References to "Agreements" are understood under this policy to be Contracts.
Contract Authority	The authority to execute Contracts on behalf of the College. It is distinct from Signing and Spending Authority (Policy 114).
Contract Manager	The employee responsible for ensuring the terms and conditions of the Contract are being implemented as agreed by the parties to the Contract.
Contribution Agreement	An agreement that is used to transfer funding from a government agency to an organization for a specific project. It specifies the amount of funding, eligible project costs, and the responsibilities of both the funding agency and the recipient.
Educational Affiliation	An agreement with another post-secondary institutions or other body that creates opportunities for educational programming, student pathways, or applied research. Educational affiliations extend the College's ability to create learning experiences for students, partnerships offering credentials, collaborations for applied research and scholarship, or equivalent course/credit pathways between institutions. Educational Affiliations include Applied Research Projects, Articulation, Block Transfer, Consortium Model, or Joint Credential Contracts.
Education Service Contract	A binding written agreement that captures the terms surrounding the delivery of training or educational services outside of base budgeted activities. Agreements of this nature typically have an established term and result in additional revenue.
Indemnity	A risk transfer mechanism between parties in a contract allocating who will pay for certain types or causes of loss. The intent of indemnification is that a party be returned to the financial position it was in before the loss occurred.
Letter of Agreement	A written offer specifying goods, services, or space to be provided at the agreed to prices, terms, and time. It becomes a binding contract when signed by all parties.

<b>Term</b>	<b>Description</b>
Licensing Agreement	A contract which outlines how materials owned by a party may be used by other parties in exchange for payment to the owner.
Mandatory Reviewer	The VCC personnel authorized to review a Contract before it is executed.
Memorandum of Understanding	A non-monetary agreement between two or more parties outlined in a formal document. It is used as a statement of intent of what each party will be responsible for without creating any legal obligations. It clarifies the relationship and can, but does not always, create a path to move forward with a contract.
Partnership Agreement	An agreement between the College and an external body which focuses on mutual academic, cultural, community, or administrative benefits. They may be revenue or non-revenue generating depending on the specific contract.
Proposer	The individual who initiates or develops the opportunity or partnership covered by the Contract. The Proposer is not necessarily the Contract Manager.
Revenue Generating Contract	A binding contract between the College and another party that defines the terms under which the College receives revenue. These include, but are not limited to; Education Service Contracts, Licensing Agreements, and some Partnership Agreements.
Risk Management Branch	The provincial government department in the Ministry of Finance that is responsible for the effective management of risk to which the government is exposed by virtue of its assets, programs and operations, including the assets, programs and operations of government entities.
Significant Contract	A Contract that may have a substantial impact or pose extraordinary risk to VCC and includes Contracts that are precedent-setting, involve sensitive issues, or have the potential to harm VCC's reputation.
Work Integrated Learning	A form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to employability, agency, knowledge and skill mobility, and life-long learning. WIL includes, but is not restricted to, activities such as practicums, clinical placements, and internships.

### Related VCC Policies

<b>VCC Policies</b>	<b>Policy Number</b>
Signing and Spending Authority	114
Financial Responsibility and Accountability	115
Capital Assets	117
Procurement	130
Rental of College Facilities	140
Standards of Employee Conduct & Conflict of Interest	202
Education Service Contract	406
Educational Affiliations	407
Sponsorship	530
Archives	521
Records Management	520

### Related Resources

- [College and Institute Act](#), RSBC 1996, c 52

## Appendix B

Revenue Generating Contracts		
Contract Dollar Amount	Mandatory Reviewer	Contract Authority
Over \$500,000	CFO, Initiating Vice-President, and BC Risk Management Branch	Board of Governors and President
Up to \$500,000	Initiating Vice President and VCC Risk Management, Financial Services	President and CFO
Up to \$100,000	Initiating Dean/Director and VCC Risk Management, Financial Services	CFO and Initiating Vice President
Up to \$50,000	VCC Risk Management, Financial Services	Initiating Dean/Director
Any Education Service Contract	Partnership Development Office, Financial Services, Affected Service Department(s)	Initiating Dean/Director
Ex. Education Service Contracts, Licensing Agreements, some Partnership Agreements *VCC Foundation Contracts fall under Policy 530 and 531 **Lease, Rental, and Filming Agreements fall under Policy 140		

Educational/Non-Monetary Contracts		
Contract Type	Mandatory Reviewer	Contract Authority
Work Integrated Learning	Department Head	Department Head
Memorandum of Understanding	VCC Risk Management	Initiating Dean/Director
Educational Affiliation Agreement	Initiating Dean (BoG*), VCC Risk Management	Vice President, Academic
Partnership Agreement**	Initiating Dean/Director, VCC Risk Management	Responsible Vice President
Affiliation Agreements include: Articulation Agreements, Block Transfer, Consortium Model, Joint Credential, and Applied Research Project *If Affiliation Agreement involves VCC granting credit equivalency to external programs, the BoG and EdCo MUST approve **If Partnership Agreements contain a revenue generating opportunity for VCC it must follow the Revenue Generating Contract Authority matrix		

Significant Contracts		
Contract Type	Mandatory Reviewer	Contract Authority
All	Appropriate Vice President, CFO, President	Board of Governors

**To Be Rescinded****Education Service Contract****Policy Type**

Academic

**Policy Name**

Education Service Contract

**Policy Number**

406

**Effective Date - Policy**

March 31, 2021

**Effective Date - Procedures**

March 31, 2021

**Last Full Review Date**

March 2021

**Next Scheduled Review Date**

March 2026

**Approval Body**

Board of Governors

**Policy Sponsor**

President

**Review Body**

Operations Council

**Responsible Authority**

AVP Students

**Policy****Context and Purpose**

The purpose of this policy is to establish a clear process for developing, approving and managing contracts with external funding organizations for the provision of education services by Vancouver Community College (VCC; the College).

The College recognizes that Education Service Contracts may benefit the institution in a number of ways, including:

- a. Generating revenue
- b. Addressing industry need



- c. Developing partnerships
- d. Creating innovative projects
- e. Building institutional capacity
- f. Benefiting the community

### **Scope and Limits**

This policy applies to education service contracts involving financial transactions.

College employees working off-campus on activities related to Education Services Contracts are governed by the policies, Collective Agreements, and other rules of their employment with the College.

Reporting on Education Service Contracts to Education Council, after implementation by the institution but without prior review by Education Council, is a requirement of The College and Institute Act, section 23(1)(c)(ii).

### **Policy Principles**

1. Education Service Contracts will align with and support the mission, mandate and strategic direction of VCC.
2. Education Service Contracts are primarily intended to provide a net financial contribution to support College activities.
3. Education Service Contracts will not cause any reduction to existing programming.
4. Opportunities for Education Service Contracts are considered with external funders or organizations that share compatible goals and values with VCC, and must agree to conform to all VCC's policies, procedures, and Collective Agreements.
5. Educational offerings will comply with curriculum approval and all governance processes.
6. Education Service Contracts will not restrict the commitment of the College to offer a broad range of programs and services to its community.
7. Education Service Contracts are approved and signed by the appropriate College authority.

## **Procedures**

### **All Procedures**

#### **GENERAL**

1. Education Service Contracts must be formalized in writing and approved by the relevant educational and financial approvals before service delivery commences. Education Service Contracts include the budget, deliverables, and reporting requirements.

2. Upon signing the contract, all relevant documents will be added to the Contract Repository through the Partnership Development Office (PDO), and an organization code will be assigned by Financial Services.
3. A series of resources applicable to contracts is available for internal users on myVCC, including but not limited to the Contract Management Guide, costing forms, and contract templates.
4. All non-standard contracts will be reviewed by additional parties (such as the Procurement Department or a lawyer) to ensure that VCC is not exposed to undue risk or liability in cases involving insurance implications.

