Vancouver Community College Education Council
Meeting Agenda
March 10, 2026
3:30-5:30 p.m. Videoconference
Teams: **Join the meeting now**
Meeting ID: 244 440 547 373 45
Passcode: Fk7z8oU7

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		L. Dannhauer			
2.	**ACKNOWLEDGEMENT**		TBD			
3.	**ADOPT AGENDA**	Approval	L. Dannhauer	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	L. Dannhauer	1 min	✓	**3-5**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	L. Dannhauer	1 min		
6.	**BUSINESS ARISING**					
	i. Budget Update	Info	J. Choi	15 min		
	ii. Reorganization Update	Info	D. Wells	5 min		
	iii. Enrolment Plan 2026-27	Approval	D. Wells, N. Mandryk	45 min	✓	**6-35; 36-41**
	iv. Annual Affiliation Agreements Update	Info	D. Wells	5 min	*distributed via email*	
	v. Automotive Collision and Refinishing Foundation Certificate (Online Youth) – Resolution Update	Approval	L. Dannhauer	2 min	✓	**42**
	vi. Bachelor of Hospitality Management – Resolution Update	Approval	L. Dannhauer	2 min	✓	**43**
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. Course Update: DAST 1600 CDA Directed Studies	Approval	L. Lo Yan	5 min	✓	**44-48**
	ii. Program Update: Health Care Assistant Certificate	Approval	C. Savage	5 min	✓	**49-62**

	Topic	Action	Speaker	Time	Attachment	Page
iii.	Course Update: MUSC 4108 Music Capstone Project	Approval	E. Logan	5 min	✓	**63-68**
iv.	New Course: PSYC 2400 Directed Studies in Psychological Research	Approval	M. Weber	5 min	✓	**69-75**
v.	Program Update: Sign Language Interpretation Diploma	Approval	B. Mykle-Hotzon, K. Hagemoen	5 min	✓	**76-86**
vi.	Program Name Change: Construction Electrician & Clean Energy Diploma	Approval	B. Wautters	5 min	✓	**87-93**
vii.	New Courses & Course Content Guide: RACM – Refrigeration and Air Conditioning Mechanic Apprentice	Approval	B. Wautters	5 min	✓	**94-118**
viii.	New Courses & Course Content Guide: HMAP – Heavy Mechanical Trades Apprentice	Approval	A. Kelly	5 min	✓	**119-149**
ix.	Learning Environment Types	Approval	T. Rowlatt	5 min	✓	**150-153**
b.	**Policy Committee**	Info	E. Logan	2 min		
c.	**Education Quality Committee**					
i.	Program & Education Service Renewal Schedules 2025–2030	Info	A. Sellwood	2 min	✓	**154-155**
8.	**CHAIR REPORT**	Info	L. Dannhauer	2 min		
9.	**STUDENT REPORT**	Info	TBD	2 min		
10.	**NEXT MEETING & ADJOURNMENT**	Info	L. Dannhauer	1 min		
	Next meeting: April 14, 2026, 3:30-5:30 p.m.					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
February 10, 2026
3:00–5:00 p.m., Videoconference

ATTENDANCE

Education Council Members		
Louise Dannhauer (Chair)	Emily Simpson	Rosie Gosling
Adrian Lipsett	Lisa Beveridge	Todd Rowlatt
Andy Sellwood	Mandy Hayre	Vivian Munroe
Brianna Higgins	Marcus Ng	
Dave McMullen	Michael Weber	
David Wells	Nafiseh Tohidi	
Emily Logan	Nelba Garcia	

Regrets		
Jessie Williams		

Guests		
Anastasiya Stolyarova	John Demeulemeester	Pervin Fahim
Brynn Joyce	Kseniia Osipova	Sarah Cain
Christina Carnacete	Lucy Griffith	Shirley Lew
Jennifer Kelly	Natasha Mandryk	Willy Aroca Aguirre

Recording Secretary
Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- B. Higgins acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ əta?ɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

> **MOTION:** THAT Education Council adopt the February 10, 2026 agenda as presented.
>
> **Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)**

4. APPROVE PAST MINUTES

> **MOTION:** THAT Education Council approves the January 13, 2026 minutes as presented.
>
> **Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)**

5. ENQUIRIES & CORRESPONDENCE

- L. Dannhauer is in conversation with C. Munro around the elimination of the Arbiter of Student Issues role and continuance of the ASI's former functions at the College. Policies and terms of reference will eventually need to be updated.

- At the meeting, T. Rowlatt inquired about the October 2025 Supreme Court ruling related to enrollment and program suspension authority at Thompson Rivers University, and potential implications for VCC's processes. There was a longer discussion, with D. Wells sharing system-wide context and updates from a recent closed VCC Board meeting, including plans for upcoming policy development.

6. BUSINESS ARISING

a. Deans' & Directors' Presentations – Part 2

- Annual updates were presented by S. Lew, Dean of Arts & Sciences and Library; L. Griffith, Dean of Trades, Technology and Design; and A. Lipsett, Dean of Continuing Studies.

- ABE (Adult Basic Education) was restructured to a subject-based model, supported by the new Upgrading Hub. Two degree proposals are under review by the Degree Quality Assessment Board DQAB (American Sign Language – English Interpreting and Music). Library highlights include the Indigenous Story Booth installation and the relaunch of the OER working group

- New trades programming is in development, and several trades programs are undergoing modernization to reflect the clean energy transition and strengthen partnerships with industry, secondary schools and system partners. The Modernized Apprenticeship Pathway (MAP) is a key initiative in the School of Trades, Technology and Design.

- In Continuing Studies, micro-credentials remain a priority. Key initiatives include strategic enrolment management, partnerships, and expansion of the Collaboration Framework (a curriculum-sharing framework for public BC institutions). The coming year will focus on industry-validated program development, increased corporate training, conferences such as CredX, and exploring MAP in the context of non-trades CS programming.

b. Enrolment Plan 2026-27 – Update

- D. Wells and N. Mandryk provided an overview of the refreshed Enrolment Plan format. The new structure integrates clearer data visualization, ratios comparing budgeted and actual registrations, and details around cohorts and classes. The redesign aims to make the plan more transparent and usable. Members were invited to share feedback related to the new format. The 2026-27 Enrolment Plan will be presented to Education Council in March.

c. Annual Affiliation Agreements Update

- D. Wells reported on the status of affiliation agreements, which are largely up to date. A small number are undergoing renewal or renegotiation, including the curriculum agreement with the province for EAL Pathways. Dual-credit agreements are transitioning to a new standardized template. An updated spreadsheet will be shared with EdCo once finalized.

d. EdCo By-Election

- L. Dannhauer announced that a by-election is underway to fill three vacant EdCo seats (one staff and two student seats). The election runs February 11–17, with results to be announced by February 20.

7. COMMITTEE REPORTS

a. Curriculum Committee

- T. Rowlatt reported that there was no meeting in January, as there were no curriculum proposals. The next meeting will be held on February 17.

b. Education Policy Committee

i) Selection of Library Materials (511)

MOTION: THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Selection of Library Materials Policy (511) policy and procedures.

Moved by E. Logan, Seconded & CARRIED (Unanimously)

- E. Logan presented the Selection of Library Materials (511) policy, which underwent a full review. The committee initially reviewed drafts in November 2025 and suggested embedding equity, diversity and inclusion (EDI) and consideration of lived experiences and knowledge systems in the policy's context & purpose section (in addition to policy principles) and procedure #1d. These changes and a few clarifying edits were completed. The policy was posted for College feedback from January 6 until January 28, 2026. One submission was received but did not result in any changes. The committee had no further comments at its February 4, 2026 meeting and recommended the policy for approval.

ii) 2024–25 Policy Report

- The report outlines policy changes over the last two years, as well as policies due for a scheduled review. There were questions around prioritization of policies for review. Policies referencing the former Arbiter of Student Issues role will need to be updated.

c. Education Quality Committee

i) EQC Terms of Reference Update

MOTION: THAT Education Council approves, in the form presented at this meeting, the updated Education Quality Committee Terms of Reference.

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

- A. Sellwood presented minor updates to the membership section in the committee's terms of reference to reflect changes in administrative positions.

ii) Chair Report

- Topics discussed at the last committee meeting included the draft five-year program and education services renewal schedules, program restructuring outside of formal renewals, updates on curriculum development (CD)-funded projects, and planning for the upcoming CD Fund adjudication. The deans' panel discussion around the 2025 Annual Program Reviews will take place later this month.

8. CHAIR REPORT

- No report.

9. STUDENT REPORT

- N. Garcia raised concerns regarding cleaning in the Music department and auditorium, as well as lack of accessible parking due to ongoing construction. These issues will be brought to the attention of the relevant areas and Operations Council.
- M. Ng reported on upcoming Lunar New Year celebrations at the Downtown Campus on February 18, hosted by SUVCC and International Education.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on March 10, 2026, 3:30–5:30 p.m.
- The meeting was adjourned at 4:58 p.m.

Louise Dannhauer
Chair, VCC Education Council

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: 2026 – 2027 VCC Enrolment Plan

BACKGROUND:

VCC annually creates an enrolment plan as part of the budget and academic scheduling process. The enrolment plan is presented for Board approval with advice from Education Council. It describes budgeted course registrations associated with all areas of instructional programming at the college during the upcoming fiscal year.

DISCUSSION:

The 2026-27 enrolment plan report has been expanded in comparison with previous years. In addition to numbers of registrations, it includes planned numbers of program intakes (cohorts) or classes offered and a narrative overview of notable trends and changes. In response to feedback from members of Education Council, comparison of 2026-27 projections to 2025-26 year-to-date actual offerings has been included throughout the report.

The 2026-27 enrolment plan projects a total enrolment of 49732 registrations, representing a 23% decline compared with the 2025-26 enrolment plan. Much of this decline can be attributed to a continued projected decrease in international enrolments. The ongoing loss of international students in 2025-26 and 2026-27 has negative impacts on the capacity for the College to support a wide range of programs including those without international student numbers. Consequently, VCC is unable to fully meet domestic demand for a number of programs. Recognizing the value of VCC's programs to the community, the priority was to avoid program closures wherever possible. Rather, the plan takes an approach of targeted contractions in order to meet as much enrolment demand as possible given the challenging fiscal environment.

RECOMMENDATION:

THAT Education Council recommend the Board of Governors approve the 2026 – 2027 VCC Enrolment Plan.

PREPARED BY: David Wells, Vice President Academic and Applied Research
                     Natasha Mandryk, Associate Director, Academic Planning, Policy, and Analysis

ATTACHMENT: Appendix A – 2026 – 2027 VCC Enrolment Plan

DATE: March 3, 2026

VCC 2026-27 Enrolment Plan

Overview

This report contains enrolment targets for the majority of planned instructional programming at Vancouver Community College for the 2026-27 fiscal year[1][2].

The development of enrolment targets is a collaborative process involving each school's dean and associate director, the Registrar's Office, International Education, and Finance. The decision factors in program capacity, historical and current demand, recruitment efforts, school enrolment priorities (e.g. from the annual mandate letter), cost of delivery, and domestic and international sector trends.

Enrolments are measured in course registrations. Programs of study generally involve multiple courses, so a single student may account for one or more registrations. As visualized in Figure 1[3], the 2026-27 enrolment plan projects 35756 domestic and 13976 international registrations, for a total of 49732. This represents a 23% decline compared with the 2025-26 enrolment plan. Most (83%) of this decline can be attributed to a continued projected decrease in international enrolments.

All schools, with the exception of the Centre for Education Excellence, are projecting an overall decline. A summary follows in Table 1.
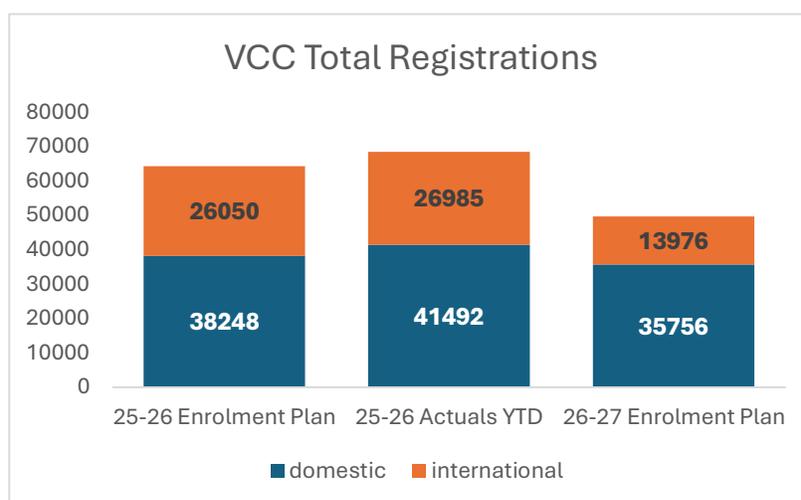

Figure 1: VCC Enrolment Planned and Actual 2025-26, Planned 2026-27

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[1] Exceptions: Contract delivery and new programming that is approved by the Board after the budget planning process has begun. These are reflected in the next year's actuals, but not included in the plan.
[2] The 2026 – 2027 fiscal year is April 1, 2026 to March 31, 2027.
[3] Year-to-date (YTD) figures represent registrations current to January 16, 2026 and full-time-equivalent (FTE) projections for 2025-26 based on these registrations.

VCC Enrolment Plan 2026-27

Table 1: Enrolment Plan Registration Totals by School, 2025-26 and 2026-27

Registrations by School[4]	2025-26 Enrolment Plan	2025-26 YTD[3] Actual	2026-27 Enrolment Plan	Change from previous plan
Centre for Continuing Studies	5051	6475	**3592**	-29%
Trades, Technology & Design	11312	9643	**10582**	-6%
Arts and Sciences	15196	14257	**14419**	-5%
Centre for Education Excellence[5]	1548	2204	**1855**	20%
Hospitality, Food Studies & Applied Business	19667	11569	**9440**	-52%
Health Sciences	11524	10438	**9844**	-15%
VCC Total	**64298**	**54586**	**49732**	**-23%**

Enrolment Trends: FTE

Full-Time Equivalent (FTE) is a measure of student enrolment that converts student registrations into an equivalent number of full-time students by accounting for program structure, course load, instructional hours, and delivery format.

The enrolment plan does not estimate FTE for the coming year's enrolment projections. However, FTE reports on actual enrolment performance are created by Institutional Research and reported to the province annually. An overview is included here for context. Figure 2 describes the overall VCC
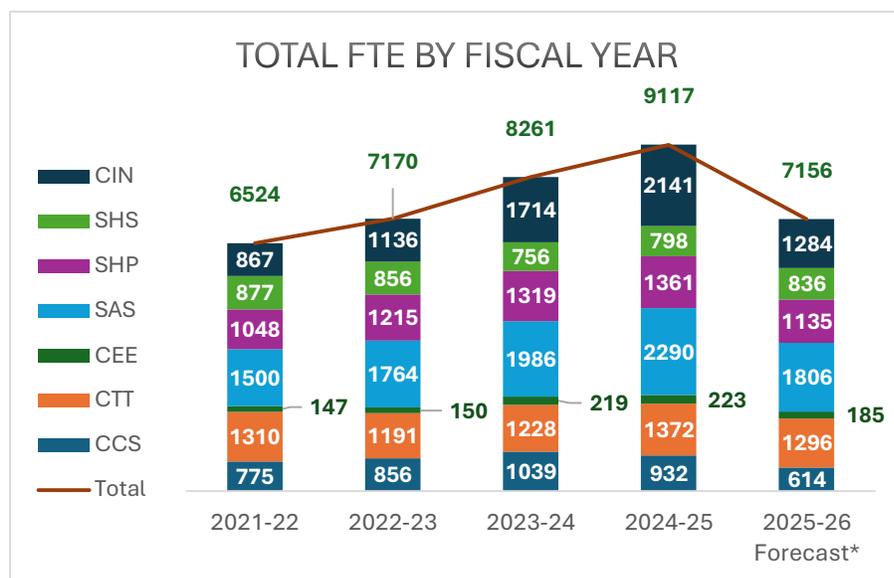
Figure 2: FTE Totals by Fiscal Year, 2021-2026[23]

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[4] Registrations associated with the Centre for International Education are reported under their "home" schools' totals. See Appendix C: Centre for International Education.
[5] Registrations reported under Centre for Education Excellence were reported under Library, Language, Teaching, and Learning in 2025-26.
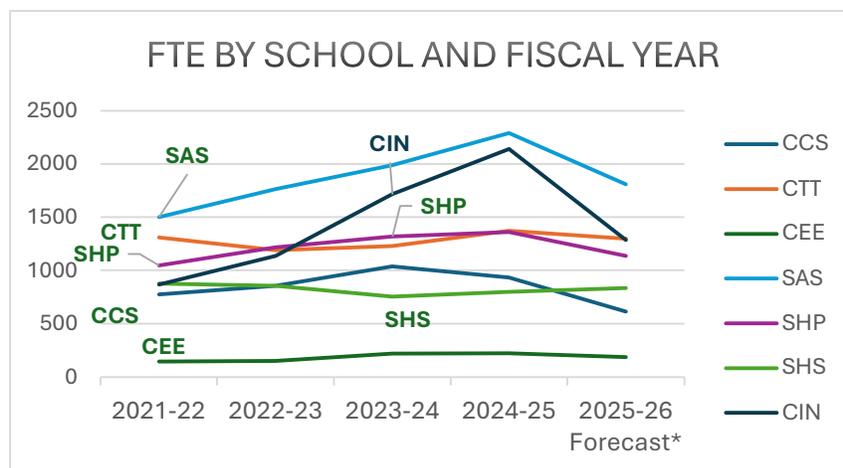
VCC Enrolment Plan 2026-27

FTE BY SCHOOL AND FISCAL YEAR

Figure 3: FTE trends by school, 2021-2026[23]

FTE trend over each of the past five fiscal years, with a component breakdown by school. Figure 3 separately displays the FTE trend for each school.

FTE data is included in this report to aid in comparing relative size of programs or schools, being more suitable than either registration counts or student headcount. Since programs differ in their contact hours, credits, and number of required courses, different FTE formulas apply to each. Therefore, it is important to note that different programs cannot easily be compared based on number of registrations alone.

Table 2 gives the reported FTE figures for each fiscal year from 2021-22 to 2024-25, as well as the forecast FTE for 2025-26, for each school.

Department/area-specific FTE breakdowns are included in Appendix A: Registration projections by area. The projected 2025-26 FTE based on year-to-date (YTD) registration facilitates comparison of program size.

Table 2: FTE by School, 2021-2026

FTE by School	2021-22	2022-23	2023-24	2024-25	2025-26 Forecast[3]
Centre for Continuing Studies	775	856	1039	932	614
School of Trades, Technology & Design	1310	1191	1228	1372	1296
Centre for Education Excellence	147	150	219	223	185
School of Arts and Sciences	1500	1764	1986	2290	1806
School of Hospitality, Food Studies & Applied Business	1048	1215	1319	1361	1135
School of Health Sciences	877	856	756	798	836
Centre for International Education[6]	867	1136	1714	2141	1284
Total	**6524**	**7170**	**8261**	**9117**	**7156**

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[6] Elsewhere in this report, enrolment associated with CIN is grouped under the "home" school whose department delivers the program. See Appendix C: Centre for International Education for more details.

Exclusions and limitations of the plan

What the plan does not capture

Contract delivery projections are generally excluded from the enrolment plan, but actuals (registrations and FTE) associated with contracts for the current fiscal year are included for context.

As outlined in the procedures to Policy 401 Academic Schedule, recently approved new or changed programming is also generally excluded from the enrolment plan, though this exclusion does not preclude the program from being offered in the coming year.

Interpretation of the plan

How courses are assigned to a fiscal year: The academic scheduling process assigns each course a start date, an end date, and a stable enrolment date (also called a freeze date), which falls shortly after the start date. This plan assigns a course to the fiscal year in which its stable enrolment date falls. For example, a course running from January to April 2027 with stable enrolment date of January 15, 2027 would be tallied under the 2026-27 fiscal year.

An incomplete accounting of program intakes: This plan does not include a complete accounting of the number of program intakes. Where programs have identified cohorted intakes in their enrolment plans, the number has been included in the relevant table in Appendix A: Registration projections by area. However, some programs, particularly those with electives, do not use cohorts and so their intakes cannot be directly identified from this plan. Additionally, intakes associated with newly approved programs or contracts are generally not included.

Caution regarding interpreting registrations: The enrolment plan registration projections are not suitable for directly comparing the number of students or classes across different programs or areas. First, a tally of registrations does not differentiate between courses based on length. A registration in a 25-hour or a 250-hour course carries the same weight in the tally. FTE attempts to standardize the measure for comparison, but forward-looking FTE projections are not available. Second, class sizes vary between programs. Two programs with the same registrations and FTE may have different numbers of courses or intakes as a result. A comparison of class or cohort size is beyond the scope of this report, but a tally of the number of classes or cohorts is included for most programs in Appendix A: Registration projections by area.

School summaries
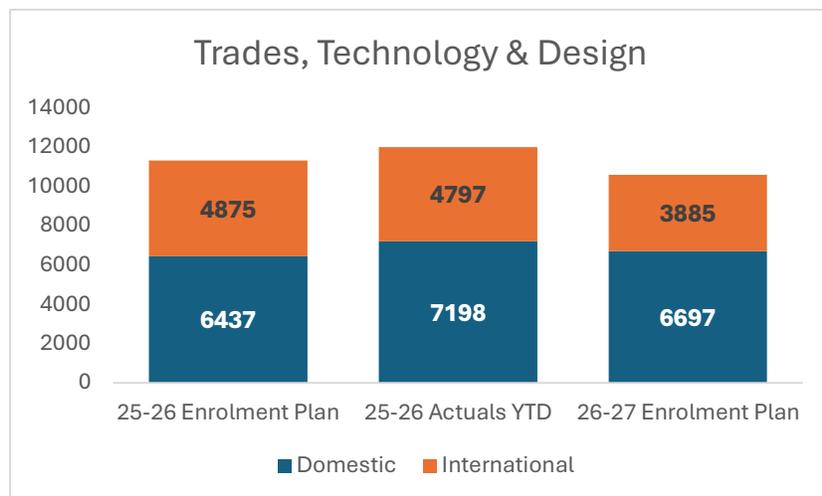
Centre for Trades, Technology, and Design (CTT)

Figure 4: Trades, Technology, & Design Registrations 2025-26 to 2026-27[3]

The Centre for Trades, Technology, and Design enjoys strong demand and stable enrolment overall while remaining responsive to sector training needs and opportunities for new programming. A decline of approximately 6% is forecast, with the greatest decreases attributable to reduced demand in CAD & BIM Technologies and Digital Media Design. Reduced numbers of program intakes in Hair Design and Esthetics and Computer Systems Technology are forecast as a result of lowered interest from international students.

Looking forward, VCC's Centre for Clean Energy and Automotive Innovation program growth is positioned well to align with the Look West provincial strategy. Modest growth in Automotive Service Tech Apprenticeship is forecast. The Construction Electrician Foundation Certificate is a new program that launched in January 2026 and is enjoying strong demand. Three new intakes are planned. Additionally, the Refrigeration and Air Conditioning Mechanic Foundation program is planned to launch in September 2026.

Centre for Education Excellence (CEE)
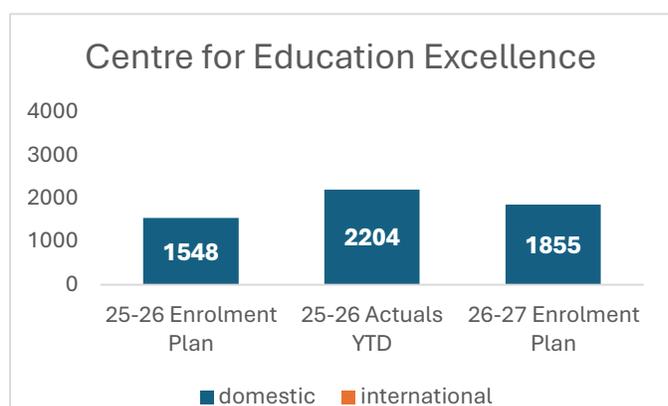
Figure 5: CEE Registrations 2025-26 to 2026-27[3]

The Centre for Education Excellence contains one instructional department: the School of Instructor Education (SIE). In previous years, SIE enrolment was reported under the division of Library, Language, Teaching, and Learning (LLTL). However, since that division has not contained other instructional areas since 2020-21, activity associated with SIE has been reported under the Centre for Education Excellence throughout this report.

VCC Enrolment Plan 2026-27

2025-26 actual registrations were significantly higher than projected in the enrolment plan. A major contributor to this success was the eligibility for provincial Future Skills Grant funding for both the Trades Instructor Short Certificate and the Train the Trainer Short Certificate.

School of Arts and Sciences (SAS)

Figure 6: SAS Registrations 2025-26 to 2026-27[3]

The School of Arts and Sciences is projecting an overall stable enrolment plan, with a decrease of approximately 5% compared with the 2025-26 plan.

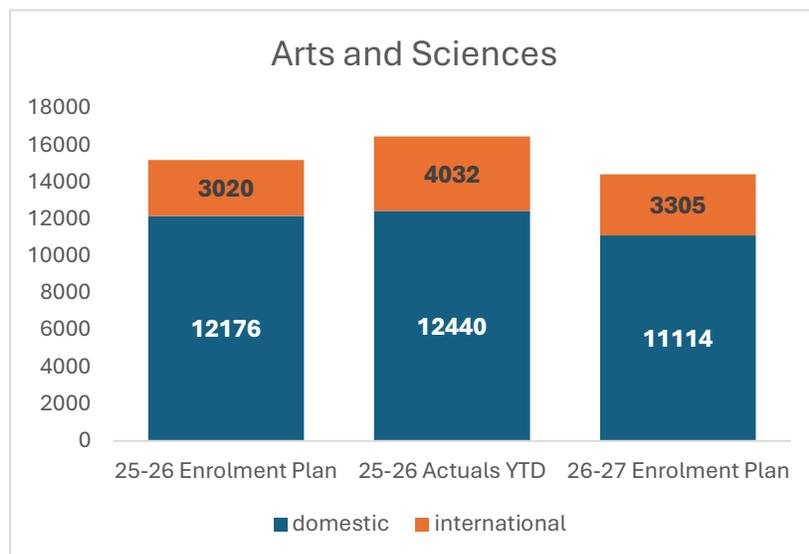Several areas offering developmental programs will see contraction under this plan due to budgetary constraints, including ABE Fundamentals, Access to Careers and Education, Deaf and Hard of Hearing, and Employment Access and Skills Development programs.

In 2025-26, the Academic Upgrading areas delivering Adult Basic Education (ABE) programs were reorganized. Areas within the College & Career Access department are relocated under ABE Fundamentals, Humanities, Math, and Science. Much of the change represented in this school in Appendix A: Registration projections by area is a result of this reorganization. Subtotals are presented below in Table 3.

Table 3: Areas in SAS affected by reorganization

Org	Description	25/26 planned registrations	25/26 actual registrations YTD[3]	26/27 planned registrations
2005	ABE FUNDAMENTALS DEPARTMENT	250	266	161
2004	COLLEGE & CAREER ACCESS	1226	211	
2019	ABE COMP STUDIES/ESC (PURPLE DOOR)	40	71	
2006	COLLEGE FOUNDATION - HUMANITIES	174	528	500
2007	COLLEGE FOUNDATION - MATH	308	756	701
2008	COLLEGE FOUNDATION - SCIENCE	800	1160	1054
	Total	**2798**	**2992**	**2416**

VCC Enrolment Plan 2026-27

Demand and capacity remain strong in Early Childhood Care and Education and in English as an Additional Language, as well as in the University Transfer (UT) areas and Music.

School of Health Sciences (SHS)
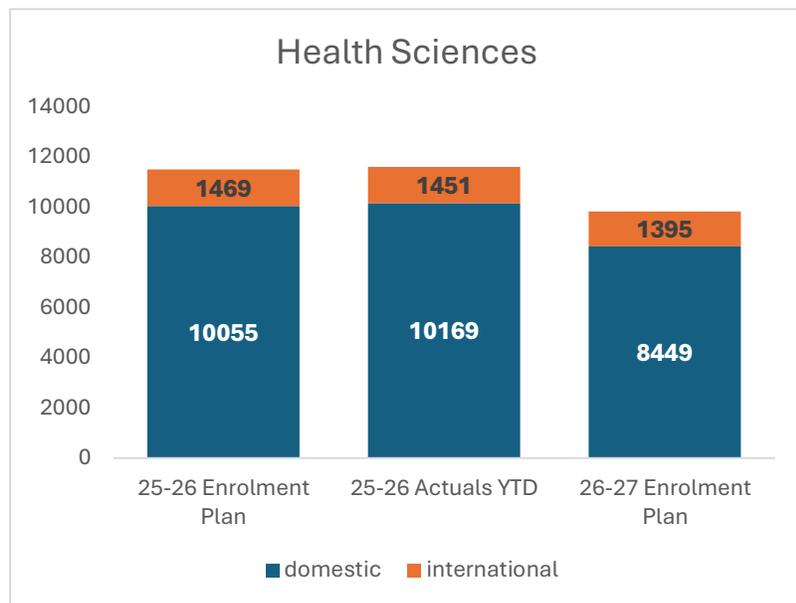
Figure 7: School of Health Sciences Enrolments[3]

The School of Health Sciences enjoys stable enrolment demand. Domestic support and demand for health care professions is strong, and many programs in this school are not eligible for international enrolment.

Notable changes:

The proposed enrolment plan includes a temporary pause on new admissions to Year 1 of the Bachelor of Science in Nursing (BScN) program this year. However, though not reflected in the enrolment plan, provincial funding has been secured for an additional advanced entry intake to the BScN program. A full class of 24 students will commence in April 2026.

VCC will not proceed with an intake for the Access to Practical Nursing program at this time due to low enrollment, and there is a reduction in cohort size for the Certified Dental Assistant program. There is an increase to the class size of the CDA online program to offset this reduction. One fewer intake of the Health Care Assistant Certificate program will be offered, but there is an additional cohort in the Healthcare Assistant International Diploma.

VCC Enrolment Plan 2026-27

School of Hospitality, Food Studies, and Applied Business (SHP)
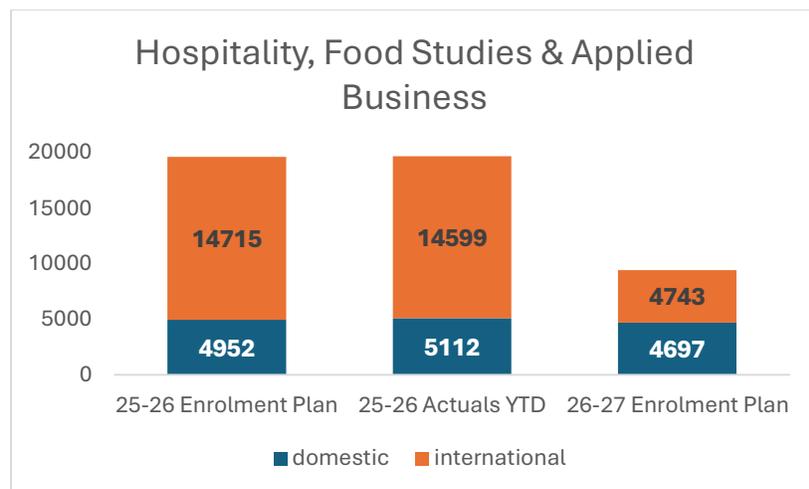
Figure 8: SHP Registrations 2025-26 to 2026-27[3]

While domestic enrolment in the School of Hospitality, Food Studies, and Applied Business is fairly stable, this school is the most greatly affected by decreased international enrolment, resulting in a projected decrease of about 52%.

The following areas are projecting no new intakes in 2026-27:

- 5302 Baking & Pastry Arts (International 5-month program)
- 5305 Baking Apprenticeship
- 5306 Baking & Pastry Arts – Artisan International
- 4801 Business Management
- 4820 Accounting Diploma
- 4830 Marketing Technology Diploma
- 5703 Hospitality Management Post-Degree Diploma
- 4811 Business & Project Management Post-Degree Diploma

(As reflected in the enrolment plan, students currently studying in these areas will be able to continue in their program.) With the exception of Baking Apprenticeship, these reductions are attributable to lost demand from international students. A number of other areas will offer new intakes, but a lower number or capacity compared with 2025-26.

VCC Enrolment Plan 2026-27

Centre for Continuing Studies (CCS)
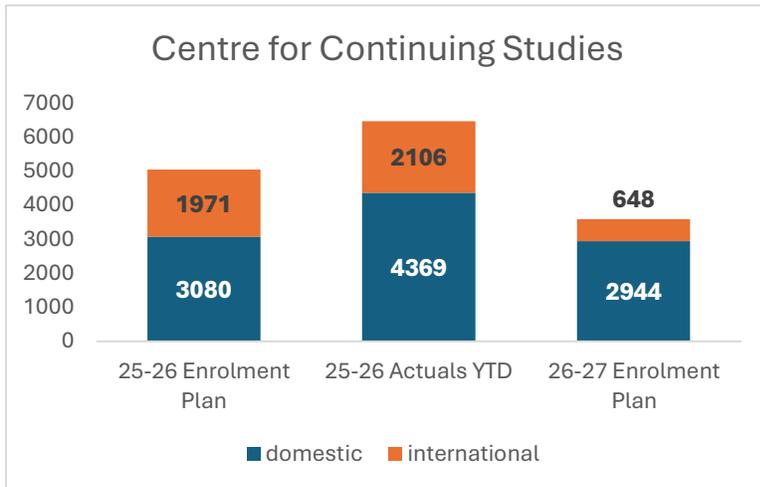
Figure 9: CCS Registrations 2025-26 to 2026-27[3]

The Centre for Continuing Studies projects a contraction of approximately 29% for 2026-27 compared with the 2025-26 plan, primarily in international enrolments. The greatest decline is in the IT Operations and Network Certificate area, attributed to decreased interest from international students. For the same reason, the successful but smaller Optician program will not offer an intake in 2026-27.

Areas of increased interest or growth include Creative Writing, Building Manager, Counselling Skills, and other offerings from among the program portfolios that may be used as the basis for corporate and customized training opportunities in the coming year.

VCC Enrolment Plan 2026-27

Domestic and international enrolments

The proportion of domestic to international students varies widely by program and by school. International students are concentrated heavily within a few programs, largely driven by demand for programs that are aligned with post-graduation work permit eligibility.

Table 3 shows the share of projected 2026-27 international enrolments among the top programs open to international students. Together, they account for about 90% of projected international registrations. Registrations are not equivalent measures across programs, so this table must be interpreted with caution. For context, the projected FTE in the current 2025-26 fiscal year is 4522 domestic, 2634 international for a total of 7156. This represents an approximate 63% domestic/37% international split.

Table 4: Areas with top international enrolments, 2026-27

School	Area	Share of int'l enrolment, 2026-27 projected	Int'l registrations, 2026-27 projected	Int'l registrations, 2025-26 YTD actual[3]	Int'l FTE, 2025-26 YTD actual[3]
SAS	ECCE CERTIFICATE	23%	3216	3270	175.2
SHP	CULINARY ARTS	14%	2006	2229	248.7
SHP	HOSPITALITY MANAGEMENT DIPLOMA	13%	1857	4397	396.8
CTT	AUTO COLLISION REFINISHING	10%	1346	1396	103.0
SHS	Health Care Assistant Diploma	9%	1237	1182	94.6
CTT	AUTO SERVICE TECH	5%	708	662	81.9
CTT	HEAVY MECHANICAL TECH	5%	700	370	36.4
CCS	CYBERSECURITY PDD	3%	354	342	39.0
CTT	ESTHETICS	2%	286	344	91.1
CCS	IT OPERATIONS AND NETWORK CERT	2%	282	1492	161.4
Total		**86%**	**11992**	**15684**	**1428.1**

Acknowledgement

This report represents collaborative work from a number of areas in the college, including the Registrar's Office, Finance, and each of the schools. Institutional Research contributed the 2025-26 actual registrations and FTE projections. In addition to creating the draft list of courses and the complex task of projecting enrolments, many people took time to help me understand various aspects of the planning process. The plan presented here has greater integrity as a result.

Natasha Mandryk
Associate Director, Academic Planning, Policy, and Analysis

Appendix A: Registration projections by area

The following tables include a detailed comparison of 2025-26 enrolment plan figures, 2025-26 year-to-date performance, and 2026-27 projections for areas and departments within each school.

The **enrolment characterizations** are new in the 2026-27 enrolment plan. This inclusion is intended to provide context for the type and amount of programming that is represented by the registration numbers. **Registration groupings** are determined for each area.

- **Cohort:** Intakes start at a specific time (e.g. September 2026) and students progress through their sequence of courses, generally as a group. Cohorts of over 1 year in length are noted as such and described as "new" (starting the program during the fiscal year) or "returning" (proceeding to Year 2 or higher).
- **Classes:** Used to describe areas where students may choose from a variety of different courses or sequencing options; this better describes some areas with more complex interrelated programs or where students choose courses "a la carte" rather than pursuing a credential.
- **Apprenticeship intakes:** Much like cohorts, students complete their course of study with the same group.
- **n/a:** Used to describe areas that provide self-paced and/or individualized instruction that is not well described by either classes or cohorts. Registrations remain the best way to characterize demand in these areas.

Table 5: CTT Enrolment Plan by Area

Centre for Trades, Technology, and Design			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate[7]	Planned registrations	As % of 2025-26 plan[8]	As % of 2025-26 YTD actuals[8]	Registration grouping	2025/26 planned	25/26 actual	26/27 budget
Automotive Collision Repair	4301	AUTO COLLISION	47.8	514	595	116%	657	128%	110%	Cohort (≤1 yr program)	3	4	3
	4306	AUTO COLLISION REFINISHING DIPLOMA	103.0	1419	1396	98%	1346	95%	96%	Cohort (>1 yr program)	4 new, 3 returning	4 new, 3 returning	3 new, 4 returning

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[7] Seat utilization rate is the ratio of actual registrations to planned registrations in a given fiscal year.
[8] Ratios of 2026-27 planned vs. 2025-26 planned/actual registrations are provided to aid the reader in comparing the plan with the previous year.

Centre for Trades, Technology, and Design			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate[7]	Planned registrations	As % of 2025-26 plan[8]	As % of 2025-26 YTD actuals[8]	Registration grouping	2025/26 planned	25/26 actual	26/27 budget
Automotive Collision Repair	4314	AUTO COLLISION APPRENTICESHIP	103.0	88	103	117%	88	100%	85%	Apprenticeship intakes	8	8	8
	4322	AUTO PAINT - APPRENTICESHIP	16.0	14	16	114%	14	100%	88%	Apprenticeship intakes	1	1	1
	4324	AUTO GLASS - APPRENTICESHIP	15.0	14	15	107%	14	100%	93%	Apprenticeship intakes	1	1	1
	4329	TRANSPORTATION TRADE SAMPLER	2.2	36	41	114%	0	0%	0%	Classes	4	4	0
Automotive Parts & Service Management	4361	AUTO PARTS AND SERVICE TECHNOLOGY	21.0	200	231	116%	105	53%	45%	Cohort (>1 yr program)	0 new, 1 returning	0 new, 1 returning	0 new, 1 completing
Automotive Service Technician	4303	AUTO TECHNICIAN	59.3	736	711	97%	748	102%	105%	Cohort (≤1 yr program)	4	4	4
	4316	AUTOMOTIVE TECH APPRENTICESHIP	234.0	168	234	139%	189	113%	81%	Apprenticeship intakes	14	15	16
	4326	AST EPPRENTICE	74.0	40	74	185%	38	95%	51%	Apprenticeship intakes	8	8	8
	4328	AUTO SERV TECH - DIPLOMA - INTERNAT	81.9	710	662	93%	708	100%	107%	Cohort (>1 yr program)	3 new, 3 returning	3 new, 3 returning	3 new, 3 returning
	A362	Automotive Service Technician	11.0	0	132	0%	0	0%	0%	Cohort (≤1 yr program)	0	1	0
	A365	Automotive Service Technician	18.2	0	217	0%	0	0%	0%	Cohort (≤1 yr program)	0	1	0
CAD & BIM Technologies	4203	CAD & BIM TECHNOLOGIES	71.4	854	797	93%	541	63%	68%	Cohort (>1 yr program)	2 new, 2 returning	3 new, 2 returning	2 new, 1 returning
Clean Energy Tech	4712	CONSTRUCTION ELECTRICIAN	13.3	0	144	0%	744	0%	517%	Cohort (≤1 yr program)	0	1	3
Computer Systems Technology	4702	COMPUTER SYSTEMS TECH DIPLOMA	35.7	393	481	122%	338	86%	70%	Cohort (>1 yr program)	1 new, 1 returning	2 new, 1 returning	1 new, 1 returning
Digital Media Design	4430	GRAPHIC MEDIA DESIGN	56.6	838	817	97%	225	27%	28%	Cohort (>1 yr program)	2 new, 1 returning	1 new, 2 returning	0 new, 1 returning

Centre for Trades, Technology, and Design			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate[7]	Planned registrations	As % of 2025-26 plan[8]	As % of 2025-26 YTD actuals[8]	Registration grouping	2025/26 planned	25/26 actual	26/27 budget
Electronics Repair Technology	4110	ELECTRONICS REPAIR TECHNOLOGY	40.5	429	405	94%	290	68%	72%	Cohort (>1 yr program)	1 new, 1 returning	1 new, 1 returning	1 new, 1 returning
Hair Design/Esthetics	5202	HAIR DESIGN	154.0	582	604	104%	458	79%	76%	Cohort (≤1 yr program)	8	9	6
	5215	HAIR DESIGN-MAPLE RIDGE	53.0	76	215	283%	213	280%	99%	Cohort (≤1 yr program)	2	5	3
	5219	HAIRSTYLIST APPRENTICE	29.0	21	29	138%	37	176%	128%	Classes	3	3	3
	5221	ESTHETICS	123.7	563	496	88%	437	78%	88%	Cohort (≤1 yr program)	11	12	8
Heavy Duty Commercial Transport	4304	HEAVY DUTY /COMM. TRANS	77.6	2918	2877	99%	2048	70%	71%	Cohort (≤1 yr program)	5	5	3
	4305	HEAVY MECHANICAL TECH DIPLOMA	36.4	350	370	106%	700	200%	189%	Cohort (>1 yr program)	2 new, 0 returning	3 new, 0 returning	2 new, 3 returning
Jewellery Art & Design	4202	JEWELERY AND GOLDSMITH	31.9	349	333	95%	380	109%	114%	Cohort (>1 yr program)	1 new, 1 returning	1 new, 1 returning	1 new, 1 returning
Refrigeration and Air Conditioning	4715	Refrigeration and Air Conditioning	0.0	0	0	0%	264	0%	0%	Cohort (≤1 yr program)	0	0	1

Table 6: CEE Enrolment Plan by Area

Centre for Education Excellence			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Instructor Education	1500	INSTRUCTORS DIPLOMA	153.7	1468	1797	122%	1685	115%	94%	n/a	-	-	-
	1531	TRADES INSTRUCTOR SHORT CERTIFICATE	15.0	80	211	264%	80	100%	38%	n/a	-	-	-
	1539	DIGITAL LITERACY	10.0	0	120	0%	90	0%	75%	n/a	-	-	-

Centre for Education Excellence			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Instructor Education	A374	Instructor Education	5.0	0	61	0%	0	0%	0%	n/a	-	-	-
	A388	Instructor Education	1.5	0	15	0%	0	0%	0%	n/a	-	-	-

Table 7: SAS Enrolment Plan by Area

School of Arts and Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
ABE Fundamentals	2005	ABE FUNDAMENTALS DEPARTMENT	65.2	250	266	106%	161	64%	61%	n/a	-	-	-
College & Career Access (to 2025)[9]	2001	ACCESS TO CAREERS AND EDUCATION	4.2	51	39	76%	5	10%	13%	n/a	-	-	-
	2003	ABE INTERMEDIATE YOUTH	11.7	100	72	72%	51	51%	71%	n/a	-	-	-
	2004	COLLEGE & CAREER ACCESS	38.7	1226	211	17%	0	0%	0%	n/a	-	-	-
	2019	ABE COMP STUDIES/ESC (PURPLE DOOR)	19.2	40	71	178%	0	0%	0%	n/a	-	-	-
Visually Impaired	1901	VISUALLY IMPAIRED PROGRAM	5.9	83	74	89%	78	94%	105%	n/a	-	-	-
ASL & Deaf Studies	1951	ASL & DEAF STUDIES	31.1	507	409	81%	379	75%	93%	Cohort (≤1 yr program)	2	2	2
	1952	ASL & DEAF STUDIES PART TIME	8.1	72	61	85%	48	67%	79%	Classes	6	4	4

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[9] The College and Career Access department was reorganized in 2025. Registrations from orgs 2004 (Grade 10-12 Upgrading) was distributed among 2006 (Humanities), 2007 (Math), and 2008 (Science). Registrations from 2019 have been redistributed into 2005 (ABE Fundamentals) and 2007 (Math).

VCC Enrolment Plan 2026-27

School of Arts and Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registra tions	Actual registra tions (YTD)[3]	Seat utilizati on rate	Planned registrati ons	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
	1954	ASL & DEAF STUDIES DIPL INTR	15.9	205	179	87%	240	117%	134%	Cohort (>1 yr program)	2 new, 0 returning	1 new, 1 returning	1 new, 1 returning
Early Childhood Care and Education	2027	ECCE CERTIFICATE	208.1	4067	3921	96%	4046	99%	103%	Cohort (>1 yr program)	0 new, 0 returning[10]	6 new, 2 returning	6 new, 5 returning
	A344	2324 STE-ECE Asst (ends Mar26)	1.7	0	34	0%	0	0	0%	Cohort	0	1 continuing	0
Employment Access & Skills Development	1903	COMMUNITY & CAREER EDUCATION	35.4	403	388	96%	256	64%	66%	Cohort (≤1 yr program)	3	3	2
	1909	COMMUNITY & CAREER ED (P/T)	14.3	43	57	133%	0	0%	0%	Classes	5	6	0
English as an Additional Language	3366	ESL PATHWAYS	542.5	3464	3259	94%	3382	98%	104%	Classes	166	166	165
Humanities	2006	COLLEGE FOUNDATION - HUMANITIES[11]	93.7	174	528	303%	500	287%	95%	Classes	8	91	153
	2016	UT HUMANITIES	130.7	965	1307	135%	1015	105%	78%	Classes	56	54	58
Mathematics	2007	COLLEGE FOUNDATION - MATH[11]	160.3	308	756	245%	701	228%	93%	Classes	22	102	127
	2017	UT MATH	58.2	443	582	131%	410	93%	70%	Classes	23	26	24
	2023	UT COMPUTING SCIENCE AND SOFTWARE	10.4	68	104	153%	78	115%	75%	Classes	7	8	9
Music	4204	MUSIC	51.2	504	845	168%	716	142%	85%	Classes	79	79	64
	4206	MUSIC DEGREE	19.2	164	226	138%	191	116%	85%	Classes	54	46	39
	4208	DANCE DIPLOMA	4.7	72	83	115%	77	107%	93%	Classes	7	7	7
	4209	DANCE	19.6	0	398	0%	0	0%	0%	Classes	0	36	0
Science	2008	COLLEGE FOUNDATION - SCIENCE[11]	185.6	800	1160	145%	1054	132%	91%	Classes	44	100	86

[10] Cohorts were not explicitly identified in the 2025-26 enrolment plan.

[11] The increase in the number of classes in 2025-26 actual and 2026-27 projected is due to the addition of self-paced courses formerly housed in College & Career Access.

School of Arts and Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Science	2018	UT SCIENCE	123.1	901	966	107%	889	99%	92%	Classes	43	42	43
	2022	UT ENGINEERING	10.2	54	102	189%	57	106%	56%	Classes	6	6	6
	Z351	ABE-EAL Pathways	1.0	0	5	0%	0	0%	0%	n/a	-	-	-
Deaf and Hard of Hearing	1902	DEAF & HARD OF HEARING ADULTS	30.6	232	222	96%	85	37%	38%	Classes	67	73	41

Table 8: SHS Enrolment Plan by Area

School of Health Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Bachelor of Science in Nursing	5031	BACCALAUREATE NURSING [12]	137.5	1267	1325	105%	1100	87%	83%	Cohort (>1 yr program)	2 new, 4 returning	2 new, 4 returning	1 new, 4 returning
	5078	LPN BRIDGING to BSN	20.0	120	96	80%	96	80%	100%	Classes	4	4	4
Certified Dental Assisting / Dental Reception Coordinator	5102	DENTAL ASSISTING	69.8	1092	1164	107%	708	65%	61%	Cohort (≤1 yr program)	1	1	1
	5104	DENTAL RECEPTIONIST	39.5	312	282	90%	276	88%	98%	Cohort (≤1 yr program)	2	2	2
	5106	DENTAL RADIOGRAPHY	4.2	33	37	112%	36	109%	97%	n/a	-	-	-
	5115	DISTANCE DENTAL ASSISTING	32.2	651	504	77%	462	71%	92%	Cohort (≤1 yr program)	1	1	1
	5120	CDA DIRECTED STUDIES – DAST 1600	0.7	80	62	78%	64	80%	103%	n/a	-	-	-
	5124	CDA REFRESHER	0.0	0	0	0%	8	0%	0%	n/a	-	-	-

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[12] An additional intake of the BScN Advanced Entry program, funded through a provincial contract, will begin in April 2026. It is not reflected in the numbers presented here.

School of Health Sciences							2025-26			2026-27		Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Continuing Care	5116	HEALTHCARE ASSISTANT	81.5	1332	1178	88%	948	71%	80%	Cohort (≤1 yr program)	3	3	2
	5122	Health Care Assistant Diploma	94.6	1199	1182	99%	1237	103%	105%	Cohort (>1 yr program)	2 new, 2 returning	2 new, 2 returning	3 new, 2 returning
	A288	2021 HCA PATHWAY1	30.8	0	423	0%	0	0%	0%	Cohort (≤1 yr program)	0	1	0
Dental Hygiene	5101	DENTAL HYGIENE	44.0	396	396	100%	422	107%	107%	Cohort (>1 yr program)	1 new, 1 returning	1 new, 1 returning	1 new, 1 returning
Dental Technology	5103	DENTAL TECHNICIAN	42.5	384	417	109%	345	90%	83%	Cohort (>1 yr program)	1 new, 2 returning	1 new, 2 returning	1 new, 2 returning
Health Unit Coordinator	4610	HEALTH UNIT COORDINATOR	31.5	423	379	90%	315	74%	83%	Cohort (≤1 yr program)	1	1	1
Medical Laboratory Assistant	5117	MEDICAL LAB ASSISTANT	45.6	432	409	95%	408	94%	100%	Cohort (≤1 yr program)	2	2	2
Medical Laboratory Assistant	A378	Medical Laboratory Assistant	12.0	0	108	0%	0	0%	0%	Cohort (≤1 yr program)	0	1	0
Occupational Physical Therapist Assistant	5076	OPTA	56.9	605	672	111%	690	114%	103%	Cohort (>1 yr program)	1 new, 1 returning	1 new, 1 returning	1 new, 1 returning
Pharmacy Technician	5005	PHARMACY TECHNICIAN	24.6	453	419	92%	489	108%	117%	Cohort (≤1 yr program)	1	1	2
	A368	Pharmacy Technician	6.1	0	106	0%	0	0%	0%	Cohort (≤1 yr program)	0	1	0
Practical Nursing	5004	PRACTICAL NURSING	129.0	2163	1980	92%	2096	97%	106%	Cohort (>1 yr program)	2 new, 2 returning	2 new, 2 returning	2 new, 2 returning
	5017	ACCESS TO PRACTICAL NURSING	27.9	582	488	84%	144	25%	30%	Cohort (>1 yr program)	2 new, 0 returning	1 new, 1 returning	0 new, 1 continuing
	5019	SUCCESS IN PRACTICAL NURSING	0.1	0	1	0%	0	0%	0%	Classes	0	9	0

Table 9: SHP Enrolment Plan by Area

School of Hospitality, Food Studies, and Applied Business			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Applied Business	4601	OFFICE AND LEGAL ADMINISTRATION	19.1	400	309	77%	260	65%	84%	Cohort (≤1 yr program)	2	2	2
	4602	MEDICAL OFFICE CAREERS	44.1	510	528	104%	530	104%	100%	Cohort (≤1 yr program)	2	2	2
	4614	ADMINISTRATIVE PROFESSIONAL	40.3	765	729	95%	605	79%	83%	Cohort (≤1 yr program)	3	3	2
Asian Culinary Arts	5501	ASIAN CUISINE	11.5	177	150	85%	121	68%	81%	Cohort (≤1 yr program)	2	2	1
Baking & Pastry Arts	5301	BAKING & PASTRY ARTS	104.5	1009	1304	129%	1378	137%	106%	Cohort (≤1 yr program)	6	7	8
	5302	BAKING & PASTRY ARTS - 5 MONTH	14.2	278	231	83%	28	10%	12%	Cohort (≤1 yr program)	3	3	0
	5305	BAKING APPRENTICESHIP	13.0	20	13	65%	0	0%	0%	Apprenticeship intakes	2	2	0
	5306	BAKING PASTRY ARTS-ARTISAN INT'L	10.5	171	160	94%	0	0%	0%	Cohort (≤1 yr program)	2	1	0
Business Management	4801	BUSINESS MGMT PD DIPLOMA	161.7	1400	1306	93%	19	1%	1%	Cohort (>1 yr program)	0 new, 7 returning	1 new, 7 returning	0 new, 1 returning
Business Technology	4820	ACCOUNTING DIPLOMA	61.8	667	659	99%	125	19%	19%	Cohort (>1 yr program)	0 new, 2 returning	0 new, 2 returning	0 new, 1 continuing
	4830	MARKETING TECH DIPLOMA	68.8	969	737	76%	226	23%	31%	Cohort (>1 yr program)	2 new, 2 returning	1 new, 2 returning	0 new, 1 returning
Culinary Arts	5406	CULINARY ARTS-SATELLITE PROGRAMS	64.1	546	511	94%	512	94%	100%	Cohort (≤1 yr program)	7	7	7
	5410	CULINARY ARTS[13]	355.3	3969	3178	80%	2814	71%	89%	Cohort (>1 yr program)	36 new, 12 returning	34 new, 12 returning	25 new, 10 returning

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[13] Culinary Arts org 5410 contains two certificate programs (less than 1 year in length) in addition to a two-year diploma, so the count of returning student cohorts is lower than the count of new intakes.

School of Hospitality, Food Studies, and Applied Business				2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
	5708	CULINARY ARTS APPRENTICESHIP	55.0	76	55	72%	64	84%	116%	Apprenticeship intakes	9	9	7
Hospitality Management	5701	HOSPITALITY MANAGEMENT DIPLOMA	444.1	4000	4912	123%	2221	56%	45%	Cohort (>1 yr program)	3 new, 3 returning	3 new, 4 returning	3 new, 8 returning
	5703	HOSPITALITY MANAGEMENT POST DEG DIP	238.1	1943	1919	99%	129	7%	7%	Cohort (>1 yr program)	0 new, 4 returning	0 new, 4 returning	0 new, 2 returning
Project Management	4811	BU PROJECT MGMT POST DEGREE DIPLOMA	273.2	2614	2656	102%	0	0%	0%	Cohort (>1 yr program)	0 new, 10 returning	0 new, 10 returning	-
	4812	GLOBAL SUPPLY CHAIN MANAGEMENT	31.6	153	284	186%	308	201%	108%	Cohort (>1 yr program)	1 new, 0 returning	2 new, 0 returning	1 new, 2 returning
	4813	IT PROJECT MANAGEMENT	0.0	0	70	0%	100	0%	143%	Cohort (>1 yr program)	0 new, 0 returning	1 new, 0 returning	0 new, 1 returning

Table 10: CCS Enrolment Plan by Area

Centre for Continuing Studies		2025-26				2026-27			Enrolment characterizations			
Org	Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
6601	IT OPERATIONS AND NETWORK CERT	163.7	1403	1517	108%	282	20%	19%	Classes	98	97	27
6650	MUSIC	0.5	0	10	0%	0	0%	0%	Classes	0	1	0
6060	MANAGEMENT SKILLS SUPERVISORS	8.6	123	207	168%	180	146%	87%	Classes	7	13	12
6065	LEADERSHIP SKILLS CERT. PROGRAM	2.1	50	39	78%	0	0%	0%	Classes	7	17	0
6068	SMALL BUSINESS	0.0	8	0	0%	0	0%	0%	Classes	1	0	0
6199	EVENT PLANNING	0.0	11	0	0%	0	0%	0%	Classes	2	0	0
6225	CREATIVE AND TECHNICAL WRITING	4.3	75	107	143%	122	163%	114%	Classes	7	11	11
6232	Award of Achieve Prod Ani VFX	1.9	83	66	80%	56	67%	85%	Classes	11	11	8

VCC Enrolment Plan 2026-27

Centre for Continuing Studies		2025-26				2026-27			Enrolment characterizations			
Org	Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
6245	LERN PARTNERSHIP	3.3	127	123	97%	72	57%	59%	n/a	-	-	-
A345	2324 SOURCES AAST	1.5	0	18	0%	0	0%	0%	n/a	-	-	-
6233	CYBERSECURITY PDD	43.4	493	382	77%	438	89%	115%	Classes	31	22	37
A340	2324 - ECCE Seat Expansion	5.6	0	139	0%	0	0%	0%	Classes	0	24	0
6022	FASHION DESIGN	22.1	281	289	103%	176	63%	61%	Classes	29	30	27
6023	JEWELLERY	1.5	30	38	127%	18	60%	47%	Classes	4	6	2
6222	FASHION COURSES	3.8	45	75	167%	58	129%	77%	Classes	5	7	6
6076	HEALTH	7.9	100	55	55%	56	56%	102%	Classes	11	6	7
6082	MDRT	112.3	152	234	154%	162	107%	69%	Classes	13	21	15
6255	OPTICIAN	17.2	139	159	114%	12	9%	8%	Classes	13	13	1
6093	COUNSELLING SKILLS	40.6	368	349	95%	403	110%	115%	Classes	32	44	47
6064	OFFICE & ADMIN CERT. PROGRAM	53.4	664	920	139%	704	106%	77%	Classes	79	96	84
6067	PARALEGAL PROGRAM	51.5	789	760	96%	725	92%	95%	Classes	52	55	53
6034	HOSPITALITY	0.7	20	66	330%	12	60%	18%	Classes	20	10	1
6038	BLDG. MGR. RESIDENTIAL CERTIFICATE	8.9	90	169	188%	116	129%	69%	Classes	16	24	17
6046	COMPUTERS	4.4	0	111	0%	0	0%	0%	Classes	0	13	0
6224	COMPRESSED NATURAL GAS (CNG)	0.3	0	9	0%	0	0%	0%	Classes	0	1	0
6581	TRADES MICROCREDENTIALS	0.7	0	5	0%	0	0%	0%	Classes	0	4	0
6221	-	0.5	0	10	0%	0	0%	0%	Classes	0	1	0
A125	ESA 1112 Building Management	0.2	0	12	0%	0	0%	0%	Classes	0	2	0
A131	ESA Consortium CapU	3.27	0	49	0%	0	0%	0%	Classes	0	4	0
A271	Acct Sources Community	29.76	0	390	0%	0	0%	0%	Classes	0	28	0
A372	Sources MOSK Training	0	0	36	0%	0	0%	0%	Classes	0	2	0
A379	AAAB Contract	6.33	0	144	0%	0	0%	0%	Classes	0	9	0
A382	Supportive Care Assistant	8.87	0	19	0%	0	0%	0%	Classes	0	2	0

VCC Enrolment Plan 2026-27

Centre for Continuing Studies		2025-26				2026-27			Enrolment characterizations			
Org	Description	Projected FTE (YTD)[3]	Planned registrations	Actual registrations (YTD)[3]	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
A383	TRADES MICROCREDENTIALS CONTRACT	2.47	0	39	0%	0	0%	0%	Classes	0	3	0
A384	YMCA Office Admin Essentials	1.5	0	15	0%	0	0%	0%	Classes	0	1	0
A385	MOSAIC Building Service Worker	4.55	0	18	0%	0	0%	0%	Classes	0	2	0
A390	CNG Technician Training	0.6	0	16	0%	0	0%	0%	Classes	0	1	0
A399	Building Management	0.42	0	5	0%	0	0%	0%	Classes	0	1	0
Z348	Tching Esntls for Adlt Lernrs	0.58	0	14	0%	0	0%	0%	Classes	0	1	0

Appendix B: Domestic/international breakdowns

All instructional areas with international enrolments (either planned in 2025-26 or 2026-27 or actual in 2025-26) have domestic and international subtotal registrations summarized below. Areas not appearing in this list have only domestic registrations.

Table 11: Domestic and international registrations by area

Div	Department	Org	Area Description	Domestic			International		
				2025-26 planned registrations	2025-26 actual registrations YTD[3]	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTD[3]	2026-27 planned registrations
CCS	Base non-Credit	6601	IT OPERATIONS AND NETWORK CERT	0	25	**0**	1403	1492	**282**
CCS	Business & Management	6060	MANAGEMENT SKILLS SUPERVISORS	123	206	**180**	0	1	**0**
CCS	Business & Management	6065	LEADERSHIP SKILLS CERT. PROGRAM	50	38	**0**	0	1	**0**
CCS	Business & Management	6245	LERN PARTNERSHIP	127	122	**72**	0	1	**0**
CCS	Cybersecurity	6233	CYBERSECURITY PDD	128	40	**84**	365	342	**354**
CCS	Fashion	6022	FASHION DESIGN	217	211	**176**	64	78	**0**
CCS	Health	6255	OPTICIAN	0	0	**0**	139	159	**12**
CCS	Human & Social Services	6093	COUNSELLING SKILLS	368	347	**403**	0	2	**0**
CCS	Paralegal & Office Admin	6064	OFFICE & ADMIN CERT. PROGRAM	664	910	**704**	0	10	**0**
CCS	Technology & Trades	6034	HOSPITALITY	20	60	**12**	0	6	**0**
CCS	Technology & Trades	6038	BLDG. MGR. RESIDENTIAL CERTIFICATE	90	168	**116**	0	1	**0**
CCS	Technology & Trades	6046	COMPUTERS	0	109	**0**	0	2	**0**
CCS		A131	ESA Consortium CapU	0	48	**0**	0	1	**0**
CCS		A271	Acct Sources Community	0	382	**0**	0	8	**0**
CCS		A385	MOSAIC Building Service Worker	0	16	**0**	0	2	**0**
CTT	Automotive Collision Repair	4306	AUTO COLLISION REFINISHING DIPLOMA	0	0	**0**	1419	1396	**1346**
CTT	Automotive Collision Repair	4314	AUTO COLLISION APPRENTICESHIP	88	95	**88**	0	8	**0**
CTT	Automotive Collision Repair	4322	AUTO PAINT - APPRENTICESHIP	14	15	**14**	0	1	**0**

VCC Enrolment Plan 2026-27

				Domestic			International		
Div	Department	Org	Area Description	2025-26 planned registrations	2025-26 actual registrations YTD[3]	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTD[3]	2026-27 planned registrations
CTT	Automotive Parts & Service Management	4361	AUTO PARTS AND SERVICE TECHNOLOGY	5	11	5	195	220	100
CTT	Automotive Service Technician	4316	AUTOMOTIVE TECH APPRENTICESHIP	168	227	189	0	7	0
CTT	Automotive Service Technician	4326	AST EPPRENTICE	40	72	38	0	2	0
CTT	Automotive Service Technician	4328	AUTO SERV TECH - DIPLOMA - INTERNAT	0	0	0	710	662	708
CTT	CAD & BIM Technologies	4203	CAD & BIM TECHNOLOGIES	635	568	500	219	229	41
CTT	Computer Systems Technology	4702	COMPUTER SYSTEMS TECH DIPLOMA	79	140	182	314	341	156
CTT	Digital Media Design	4430	GRAPHIC MEDIA DESIGN	278	230	80	560	587	145
CTT	Electronics Repair Technology	4110	ELECTRONICS REPAIR TECHNOLOGY	60	106	131	369	299	159
CTT	Hair Design/Esthetics	5202	HAIR DESIGN	244	296	240	338	308	218
CTT	Hair Design/Esthetics	5219	HAIRSTYLIST APPRENTICE	21	25	37	0	4	0
CTT	Hair Design/Esthetics	5221	ESTHETICS	165	152	151	398	344	286
CTT	Heavy Duty Commercial Transport	4305	HEAVY MECHANICAL TECH DIPLOMA	0	0	0	350	370	700
CTT	Jewellery Art & Design	4202	JEWELERY AND GOLDSMITH	346	314	354	3	19	26
SAS	ASL & Deaf Studies	1951	ASL & DEAF STUDIES	507	398	374	0	11	5
SAS	College & Career Access (to 2025)	2019	ABE COMP STUDIES/ESC (PURPLE DOOR)	40	71	0	0	0	0
SAS	Deaf and Hard of Hearing	1902	DEAF & HARD OF HEARING ADULTS	232	221	85	0	1	0
SAS	Early Childhood Care and Education	2027	ECCE CERTIFICATE	1111	651	830	2956	3270	3216
SAS	English as an Additional Language	3366	ESL PATHWAYS	3464	3252	3382	0	7	0
SAS	Humanities	2016	UT HUMANITIES	961	1183	1015	4	124	0
SAS	Mathematics	2017	UT MATH	423	454	410	20	128	0
SAS	Mathematics	2023	UT COMPUTING SCIENCE AND SOFTWARE	58	65	78	10	39	0
SAS	Music	4204	MUSIC	504	756	676	0	89	40

VCC Enrolment Plan 2026-27

Div	Department	Org	Area Description	Domestic			International		
				2025-26 planned registrations	2025-26 actual registrations YTD[3]	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTD[3]	2026-27 planned registrations
SAS	Music	4206	MUSIC DEGREE	164	207	182	0	19	9
SAS	Music	4208	DANCE DIPLOMA	42	35	42	30	48	35
SAS	Music	4209	DANCE	0	166	0	0	232	0
SAS	Science	2008	COLLEGE FOUNDATION - SCIENCE	800	1156	1054	0	4	0
SAS	Science	2018	UT SCIENCE	901	934	889	0	32	0
SAS	Science	2022	UT ENGINEERING	54	74	57	0	28	0
SHP	Applied Business	4602	MEDICAL OFFICE CAREERS	510	521	525	0	7	5
SHP	Applied Business	4614	ADMINISTRATIVE PROFESSIONAL	742	683	604	23	46	1
SHP	Asian Culinary Arts	5501	ASIAN CUISINE	170	133	121	7	17	0
SHP	Baking & Pastry Arts	5301	BAKING & PASTRY ARTS	985	1268	1367	24	36	11
SHP	Baking & Pastry Arts	5302	BAKING & PASTRY ARTS - 5 MONTH	0	0	0	278	231	28
SHP	Baking & Pastry Arts	5305	BAKING APPRENTICESHIP	20	12	0	0	1	0
SHP	Baking & Pastry Arts	5306	BAKING PASTRY ARTS-ARTISAN INT'L	0	0	0	171	160	0
SHP	Business Management	4801	BUSINESS MGMT PD DIPLOMA	0	0	0	1400	1306	19
SHP	Business Technology	4820	ACCOUNTING DIPLOMA	82	92	15	585	567	110
SHP	Business Technology	4830	MARKETING TECH DIPLOMA	49	28	21	920	709	205
SHP	Culinary Arts	5410	CULINARY ARTS	1145	949	808	2824	2229	2006
SHP	Hospitality Management	5701	HOSPITALITY MANAGEMENT DIPLOMA	227	515	364	3773	4397	1857
SHP	Hospitality Management	5703	HOSPITALITY MANAGEMENT POST DEG DIP	0	0	0	1943	1919	129
SHP	Project Management	4811	BU PROJECT MGMT POST DEGREE DIPLOMA	0	0	0	2614	2656	0
SHP	Project Management	4812	GLOBAL SUPPLY CHAIN MANAGEMENT	0	36	36	153	248	272
SHP	Project Management	4813	IT PROJECT MANAGEMENT	0	0	0	0	70	100
SHS	Certified Dental Assisting / Dental Reception Coordinator	5115	DISTANCE DENTAL ASSISTING	651	503	462	0	1	0

VCC Enrolment Plan 2026-27

				Domestic			International		
Div	Department	Org	Area Description	2025-26 planned registrations	2025-26 actual registrations YTD[3]	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTD[3]	2026-27 planned registrations
SHS	Certified Dental Assisting / Dental Reception Coordinator	5120	CDA DIRECTED STUDIES – DAST 1600	80	47	**64**	0	15	**0**
SHS	Continuing Care	5116	HEALTHCARE ASSISTANT	1332	1170	**948**	0	8	**0**
SHS	Continuing Care	5122	Health Care Assistant Diploma	0	0	**0**	1199	1182	**1237**
SHS	Dental Technology	5103	DENTAL TECHNICIAN	198	255	**252**	186	162	**93**
SHS	Occupational Physical Therapist Assistant	5076	OPTA	521	589	**625**	84	83	**65**

Appendix C: Centre for International Education

In previous years, the enrolment plan presented for approval attributed international enrolments in two ways:

1. Mixed domestic and international cohorts or classes: Registrations attributed to the program's "home" school (e.g. School of Arts and Sciences)
2. Fully-international program intakes: Registrations attributed to the Centre for International Education (CIN).

Centre for International Education (CIN) is not a school or faculty in the usual sense, but an administrative grouping. It groups together fully international program cohorts that are housed in other schools within the college. Programs and departments may therefore have enrolments projected under both their "home" school and under CIN. To facilitate understanding of enrolments by school, including domestic/international proportions, this plan reports enrolment associated with CIN under the "home" school. The exception is the Enrolment Trends: FTE section.

For readers familiar with CIN and wishing to track it separately as in past years, CIN-specific enrolment is reported in Table 11.

Table 12: Centre for International Education

			2025-26							2026-27	
Home School	Org	Area Description	Domestic FTE (YTD)[3]	International FTE (YTD)[3]	Planned registrations	Actual registrations - domestic YTD[3]	Actual registrations - int'l YTD[3]	Actual registrations total YTD[3]	2025-26 Seat Utilization to Budget	Planned registrations - domestic	Planned registrations - international
CTT	4305	Technical Training Access	0	34.75	350	0	354	354	101%		624
CTT	4306	Auto Collision Refinishing Dip	0	102.95	1419	0	1396	1396	98%		1247
CTT	4328	Auto Serv Tech Diploma Intl	0	75.42	650	0	602	602	93%		553
CTT	4702	Computer Systems Tech Diploma			35			0	0%	60	50
SAS	2027	Early Childhood Care and Education	1.28	99.34	0	25	2190	2215			3036
SHP	4801	Canadian Business Mgmt. Diploma	0	161.7	1400	0	1306	1306	93%		19
SHP	4811	Bus Project Mgmt PD Diploma	0	273.2	2614	0	2656	2656	102%		
SHP	4812	Hospitality Diploma Int'l			153			0	0%		
SHP	5302	Baking Intn'l 5 month program	0	14.22	278	0	231	231	83%		28
SHP	5306	Baking & Pastry - Artisan Int'l	0	10.49	171	0	160	160	94%		

VCC Enrolment Plan 2026-27

				2025-26						2026-27	
Home School	Org	Area Description	Domestic FTE (YTD)[3]	International FTE (YTD)[3]	Planned registrations	Actual registrations - domestic YTD[3]	Actual registrations - int'l YTD[3]	Actual registrations total YTD[3]	2025-26 Seat Utilization to Budget	Planned registrations - domestic	Planned registrations - international
SHP	5410	Culinary Arts (Blended)	0	75.21	750	0	741	741	99%		556
SHP	5701	Hospitality Management	0.5	102.05	1496	5	1124	1129	75%	34	490
SHP	5703	Hospitality Diploma Int'l	0	238.07	1943	0	1919	1919	99%		129
SHS	5122	Healthcare Assistant Int'l	0	94.58	1199	0	1182	1182	99%		1131

2026-27 Enrolment Plan Addendum for EdCo – March 10, 2026

Corrections

Program intakes in two areas (5301 Baking and Pastry Arts, 5701 Hospitality Management Diploma), as well as 18 individual courses in a total of 9 areas, were incorrectly assigned to the wrong fiscal year. Excerpts from tables in Appendix A and B, showing corrected rows, follow. Corrections are shown in **bold, red text.**

Table 1: CTT Enrolment Plan by Area

Centre for Trades, Technology, and Design			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)Error! Bookmark not defined.	Planned registrations	Actual registrations (YTD)Error! Bookmark not defined.	Seat utilization rate[1]	Planned registrations	As % of 2025-26 plan[2]	As % of 2025-26 YTD actuals[2]	Registration grouping	2025/26 planned	25/26 actual	26/27 budget
Hair Design/Esthetics	5215	HAIR DESIGN-MAPLE RIDGE	53.0	76	215	283%	**228**	**300%**	**106%**	Cohort (≤1 yr program)	2	5	3

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[1] Seat utilization rate is the ratio of actual registrations to planned registrations in a given fiscal year.

[2] Ratios of 2026-27 planned vs. 2025-26 planned/actual registrations are provided to aid the reader in comparing the plan with the previous year.

Table 2: CEE Enrolment Plan by Area

Centre for Education Excellence			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)Error! Bookmark not defined.	Planned registrations	Actual registrations (YTD)Error! Bookmark not defined.	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Instructor Education	1500	INSTRUCTORS DIPLOMA	153.7	1468	1797	122%	1713	117%	95%	n/a	-	-	-

Table 3: SAS Enrolment Plan by Area

School of Arts and Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)Error! Bookmark not defined.	Planned registrations	Actual registrations (YTD)Error! Bookmark not defined.	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Early Childhood Care and Education	2027	ECCE CERTIFICATE	208.1	4067	3921	96%	4186	103%	107%	Cohort (>1 yr program)	0 new, 0 returning[3]	6 new, 2 returning	6 new, 5 returning

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[3] Cohorts were not explicitly identified in the 2025-26 enrolment plan.

Table 4: SHS Enrolment Plan by Area

School of Health Sciences			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)Error! Bookmark not defined.	Planned registrations	Actual registrations (YTD)Error! Bookmark not defined.	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Bachelor of Science in Nursing	5031	BACCALAUREATE NURSING [4]	137.5	1267	1325	105%	1121	88%	85%	Cohort (>1 yr program)	2 new, 4 returning	2 new, 4 returning	1 new, 4 returning
Certified Dental Assisting / Dental Reception Coordinator	5104	DENTAL RECEPTIONIST	39.5	312	282	90%	301	96%	107%	Cohort (≤1 yr program)	2	2	2

Table 5: SHP Enrolment Plan by Area

School of Hospitality, Food Studies, and Applied Business			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)Error! Bookmark not defined.	Planned registrations	Actual registrations (YTD)Error! Bookmark not defined.	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Applied Business	4614	ADMINISTRATIVE PROFESSIONAL	40.3	765	729	95%	625	82%	86%	Cohort (≤1 yr program)	3	3	2
Baking & Pastry Arts	5301	BAKING & PASTRY ARTS	104.5	1009	1304	129%	1344	133%	103%	Cohort (≤1 yr program)	6	7	6

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[4] An additional intake of the BScN Advanced Entry program, funded through a provincial contract, will begin in April 2026. It is not reflected in the numbers presented here.

School of Hospitality, Food Studies, and Applied Business			2025-26				2026-27			Enrolment characterizations			
Department	Org	Area Description	Projected FTE (YTD)Error! Bookmark not defined.	Planned registrations	Actual registrations (YTD)Error! Bookmark not defined.	Seat utilization rate	Planned registrations	As % of 2025-26 plan	As % of 2025-26 YTD actuals	Registration grouping	25/26 planned	25/26 actual	26/27 budget
Hospitality Management	5701	HOSPITALITY MANAGEMENT DIPLOMA	444.1	4000	4912	123%	2168	54%	44%	Cohort (>1 yr program)	3 new, 3 returning	3 new, 4 returning	3 new, 5 returning
Project Management	4811	BU PROJECT MGMT POST DEGREE DIPLOMA	273.2	2614	2656	102%	88	3%	3%	Cohort (>1 yr program)	0 new, 10 returning	0 new, 10 returning	1 completing

Table 6: Domestic and international registrations by area

				Domestic			International		
Div	Department	Org	Area Description	2025-26 planned registrations	2025-26 actual registrations YTDError! Bookmark not defined.	2026-27 planned registrations	2025-26 planned registrations	2025-26 actual registrations YTDError! Bookmark not defined.	2026-27 planned registrations
SAS	Early Childhood Care and Education	2027	ECCE CERTIFICATE	1111	651	830	2956	3270	3356
SHP	Applied Business	4614	ADMINISTRATIVE PROFESSIONAL	742	683	624	23	46	1
SHP	Baking & Pastry Arts	5301	BAKING & PASTRY ARTS	985	1268	1334	24	36	10
SHP	Hospitality Management	5701	HOSPITALITY MANAGEMENT DIPLOMA	227	515	359	3773	4397	1809
SHP	Project Management	4811	BU PROJECT MGMT POST DEGREE DIPLOMA	0	0	0	2614	2656	88

Clarifications

Registration groupings

Where a registration grouping is recorded as "n/a", the reason is because the instruction in that area is arranged in ways that make a count of classes or cohorts unsuitable as a way of explaining the offerings in the area. The most common example is self-paced classes.

A "n/a" in this column means that the registration count is the most direct measure to use to describe the amount of instruction in the area.

Contracts

Contract orgs (starting with A or Z) are generally excluded from the regular enrolment planning process, and therefore the number of planned registrations reported here is 0. Actual registrations and projected FTE are reported for the current fiscal year.

The following are orgs associated with contracts for each school:

- Centre for Trades, Technology, and Design:
    - A362   Automotive Service Technician
    - A365   Automotive Service Technician
- Centre for Education Excellence:
    - A374   Instructor Education
    - A388   Instructor Education
- School of Arts and Sciences:
    - A344   2324 STE-ECE Asst (ends Mar26)
    - Z351   ABE-EAL Pathways
- School of Health Sciences:
    - A288   2021 HCA Pathway1
    - A378   Medical Laboratory Assistant
    - A368   Pharmacy Technician
- Centre for Continuing Studies:
    - A345   2324 SOURCES AAST
    - A125   ESA 1112 Building Management
    - A131   ESA Consortium CapU
    - A271   Acct Sources Community
    - A372   Sources MOSK Training
    - A379   AAAB Contract
    - A382   Supportive Care Assistant

- o   A383   TRADES MICROCREDENTIALS CONTRACT
- o   A384   YMCA Office Admin Essentials
- o   A385   MOSAIC Building Service Worker
- o   A390   CNG Technician Training
- o   A399   Building Management
- o   Z348   Tching Esntls for Adlt Lernrs

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: Automotive Collision and Refinishing Foundation (Online Youth)
Certificate

BACKGROUND:

The Automotive Collision and Refinishing Foundation (Online Youth) Certificate program was recently revised and renamed (formerly "E-pprentice").

As part of this revision, course ACRF 1110 Industry Readiness was removed from the program, since this content is covered in high schools and is not part of the STBC program outline. As a result, the number of program credits was reduced from 45.5 to 41 credits.

The curriculum was approved by Education Council in December 2025.

DISCUSSION:

In consultation with Feras Ghesen, Associate Director, School of Trades, Technology and Design, it was confirmed that the program tuition will be adjusted in line with the credit reduction. The tuition change requires review by the Finance and Audit Committee and final approval by the Board of Governors.

The revised curriculum was approved by Education Council in December 2025; however, there was no formal EdCo recommendation to the Board of Governors regarding implementation of the program change, namely, reduction in credits. This motion will be presented at the March EdCo meeting to ensure alignment with the Program Development and Approval Procedures (409).

RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve the reduction in credits for the Automotive Collision and Refinishing Foundation (Online Youth) Certificate program.

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: March 3, 2026

DECISION NOTE

PREPARED FOR:	Education Council
DATE:	March 10, 2026
ISSUE:	Bachelor of Hospitality Management

BACKGROUND:

The Hospitality Management department revised the curriculum for the Bachelor of Hospitality Management following program renewal in 2020–2021.

The updated curriculum, including revised and new courses, was reviewed and approved by Education Council in September 2023. At that time, Education Council voted to make a recommendation for implementation of the "significantly revised" Bachelor of Hospitality Management program to the Board of Governors. While the program was pending Board approval, the proposed revisions were reviewed by the Degree Quality Assessment Board (DQAB).

In August 2025, DQAB determined that the extent of the revisions does not constitute a new degree program.

DISCUSSION:

Based on the DQAB review and in consultation with the department, dean, and VP Academic & Research, there is agreement that this curriculum change does not meet the threshold of "significantly revised." There are no plans to seek program re-costing.

For these reasons, Board approval is not required for this revision. The current proposal is for EdCo to rescind its September 2023 advice to the Board regarding approval of implementation of the significantly revised program, as it is redundant.

The curriculum was already approved by Education Council in 2023, and no further approvals are required.

RECOMMENDATION:

THAT Education Council rescind the motion approved at the September 12, 2023 meeting recommending the Board of Governors approve the implementation of the significantly revised Bachelor of Hospitality Management program.

PREPARED BY:	Louise Dannhauer, Chair, Education Council
DATE:	March 3, 2026

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: Revised course: DAST 1600 CDA Directed Studies

BACKGROUND:
The Certified Dental Assisting (CDA) department is proposing revisions to course DAST 1600 CDA Directed Studies. This is a clinical remediation course for dental assisting students who require additional education to meet entry-to-practice licensing standards in British Columbia. Instruction is customized to meet the specific clinical competencies for each specific student after taking the National Dental Assisting Examining Board clinical practice evaluation.

Working with the clinical instructors, students can develop up to five clinical competencies; upon successful completion, letters of completion are sent to the licensing bodies to support progression in the licensure or registration process.

DISCUSSION:
Heidi Parisotto, instructor in CDA, presented the proposal. Curriculum Committee requested the following adjustments:

- Move course delivery information from the Course Description to the Instructional Strategies section
- Revise the course learning outcome to more accurately reflect the customized nature of this course
- Add an evaluation plan focused on individual clinical competencies
- Edit the Course Description to remove use of the word "deficiencies"

The revisions have all been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the course outline for DAST 1600 CDA Directed Studies.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 23, 2026

Course Change Request

Date Submitted: 02/05/26 2:53 pm

Viewing: **DAST 1600 : CDA Directed Studies**

Last approved: 08/03/23 8:35 am

Last edit: 02/20/26 10:11 am

Changes proposed by: hparisotto

Course Name:

  CDA Directed Studies

Effective Date: September 2026

School/Centre: Health Sciences

Department: CDA Directed Studies DAST 1600 (5120)

Contact(s)

In Workflow

1. **5120 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 02/09/26 9:38 am Pik Ling Lo Yan (lloyan): Approved for 5120 Leader
2. 02/09/26 6:44 pm Mandy Hayre (mhayre): Approved for SHS Dean
3. 02/23/26 11:14 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jun 7, 2022 by Nicole Degagne (ndegagne)
2. Aug 3, 2023 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	---

Banner Course
Name: CDA Directed Studies

Subject Code: DAST - Dental Assisting

Course Number   1600

Year of Study   1st Year Post-secondary

Credits: 0

Bridge College Code	VO
Bridge Billing Hours	1
Bridge Course Level	01

Course Description:

The Directed Studies course is an individually tailored clinical remediation program for dental assisting candidates who require additional education to meet entry-to-practice standards in British Columbia. This course is not intended as preparation for the National Dental Assisting Examining Board (NDAEB) Clinical Practice Evaluation. Instead, it supports NDAEB CPE candidates and British Columbia College of Oral Health Professionals (BCCOHP) applicants who must complete specific outstanding clinical or regulatory requirements for licensure in BC.

Instruction is customized to the specific clinical competencies identified as outstanding through regulatory or examination feedback. Learning activities focus on the development, refinement, and demonstration of safe, competent, and professional chairside and clinical practices consistent with current standards of care.

For NDAEB candidates completing education in lieu of the CPE, eligibility criteria include:
A minimum of one attempted NDAEB CPE, and remediation required in no more than five (5) clinical skills.

Upon successful completion, candidates will receive a letter of completion, which will be forwarded to the NDAEB or the BCCOHP, as applicable, to support progression in the licensure or registration process. The course is individually tailored for National Dental Assisting Examining Board (NDAEB) Clinical Practice Evaluation (CPE) candidates with clinical skill deficiencies OR College of Dental Surgeons of BC (CDSBC) applicants for licensure and registration who do not meet the current BC standard.

Course will be offered 4 times per year.

Course Pre-Requisites (if applicable):

Department permission required.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate identified clinical competencies at a safe, competent and professional manner consistent with current standards of care.

Instructional
Strategies:

The course is delivered in a one-to-one or small-group clinical format, allowing for focused instruction, clinical demonstrations, supervised practice, formative feedback, and skills reassessment. The duration of study varies depending on the number and complexity of skills requiring remediation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	A 'S' Satisfactory grade must be achieved for each clinical competency (up to 5) identified as outstanding

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: 7

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:
  Clinical

Hours in Category 2:   7

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Outstanding NDAEB clinical skills

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:

Requiring that students get department permission prior to registering for the course. This will allow the department to ensure they have met the criteria for registration and determine which skills are needed in order to schedule the clinicals appropriately.

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: Revisions to Health Care Assistant Certificate admission requirements

BACKGROUND:
The Continuing Care department is proposing revisions to the admission requirements for the Health Care Assistant Certificate program. Working with the overall School of Health Sciences and the Registrar's Office, the changes align the process and language used in health programs. The First Aid, CPR and Foodsafe requirements were moved to the "Upon Acceptance" section so students can submit them after they are admitted to the program, and the CPR language was aligned with new standardized language.

Additional revisions were made to the evaluation of student learning, program considerations and program duration sections to align with standard style.

DISCUSSION:
Chelsea Savage, department head of Continuing Care, presented the proposal. There were no concerns raised.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Health Care Assistant Certificate program, including changes to the admission requirements.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 23, 2026

Program Change Request

Date Submitted: 01/07/26 1:42 pm

Viewing: **Health Care Assistant Certificate**

Last approved: 08/08/24 2:33 pm

Last edit: 02/13/26 10:22 am

Changes proposed by: chsavage

Catalog Pages Using
this Program
[Health Care Assistant Certificate](#)

Program Name:
  Health Care Assistant Certificate

Credential Level: Certificate

Effective Date: May 2026 ~~September 2024~~

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Health Sciences

Department   Health Care Assistant (5116)
Contact(s)

Approval Path

1. 02/18/25 3:07 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to Initiator
2. 01/07/26 12:40 pm
   Chelsea Savage
   (chsavage): Rollback
   to Initiator
3. 01/07/26 1:43 pm
   Chelsea Savage
   (chsavage):
   Approved for 5116
   Leader
4. 01/07/26 6:53 pm
   Mandy Hayre
   (mhayre): Rollback
   to 5116 Leader for
   SHS Dean
5. 01/13/26 10:31 am
   Chelsea Savage
   (chsavage):
   Approved for 5116
   Leader
6. 02/05/26 8:50 am
   Mandy Hayre
   (mhayre): Approved
   for SHS Dean

7. 02/23/26 11:21 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

History

1. Dec 20, 2017 by
   clmig-jwehrheim
2. Jan 16, 2018 by
   Nicole Degagne
   (ndegagne)
3. Jan 16, 2020 by Lisa
   Beveridge
   (lbeveridge)
4. Feb 6, 2020 by
   Darija Rabadzija
   (drabadzija)
5. Apr 23, 2020 by Lisa
   Beveridge
   (lbeveridge)
6. Mar 4, 2021 by
   Darija Rabadzija
   (drabadzija)
7. Dec 9, 2021 by
   Nicole Degagne
   (ndegagne)
8. Jun 15, 2023 by Lisa
   Beveridge
   (lbeveridge)
9. Sep 22, 2023 by
   Darija Rabadzija
   (drabadzija)
10. Dec 14, 2023 by Lisa
    Beveridge
    (lbeveridge)
11. Aug 7, 2024 by
    Darija Rabadzija
    (drabadzija)
12. Aug 8, 2024 by
    Darija Rabadzija

Name	E-mail	Phone/Ext.
Chelsea Savage ~~Lisa Beveridge~~	chsavage@vcc.ca ~~lbeveridge~~	778-783-5029 ~~5129~~

Program Content Guide

Purpose

The Health Care Assistant Program is designed to provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as front-line care-givers and respected members of the healthcare team. Under the direction and supervision of a health professional, graduates provide person-centered care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients. Upon completion of the program, graduates are prepared to work in any level of continuing care, including: home support, assisted living, complex care, special care units, other home and community care settings, and acute care.

Grade 10 completion, or equivalent.

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

Evidence of three years of full-time instruction in English and evidence of Grade 10 English with a minimum 'C' grade, or equivalent as specified by the BC Care Aid and Community Health Worker Registry

Evidence of less than three years of full-time instruction in English and evidence of required scores on a standardized English assessment as specified by the BC Care Aid and Community Health Worker Registry

Completion of the VCC HCA English Competency Declaration form

Grade 10 completion, or equivalent.

Evidence of HCA Program English Language Competency Requirements

For applicants with three years of full-time instruction in English: English 10 completion or equivalent, as per BC Care Aide Registry.

For applicants with less than three years of full-time instruction in English: Standardized English language proficiency test score, as per BC Care Aide Registry.

Completion of the VCC HCA English Competency Declaration form

Standard First Aid (Red Cross or St. John Ambulance) *including* current CPR level C or BLS

CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.

BC FOODSAFE Certificate Level 1

Upon Acceptance

Criminal Record Check (CRC)

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

The following documents will be collected by faculty during the first week of the program.

BC FOODSAFE Certificate Level 1

Valid Standard First Aid and CPR-C certification. Certificate must remain valid throughout the program.

TB Screening

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

Immunization Record

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

N95 Respiratory Mask

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

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

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

Criminal Record Check (CRC)

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

TB Screening

Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required.

Immunizations

An Immunization Record must be completed

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

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chicken pox)

Hepatitis B

Influenza (annually)

COVID-19

N95 Respiratory Mask

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

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

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Health Care Assistant Certificate ~~Program~~ is 31 weeks in length (full-time). ~~(full-time) and 47 weeks in length (part-time).~~ The maximum length of time to complete the ~~Health Care Assistant~~ program is 3 ~~2~~ years from the date that a student initially started the program.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.

	Upon successful completion of this program, graduates will be able to:
PLO #2	Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual health and well-being of clients and families.
PLO #3	Provide person-centred care and assistance for clients experiencing complex health challenges.
PLO #4	Provide person-centred care and assistance for clients experiencing cognitive and/or mental health challenges.
PLO #5	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
PLO #6	Communicate clearly, accurately and sensitively with clients and families within a variety of community and facility contexts.
PLO #7	Provide personal care and assistance in a safe, competent and organized manner.
PLO #8	Recognize and respond to own self-development, learning and health enhancement needs.
PLO #9	Perform the care provider role in a reflective, responsible, accountable and professional manner.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The program consists of theory, laboratory practice and practice education experiences in complex care facilities and community care sites. The theory component is delivered through discussion groups, student presentations, lectures, online activities and demonstrations, and guest speakers. Students apply the theory component in the laboratory and practice education settings.

Theory courses are evaluated by written exams, assignments, and/or completion of a journal. Laboratory and clinical performance is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the College Grading System.

Students must achieve at least a C+ in every course in order to proceed to the next level, or to graduate from the program. Students must achieve a "Satisfactory" grade in HRCA 1184, HRCA 1294 and HRCA 1391.

Attendance of all classes and laboratory experiences is required in order to truly understand and master the theoretical and practical components behind the Health Care Assistant role. Students may not miss more than 15% of scheduled classroom, laboratory and/or clinical experiences. Where students exceed this maximum, the College may withdraw the student from the program. The program requires 100% attendance for the community practicum experience.

If a student withdraws from the Health Care Assistant program for any reason, the student may apply to take the needed courses to complete the program in future cohorts providing:

There is space available

Departmental Leader approval is granted

The potential completion date of the program will not be exceeded

Space Availability:

Space in a cohort program is determined by:

Capacity number of student in the cohort

Capacity of clinical placement sites secured

Department Leader Approval:

The Department Leader will base approval on the following considerations:

Number of full time students already enrolled in cohort

Number of insertion students already enrolled in cohort

Student's performance, attendance and punctuality before withdrawal.

~~Program Completion Deadline:~~

~~The program must be completed within 2 years from the date that a student initially started the program. Program completion deadlines are necessary to ensure the currency of student skills and in alignment with the BC Care Aide and Community Health Workers Registry recognition requirements.~~

Re-insertion Requirements

In alignment with the BC Care Aide and Community Heath Workers Registry recognition requirements, the amount of time a student is absent from the program will determine pre-requisites when re-entered into the program.

More than 3 months:

If the time between the completion of lab skills coursework and the start of practice education is greater than 3 months, the student will be required to register and successfully complete the appropriate preceding Personal Care and Assistance course prior to entering a practice education course, regardless if the Personal Care and Assistance course has been successfully completed previously.

More than 12 months:

If the time is greater than 12 months, the student will be required to register and successfully complete both Personal Care and Assistance course (level 1 and 2) before entering a practice education course.

Program Considerations

Program tasks require extended periods (6+ hours) of standing/walking on concrete floors/hard surfaces.

Program tasks can be physical demanding as they involve assisting clients with mobility, bathing, and dressing.

Program environment involves contact with latex-containing materials, including gloves, medical supplies, adhesives, and equipment.

Program environment involves regular exposure to body fluids, strong odors, and situations where clients are partially or fully undressed.

Program tasks require hand-eye coordination and dexterity. Activities may include instrument handling and technical work requiring steady hand movements (i.e.: cutting fingernails and brushing teeth).

Travel to different locations in the Lower Mainland is required for clinical and community rotation requirements.

~~Ability to work under direction and to act with initiative as a member of the health care team~~

~~A genuine concern for the well-being of others~~

~~Patience and perseverance~~

~~Flexibility, trustworthiness, and dependability~~

~~Maturity~~

~~Ability to communicate effectively in both written and spoken English~~

~~High standard of personal hygiene and grooming~~

~~Ability to use problem-solving approach~~

~~Physical stamina~~

~~No sensitivity or allergy to latex~~

~~Ability to work in environments where standards may be different from one's own~~

Courses

HRCA 1197	Foundations	1
HRCA 1190	Lifestyle and Choices	1.5
HRCA 1191	Interpersonal Communications	3
HRCA 1192	Introduction to Practice	1.5
HRCA 1181	Personal Care & Assistance 1	4
HRCA 1182	Common Health Challenges 1	3
HRCA 1183	Concepts for Practice	3.5
HRCA 1184	Clinical 1	3
HRCA 1291	Cognitive and/or Mental Health Challenges	3
HRCA 1292	Common Health Challenges 2	3

HRCA 1293	Personal Care & Assistance 2	4
HRCA 1294	Clinical 2	6
HRCA 1391	Community Practicum	2
Total Credits		38.5

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67	Minimum Progression	2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA

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

Rationale and Consultations

Provide a rationale
for this proposal.

Admission requirements standardization in the SHS and language updates as guided by the RO.

1. Moved First Aid, CPR and Foodsafe to upon acceptance section to match the format in the rest of the SHS.
2. Standardized CPR language across the SHS. HCA will be the first to change its PCG.
3. General language updates as guided by the RO, including admission requirements, program duration, evaluation of student learning and program consideration.

We also removed the part-time information, as a part-time HCA program is not currently offered.

Are there any
expected costs to
this proposal.

No

Consultations

Consultated Area	Consultation Comments
Department Support Staff	CPR, First Aid and Food Safe are included under Admission requirements, prior to acceptance. This means that the Registrar had to collect these documents far in advance and prior to providing a seat offers. There are two issues with this format. These issues were brought to the attention of the Department Head by the Program Assistant (PA). 1. The SHS recently changed the requirements regarding CPR. Students must now updated it yearly. When students are required to submit it far in advance with their academic admission requirements and applications, the CPR certificates end up expiring before the program starts or shortly into the first term. This is causing an increase in complaints to the RO regarding this new standard and the need to redo the CPR. As CPR isn't required until the end of the first term, it does not make sense to require students to submit it as an admission requirement prior to acceptance into the

Consultated Area	Consultation Comments
	program. 2. The collection of these documents is shared between the RO and the department's program assistant which is causing confusion and extra work for the RO and PA. It would be simpler if all post acceptance documents (clinical requirements) were collected by the department during the first week of school. This would align with the practice in the department's Health Care Assistant Diploma program and reduce confusion and work for the RO and department's PA. This would be manageable as clinical requirements are required for students to attend clinical, which runs at the end of the first term. They are not admission or academic requirements.
Registrar's Office	The department head spoke to Dawn Cunningham in the RO to discuss the format, issues and potential solution. It was agreed to move CPR, First Aid and FoodSafe to "upon acceptance" and have all documents submitted directly to the department during week 1 of the program. Dawn also suggested: 1. Language updates to the admission requirements, program duration, evaluation of student learning and program consideration to standardize language in the HCA international diploma program (HCAI) and domestic HCA certificate program. These language updates were already approved in the HCI program. 2. Removal of the part-time information from the PCG (and VCC website) so that potential applicants are not pursuing a parttime program which we do not offer.
Affiliation, Articulation, and/or Accreditation Bodies	BC Care Aide Registry - confirmed no formal guideline regarding program completion deadlines. Therefore, changed to 3 years to align with VCC policy, and removed wording about BC Care Aide Registry requirements.

Consultated Area	Consultation Comments
Department Support Staff	Practice Education Coordinator Health related admission requirements, also called clinical requirements are being standardized across the SHS. TB and Immunization language has already been standardized and was admin saved into the various SHS programs. CPR language will be next. As this HCA PCG is going through updates, the CPR language has been changed for this submission. Changes to other SHS programs for CPR will be requested via an admin save.

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Marketing Information

This program is for: Domestic

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

Marketing Description

Acquire the knowledge and skills to provide person-centered care and promote physical, emotional, cognitive, and social well-being of clients in continuing care environments.

Major Code

Reviewer

Comments

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: MUSC 4108 Music Capstone Project

BACKGROUND:
The Music department is proposing revisions to MUSC 4108 Music Capstone Project. This course is part of the revised Bachelor of Applied Music program proposal, which was reviewed by Curriculum Committee and Education Council in 2025. The degree proposal is currently being reviewed by the Degree Quality Assessment Board (DQAB).

The department would like to change the course name from "Music Practicum" to "Music Capstone Project" to more accurately reflect the course content. Students will develop a project aligned with their individual music goals, which may involve an industry or community placement.

DISCUSSION:
Jennifer Kelly, Associate Director, School of Arts & Sciences, spoke to the proposal on behalf of Department Head Emily Logan. The committee requested further clarification regarding the focus of this course, and whether students need to complete a capstone project, industry placement, or both. The course outline, including description and evaluation plan, would need to be updated accordingly. There are additional considerations for international students, who can only obtain work permits for practicum components that are required parts of a program. The committee decided to send the proposal back for revisions and review it again next month.

Following the meeting, and in view of submission timelines for the DQAB review, the Curriculum Committee Chair, in consultation with the EdCo Chair, agreed to bring the revised proposal directly to Education Council. Should any further smaller adjustments be required, these will be reviewed at the next Curriculum Committee meeting.

The department confirmed that up until now, all students have completed capstone projects rather than practicum placements. The course outline was updated to remove any references to industry placements.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to MUSC 4108 Music Capstone Project, including to the course name.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 2, 2026

Course Change Request

New Course Proposal

Date Submitted: 02/09/26 12:16 pm

Viewing: **MUSC 4108 : Music Capstone Project**

Last edit: 02/26/26 3:43 pm

Changes proposed by: elogan

Programs
referencing this
course
24: Bachelor of Applied Music

Course Name:
   Music Capstone Project

Effective Date: September 2026

School/Centre: Arts & Sciences

Department: Music Degree (4206)

Contact(s)

In Workflow

1. **4206 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/03/23 12:34 pm Laurence Mollerup (lmollerup): Approved for 4206 Leader
2. 04/10/24 4:54 pm Darija Rabadzija (drabadzija): Rollback to Initiator
3. 08/07/25 11:39 am Emily Logan (elogan): Approved for 4206 Leader
4. 08/12/25 11:23 am Shirley Lew (slew): Approved for SAS Dean
5. 09/03/25 12:52 pm Darija Rabadzija (drabadzija): Approved for Curriculum Committee
6. 09/15/25 11:38 am Darija Rabadzija

(drabadzija):
Approved for
Education Council

7. 02/09/26 12:00 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

8. 02/09/26 12:16 pm
Emily Logan
(elogan): Approved
for 4206 Leader

9. 02/09/26 1:39 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

10. 03/03/26 8:27 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Emily Logan	elogan@vcc.ca	604-871-7604
Bernie Arai	barai@vcc.ca	604-871-7604

Banner Course Name: Music Capstone Project

Subject Code: MUSC - Music

Course Number   4108

Year of Study   4th Year Post-secondary

Credits: 3

Bridge College Code	UT
Bridge Billing Hours	5
Bridge Course Level	01

Course Description:

   This course allows students to apply the skills learned throughout the degree program into the creation of a project related to individual music career goals. These individualized music projects are undertaken with the mentorship of a faculty member who specializes in the area of the project. