



Vancouver Community College Education Council

Meeting Agenda

January 13, 2026

3:30–5:30 p.m. Videoconference

Teams: [Join the meeting now](#)

Meeting ID: 246 751 386 472 7

Passcode: zy6oL2GM

	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		E. Logan			
2.	ACKNOWLEDGEMENT		N. Garcia			
3.	ADOPT AGENDA	Approval	E. Logan	1 min	✓	1-2
4.	APPROVE PAST MINUTES	Approval	E. Logan	1 min	✓	3-7
5.	ENQUIRIES & CORRESPONDENCE	Info	E. Logan	1 min		
6.	BUSINESS ARISING					
	a. Annual Deans' and Directors' Presentations	Info	J. Gossen, M. Hayre	20 min		
	b. Concept Paper: Plumber Foundation Certificate	Info	B. Griffiths	10 min	✓	8-15
	c. Program Discontinuance: Pre-Health Sciences Certificate	Approval	M. Hayre, S. Lew	10 min	✓	16
	d. Notice of EdCo By-Election	Info	E. Logan	2 min		
7.	COMMITTEE REPORTS					
	a. Curriculum Committee					
	i. New Course: DNTL 1108 Dental Radiography Module	Approval	L. Lo Yan	5 min	✓	17-22
	ii. New Program: Automotive Parts, Service Advising and Collision Estimating Certificate	Approval	C. Vasallo, B. Griffiths	5 min	✓	23-70
	iii. Course Deactivations	Approval	T. Rowlatt	1 min	✓	71
	iv. Minor Curriculum Changes	Info	T. Rowlatt	2 min	✓	72-73
	v. Curriculum Approval Timeframe 2026	Info	T. Rowlatt	2 min	✓	74
	b. Policy Committee					

	Topic	Action	Speaker	Time	Attachment	Page
	i. Selection of Library Materials (511)	Info	E. Logan	5 min	✓	75-80
	c. Education Quality Committee					
	i. Curriculum Development (CD) Fund 2026–27	Info	A. Sellwood	5 min	✓	81-92
8.	CHAIR REPORT	Info	E. Logan	5 min		
9.	STUDENT REPORT	Info	M. Ng, J. Xu	5 min		
10.	NEXT MEETING & ADJOURNMENT	Info	E. Logan	1 min		
	Next meeting: February 10, 2026, 3:30–5:30 p.m.					



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

December 9, 2025

3:00–5:00 p.m., Videoconference

ATTENDANCE

Education Council Members

Louise Dannhauer (Chair)	Jessie Williams	Nafiseh Tohidi
Andy Sellwood	Jingwei (Matt) Xu (to 4:56 p.m.)	Nelba Garcia
Brianna Higgins	Lisa Beveridge	Rosie Gosling
Dave McMullen	Mandy Hayre	Shirley Lew (to 5:13 p.m.)
David Wells	Marcus Ng	Todd Rowlatt
Emily Logan	Michael Weber	
Emily Simpson		

Regrets

Vivian Munroe

Guests

Adrian Lipsett	John Demeulemeester	Sarah Murray
Brynn Joyce	Keith Mew	Tannis Morgan
Christine Carnacete	Kseniia Osipova	Tanya O'Neill
Feras Ghesen	Mary Corbett	Taryn Thomson
Gio Ariana	Reba Noel	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- L. Dannhauer acknowledged the College's location on the traditional unceded territories of the x̱w̱məθḵw̱əy̱ əm (Musqueam), Sḵw̱x̱ wú7mesh (Squamish), and səliłw̱ ətaʔṯ (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 December 9, 2025 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the November 12, 2025 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- Departing EdCo member S. Lew was thanked for her contributions over the last three years. A. Lipsett was appointed to EdCo starting in January 2026.

6. BUSINESS ARISING

a. VCC Guidelines for Recording Classroom Activities

- VCC developed an Online Learning Classroom Agreement during the pandemic. This document will be replaced by new Guidelines for Recording Classroom Activities, which apply to both online and in-person classes. The guidelines were presented by E. Simpson and M. Corbett. The development of the document included an environmental scan and was mainly informed by UBC's guidelines (updated in 2024). Key considerations include accessibility, privacy, notification and consent, and copyright.
- There was a discussion about students creating video recordings capturing other students, including using wearable AI technology, and requirements for consent. M. Corbett and E. Simpson will work on incorporating these considerations.
- The guidelines will be posted on the CTLR website and shared widely with departments; it was suggested to make them available for students, for example on the Library & Learning Centre page, and to include them as a resource for the syllabus project.
- Separately, Disability Services is developing guidelines around recordings as part of accommodations, which will be shared once finalized.

b. VCC Guidelines for Generative AI in Teaching & Learning (Update)

- E. Simpson presented an updated version of VCC's Guidelines for Generative AI in Teaching & Learning, initially developed in 2024. Updates include listing Microsoft Copilot Chat as the only approved AI tool at VCC; increased specificity around privacy and data input; and a focus on AI literacy. The guidelines reinforce the prohibition of using AI detectors. A "Learning with AI" section for student use was added.
- The assessment redesign section was strengthened to support academic integrity, and syllabus language was updated to three categories (GenAI use not permitted/permitted/required). It was suggested to adjust the "permitted" heading to "permitted for specific uses."
- There was a discussion about hidden prompts and concerns about this practice as unethical and deceptive. Members suggested prohibiting rather than merely discouraging use of hidden prompts, or, alternatively, providing specific examples of acceptable use scenarios.
- Members recommended clarifying VCC's overall institutional vision and stance on AI with senior leadership, and embedding them into the guidelines.
- Instructors will be surveyed in December/January around the use of AI, building on last year's initial survey. Learning opportunities for instructors include [online modules from McGill University](#), and VCC's AI Community of Practice.

c. Accuplacer Test for Academic Upgrading

- D. McMullen and R. Noel presented an update on Accuplacer, which was approved in 2023 for use as an in-house English language proficiency assessment for admissions purposes to VCC programs. The College has seen positive results, and in addition to applied programs, Accuplacer is now accepted for academic upgrading courses.
- It was clarified that there are some programs for which Accuplacer is not accepted, e.g. health science programs for which regulatory bodies require specific English language tests.

d. Post-Secondary Sector Update

- D. Wells provided an update on the current post-secondary sector environment and factors impacting enrolment planning. These include Immigration, Refugees and Citizenship Canada (IRCC) policy changes, an increase in rejections of study permit applications, and related reduction in international enrolment across Canada and in BC.

- Another important development is the provincial public post-secondary system review, led by D. Avison. The review's final report is expected to be published on March 15, 2026.

5

e. EdCo Planning Day Debrief

- L. Dannhauer reported on this year's EdCo Planning Day sessions on program co-creation with industry and community (A. Lipsett); domestic enrolment and admissions (D. McMullen and H. Atwal); and K-12 transitions and accommodations (N. Scott and S. Wiwchar).

7. COMMITTEE REPORTS

a. Curriculum Committee

i) Course Update: MSKL 1104 Interpersonal Communications – Health

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the course outline for MSKL 1104 Interpersonal Communications – Health.

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

- T. Rowlatt presented the proposal on behalf of R. Bennett. MSKL 1104 is a preparatory course for the Medical Device Reprocessing Technician (MDRT) Certificate and the Renal Dialysis Technician Short Certificate programs. The outline was updated to add missing information and emphasize the health care focus of this course. The course will be reviewed in more depth next year as part of the MDRT program renewal.

ii) Program Update: Automotive Collision and Refinishing Foundation Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Automotive Collision and Refinishing Foundation Certificate program content guide and one revised course outline: ACRF 1110 Industry Readiness.

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

- K. Mew and T. Rowlatt presented proposed updates to the Automotive Collision and Refinishing Foundation Certificate to align the purpose section with SkilledTradesBC (STBC) language, remove the math admission requirement, and align the program considerations section with the style guide. The program is aimed at both adult and Youth-Train-in-Trades dual credit students, and these two entry tracks were clarified in the PCG. ACRF 1110 was updated to better reflect how the course is taught.

iii) Program Update & Name Change: Automotive Collision and Refinishing Foundation Certificate (Online Youth)

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Automotive Collision and Refinishing Foundation Certificate (Online Youth) program content guide, including a program name change from Automotive Collision and Refinishing Foundation Certificate (E-pprentice), and 11 revised course outlines.

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

- K. Mew presented proposed changes to the Automotive Collision and Refinishing Foundation Certificate (Online Youth) program. This is a satellite program for Youth Train-in-Trades students outside the Lower Mainland. The proposal is to change the name from "E-pprentice" to "Online Youth" to clarify that the program is not an apprenticeship. Other changes included removing ACRF 1110 Industry Readiness from the program, as this content is covered in high schools and is not part of the STBC program outline. The grading system was changed to percentages (from STBC percentages), and course topics were updated to match module changes within each course.
- T. Rowlatt clarified that this is a revised program, but a new PCG was created to manage the name change. The number of credits was reduced with the removal of course ACRF 1110. Program tuition will be adjusted accordingly.

iv) Program: Automotive Electronics Repair Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Automotive Electronics Repair Certificate program and five new course outlines, and recommend the Board of Governors approve the new credential, creation of five courses, and program implementation.

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

- G. Ariana presented the proposal for the new domestic Automotive Electronics Repair Certificate, part of the suite of programs developed for the new Center for Clean Energy and Automotive Innovation. The program is designed to train qualified technicians in the diagnosis and repair of electronic systems used in electric vehicles, including battery packs. The program builds on curriculum from the existing Electronics Repair Technology Diploma, sharing foundational courses in Term 1, allowing students to potentially transfer between programs. Five new courses were developed, focusing on specific auto components.

v) Program Update: Fashion Design & Production Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Fashion Design & Production Diploma, including 20 revised and 8 new course outlines.

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

- S. Murray presented the revised Fashion Design & Production Diploma, following the program renewal. Overall, the renewal found that the program was working well for students, industry partners, and instructors. Changes were made to align with the standard term structure, and minor adjustments made to existing courses along with some new courses to reflect industry changes. The number of credits did not change.

vi) Course Deactivations

MOTION: THAT Education Council recommends the Board of Governors approve the deactivation of CCAC 1084, HAIR 1109 and HAIR 1216.

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

b. Education Policy Committee

- E. Logan reported that there was no regular committee meeting in December. Education Policy Committee, Curriculum Committee, and Education Quality Committee participated in a joint session on EdCo Planning Day. T. O'Neill facilitated a session on Indigenizing curriculum and policy, followed by discussion of an article around neurodiversity and academic integrity. The academic integrity working group will continue its policy work in the new year.

c. Education Quality Committee

- A. Sellwood reported that EQC reviewed the Guidelines for Recording Classroom Activities (item 6a) at its last meeting. The committee is also working on finalizing Curriculum Development (CD) Fund guidelines for next year. The call-out will go out on January 5.