## **ROLES & RESPONSIBILITIES**

5. The Contract Owner (or delegate) will:
  - a. Hold exploratory discussions and assessment prior to or concurrently with the costing process
  - b. Cost the contract using the current contract costing template and obtain approval from Finance
  - c. Consult all relevant departments and service areas where appropriate
  - d. Liaise with the Partnership Development Office (PDO) where applicable
  - e. Present the formal contract to the relevant signing and spending authority (as outlined in Signing and Spending Authority policy 114) for approval
  - f. Be accountable for all aspects of delivery, monitoring, evaluation, and non-financial reporting
6. The Contract Manager is responsible for contract administration, including:
  - a. Financial accountability, in consultation with Financial Services, following internal accounting standards and procedures
  - b. Reporting (external and internal) as required by the contract and VCC policies where applicable
  - c. Risk management & monitoring
7. The Partnership Development Office (PDO) will:
  - a. Assist and advise on exploratory discussions and contract assessment , costing and pricing
  - b. Provide input on programming and delivery logistics
  - c. Provide support during the project development and proposal writing process
  - d. Store and archive contracts and related documents in the Contract Repository
  - e. Provide ongoing support for contract administration and evaluation
  - f. Present an annual report to Education Council summarizing the education service contracts delivered in the preceding year as required by The College and Institute Act, section 23(1)(c)(ii).
  - g. Review proposals prior to submission.
  - h. Provide input on contract and project closure
8. The Financial Services department will:
  - a. Review and approve the costing of Education Service Contracts
  - b. Assign each Education Service Contract a separate organization code

- c. Provide oversight of contract revenue and expenditures
  - d. Support financial reporting for internal and external parties
  - e. Fulfill auditing requirements
- 9. Departments are responsible for the delivery of educational services as prescribed by the contract, including but not limited to:
  - a. Hiring contract staff and instructors
  - b. Scheduling and room booking
  - c. Course/program, delivery
  - d. Supporting students
  - e. Overseeing educational quality

## **EXPLORATORY DISCUSSIONS**

- 10. When an Education Service Contract opportunity arises, the relevant department(s) will undertake exploratory discussions to assess the feasibility of the opportunity.
- 11. The following consultations are required during the exploratory discussion process:
  - a. Dean or Director
  - b. Partnership Development Office
  - c. Financial Services, to obtain preliminary costing and budget approval
- 12. Additional consultations are required with areas that will be directly impacted by the Education Services Contract (such as Student Services for contracts with a significant number of students with disabilities or with Facilities for contracts with extensive space needs).
- 13. Exploratory discussions lead to assessment and will result in one of three possible outcomes:
  - a. Initial approval, and subsequent development of an Education Service Contract
  - b. Referral to the PDO or other department for further exploratory discussions
  - c. Non-action

## **CLOSURE OF AN EDUCATION SERVICE CONTRACT**

- 14. The Contract Owner or delegate will be responsible for contract evaluation in consultation with the PDO, and will ensure satisfaction of any external closure requirements.
- 15. The Contract Owner will provide the PDO with any relevant details to inform reporting and institutional best practices.
- 16. Before closure of the organization code, Financial Services confirms that all contract revenue and expenses are accounted for, and that the contract no longer has any activities within the relevant fiscal year.

## References and Resources

### Definitions

Term	Description
Contract Manager	The individual responsible for the administration of the contract, including deliverables, risk management and monitoring, as delegated by the Contract Owner.
Contract Owner	The individual who holds ultimate responsibility for the contract, typically including signing authority in alignment with the thresholds prescribed in policy.
Contract Repository	A central digital site used to store the key documents of the contracts (including proposals, agreements, budgets, reports, etc.), which acts as a clearinghouse for all contracts and provides information used for reporting and contract development purposes.
Educational Affiliations	Agreements with post-secondary institutions or other bodies that create opportunities for educational programming, student pathways, or applied research. Educational affiliations extend the College's ability to create learning experiences for students, partnerships for offering credentials, collaborations for applied research and scholarship, or equivalent course/credit pathways between institutions (See policy 407).
Education Service Contract	A binding written agreement that captures the terms surrounding the delivery of training or educational services outside of base budgeted activities. Agreements of this nature are typically time-limited and result in additional revenue.

### Related VCC Policies

VCC Policies	Policy Number
Ancillary Services	145
Educational Affiliations	407
Signing and Spending Authority	114
Space Allocation and Room Booking	141
Sponsorship	530
Standards of Employee Conduct & Conflict of Interest	202
Use of College Supplies, Products, Services, and Facilities	142

### Related Resources

- [College and Institute Act](#), RSBC 1996, c 52

## To Be Rescinded Educational Affiliations

**Policy Type**

Academic

**Policy Name**

Educational Affiliations

**Policy Number**

407

**Effective Date - Policy**

February 10, 2021

**Effective Date - Procedures**

February 10, 2021

**Last Full Review Date**

February 10, 2021

**Next Scheduled Review Date**

February 2026

**Approval Body**

Board of Governors and Education Council Jointly

**Policy Sponsor**

Vice President Academic & Applied Research

**Review Body**

Education Policy Committee

**Responsible Authority**

AVP Academic

### Policy

**Context and Purpose**

Educational affiliations are agreements with post-secondary institutions or other bodies that create opportunities for educational programming, student pathways, or applied research. Educational affiliations extend Vancouver Community College's (VCC; the College) ability to create learning experiences for students, partnerships for offering credentials, collaborations for applied research and scholarship, or equivalent course/credit pathways between institutions.

This policy and related procedures establish the guiding principles for educational affiliations and establish a development and approval process that assists Vancouver Community

College in making informed judgements about the desirability of specific affiliations and in articulating a clear process that governs agreements.

### **Scope and Limits**

This policy and related procedures applies to affiliation agreements entered into by VCC involving:

- the issuance of a VCC credential, a VCC course completion credit, a joint credential and/or course completion credit involving both VCC and another institution/body; and/or
- the recognition of a credential or course completion credit offered by another institution; and/or
- a joint applied research project agreed to at an institutional level between VCC and another organization(s) that involves employees, students, and/or publication of research under the College's name.

The policy does not apply to:

- Education Service Contract training (see Policy 406) or other industry partnerships, unless they result in the recognition of a credential or course completion credit offered by another institution, a joint credential, or a joint research project at an institutional level.
- Education Service Contracts that relate to packaging existing programs or courses that have already gone through governance approval (such as offering another cohort of a program or a series of approved courses taught for a client).
- Articulation agreements between VCC and other post-secondary institutions that are included in the BC Transfer Guide.
- Agreements with other organizations for the sole purpose of providing practicum/clinical placements, work experience, or cooperative education.
- Applied research projects funded through Canadian, British Columbia or other provinces/territories government funding, or funding secured by individual employees to support a research project.
- Affiliations that do not involve education such as procurement, finance, and facilities.

### **Policy Principles**

1. All educational affiliations will align with and support the mission, mandate, and strategic direction of VCC.
2. Opportunities for educational affiliations are considered with organizations that share compatible goals and values with VCC, and agree to conform to all VCC's policies and procedures.

3. Educational affiliations should enhance the quality, range, and relevance of VCC's educational and applied research offerings, and should improve student access, transferability, and opportunities.
4. VCC has ultimate responsibility for the quality, academic standards, and student experience of any academic credential granted in its name, and educational affiliations must recognize the respective roles of Education Council and the Board of Governors in decision-making over educational matters.
5. Educational affiliations must ensure institutional academic freedom and independence from interference in educational decision-making and applied research. Agreements must respect all elements of academic freedom established in VCC policy and in VCC Collective Agreements. All educational affiliations are open to public scrutiny to ensure transparency.
6. VCC will only establish educational affiliations with partners who can demonstrate appropriate academic or professional standing, along with financial and legal standing. Agreements should have evident benefits for all partners, while minimizing risk to any partner.
7. Affiliation agreements will specify terms for dates of review and renewal and the credential to be awarded, and will include mechanisms for dispute resolution, non-compliance, and cancelation of an agreement.
8. All educational affiliations must establish terms to protect intellectual property.
9. All affiliation agreements will be subject to periodic review, no less than once every five years.

## Procedures

### All Procedures

#### GENERAL

1. Developing an educational affiliation agreement involves the following three phases:
  - a. Exploratory discussions
  - b. Developing a memorandum of understanding
  - c. Developing an educational affiliation agreement for a specific initiative
2. A series of resources applicable to educational affiliations are available for internal users on myVCC, including affiliation agreement templates.

#### EXPLORATORY DISCUSSIONS

3. Educational affiliation proposals may originate from any member of the College, including but not limited to Instructors, Department Leaders, Deans, or Senior Leadership.
4. The proposer must first seek approval from the appropriate Dean to enter into exploratory discussions with a potential partner. The Dean and proposer should

carefully consider the Principles outlined in the related Policy to ensure that a potential affiliation is aligned with the College's mandate and values.

- a. If the proposed partnership involves international students or programs, approval is also required from the Director of International Education.
  - b. If the proposed partnership involves Indigenous students or programs, approval is also required from the Dean of Indigenous Initiatives.
  - c. If the proposed partnership involves an applied research project, consultation is also required with the Dean responsible for the Centre of Teaching, Learning & Research.
  - d. If the proposed partnership involves significant or unusual student service requirements, consultation is also required with the Associate Vice President, Students & Enrolment Services.
  - e. Initial consultations should be held with appropriate department faculty and staff.
5. The Dean and proposer are responsible for an initial assessment of any risks to the College from the affiliation.
  6. If the exploratory discussions indicate that an affiliation may be beneficial to all partners, the proposer and Dean submit a Decision Note to the appropriate Vice President for review and approval.

## **MEMORANDUM OF UNDERSTANDING**

7. In most cases, educational affiliations will require a memorandum of understanding (MOU) between the parties. The document outlines the broad objectives and potential scope of activities, and signals the intent to collaborate and develop a formal partnership. It does not create an affiliation agreement with another institution.
8. Multiple affiliation or other agreements may be developed as the result of one (1) MOU with an organization.
9. The Vice President, Academic & Research (or delegate) is responsible for developing the MOU with the partner organization. The Vice President, Academic & Research approves the final document for VCC.
10. The official copy is kept in the office of the Vice President, Academic & Research. A copy of the MOU is sent to the President's Office, Education Council, and the Board of Governors for information.

## **AFFILIATION AGREEMENT**

11. As individual educational initiatives are developed under an MOU, each initiative should have an educational affiliation agreement outlining the purpose, roles and responsibilities of all partners, governance requirements, and financial/operational terms.
12. The Vice President, Academic & Research (or delegate) is responsible for developing the affiliation agreement with the partner organization.



13. The proposed affiliation agreement must be reviewed by relevant faculty, relevant staff, student services, the Registrar's Office, People Services, Financial Services, Safety, Security, Risk and Privacy, and any other relevant parties within the College to ensure that the agreement properly supports students, fits the College's strategic and financial plans, and minimizes risks to students and the College.
14. Affiliation agreements related to programming will typically include sections on:
  - a. Credential or credits awarded or transferred
  - b. Internal requirements related to the Office of the Registrar, Institutional Research and Finance
  - c. Collective Agreements
  - d. Human Resources
  - e. Learning Resources including an appropriate level of student services
  - f. Marketing and student information
  - g. Intellectual property
  - h. Occupational safety and security
15. Affiliation agreements related to applied research will typically include sections on:
  - a. Research ethics and review
  - b. Collective Agreements
  - c. Human Resources
  - d. Intellectual property
  - e. Occupational safety and security
16. All affiliation agreements will specify:
  - a. Terms for dates of review and renewal
  - b. Mechanisms for dispute resolution, non-compliance, and cancelation of agreements

## **APPROVAL OF EDUCATIONAL AFFILIATION AGREEMENTS**

17. All affiliation agreements must be approved by the Board of Governors.
18. Depending on the terms of the affiliation, Education Council must either approve the affiliation agreement or provide advice to the Board prior to their decision.
  - a. In cases where the agreement determines whether "courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the College" (*College and Institute Act*, RSBC 1996, c 52 s 25(1)(a)), or the agreement relates to the development of programs, courses, or other curriculum content (s 24(2)), the agreement must be jointly approved by Education Council.
  - b. In all other cases, Education Council provides advice to the Board prior to their decision.
19. Proposed affiliation agreements are sent to the Education Council Office for decision by Education Council. The Education Council Office sends it to the Executive Assistant to the Board for decision by the Board of Governors.

20. After governance approval, the affiliation agreement is signed by the President or a Vice President, and by an authorized person at the partner organization. The official copy is kept in the office of the Vice President, Academic & Research.

## REVIEW AND REPORTING

21. The Vice President, Academic & Research (or delegate) is responsible for reviewing all affiliations at the time of renewal, or no less than once every five years.
22. The Vice President, Academic & Research provides an annual report to Education Council on all active or recently completed educational affiliations.

## References and Resources

### Definitions

Term	Description
Affiliation Agreement	An arrangement with another institution or body that involves the awarding of a credential, the establishment of equivalency between the courses or programs between VCC and another institutions, the movement of students between institutions, or applied research projects at an institutional level. Common examples include:
Applied Research Project	A project established by VCC as an institution in partnership with other institutions where funding or resources are provided to the College, and involves the research activities of employees or students.
Articulation	Agreements that provide for inter-institutional transfer of credit for courses or programs. These formal agreements set out the terms under which credits or credentials awarded by one institution will be given transfer status by the other institutions. Normally the submission requirements will resemble those within the BC Council of Admissions and Transfer (BCCAT) guide.
Block Transfer	The process whereby a block of credits is granted to students who have successfully completed a certificate, diploma, or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a credential at another institution.
Consortium Model	An agreement in which several institutions collaborate on the development of a generic curriculum but independently offer parts of or the entire program at their institution or jointly administer a program that is hosted at one or more institution.

<b>Term</b>	<b>Description</b>
Joint Credential	The process whereby two or more independent institutions offer designated portions of a jointly developed/agreed to curriculum that result in a credential where both institutions are cited as the credential granter.
Memorandum of Understanding	An agreement between two or more parties outlined in a formal document. It is not legally binding but signals the willingness of the parties to move forward with a contract.

### **Related VCC Policies**

<b>VCC Policies</b>	<b>Policy Number</b>
Copyright	510
Curriculum Development and Approval	410
Curriculum/Educational/Institutional Materials Created within the College	513
Education Service Contract	406
Ethics and Integrity in Research and Scholarly Activity	421
Ethical Conduct for Research Involving Humans	420
Prior Learning Assessment and Recognition	316
Qualifications for Continuing Studies Instructors	206
Qualifications for Faculty and Instructors	205
Sponsorship	530

### **Related Resources**

- [College and Institute Act](#), RSBC 1996, c 52

## GUIDE TO ANNUAL PROGRAM REVIEW

Annual Program Review (APR) is designed to support continuous improvement of programs. Departments come together to discuss their programs, review last year's achievements and collaboratively plan for the future year. As part of this process, departments review statistical program data from previous years to provide evidence-informed responses. This information is also used during program renewal.

**Stage 1** is completing the [Annual Program Review form](#) that asks you to respond to several questions related to your programs and courses. Meet with your department to discuss the questions.

**Stage 2** is developing your Department Plan.

1. Meet with your department to discuss the previous year, data, and your plans for the year going forward using the guiding questions below.
2. Complete your [Department Plan](#). Provide an update on items from the previous year and outline your department's plans for the next 1-3 years.
3. Submit the Annual Program Review form and Department Plan to the Dean by **December 12, 2025**.

In **Stage 3**, the department head and Dean meet to discuss the department plan. In previous years, a Consolidated School Action Plan was compiled. This will not be a part of the process this year. The Dean will provide comments on Annual Program Reviews and Department Plans by **February 6, 2026**. before Education Quality Committee (EQC) review in late **February 2026**.

As you work on your annual review and your department plan, consider current College initiatives to help inform, guide, and inspire your projects.

- [Strategic Innovation Plan](#)
- Indigenization
- [Mental Health and Well-being Framework](#)
- Justice, Equity, Diversity, and Inclusion
- [Universal Design for Learning](#)
- [Applied Research](#)
- [International Education Strategic Plan](#)
- [Guidelines for Generative AI in Teaching and Learning](#)

## Completing your Annual Program Review Form

Department heads should facilitate a conversation in their department about the questions in the Annual Program Review.

Other resources:

1. Data: Department leaders can access Program Review Data Reports and Graduate Outcomes Data in Power BI ([instructions](#) for accessing Power BI).
2. This data is intended to help identify trends and changes from the previous year. Not all data is relevant to each department. Contact [Institutional Research](#) for additional data, for example, course evaluation long responses.
3. Your department's plan from last year on [SharePoint](#).

## Guiding Questions

There are three main questions on the APR this year, framed around larger themes. Within those questions, focus on what is important to **your** programs. To support this, there are some guiding questions below that might be helpful for initiating discussion.

### A. CURRICULUM

*Reflect on the state of your program's structure and curriculum and consider any changes or new development. What have you learned as a department, and what further adjustments would you prioritize to better serve students and industry/community needs?*

Consider the trends and themes of feedback received from students and employees related to your curriculum, either informally or formally. Consider statistical data in Power BI or provided by IR.

- What are the trends in student recruitment, enrollment, retention, and attrition? What are the reasons students give for leaving or withdrawing from courses? Are those reasons changing from previous years? Contact the Registrar's Office for additional information on withdrawal reasons.
- Consider steps taken this year to enhance student success, student pathways, flexible admissions, and recognition of prior learning.

### B. BLUE SKY VISIONING

*If you were recreating your program(s), department or school from scratch, what would you change and why? Describe the potential impact you envision as a result of these changes (e.g. on student success rates, enrolment numbers, industry support, etc.) or the problem these changes would solve.*

"Blue sky" visioning can encourage identification of the real problem(s) and the vision of/opportunities for success, instead of focusing on immediate issues. This department-level input can filter up to help identify trends, common problems/opportunities and thus inform priorities for support (as well as what supports are needed).

- Consider running a session with faculty and staff to brainstorm the ideal future state of your program(s), department, and school in 5-10 years.
- Consider different prompts for discussion such as "If you were redesigning our program, department, or school from scratch, what would that look like?"

### C. TRENDS, OPPORTUNITIES & CHALLENGES

*What existing or new internal or external developments/trends are most impacting your programs, positively or negatively? What are things to celebrate or concerns to raise? (e.g., artificial intelligence, new program opportunities, Indigenization, mental health & well-being, employee or student recruitment/registration and retention, program marketing)*

Consider feedback provided by your Program Advisory Committee (PAC) or Community Engagement Group (CEG), regulatory bodies, articulation groups, or other partners in industry and the community.

- Discuss the changes and trends in business, industry, technology education and/or community and the impact on and of your program. Consider external documents, such as association reports, Statistics Canada reports, and [BC Labour Market Outlook](#).
  - What are the new programming opportunities arising from these changes?
- What are the trends in employee recruitment, retention and EDI (equity, diversity and inclusion) in hiring? For student recruitment, satisfaction and success?
- What are your key needs for meeting these opportunities and challenges? Facilities, curriculum development, marketing, recruitment?
- How is generative AI impacting your area? How is your department using AI? How are students using AI? VCC has developed [Guidelines on Generative AI in Teaching and Learning](#). How is your department adapting curriculum and teaching practices in response to AI? What are the opportunities and challenges?

## Completing your Department Plan

Initiatives might come from a variety of sources:

1. the previous year's plan if a project continues to be developed;
2. your program renewal or accreditation action plan;
3. a School-level or College-level initiative that your department is actively engaged in;
4. a new initiative that is important to your department.

The plan is organized into five themes, based on the [Strategic Innovation Plan](#), with a sixth category for initiatives important to your department that don't fit easily into one of the other themes.

1. I=D+R Indigenization by Decolonization & Reconciliation | Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery
2. d/JEDI (justice, equity, diversity and inclusion through decolonized lens) | Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being
3. Student Experience | Develop, optimize and embed workflows to transform student experience by meeting learners where they are in a student-centred approach
4. Educational Delivery | Build a diverse educational model that supports lifelong learning and responds to evolving learner, community and industry needs
5. Fiscal Sustainability | Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands
6. Departmental Priorities | Initiatives that do not fit into the themes of the Academic Plan but that are important to the success of your programs and students

You are not required to have initiatives in all the categories. Your plan should reflect the work that is critical to your department over the next three years.

## Instructions

1. Complete the Annual Program Review form and your Department Plan. Provide an update on items from the previous year and outline your department's plans for the next 1–3 years. Save both documents to the [Program Review SharePoint site](#). *\*Note: Download and save the APR Form PDF to make edits. Do not edit the APR Form online – changes will not be saved. Re-upload the completed form to your department folder on the Program Review SharePoint site.\**
2. Submit the Annual Program Review form and Department Plan to your Dean or designate by **December 12, 2025**.
3. Meet with your Dean or designate to discuss your Department Plan.
4. Deans will provide comments on Annual Program Reviews and Department Plans by **February 6, 2026** before Education Quality Committee (EQC) review in late February 2026.

ANNUAL PROGRAM REVIEW FORM | 2025

DEPARTMENT NAME:

**\*\*Download and save this form to make edits. Do not edit this form online – changes will not be saved. Re-upload the completed form to your department folder on the [Program Review SharePoint site](#).\*\***

Annual Program Review is designed to support continuous improvement of programs. Departments review statistical data related to their program(s) from the previous years and respond to a few questions. Departments complete their Department Plan. Department heads then discuss their Department Plan with the Dean. Ultimately, these plans connect to the Academic Innovation goals in the [Strategic Innovation Plan](#) to enable us to see how we are progressing as an institution towards our goals.

PROGRAMS:

List all the programs covered in this Annual Program Review. You can complete one review report for multiple related programs (e.g., onsite and distance offerings of Certified Dental Assisting, all areas in CF/UT Humanities).

RESOURCES	PROCESS & TIMELINE	
<div>1. <a href="#">Guide to Annual Program Review</a>. This document contains more detailed questions and prompts to support reflection and discussion within your department.</div> <div>2. Data: Program Review Data Report and Graduate Outcomes are accessible in <a href="#">Power BI</a>. This data is intended to help identify trends and changes from the previous year. Not all data is relevant to each department. Contact <a href="#">Institutional Research</a> for additional data.</div> <div>3. Your department plan from last year on <a href="#">SharePoint</a>.</div>	Action	Due Date
	<div><b>Complete Annual Review Form &amp; Department Plan:</b></div> <div>1. Meet with your department to discuss the previous year and your plans for the year going forward.</div> <div>2. Complete the Annual Program Review Form (this form).</div> <div>3. Complete your <a href="#">Department Plan</a>. Provide an update on items from the previous year and outline your department’s plans for the next 1-3 years. Save it to the Program Review SharePoint site.</div> <div>4. Submit the Annual Program Review Form and Department Plan to the Dean or designate by <b>December 12, 2025</b>.</div> <div>5. Meet with your Dean or designate to discuss your Department Plan.</div> <div>6. The Dean will provide comments on the APR and Department Plan by <b>February 6, 2026</b>. before EQC review in late <b>February 2026</b>.</div> <div>7. The Dean will provide all Department Plans to the VP Academic &amp; Applied Research.</div>	<b>December 12, 2025</b>

**December 12, 2025**

Plans: [Strategic Innovation Plan](#) [Mental Health & Well-being Framework](#)



ANNUAL PROGRAM REVIEW FORM | 2025

Do you have an active Program Advisory Committee (PAC)? When did it meet last year?

A. CURRICULUM

Reflect on the state of your program’s structure and curriculum and consider any changes or new development. What have you learned as a department, and what further adjustments would you prioritize to better serve students and industry/community needs?

# ANNUAL PROGRAM REVIEW FORM | 2025

## B. BLUE SKY VISIONING

If you were recreating your program(s), department or school from scratch, what would you change and why? Describe the potential impact you envision as a result of these changes (e.g. on student success rates, enrolment numbers, industry support, etc.) or the problem these changes would solve.

# ANNUAL PROGRAM REVIEW FORM | 2025

## C. TRENDS, OPPORTUNITIES & CHALLENGES

What existing or new internal or external developments/trends are most impacting your programs, positively or negatively? What are things to celebrate or concerns to raise? (e.g., artificial intelligence, new program opportunities, Indigenization, mental health & well-being, employee or student recruitment/registration and retention, program marketing)

ANNUAL PROGRAM REVIEW FORM | 2025

D. OTHER COMMENTS

What other things (both opportunities and concerns) would you like to highlight that have not been addressed in previous questions?

DEAN’S COMMENTS:

## DEPARTMENT ACTION PLAN 2025-2026

### DEPARTMENT:

### Instructions:

1. Copy the [previous year's items](#) from your department plan on SharePoint and provide an update.
2. Working with the department, the department head identifies initiatives for the current year and beyond (following two years).
3. Group those initiatives in the categories below. You do not have to have an initiative in every category.
4. Save the plan to your department's subfolder on the [Annual Program Review SharePoint site](#).

PREVIOUS YEAR		CURRENT YEAR + BEYOND	
Department Initiatives	Update	Department Initiatives	Responsibility + Timeline
<b>I=D+R Indigenization by Decolonization &amp; Reconciliation</b>   Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery			
<b>d/JEDI (justice, equity, diversity and inclusion through decolonized lens)</b>   Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being			
<b>Student Experience</b>   Develop, optimize and embed workflows to transform student experience by meeting learners where they are in a student-centred approach			

<b>Educational Delivery</b>   Build a diverse educational model that supports lifelong learning and responds to evolving learner, community and industry needs			
<b>Fiscal Sustainability</b>   Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands			
<b>Departmental Priorities</b>   Initiatives that do not fit into the themes of the Academic Plan but that are important to the success of your programs and students			

## Plans

[Strategic Innovation Plan](#)

[Mental Health & Well-being Framework](#)