8. ELECTIONS

- D. McMullen conducted the elections.

Education Council Chair

- E. Simpson nominated L. Dannhauer. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, L. Dannhauer was announced Chair of Education Council.

Education Council Vice-Chair

- L. Dannhauer nominated E. Logan. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, E. Logan was announced Vice-Chair of Education Council.

Two Executive Committee Members

- L. Dannhauer nominated E. Simpson. Nomination accepted.
L. Dannhauer nominated A. Sellwood. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, E. Simpson and A. Sellwood were announced Executive Committee Members of Education Council.

Curriculum Committee Chair

- B. Higgins nominated T. Rowlatt. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, T. Rowlatt was announced Chair of Curriculum Committee.

Education Policy Committee

- L. Dannhauer nominated E. Logan. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, E. Logan was announced Chair of Education Policy Committee.

Education Quality Committee

- T. Rowlatt nominated A. Sellwood. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, A. Sellwood was announced Chair of Education Quality Committee.

9. CHAIR REPORT

- L. Dannhauer thanked EdCo members for their work this year and highlighted the importance of collaboration with different areas across the College.

10. STUDENT REPORT

- L. Dannhauer presented the student report on behalf of J. Xu, who had to leave the meeting. The report raised concerns around course scheduling, availability of tutors, study spaces, and access to print services, and the impacts on the student experience. As these issues fall outside the scope of EdCo, it was suggested to bring these concerns directly to the relevant areas, such as the Learning Centre, Library and SUVCC. D. McMullen offered to have a conversation around scheduling.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on January 13, 2026, 3:30-5:30 p.m.
- The meeting was adjourned at 5:24 p.m.

Louise Dannhauer
Chair, VCC Education Council

New Concept Paper Proposal

Plumber Foundation Certificate

Name of Program:

Plumber Foundation

School/Centre:

Trades, Technology & Design

Credential Level:

Certificate

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.
Brett Griffiths	bgriffiths@vcc.ca	7012
Feras Ghesen	fghesen@vcc.ca	7110

PART 1: CONCEPT**Purpose and Context**

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

The Plumber Foundation program is designed to prepare students for entry-level employment and apprenticeship in the construction and piping trades. The primary goal is to provide students with the essential knowledge and practical skills required to install, repair, and maintain pipes, fixtures, and other plumbing equipment used for water distribution and wastewater disposal in residential, commercial, and industrial buildings.

Upon successful completion, students will be prepared for the following occupations identified in the B.C. Labour Market Outlook 2025:

- Plumbers (NOC 72300): This is the primary target occupation. Plumbers are listed as a "High Opportunity Occupation" in British Columbia.
- Steamfitters, pipefitters and sprinkler system installers (NOC 72301): Graduates may also find pathways into these related piping trades.
- Gas fitters (NOC 72302): Foundational skills in piping often overlap with entry-level requirements for gas fitting.

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

This program directly aligns with VCC's Strategic Innovation Plan 2022–25 in the following ways:

- **Academic Innovation:** The program meets the priority to "Deliver sustainable programming accessible and responsive to the diverse and changing learner, community, and employer needs". By launching a program for a High Opportunity Occupation (Plumber), VCC is responding directly to labour market demands in the construction sector.
- **Engaged Communities:** The program supports the goal to "Foster meaningful relationships and strategic partnerships" by preparing graduates who can immediately contribute to local construction and infrastructure projects, strengthening VCC's ties to industry.
- **Indigenization by Decolonization & Reconciliation:** The program structure will support "Indigenous-focused program delivery" and "Priority enrolment" initiatives to reduce barriers for Indigenous learners entering the trades, aligning with VCC's commitment to "improve educational and career outcomes for Indigenous people in B.C.".

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

This program complements existing trades training within the School of Trades, Technology, and Design. It creates potential interdisciplinary opportunities with VCC's Drafting programs (e.g., interpretation of mechanical and plumbing blueprints) and creates a robust suite of construction-related trades alongside existing offerings (e.g., Construction Electrician, Refrigeration and Air Conditioning Mechanic). It utilizes shared shop resources and safety training modules common to VCC trades programs.

Needs Assessment

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

The program addresses the need for pre-apprenticeship training for individuals who do not yet have an employer sponsor. It provides the "Foundation" level training (equivalent to Level 1 Apprenticeship technical training) required to enter the workforce with credited hours and technical safety knowledge. This is critical for assessing aptitude and ensuring safety before students enter active construction sites. There is currently a waitlist of over 2 years at BCIT for this program.

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

The B.C. Labour Market Outlook 2025 provides strong evidence of demand:

- High Opportunity Occupation: Plumbers (NOC 72300) are explicitly listed as a High Opportunity Occupation (HOO) for the 2025-2035 period.
- Job Openings: There are 2,900 projected job openings for Plumbers in B.C. between 2025 and 2035.
- Replacement Demand: 1,730 of these openings are due to replacement (retirements), indicating a steady need to train new workers to replace an aging workforce.
- Industry Growth: The Construction industry as a whole is projected to generate 87,300 job openings over the next decade.
- Infrastructure Investment: The LMO notes that the provincial government's focus on "affordable housing, transportation infrastructure and green building initiatives will continue to fuel demand in this sector".

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

Demand for trades foundation programs remains strong due to the competitive wages and "High Opportunity" status of the plumbing trade. The LMO notes that occupations like Plumbers fall under TEER 2 (College or apprenticeship of two or more years), which appeals to students seeking practical, high-value credentials without a 4-year degree. The "Trades, transport and equipment operators" category is expected to see 168,300 job openings, ensuring students see a clear career trajectory. There is currently a waitlist of over 2 years at BCIT for this program.

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?

- Institutions: British Columbia Institute of Technology (BCIT), Kwantlen Polytechnic University (KPU), and University of the Fraser Valley (UFV) offer Plumbing Foundation programs.
- Comparison: These programs generally follow the Harmonized curriculum mandated by SkilledTradesBC. VCC's program will differentiate itself through its central urban location (Downtown/Broadway access), its specific focus on "Justice, Equity, Diversity & Inclusion" in trades training, and smaller cohort sizes designed for greater instructor support.

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

Yes, there is a plumbing articulation group with BCCAT

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?

- Primary Target: Recent high school graduates and young adults (aged 17–29) entering the workforce for the first time.
- Secondary Target: Career changers and older workers seeking stable employment in High Opportunity Occupations.
- Characteristics: Applicants should possess mechanical aptitude, physical fitness, and strong foundational math skills

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

Recruitment will leverage VCC's Brand initiatives to build a strong college presence. Strategies include:

- Highlighting the "High Opportunity" status of the trade.
- Utilizing VCC's "Indigenous student ambassadors" to recruit within Indigenous communities.
- Promoting the program to women and equity-deserving groups as a pathway to high-paying, stable careers.

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?

Construction trades are traditionally male-dominated. The program aligns with VCC's priority for Empowered People and Inclusive Culture.

- Address Barriers: By reviewing curricula for "greater inclusion of diverse ways of knowing and being" and creating "culturally aware and inclusive" learning spaces
- Specific Actions: The program will actively encourage enrolment from women, Indigenous peoples, and immigrants, groups that the LMO notes are key sources of new labour supply.

Quality

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

- SkilledTradesBC: The program will be designated as a recognized Foundation program

- Technical Safety BC: Relevant gas-fitting components will align with provincial safety standards.

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

Faculty will be Red Seal Certified Plumbers with significant industry experience. If current faculty within the School of Trades do not hold this specific credential, VCC will recruit new instructors who meet the qualifications.

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

As a Foundation program, the curriculum will be heavily lab-based (experiential learning).

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?

- Length: Approximately 21 weeks (standard for Plumbing Foundation in B.C.).
- Intakes: 2 intakes per year (Fall and Spring).
- Students: 24 students per intake (based on shop safety ratios).

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.

- To Program: High school graduates, or students from VCC's Academic Upgrading.
- From Program: Graduates receive credit for Level 1 Apprenticeship and approximately 375 hours of work-based training credit. They can seek employment as Apprentice Plumbers (NOC 72300).

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).

- In-person: Primary delivery method due to the hands-on "Technical" skills required (equipment maintenance, installation, repair).
- Blended: Potential for theory components to be delivered online to support "Technology" infrastructure goals.

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.

No. This is a cohort-based Foundation program with a single entry and exit point leading to a Certificate.

Operational Needs

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

- Facilities: Some capital is required to fit out a plumbing shop with piping stations, soldering booths, and drainage mock-ups. This aligns with the "Campuses of the Future" priority to design spaces optimized for success.
- People Services: Recruitment of Red Seal certified instructors.

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

The program and curriculum are set by Skilled Trades BC. There would be limited curriculum development time required to start this program.

21. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large scale needs?

- Curriculum development funds to align VCC materials with the SkilledTradesBC Harmonized Model.

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):

N/A - This is a new program proposal.

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the

delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

Tuition and fees are funding sources, see attached costing.



DECISION NOTE

DATE: January 13, 2026

PREPARED FOR: Education Council

ISSUE: Discontinuation of the Pre-Health Sciences Certificate Program

BACKGROUND:

The Pre-Health Sciences Certificate Program was established in 2017 as a joint initiative between the School of Arts and Sciences and the School of Health Sciences. The intent was to support a broad range of learners, including recent high school graduates exploring career options, mature students pursuing career changes, and individuals waiting for admission into health-related programs.

Despite these intentions, the program has not achieved viable enrolment and has never been offered. The Registrar's Office confirms that no students have been enrolled since inception—only three seat offers were made in 2019, with none in other years. The program has since remained inactive and under review.

DISCUSSION:

Because the program spans two schools, both the Interim Dean of the School of Health Sciences and the Dean of Arts and Sciences have reviewed the matter jointly. After consultation with their respective department leaders, all parties support the discontinuation of the program due to sustained lack of enrolment and demand.

RECOMMENDATION:

That Education Council recommend the Board of Governors approve the discontinuation of the Pre-Health Sciences Certificate program.

PREPARED BY: Mandy Hayre, Interim Dean, School of Health Sciences
Shirley Lew, Dean, School of Arts & Sciences

DATE: November 2, 2025



DECISION NOTE

PREPARED FOR: Education Council

DATE: January 13, 2026

ISSUE: New course: DNTL 1108 Dental Radiography Module

BACKGROUND:

The Certified Dental Assisting (CDA) department is proposing a new course: DNTL 1108 Dental Radiography Module, to replace the existing course DNTL 1107. This revision will change DNTL 1108 into a 4-credit course from the current 0-credit course.

Additional revisions reflect alignment with the theory and clinical radiography courses in the Certified Dental Assisting Certificate (Online) program. Hours, course learning outcomes and instructional strategies have been revised. Students who complete the Dental Radiography Module or the theory and clinical courses as part of the CDA Online program, are eligible to apply for the BC College of Oral Health Professionals (BCCOHP) Provincial Radiography credential.

DISCUSSION:

Michele Rosko, course instructor, presented the proposal. The department had initially planned to make changes to the non-credit course DNTL 1107 as well but decided to continue teaching the current version until the new 4-credit course launches in September 2026. The committee had no concerns.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course outline for DNTL 1108 Dental Radiography Module.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 16, 2025

Course Change Request

New Course Proposal

Date Submitted: 12/15/25 12:05 pm

Viewing: **DNTL 1108 : Dental Radiography Module**

Last edit: 12/15/25 12:21 pm

Changes proposed by: drabadzija

Course Name:

Dental Radiography Module

Effective Date: September 2026

School/Centre: Health Sciences

Department: Dental Radiography (5106)

Contact(s)

In Workflow

1. **5106 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 12/15/25 3:10 pm
Pik Ling Lo Yan
(lloyan): Approved
for 5106 Leader
2. 12/15/25 3:43 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 12/16/25 3:32 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Michele Rosko	mrosko@vcc.ca	--

Banner Course Dental Radiography Module

Name:

Subject Code: DNTL - Dental

Course Number 1108

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 4

Bridge Course Level 01

Course Description:

This module introduces the students to the history and current application of radiation in dentistry. The components, operation and variables of the dental x-ray machine are examined in tandem with the principles of radiation biology, safety and protection for patients and operators. Intra and extra-oral radiographic technologies and various imaging techniques are explored. Principles for inspecting and assessing the oral cavity and dentition and the required modifications in exposure techniques are examined.

The clinical component of the course is delivered on-site at the Vancouver Community College dental clinic. Using direct and indirect imaging techniques, clinical competencies are met through simulated manikin, peer and patient care practice.

Students who successfully complete both the theory and clinical components of this module are eligible to apply for the Radiography Acknowledgement document from the British Columbia College of Oral Health Professionals (BCCOHP).

Note: Students must successfully complete the theory component of the module prior to participating in the clinical component.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the history and current applications of radiation in dentistry.
CLO #2	Describe the components of the dental x-ray machine.
CLO #3	Explain principles of radiation safety and protection.

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

CLO #4	Explain dental radiography technologies and exposure techniques.
CLO #5	Describe the appearance of extra/intra-oral radiographic landmarks.
CLO #6	Explain dental radiography prescription requirements and chart entries.
CLO #7	Explain dental radiography exposure and technique errors and corrective measures.
CLO #8	Describe supplemental, pedodontic, edentulous and extra-oral dental radiographic imaging.
CLO #9	Demonstrate professional standards.
CLO #10	Expose dental radiographic images.
CLO #11	Demonstrate scanning of dental radiographic images.
CLO #12	Demonstrate patient management.
CLO #13	Demonstrate quality assurance.

Instructional

Strategies:

The theory units are delivered asynchronously on-line, through scenarios, assignments, study questions, self-assessments and a final exam. These activities are designed to provide the foundational theory necessary to meet the clinical competencies.

Clinical demonstrations and guided feedback practice sessions are lead by an instructor, on-site. Using various techniques, radiographic images are exposed on manikins and patients.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S= 64% theory+ S completion of
radiography competencies

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	Multiple assignments. (Weighting aligned with CDA Online Program)
Exam	40	Final exam. (Weighting aligned with CDA Online Program)
Clinical Examination		Satisfactory completion as per clinical rubrics.

Type	Percentage	Brief description of assessment activity
Participation		Mandatory attendance (clinical) as per departmental requirements (100%).

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: 95

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Hours in Category 1: 50

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

Check all that apply:

Clinical

Hours in Category 2: 45

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

X-ray Production

Radiation Hygiene

Equipment and Supplies

Characteristics of Radiographs

Course Topics:

Patient Management

Exposure Techniques

Landmarks

Quality Assurance

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

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

Changing from a 0-credit course (DNTL 1107) to a 4-credit course (DNTL 1108) with a new course number. Revisions reflect alignment with the theory and clinical radiography courses in the CDA Online Program. Students who complete the Radiography Module or complete the theory and clinical courses as part of the CDA Online Program, are eligible to apply for the British Columbia Oral Health Professionals radiography credential. Additional references and resources as well as self-assessments have been added to enhance the asynchronous learning model and better prepare the students for their clinical activities. No additional faculty time is required for the revisions.

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

Consultations

Additional Information

Provide any additional information if necessary.



DECISION NOTE

PREPARED FOR: Education Council

DATE: January 13, 2026

ISSUE: New program: Automotive Parts, Service Advising and Collision Estimating Certificate

BACKGROUND:

The Automotive Parts & Service Management department is proposing a new program: the Automotive Parts, Service Advising and Collision Estimating Certificate. The program prepares students for customer-facing roles in the automotive industry, including Parts Technician, Service Advisor, Warranty Administrator, and Collision Estimator. Graduates will acquire foundational technical knowledge of automotive systems, customer service skills, and business process expertise, enabling them to succeed in dealership, repair, and collision environments.

During consultation, industry partners identified a need for this type of program. Dealing with customers and the complexity of estimating costs is a challenging work environment. There are currently no comprehensive certificate programs in B.C. that combine automotive parts, service advising, and collision estimating. Some private training exists in collision estimating software, but offerings are fragmented. This program is unique in integrating all three areas, providing broader employability and more flexible career pathways.

This program will target domestic students with a planned launch in September 2026. Initial expressions of interest have been promising.

DISCUSSION:

Cateno Vassallo, department head, and Brett Griffiths, Dean of Trades, Technology and Design, presented the proposal. The committee commended the design of the program, particularly noting the focus on communication and customer service. The committee requested a few revisions:

- Revisions to the Program Considerations section to align with standard style.
- Identification of assessment types for PLAR in the course outlines; the department settled on a standard approach of “challenge exam, interview or worksite assessment.”
- Removing the term progress requirement. While students need to pass each course with a 70% grade, they can continue into Term 2 and re-take Term 1 courses later and still succeed.
- Minor adjustments to several course learning outcomes.

All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Automotive Parts, Service Advising and Collision Estimating Certificate and 10 new course outlines, and recommend the Board of Governors approve the new credential, creation of 10 courses, and program implementation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 16, 2025

Program Change Request

New Program Proposal

Date Submitted: 11/12/25 2:51 pm

Viewing: **Automotive Parts, Service Advising and Collision Estimating Certificate**

Last edit: 12/16/25 3:21 pm

Changes proposed by: bgriffiths

In Workflow

1. **4362 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors

Program Name:

Automotive Parts, Service Advising and Collision Estimating Certificate

Credential Level: Certificate

Effective Date: September 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Automotive Parts Service Advising and Collision Estimating (4362)

Contact(s)

Approval Path

1. 11/12/25 2:56 pm
Cateno Vassallo (cvassallo):
Approved for 4362 Leader
2. 11/12/25 2:58 pm
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 12/16/25 3:51 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Program Content Guide

Purpose

This certificate prepares students for entry-level positions in the automotive industry as Parts Technicians, Service Advisors, and Autobody Estimators. Students gain both hands-on experience and theoretical knowledge in automotive systems, parts and inventory systems, service writing, customer communication, dealership operations, and collision damage estimating.

Emphasis is placed on customer service, safety, technology, and industry best practices. Graduates will be prepared to begin careers in customer-facing and technical support roles, with pathways into supervisory, management, or insurance estimating positions as experience is gained.

Admission Requirements

Grade 12 graduation, or equivalent

Composition 12 with a minimum 'C-' grade, or equivalent

Workplace Math 10 with a minimum 'C-' grade, or equivalent

Department Assessment:

If you are unable to provide either of the above, you can contact the Department Head to make an appointment for a department assessment.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program.

Students may complete up to 65% of the total program credits through PLAR and/or transfer credit. Tuition and fees will still apply. Methods of PLAR assessment vary by course and may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration.

See [Prior Learning Assessment and Recognition](#) policy or contact transfercredit@vcc.ca for more information.

International Students requesting PLAR, please contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

Program Duration & Maximum Time for Completion

The program is 8 months in length. Students have a maximum of three (3) years to complete the program.

Program Learning

Outcomes

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

PLO #1	Identify and interpret automotive parts, components, and systems using industry-standard resources.
PLO #2	Provide accurate service recommendations using vehicle history, customer concerns, and manufacturer specifications.
PLO #3	Communicate effectively with customers, technicians, and suppliers.
PLO #4	Apply inventory control, procurement, and cataloguing practices in a parts department setting.
PLO #5	Use dealership management systems (DMS), electronic catalogues, and parts lookup software.
PLO #6	Interpret service estimates, warranty policies, and repair procedures.
PLO #7	Demonstrate professional conduct and customer service in a retail/service environment.
PLO #8	Interpret collision damage and prepare basic estimates using autobody industry standards and software tools.
PLO #9	Adhere to safety regulations and workplace procedures.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

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

Evaluation of Student Learning

Students are evaluated by both theory and practical evaluations for a combined mark to be assigned for each course.

Theory is evaluated by: Course work and competency tests and final examinations.

Practical is assessed by: rubrics to evaluate the students' performance of their competency, work habits, safety, participation, teamwork, and the ability to follow instructions.

Students must have a minimum grade of 70% (2.67) to successfully complete each course, and a minimum cumulative grade point average of 2.67 upon completion of all courses to successfully graduate.

Program Considerations

Program tasks require differentiating colours for safety codes, wiring, and detailed visual assessments in automotive work.

Program environment involves exposure to:

Automotive chemicals, including fuels, oils, lubricants, coolants, and cleaning agents;

Dust and airborne particles; and

Loud machinery noise, power tools, and equipment vibrations

Courses

<u>AUTO 1010</u>	Introduction to Automotive Industry	2.5
<u>AUTO 1020</u>	Automotive Systems Fundamentals	2.5
<u>AUTO 1030</u>	Customer Service & Communication Skills	2.5
<u>AUTO 1040</u>	Parts & Inventory Management 1	2.5
<u>AUTO 1050</u>	Safety and Shop Procedures	2.5
<u>AUTO 1135</u>	Service Advising & Repair Order Writing	2.5
<u>AUTO 1145</u>	Parts & Inventory Management 2	3.0
<u>AUTO 1155</u>	Dealership & Warranty Operations	2.5
<u>AUTO 1165</u>	Computer Applications for Parts & Service	2.5
<u>AUTO 1175</u>	Autobody Collision Estimating	2.5
Total Credits		25.5

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

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

Grading Standard

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

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

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.

See approved concept paper

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	See attached documents
Registrar's Office	See attached documents
Faculty/Department	See attached documents
Advising & Recruitment	See attached documents
Facilities	See attached documents
Finance	See attached documents
Safety & Security	See attached documents
Marketing & Communications	See attached documents
Library	See attached documents
Student Services	See attached documents

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

[Feedback Form.xlsx](#)

[Template-CourseLeaf-Program-Level-2023.docx](#)

[Template-CourseLeaf-Course-Level-2023-APSM-12X5.docx](#)

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:52 pm

Viewing: **AUTO 1010 : Intro to Automotive Industry**

Last edit: 12/16/25 11:13 am

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:

Introduction to Automotive Industry

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Parts Service Advising and Collision Estimating (4362)

Contact(s)

In Workflow

1. **4362 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:56 pm
Cateno Vassallo (cvassallo):
Approved for 4362 Leader
2. 11/12/25 2:58 pm
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 12/16/25 3:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course Name: Intro to Automotive Industry

Subject Code: AUTO - Automotive Technician

Course Number: 1010

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces automotive dealership and repair facility operations, exploring organizational structures, career pathways, and professional standards. Students learn industry terminology, interpret service documentation, and understand ethical practices. Key topics include parts and service roles, workplace safety, and Canadian Occupational Health & Safety regulations governing the automotive industry.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the structure and key roles within an automotive dealership or repair facility.
CLO #2	Identify career pathways and responsibilities of parts and service personnel.
CLO #3	Explain industry terminology, ethics, and professional standards.
CLO #4	Interpret common documentation used in parts and service operations.
CLO #5	Identify key government regulations and environmental standards affecting the industry. (Canadian Occupational Health & Safety).

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 50

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 10

Course Topics**Course Topics:**

Automotive Facility Structure

Parts and Service Careers

Industry Language and Ethics

Service Documentation Systems

Workplace Safety Regulations

Environmental Compliance Standards

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Automotive Parts, Service Advising and Collision Estimating Certificate

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:53 pm

Viewing: **AUTO 1020 : Automotive Systems
Fundamental**

Last edit: 12/16/25 11:13 am

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating
Certificate](#)

Course Name:

Automotive Systems Fundamentals

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Automotive Parts Service Advising and
Collision Estimating (4362)

Contact(s)

In Workflow

1. 4362 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:57 pm
Cateno Vassallo
(cvassallo):
Approved for 4362
Leader
2. 11/12/25 2:58 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 12/16/25 3:52 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course
Name:

Automotive Systems Fundamental

Subject Code:

AUTO - Automotive Technician

Course Number

1020

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces fundamental automotive systems including engine, brakes, suspension, electrical, and HVAC components. Students learn to navigate technical service information, identify common failure symptoms, and apply proper safety protocols. Emphasis on developing effective communication skills for interacting with customers and technicians while building essential diagnostic and troubleshooting capabilities.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and describe the function of major automotive systems (engine, brakes, suspension, electrical, HVAC).
CLO #2	Use technical service information to locate parts and specifications.
CLO #3	Recognize common failure symptoms and associated service needs.
CLO #4	Communicate basic technical issues effectively to customers and technicians.
CLO #5	Apply safety precautions when inspecting or handling automotive components.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 55

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 25

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 5

Course Topics

Course Topics:

Automotive Systems Overview

Technical Service Information Resources

Common Failure Symptom Recognition

Professional Communication Skills Development

Automotive Safety Procedures Training

Component Inspection Diagnostic 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

Automotive Parts, Service Advising and Collision Estimating Certificate

Provide a rationale
for this proposal:

Are there any

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:53 pm

Viewing: **AUTO 1030 : Customer Service & Comm Skills**

Last edit: 12/16/25 11:13 am

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:
Customer Service & Communication Skills

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Parts Service Advising and Collision Estimating (4362)

Contact(s)

In Workflow

1. 4362 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:57 pm
Cateno Vassallo (cvassallo):
Approved for 4362 Leader
2. 11/12/25 2:58 pm
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 12/16/25 3:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course Name: Customer Service & Comm Skills

Subject Code: AUTO - Automotive Technician

Course Number: 1030

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This customer service course develops essential professional skills for client-facing roles. Students learn active listening, strategic questioning, conflict resolution, and problem-solving techniques. Participants master communicating complex technical concepts to diverse audiences while managing multiple priorities effectively. Emphasis on maintaining professional standards ensures graduates deliver exceptional service experiences across various industries.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate active listening and effective questioning techniques.
CLO #2	Apply conflict resolution and problem-solving strategies in customer interactions.
CLO #3	Communicate technical information clearly to non-technical clients.
CLO #4	Manage multiple service requests and prioritize tasks.
CLO #5	Exhibit professional behavior and appearance in customer-facing situations.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 55

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: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 5

Course Topics

Course Topics:

Active Listening Techniques

Strategic Customer Questioning Skills

Conflict Resolution Best Practices

Technical Communication Made Simple

Service Request Priority Management

Professional Standards and Etiquette

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Automotive Parts, Service Advising and Collision Estimating Certificate

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:53 pm

Viewing: **AUTO 1040 : Parts & Inventory Management 1**

Last edit: 12/16/25 4:16 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:

Parts & Inventory Management 1

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Parts Service Advising and Collision Estimating (4362)

Contact(s)

In Workflow

1. **4362 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:57 pm
Cateno Vassallo (cvassallo):
Approved for 4362 Leader
2. 11/12/25 2:58 pm
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 12/16/25 3:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course Name: Parts & Inventory Management 1

Subject Code: AUTO - Automotive Technician

Course Number 1040

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides training in automotive parts management fundamentals. Students learn to identify parts using manufacturer and aftermarket catalogues, understand numbering systems and terminology, implement professional inventory organization methods, operate inventory control software and barcoding systems, and properly handle returns, cores, and damaged goods following industry standards.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify automotive parts using manufacturers and aftermarket catalogues.
CLO #2	Explain part numbering systems and common terminology.
CLO #3	Receive, stock, and organize parts using industry-accepted methods.
CLO #4	Operate basic inventory control software and barcoding systems.
CLO #5	Apply procedures for returns, cores, and damaged goods.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 55

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 25

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 5

Course Topics

Course Topics:

Parts Identification and Catalogues

Part Numbering System Basics

Inventory Receiving and Stocking

Software and Barcode Operations

Returns and Core Management

Automotive Parts Terminology Guide

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Automotive Parts, Service Advising and Collision Estimating

Provide a rationale

for this proposal

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:53 pm

Viewing: **AUTO 1050 : Safety and Shop Procedures**

Last edit: 12/16/25 3:18 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:

Safety and Shop Procedures

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Automotive Parts Service Advising and
Collision Estimating (4362)

Contact(s)

In Workflow

1. **4362 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:57 pm
Cateno Vassallo
(cvassallo):
Approved for 4362
Leader
2. 11/12/25 2:58 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 12/16/25 3:52 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course
Name:

Safety and Shop Procedures

Subject Code:

AUTO - Automotive Technician

Course Number

1050

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This automotive safety course covers essential shop safety protocols, PPE requirements, and hazard recognition and mitigation strategies. Students learn safe handling procedures, lockout/tagout, emergency response, and fire safety. This course also includes WHMIS, First Aid, Ladder Safety, and Forklift training certifications, preparing students for safe professional work practices in automotive service environments.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe general shop safety policies and personal protective equipment (PPE) use.
CLO #2	Recognize workplace hazards and apply mitigation strategies.
CLO #3	Demonstrate safe handling of automotive parts, fluids, and equipment.
CLO #4	Apply lockout/tagout and hazardous materials procedures.
CLO #5	Identify fire safety equipment and emergency procedures in a shop setting.
CLO #6	Apply WHMIS, First Aid, Ladder Safety and Forklift Training work procedures.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 55

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 25

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 5

Course Topics

Course Topics:

Shop Safety PPE Requirements

Workplace Hazard Risk Mitigation

Safe Equipment Handling Procedures

Lockout Tag Out & Hazmat Protocols

Fire Safety Emergency Response

Certification Training Programs 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

Automotive Parts, Service Advising and Collision Estimating

Provide a rating

for this proposal

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:53 pm

Viewing: **AUTO 1135 : Service Process & Repair Order**

Last edit: 12/16/25 11:13 am

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:

Service Advising & Repair Order Writing

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Automotive Parts Service Advising and
Collision Estimating (4362)

Contact(s)

In Workflow

1. **4362 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:57 pm
Cateno Vassallo
(cvassallo):
Approved for 4362
Leader
2. 11/12/25 2:58 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 12/16/25 3:52 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course
Name:

Service Process & Repair Order

Subject Code:

AUTO - Automotive Technician

Course Number

1135

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course prepares students for automotive service advisor roles by conducting professional customer interviews, creating accurate repair orders, and preparing service estimates using flat-rate systems.

Emphasis is placed on warranty compliance, legal documentation, and effective communication, ensuring customer satisfaction, shop efficiency, and strong collaboration with technicians and clients.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Conduct effective intake interviews with customers to document concerns.
CLO #2	Translate customer complaints into accurate and complete repair orders.
CLO #3	Apply flat rate labor and parts pricing to create service estimates.
CLO #4	Communicate service status updates and follow-up information clearly.
CLO #5	Prepare documentation in compliance with legal and warranty standards.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 55

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 25

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 5

Course Topics

Course Topics:

Customer Intake Interview Techniques

Repair Order Documentation Skills

Flat Rate Pricing Systems

Service Communication Update Methods

Warranty Compliance Document Preparation

Customer Intake Interview Techniques

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

Customer Intake Interview Techniques Certificate

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:54 pm

Viewing: **AUTO 1145 : Parts & Inventory Management 2**

Last edit: 12/16/25 4:16 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:

Parts & Inventory Management 2

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Parts Service Advising and Collision Estimating (4362)

Contact(s)

In Workflow

1. 4362 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:58 pm
Cateno Vassallo (cvassallo):
Approved for 4362 Leader
2. 11/12/25 2:58 pm
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 12/16/25 3:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course Name: Parts & Inventory Management 2

Subject Code: AUTO - Automotive Technician

Course Number 1145

Year of Study 1st Year Post-secondary

Credits: 3.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course prepares students with advanced skills in automotive parts operations, including inventory control, cycle counts, audits, and stock analysis. Learners practice sourcing parts electronically, managing special orders, warranties, and shipping tasks. Emphasis is placed on dealership management systems, accuracy, and reducing obsolescence to optimize modern parts department performance.

Course Pre-Requisites (if applicable):

AUTO 1040.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform advanced inventory functions including cycle counts and audits.
CLO #2	Analyze inventory reports to maintain stock levels and reduce obsolescence.
CLO #3	Source and order parts from multiple vendors using electronic systems.
CLO #4	Handle special orders, warranty parts, and shipping procedures.
CLO #5	Demonstrate use of dealership management systems (DMS) for parts operations.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 5

Course Topics

Course Topics:

Advanced Inventory Control Methods

Cycle Counting Audit Procedures

Electronic Parts Sourcing Systems

Vendor Management Order Processing

Warranty Special Order Handling

Dealership Management System Operations

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Automotive Parts, Service Advising and Collision Estimating

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:54 pm

Viewing: **AUTO 1155 : Dealership & Warranty Ops**

Last edit: 12/16/25 11:14 am

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:

Dealership & Warranty Operations

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Automotive Parts Service Advising and
Collision Estimating (4362)

Contact(s)

In Workflow

1. 4362 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:58 pm
Cateno Vassallo
(cvassallo):
Approved for 4362
Leader
2. 11/12/25 2:59 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 12/16/25 3:52 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course
Name:

Dealership & Warranty Ops

Subject Code:

AUTO - Automotive Technician

Course Number

1155

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores dealership fixed operations management, focusing on warranty claim processes, documentation, and manufacturer policies including recalls and goodwill coverage. Students learn to collaborate effectively with technicians for accurate labor and parts tracking while implementing customer retention strategies for both warranty and post-warranty services in automotive dealership environments.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the structure of fixed operations in a dealership environment.
CLO #2	Explain the warranty claim process and documentation requirements.
CLO #3	Interpret manufacturer policies regarding recalls, goodwill, and coverage.
CLO #4	Collaborate with technicians to ensure accurate labor and parts entries.
CLO #5	Apply customer retention strategies within warranty and post-warranty service.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 50

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 35

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 5

Course Topics

Course Topics:

Dealership Fixed Operations Structure

Warranty Claim Process Management

Documentation and Compliance Requirements

Manufacturer Recalls and Policies

Technician Collaboration Best Practices

Customer Retention Strategy Implementation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Automotive Parts, Service Advising and Collision Estimating

Provide

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:54 pm

Viewing: **AUTO 1165 : Computer Apps Parts & Service**

Last edit: 12/16/25 11:14 am

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:

Computer Applications for Parts & Service

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Parts Service Advising and Collision Estimating (4362)

Contact(s)

In Workflow

1. **4362 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:58 pm
Cateno Vassallo (cvassallo):
Approved for 4362 Leader
2. 11/12/25 2:59 pm
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 12/16/25 3:52 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course Name: Computer Apps Parts & Service

Subject Code: AUTO - Automotive Technician

Course Number: 1165

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course develops digital competency using industry-standard dealership systems. Students practice electronic parts catalogues, service management platforms, and VIN decoding tools. Training includes entering invoices, work orders, and service records, along with accessing OEM specifications. Emphasis is placed on digital recordkeeping, communication, and follow-ups in modern parts and service environments.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Navigate electronic parts catalogues and lookup tools.
CLO #2	Operate service management software (e.g., Mitchell, CDK, Reynolds & Reynolds, Tekion, etc.).
CLO #3	Enter work orders, parts invoices, and customer records electronically.
CLO #4	Use online tools to access technical bulletins, OEM specs, and VIN decoders.
CLO #5	Maintain digital communication records and service follow-ups.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 55

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 25

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 5

Course Topics

Course Topics:

Electronic Parts Catalogue Navigation

Service Management Software Operation

Digital Work Order Processing

Technical Bulletin Database Access

VIN Decoder Tool Usage

Customer Communication Record Management

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Automotive Parts, Service Advising and Collision Estimating

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 11/12/25 2:54 pm

Viewing: **AUTO 1175 : Autobody Collision Estimating**

Last edit: 12/16/25 11:14 am

Changes proposed by: bgriffiths

Programs
referencing this
course

[251: Automotive Parts, Service Advising and Collision Estimating Certificate](#)

Course Name:

Autobody Collision Estimating

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Automotive Parts Service Advising and
Collision Estimating (4362)

Contact(s)

In Workflow

1. **4362 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/12/25 2:58 pm
Cateno Vassallo
(cvassallo):
Approved for 4362
Leader
2. 11/12/25 2:59 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 12/16/25 3:52 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Cateno Vassallo	cvassallo@vcc.ca	604-379-1274

Banner Course
Name:

Autobody Collision Estimating

Subject Code:

AUTO - Automotive Technician

Course Number

1175

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students learn to assess vehicle damage and prepare accurate repair estimates using industry-standard software. Topics include OEM guidelines, insurance requirements, ICBC processes, and parts/labor pricing. Learners develop communication skills for collaborating with customers, insurers, and technicians, ensuring collision estimates meet professional standards and support safe, cost-effective autobody repairs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through a challenge exam, interview, or worksite assessment.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify structural and cosmetic damage on vehicles and classify damage types.
CLO #2	Use estimating software (e.g., Mitchell Estimating, Audatex, I-Car) to create repair estimates.
CLO #3	Interpret vehicle repair procedures from OEM and insurance guidelines.
CLO #4	Apply parts and labor pricing strategies to autobody repairs.
CLO #5	Communicate with customers, insurance companies, and body technicians regarding collision repairs.
CLO #6	Understand ICBC and private insurance procedures relevant to estimating and claims.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Quizzes/Tests	30	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 55

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 25

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 5

Course Topics

Course Topics:

Vehicle Damage Assessment Methods

Collision Estimating Software Training

OEM Repair Procedure Guidelines

Parts Labor Pricing Strategies

Professional Stakeholder Communication Skills

Insurance Claims Processing Procedures

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Automotive Parts, Service Advising and Collision Estimating

Additional Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: January 13, 2026

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 are proposed for deactivation:

- ACED 0702 Career Decisions & Action Plan
 - This course has been removed from the articulation guide and is no longer being offered. The course content from 0702 now forms part of ACED 0709.
- ACED 0710 Work Experience
 - This course has been replaced by ACED 0715. ACED 0710 has been removed from the articulation guide (Sept 2024) and is no longer being offered at VCC.
- ACED 0750 Student Success
 - This course is not articulated and is not being offered.
- MATH 1054: Math for Health Sciences
 - Course no longer accepted as prerequisite for LPN. No registrants Sept-Dec 2025.

The following courses were part of the VR/AR Design and Development Diploma, which was discontinued effective January 1, 2026:

- CMPT 1030 Introduction to Game Engines
- CMPT 1040 Introduction to 2D/3D Asset Creation
- CMPT 2030 Industry Practicum

RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve the deactivation of ACED 0702, 0710, 0750; CMPT 1030, 1040, 2030; and MATH 1054.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 5, 2026



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 13, 2026

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jun–Dec 2025)

From June to December 2025, Curriculum Committee approved the following minor curriculum changes:

- Updates to the PLAR section in the Digital Learning for Innovative Teaching Short Certificate program content guide
- Minor update to admission requirements in the Dental Hygiene Diploma program content guide
- Updates to the program content guides for the Certified Dental Assisting Certificate (Online) and Dental Reception Certificate, including to admission requirements and grading system
- Revisions to program considerations (formerly recommended characteristics of students) in the Professional Cook 1 Plus Certificate program content guide
- Updates to the program content guides for the Automotive Service Technician Harmonized Foundation Certificate and High Performance and Custom Engine Technician Diploma, including to the grading system
- Revisions to the following course outlines, including to pre-requisites, learning outcomes, topics, PLAR, evaluation plans, and grading:

ACAP 2002 Auto Body and Collision Technician
Apprentice Level 2
ACAP 2003 Auto Body and Collision Technician
Apprentice Level 2 (E-pprentice)
ACAP 3002 Auto Body and Collision Technician
Apprentice Level 3
ACAP 3003 Auto Body and Collision Technician
Apprentice Level 3 (E-pprentice)
ACAP 4002 Auto Body and Collision Technician
Apprentice Level 4
ACAP 4003 Auto Body and Collision Technician
Apprentice Level 4 (E-pprentice)
ACED 0707 Job Search Techniques
ACED 0711 Communications
ACRP 1101 Automotive Collision and Refinish
Common Core Apprentice Level 1

ACRP 1102 Automotive Collision & Refinish
Common Core Apprentice Lvl 1 (E-pprentice)
AGAP 1011 Automotive Glass Technician
(Apprentice)
APAP 2002 Automotive Refinishing Technician
Apprentice Level 2
AUTO 1130 Workplace Safety
AUTO 1131 Employability Skills
AUTO 1132 Tools and Equipment
AUTO 1133 General Automotive Maintenance
AUTO 1134 General Automotive Practice
AUTO 1235 Brake Systems
AUTO 1236 Steering Systems
AUTO 1237 Suspension Systems
AUTO 1238 Electrical-Electronic Systems
AUTO 1239 Drive-line Systems

AUTO 1240 Body Components, Accessories and Trim

CULI 2515 Chefs Table Gastronomy

DENT 2510 Dental Technology Practicum

ENGL 0750 English 10 Part 1

ENSK 0716 Reading and Study Skills 10

HPAS 1000 Automotive Workplace Safety

HPAS 1010 Automotive Employability Skills

HPAS 1020 Automotive Tools and Equipment

HPAS 1030 General Automotive Maintenance

HPAS 1210 Engine Repair and Custom Engine

HPAS 1220 Manual Drivetrain and Axles

HPAS 1230 Automatic Transmission and Transaxle

HPAS 1240 Brake Systems and High Performance Brake

HPAS 2110 Suspension Systems and High Performance Suspension

HPAS 2120 Steering Systems and High Performance Steering

HPAS 2130 Electrical and Electronic Systems

HPAS 2210 Engine Management and Performance Systems

HPAS 2220 Light Vehicle Diesel Engines and Support Systems

HPAS 2230 Automotive Heating and Air Conditioning

HPAS 2240 Vehicle Trim

HPAS 2250 Hybrid and Electric Vehicles and ADAS

HPAS 2260 High Performance Engine Tuning and Dynamometers

HSAP 1200 Hairstylist Level 2 Apprenticeship

PREPARED BY: Todd Rowlatt, Chair, VCC Curriculum Committee

DATE: January 5, 2026

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2026 CURRICULUM APPROVAL TIME FRAME FOR DEPARTMENT LEADERS & DEANS

Contact the **CTLR** (iasupport@vcc.ca) and **Registrar’s Office** (dahall@vcc.ca) for guidance on minor/major changes, consultations, start dates, implementation* processes and timelines. Engage early in consultations with internal and external areas in the curriculum design and development process to prevent unnecessary delays in curriculum approval and implementation.

Governance Review & Approval Dates

	CURRICULUM COMMITTEE	EDUCATION COUNCIL
Deadline for Approval by Dean (CourseLeaf)	Meeting Date†	Meeting Date†
Authority	Approves minor curriculum changes and recommends approval of major changes and new courses to EdCo.	Approves new or revised curriculum and recommends approval of credentials and program implementation to the Board.
November 7, 2025	November 18, 2025	December 9, 2025
December 5, 2025	December 16, 2025	January 13, 2026
January 9, 2026	January 20, 2026	February 10, 2026
February 6, 2026	February 17, 2026	March 10, 2026
March 6, 2026	March 17, 2026	April 14, 2026
April 10, 2026	April 21, 2026	May 12, 2026
May 8, 2026	May 19, 2026	June 9, 2026
June 5, 2026	June 16, 2026	September 15, 2026
August 7, 2026	August 18, 2026	September 15, 2026
September 11, 2026	September 22, 2026	October 13, 2026
October 9, 2026	October 20, 2026	November 10, 2026
November 6, 2026	November 17, 2026	December 8, 2026
December 4, 2026	December 15, 2026	TBD

FINANCE & AUDIT COMMITTEE (FAC)	BOARD OF GOVERNORS
Meeting Date† (Submissions must be received by the Board EA at least one full week before the meeting)	Meeting Date†
Recommends tuition for new or significantly revised programs and standalone courses, as required, to the Board.	Approves tuition, credentials and program implementation.
January 21, 2026	February 5, 2026
January 21, 2026	February 5, 2026
March 11, 2026	March 25, 2026
March 11, 2026	March 25, 2026
May 19, 2026	May 27, 2026
May 19, 2026	May 27, 2026
June 10, 2026	June 24, 2026
September 16, 2026	September 29, 2026 (Tue)
September 16, 2026	September 29, 2026 (Tue)
November 12, 2026	December 2, 2026
November 12, 2026	December 2, 2026
TBD	TBD
TBD	TBD

† Meeting dates are subject to change. Please check the VCC website or myVCC for up-to-date information. This document lists regular meeting dates only. Special meetings may be held if required.

* Implementation after final governance approval takes time. Contact the Registrar’s Office and the CTLR for guidance.

Generally, implementation takes anywhere from

- 1 – 3+ months for minor changes
- 6+ months for major changes or new courses
- 9 – 12+ months for new or significantly revised programs (12+ months for international programs)

Effective dates should be in January, May, or September.

CONTACTS

Education Council Assistant: Darija Rabadzija, drabadzija@vcc.ca
Curriculum Committee Chair: Todd Rowlatt, trowlatt@vcc.ca



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 13, 2026

ISSUE: Selection of Library Materials Policy (511)

BACKGROUND:

The Selection of Library Materials (511) policy is undergoing a scheduled review. The policy was updated to reflect current library operations and broader practices within the library sector.

Policy principles were reorganized by topic areas to better align with VCC's Strategic Innovation Plan. Key areas of emphasis include Indigenization; equity, diversity and inclusion (EDI); accessibility; and the integration of open access resources.

The procedures remained largely the same, with one notable addition: a section on textbooks for academic upgrading programs. This change addresses requests from academic upgrading areas for class sets to support students who cannot afford to purchase textbooks. Previously, the Library lacked funding for replacements, but this year it was able to purchase textbooks, improving access and updating outdated sets.

DISCUSSION:

Policy writer Virginia Adams, Coordinator, Collections, E-Resources, & Copyright, and Library Dean Shirley Lew presented the policy and procedures to Education Policy Committee (EPC) at its November 5, 2025 meeting.

The committee suggested embedding equity, diversity and inclusion (EDI) in the policy's context & purpose section (in addition to policy principles), as well as expanding procedure #1d beyond viewpoint diversity to include lived experiences and knowledge systems.

Regarding procedure #4, it was clarified that acquisition decisions are not made solely by the librarians group. VCC benefits from membership in cooperatives, for example through access to database subscriptions, but there are many other considerations that go into the Library's decision-making. It was suggested to update this section for clarity.

The requested edits were completed after the meeting.

The committee approved posting the policy and procedures for College feedback. Feedback is open from January 6 until January 28, 2026.

PREPARED BY: Emily Logan, Chair, Education Policy Committee

DATE: January 6, 2026

Selection of Library Materials

Policy Type

Academic

Policy Name

Selection of Library Materials

Policy Number

511

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

January 2018

Next Scheduled Review Date

January 2023

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

Vice President Academic & Applied Research

Review Body

Education Policy Committee

Responsible Authority

Library

Policy

Context and Purpose

This policy outlines standards and principles used to develop library collections by the Vancouver Community College (VCC; the College) Library. The process facilitates the development of a library collection that supports VCC's educational programs, teaching and learning, and applied research activities of its students and instructors. It also ensures that the collection reflects a diversity of viewpoints and lived experiences.

Scope and Limits

This policy applies to the VCC Library which is responsible for selecting, maintaining, making accessible, and deselecting materials for the VCC Library collection.

Policy Principles

1. Responsibility for the Collection: Librarians are primarily responsible for selecting and deselecting materials for the collection. Selection/deselection is done in consultation with instructors to ensure that the collection supports programs, student needs, research, and professional development. Other College employees and students are welcome to make suggestions for materials to be included in the collection.
2. Intellectual Freedom: The collection provides a diversity of viewpoints and reflects the principles outlined in the [British Columbia Library Association Statement of Intellectual Freedom](#), and the [Canadian Federation of Library Associations \(CFLA\) Statement on Intellectual Freedom and Libraries](#).
3. Indigenization: The Library purchases materials created or published by Indigenous people. The Library takes guidance from Indigenous Education and local communities on proper cultural protocols regarding access and ownership of these materials.
4. Equity, Diversity, and Inclusion: The Library collects materials that reflect the principle of equity, diversity, and inclusion, to ensure that all members of the VCC Community are represented and reflected in the collection.
5. Accessibility: The Library collects materials in alternate formats to serve students and employees with disabilities.
6. Open Access Resources: The Library encourages the use of open educational resources by instructors wherever possible. A variety of open educational resources are discoverable through the Library website.

Procedures

All Procedures

Criteria for the Selection of Materials

1. The following selection criteria are used in making the decision to acquire materials:
 - a. Relevance: supports courses and programs, core academic resources, accreditation processes, scholarly activity, teaching and learning, and employee professional development.
 - b. Quality: authorial credentials; publisher reputation; accuracy; currency; inclusion in standard guides.
 - c. Value: intellectual, literary, artistic or social value of the content.
 - d. Diversity, Equity, and Inclusion: representative of a wide diversity of views, expressions, lived experiences, and knowledge systems.
 - e. Level: suitable to the curricula and learning outcomes and inclusive of materials at precollege, vocational, technical, and lower to upper undergraduate levels. More specialized and complex materials may be acquired for instructors to be used in preparation of courses or for scholarly activity.
 - f. Language: primarily English language. The Library has a selection of Indigenous language materials to support language acquisition and retention.

- g. Format: appropriate for use; content integrity; added value; convenience of use; compatibility with the college network, durability and stability. If usage and access warrant, items may be acquired in more than one format.
- h. Cost: price relative to average costs for materials in the subject area, as well as costs for acquiring, processing and housing or providing access. Open educational resources are preferred for textbook titles.
- i. Existing Holdings: augments or updates the existing collection. The availability of material through interlibrary loan may be a consideration.
- j. Demand: as indicated by use of similar material; requests by instructors and students.
- k. Duplication: one copy of each item is purchased except when demand is sufficient to justify the purchase of additional copies or when more than one campus Library will benefit from owning the material. Multiple copies of core resources may also be purchased where warranted by high demand at one location; supplementary resources are made available through intercampus delivery rather than duplicating them.

Formats

- 2. The Library collects materials in formats best suited to the user and the content.
- 3. Materials in electronic formats are preferred when they meet several of the following criteria:
 - a. Ease of accessibility (via College network and on various devices)
 - b. Ease of use
 - c. Current, broad coverage
 - d. Full text content
 - e. Content suitable to format
 - f. Reliable vendor
 - g. Reasonable cost
 - h. Availability of usage statistics
 - i. Fair licensing terms

Cooperative Agreements with Library Consortium

- 4. VCC Library is a member of resource-sharing cooperatives among post-secondary institutions in British Columbia. These cooperatives negotiate with vendors to secure discounted subscriptions to electronic resources, including e-books and journal databases. They constitute one of the mechanisms for expanding the Library's collection. In consultation with the Dean, the librarian team acquires resources through these cooperatives in accordance with the selection criteria outlined in this document.
- 5. Library collections are enhanced through reciprocal borrowing agreements between BC post-secondary institutions and through provincial and national interlibrary borrowing and lending services.

Collection Evaluation

6. Librarians evaluate the VCC collection in the following ways:
 - a. Consultation with instructors;
 - b. Assessing the relevance of the collection to VCC curriculum;
 - c. Assessing if areas of the collection are sufficient to support programs;
 - d. Analyzing usage statistics;
 - e. Cost/benefit analyses; and/or
 - f. Consideration of the College's and Library's strategic plans.
7. Ongoing subscriptions to print or e-resources (such as a print journal or an online database) are reviewed on a regular basis.

Deselection

8. Deselection (withdrawal) criteria include outdated content; no longer relevant to the collection; superseded edition; duplicated content; electronic version availability; low usage; and poor physical condition

Other Types of Materials

9. Textbooks:
 - a. Students are expected to purchase assigned course textbooks.
 - b. The Library usually acquires one copy of the textbook. When there is demand and budget permits, the Library will acquire a maximum of two copies of a textbook.
 - c. Where funding permits, and where Open Access textbooks are not available, the Library will purchase replacement and additional copies of textbooks to support students enrolled in academic upgrading programs. Decisions regarding allocations will be made by the Dean and Collections Coordinator in consultation with department leaders.
 - d. If there is insufficient funding to purchase textbooks, a librarian will approach the department to determine if additional copies are available which can be added to the Library collection.
10. Gifts and Donations:
 - a. VCC Library welcomes donations to enhance the existing Library collections.
 - b. In addition to the selection criteria listed above, the following selection and retention criteria will be applied to gifts:
 - i. Donations fall within the scope of the Library's collections and enhance the learning and teaching at the college
 - ii. Space constraints dictate that the acceptance of items is based on the uniqueness of the material in the context of the existing collection
 - iii. The physical condition of the materials is acceptable
 - iv. The donor places no conditions on the disposition and use of the material offered

- v. The Library has the equipment to provide access to the format offered
- vi. The licensing (if any) allows circulations and borrowing of the material
- c. VCC Library will not issue tax receipts for gifts and donations.

References and Resources

Definitions

Term	Description
Collection	All materials in all formats acquired by the VCC Library for the College.
Deselection	The removal of Library materials from the Library collection (also referred to as “weeding”).
Library Materials	The print or electronic resources which include both individual titles and subscription packages.
Selection	The process by which materials are evaluated to determine suitability for the Library collection.

Related VCC Policies

VCC Policies	Policy Number
Copyright	510

Related Resources

- [Copyright Act](#), RSC 1985, c C-42
- [British Columbia Library Association Statement of Intellectual Freedom](#)
- [Canadian Federation of Library Associations \(CFLA\) Statement on Intellectual Freedom and Libraries](#)



GUIDELINES FOR CURRICULUM DEVELOPMENT FUNDS 2026-2027

OVERVIEW

The Curriculum Development (CD) Fund supports projects that advance and expand the College's educational programming.

The CD Funds budget for 2026-27 is **\$400,000**.

Deadlines:

- The call for proposals is sent out on **January 5, 2026**.
- Proposal submissions to Deans are due by **February 9, 2026**.
- Final proposal submissions from Deans to the VP Academic Office are due on **February 18, 2026**.
- Decisions are communicated to applicants in late March.
- Funds must be spent between April 2026 and March 31, 2027.
- Proposals spanning 2-3 years will be considered. Multi-year funding commitment is contingent on satisfactory progress reports and changes to the CD Fund budget. Proposals need to be submitted each year for multi-year projects.

What's New This Year:

While creativity and innovation continue to matter, **financial sustainability will be the central theme** this year. The focus of CD Funding this year is to support projects that strengthen programs and position them for long-term success.

- **Emphasis on Program Revisions Arising from Program Renewals or Accreditations:** Program revisions arising from program renewals or accreditations will be a key priority, especially for programs that face challenges with delivery costs or tuition models. Proposals should highlight steps toward improving financial stability and long-term viability.
- **Financial Planning for New Programs or Programs Requiring Urgent Restructure:** For new initiatives and urgent program restructuring, early consideration of financial sustainability is essential. Consult with your Associate Director or Dean for assistance in estimating program costs and ensuring proposed programming is viable before engaging in in-depth curriculum development.
- **Leveraging AI for Efficiency:** Building on last year's AI guidelines, applicants are encouraged to explore use of AI tools to streamline development. Experience shows that AI can significantly reduce timelines and costs. Consult with the CTLR for guidance around the appropriate application of AI tools for curriculum development.
- **Strategic Alignment:** Projects that respond to clear market demand or include strong industry or community partnerships will be prioritized. Smaller initiatives—such as micro-credentials—remain valuable but will need to demonstrate strong demand and community or industry support.

CD ACTIVITIES ELIGIBLE FOR FUNDING

1. **Priority:** Curriculum revisions arising from action plans or recommendations from external accreditation, rapid development, Program Renewal, or Program Review, focused on improving financial sustainability
2. Completing a curriculum project that received CD Funding in a previous year
3. Developing a new area (new program, new course, new specialization) with demonstrated

market demand

4. Innovation connected to market demand, financial program sustainability (new techniques, approaches, partnerships)
5. Curriculum development focused on Indigenization, decolonization, EDI (equity, diversity & inclusion) or UDL (universal design for learning)
6. (Lower priority) Transitioning of program to online, blended or hyflex delivery; Moodle shell standardization; implementation of online learning strategy at program level
7. (Lower priority) Developing new teaching and learning materials for any delivery mode

PROPOSALS ABOUT DEVELOPING NEW TEACHING AND LEARNING MATERIALS

The Education Quality Committee (EQC) will consider proposals for creation of new teaching and learning materials for courses. To maximize the impact of limited CD funds, higher-level projects (such as development of new programs or new courses at the course mapping level) are given priority consideration. The strongest proposals for creating new course materials will maximize the funds available by adapting or building on existing work (e.g., OER). Creation of materials for new courses will be prioritized over creation of materials for existing or revised courses.

Please tell us if your proposal for creation of new teaching materials has potential impact beyond the course it is proposed for. Be specific: Which other courses/departments? Are you working with another institution on a shared project? How? What additional work would be required?

PROGRAM RENEWALS

Programs undergoing renewal indicated in the approved Program Renewal schedule are automatically awarded a minimum of **\$5,000** of CD Funds for that fiscal year. No proposal is needed.

CD ACTIVITIES NOT ELIGIBLE FOR FUNDING

1. Start-up costs related to new program development, such as salary of a Department Leader. These should be built into the new program implementation budget.
2. Accreditation-related expenses such as faculty salary to develop reports, conduct research, hosting expenses, and accreditation fees. Accreditation costs are built into department budgets.
3. Research projects, including literature reviews
4. Debriefing and reflecting on reports/renewals/accreditations/action plans
5. Evaluation of a program/course implementation
6. Cost of piloting of curriculum/materials (outside scope of CD Funds)
7. Interviewing and hiring

ESTIMATING PROJECT COST AND FUNDING AVAILABILITY

There is no easy formula for determining how much a curriculum development project will cost. For guidance, consult with the CTLR, and with your Associate Director or Dean for more substantive proposals. Also refer to the CD Funds Project Estimates Using AI Guidelines.

Some factors to consider:

1. Length or complexity of the project
2. Expertise of the curriculum developers (have you done curriculum development of this type before; do you have experienced support in the department)
3. Current state of the program/course documents
4. Faculty release, Department Leader release, professional development and/or assigned duty time available

5. The amount of time required in CTLR for eLearning and/or Instructional Associate support
6. Potential efficiencies gained by the use of AI tools

The total amount of CD funds requested is far greater than the funds available. Recognizing that curriculum development requires a significant investment of time and resources, departments are encouraged to identify additional sources of support, including:

- Assigned Duty (where available)
- Faculty Professional Development time (where available)
- Service Innovation and Enhancement Fund (SIEF)
- VCC OER grants

In recent years, typical funding for successful proposals has been in the following ranges.

- New program/significant program development: \$10,000-\$15,000
- Course blueprint/map: \$2,500-\$3,500 per course
- Developing teaching and learning materials: \$3,000-\$6,000 per course

DEVELOPING A STRONG PROPOSAL

What to do	Why it helps
Choose priority projects (see scale of importance on checklist)	Projects that are considered higher priority in the adjudication process are more likely to receive funding
Highlight the impact of the project	Helps illustrate the importance of the project, connects it to institutional/departmental goals, and highlights potential risk of not doing the project
Consult with CTLR/send your proposal draft to CTLR for feedback	Ensure your budget realistically reflects work needed. Estimate CTLR involvement (helps CTLR planning)
Consult with CTLR for guidance around appropriate application of AI tools and time estimates	Projects can benefit from the CTLR's expertise on use of AI for curriculum development
Mention any Professional Development time that will be used, as well as Assigned Duty time (if department is eligible)	Shows department support for project Reduces cost of proposal – easier to say yes
Consider applying for SIEF if the project is eligible. Mention this on your application.	Helps demonstrate department need/support for project. Allows coordination of funding requests.
Make your list of tasks and deliverables clear and realistic, with appropriate costing (CTLR can help).	Demonstrates the degree of planning you have put in. Helps clarify your project, helps the committee understand the costs involved, and helps convince them of the investment needed.
Show your department's capacity to develop and deliver the project: departmental experience with CD, consultation with CTLR, effective use (or plan to use) Assigned Duty (AD)/Professional Development (PD) where applicable	Assures the adjudication committee of the department's ability to follow through on the project (both in time and in expertise)

RESOURCES & SUPPORT FOR WRITING CD FUND PROPOSALS

- **CTLR:** The Instructional Associates in the CTLR are available to assist in writing CD Fund proposals. They will hold a recorded workshop to support proposal writers (date will be communicated once determined). They are also available to support the work done with CD Funds. Please consult with them about the scope of the support needed prior to submitting the proposal. Contact iasupport@vcc.ca.
- **Associate Directors & Deans:** Consultation around financial costing of new/renewed programs, particularly substantive proposals.
- **CD Funds Project Estimates Using AI Guidelines**
- **CD Fund Checklist:** Optional resource to help you and the EQC evaluate and prioritize proposals.

APPLICATION PROCESS

The following documents must be fully completed and submitted to the School Dean by **February 9, 2026**. The Dean must submit the final proposals from the School to the Executive Assistant, Vice President Academic & Research on or prior to the due date of **February 18, 2026**.

- a. Curriculum Development Funding Proposal
- b. Salary and operating costing sheet

ADJUDICATION PROCEDURE

- Executive Assistant and Chair of EQC provide all proposal documents to the Education Quality Committee (EQC).
- Deans present their proposals at the CD Fund Adjudication meeting. In order to avoid conflict of interest, EQC members must recuse themselves from decisions pertaining to their own department or School.
- EQC deliberates and seeks a consensus on funding allocation. If consensus is not reached, the final decision is made by the Vice President Academic.

ROLES AND RESPONSIBILITIES

- Vice President Academic: approves EQC's recommendations for funding allocation, communicates final allocations to Deans and Project Leads, and provides updates on the projects to Education Council.
- Chair of Education Quality Committee: facilitates the adjudication process and discussion. Requests additional information from Project Leads and Deans as needed.
- Education Quality Committee Members: review all proposals against the CD Fund general criteria. Recuse themselves from decisions related to their own departments or Schools.
- Deans or delegates: present their Schools' proposals at the CD Funds Adjudication meeting.
- Executive Assistant to the Vice President Academic: communicates with Project Leads, monitors project expenses, and provides reports to EQC.

IF YOUR PROJECT IS APPROVED

- CD Fund allocations are communicated to Deans and Project Leaders at the end of March.
- The Executive Assistant to the Vice President Academic provides budget codes to the Department Leaders in April.
- Funds must be spent between April 2026 and March 31, 2027.
- Brief progress reports will be required in September and January.

REPORTING

The Project Lead will be required to submit project updates to the VP Academic Office on the following dates:

- September 25, 2026
- January 15, 2027
- March 26, 2027

If the project is unable to proceed as planned, the VP Academic can require the department to relinquish funds or transfer funds to other areas. Departments that exhibit a regular pattern of not completing approved projects might become ineligible for funds in the future.

FAQs

Q: Are funds generally granted across Schools equitably?

A: There is no quota for funds for each School.

Q: Does the committee evaluate base-funded programs/courses differently than cost-recovery programs/courses?

A: No, the committee evaluates all proposals equally.

Q: Is there an expectation that faculty will devote PD to curriculum development projects?

A: Departments are encouraged to use Professional Development and Assigned Duty for the project, where eligible. This supports your project's chances of success because CD funds alone are usually not enough to complete the scope of work involved.

DEFINITIONS

Course Blueprint/Map: Detailed map of course that ensures the alignment of course learning outcomes, assessments, instructional activities, and teaching/learning materials within modules of course. It does not include development of teaching and learning materials.

Curriculum Alignment Map: A representation of the relationship between the courses and the program learning outcomes. The program map indicates where and how each program learning outcome is addressed in each course across the program, and aligns program learning objectives, course learning objectives, assessment and instructional strategies.

Curriculum Materials: Refers to the concept paper, business case, program map, Program Content Guide (PCG), and course outlines.

Program Map: A visual representation of admission requirements, course flow by term/pre-requisites, program learning outcomes and intended graduate roles.

Teaching and Learning Materials: Types of materials that will be used by the faculty and the students to engage with the course content. These materials include lectures, videos, H5P activities, standardized Moodle shell, case studies, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc.

Curriculum Development (CD) Funds Project Estimates

Prepared by AVP, Academic Innovation
December 2024; revised December 2025

Introduction

Curriculum Development (CD) funds are distributed annually on a proposal basis, following an annual program review (APR) and a program renewal process. If an APR or program renewal results in required changes to the program, these changes are submitted as a proposal for CD funds to undertake the work. The majority of the funds are allocated for faculty release, with a total budget allotment of \$400,000.

The types of work typically undertaken in CD fund proposals include development or changes to Program Curriculum Guides (PCGs) and course outlines, development of course content for online delivery, and adaptation of programs to be Indigenized or aligned with Universal Design for Learning (UDL).

There is increasing acknowledgement of the need to standardize the scope of work and resulting time estimates submitted in these proposals. This standardization facilitates the proposal process and ensures fair distribution of resources. Conventional calculations are used in the development and adjudication of proposals. However, the emergence of AI large language model tools (LLMs) has prompted a review of workflows that can now be facilitated by LLMs. For example, a recent proof of concept demonstrated that program mapping against competency frameworks, job postings, and comparator programs—as well as PCG and course outline development—can reduce development time by as much as 50% or more.

Suggested Allocations for CD Fund Activities Using AI

1. New Program Development

New program development includes the creation of a course blueprint or map, development of PCGs, course outlines, and course syllabi. The recommended approach is a sprint lasting three to five days.

Methodology

The pre-sprint phase involves establishing the program team and an Instructional Associate (IA), and gathering project information such as recent job descriptions, National Occupational Classification (NOC), competency frameworks, comparator programs (including program and course descriptions and maps), skills frameworks, and accreditation requirements. A draft program is generated using a VCC approved LLM such as Co-Pilot.

The sprint phase consists of a one- to two-day sprint to refine the PCG and course outlines, including verification and validation of outputs by faculty and the project team. Industry validation is also included in the process.

2. Curriculum Alignment Map / Program Map

The estimated time for developing a curriculum alignment map or program map is two hours. This process should be AI-assisted and may include additional verification with industry via competency frameworks, recent job postings, and labor market data.

3. New Course Teaching and Learning Materials

For new course teaching and learning materials, a time ratio of 2:1 is recommended (for example, 10 hours of teaching materials would require 20 hours of development time). Syllabus development should be prioritized, as it is wireframed in the blueprint and course outlines. Librarian assistance may be used to scan for Open Educational Resources (OER). Materials should follow the guidelines set by the program, such as requirements for in-person exams only, no recorded Zooms, UDL, and Indigenization.

4. Development of UDL Activities

The estimated time for developing Universal Design for Learning (UDL) activities is two hours per course.

5. Course Teaching and Learning Materials

Teaching and learning material development for new courses will be prioritized over teaching and learning materials for existing courses.



Curriculum Development Funds Proposal | 2026-27

Project Title:

Project Lead:

Department:

School:

Instructions:

- Provide responses for the seven sections of this form.
- Complete the Costing Form (separate document). Enter the **Total Project Cost** estimate in the Financial Summary section.
- Send this form and the Costing Form to your School Dean by **February 9, 2026**.
- Dean adds Comments in the last section and sends to VP-Academic and Research by **February 18, 2026**.

Project Description

1. State the objective of the project and provide a brief description.

Rationale

2. This proposal is driven by the following (check all that apply):
 - ☐ **Priority: Curriculum revisions arising from action plans or recommendations from external accreditation, rapid development, Program Renewal, or Program Review, focused on improving financial sustainability**
 - ☐ Completing a curriculum project that received CD Funding in a previous year
 - ☐ Developing a new area (new program, new course, new specialization) with demonstrated market demand
 - ☐ Innovation connected to market demand, financial program sustainability (new techniques, approaches, partnerships)
 - ☐ Curriculum development focused on Indigenization, decolonization, EDI (equity, diversity & inclusion) or UDL (universal design for learning)
 - ☐ (Lower priority) Transitioning of program to online, blended or hyflex delivery; Moodle shell standardization; implementation of online learning strategy at program level
 - ☐ (Lower priority) Developing new teaching and learning materials for any delivery mode
3. What will be the **impact** of your project? (Supporting improved financial sustainability, meeting market demand/industry or community connection, student learning/experience, improving access to new or existing programs.) Besides importance to the program/department, is there potential for the project to be used by other departments, or

- [illegible]

5. Contribution from Faculty Professional Development, Assigned Duty, or any other source (e.g., SIEF, VCC OER grant):
6. CTLR's estimate of support required for eLearning support and the Instructional Associates in developing curriculum:
7. What is your capacity to develop and deliver this project? Do you have experienced curriculum developers in the department? If not/as appropriate, have you consulted with CTLR and sought their support?

8. If you do not receive the full amount of CD Funds requested, how could you reduce the project (e.g., develop fewer courses, spread development over more years) and still make progress?

Financial Summary

Complete the **Costing document** and include it with your proposal. Ensure your costs include:

- Faculty release time
- External subject matter experts
- Operating expenses
- Do **not** include “overhead” expenses (an option on the Costing document)

Proposals spanning 2-3 years will be considered. Multi-year funding is contingent on satisfactory progress reports and changes to the CD Funds budget. Funding proposals need to be submitted each year.

	2026/27	2027/28	2028/29
Total Project Cost:			

Dean's Comments

CD Funds Adjudication Checklist Education Quality Committee 2026-2027

	Check All That Apply
Meet CD Funds eligibility requirements as stated in the Guidelines (multiple boxes may be ticked but maximum score is 3):	
<input type="checkbox"/> Priority (score 3): Curriculum revisions arising from action plans or recommendations from external accreditation, rapid development, Program Renewal, or Program Review, focused on improving financial sustainability	<input type="checkbox"/>
<input type="checkbox"/> Completing a previously funded CD project	<input type="checkbox"/>
<input type="checkbox"/> Developing a new area (new program, new course, new specialization) with demonstrated market demand	<input type="checkbox"/>
<input type="checkbox"/> Innovation connected to market demand, financial program sustainability (techniques, approaches, partnerships)	<input type="checkbox"/>
<input type="checkbox"/> Curriculum development focused on Indigenization, decolonization, EDI (equity, diversity and inclusion) or UDL (universal design for learning)	<input type="checkbox"/>
<input type="checkbox"/> Lower priority (score 1): Transitioning of program to online, blended or hyflex delivery; Moodle shell standardization; implementation of online learning strategy at program level	<input type="checkbox"/>
<input type="checkbox"/> Lower priority (score 1): Developing new teaching and learning materials for any delivery mode	<input type="checkbox"/>
Scale of importance/priority (1-3): (3) External accreditation, rapid development, Program Renewal, or Program Review action items around curriculum is highest priority (risk to program quality if not addressed) (2) new course (1) nice-to-have/curriculum maintenance/new teaching materials	
Projected impact of project (1-3) (3) large or priority group of students/widely transferable/redesign of entire program/sustainable (2) small to medium group of students/core courses/transferable (1) small group of students/elective course/non-transferrable	
Clear and realistic description of tasks and deliverables with appropriate costing (0-1)	

<p>(1) Number of tasks/hours planned in line with standard allocated costing of scope of project (or reasonable explanation for why costs are different)</p> <p>(0) Number of tasks/hours planned are not in line with standard allocated costing – either unrealistic tasks/hours allocated, or missing key stages/tasks</p>	
<p>Capacity to develop/deliver – sufficient resources including faculty, staff and administrative support (1-3):</p> <p>(3) Experienced curriculum developers in dept. Have effectively completed projects in timely manner in past. Plan to use Professional Development (PD)/Assigned Duty (AD)/other resources effectively if available [excluding CS]. Clear consultation with CTLR, within capacity.</p> <p>(2) Somewhat experienced curriculum developers in dept. Smaller or limited curriculum projects completed in past. Limited access to PD/AD other resources if available [excluding CS]. Requires significant support from CTLR.</p> <p>(1) Limited to no experience in curriculum development. No plan to use PD/AD/other resources effectively if available [excluding CS]. Has struggled with effectively using CD funding in the past. Did not consult CTLR and does not have experience with curriculum development.</p>	
<p>Has received other funding (SIEF, OER, etc.): (0-1)</p> <p>(1) Has not received other funding despite requesting but the total CD funding requested is appropriate. OR has received funding from other sources but needs additional funds to complete project.</p> <p>(0) Received sufficient SIEF and other funding to complete project; CD funding not needed. Or has not requested other funding (CS exempt).</p>	
<p>Includes industry or community partnership/support (0-1)</p>	
<p>(0-1 bonus point) Ongoing project that received previous funding in prior years. Progress was strong with deliverables achieved, good use of funding and regular progress reports.</p>	
<p>Additional Notes/Comments to consider (e.g. exploring OER or open licensed curriculum; shared or accessible, privacy concerns):</p>	
<p>Final Recommendation: Red (below 8)/Yellow (9-12)/Green (13 or more)</p>	Red/Yellow/Green
<p>Estimated amount of funding to receive (insert amount) (for Education Quality Committee use)</p>	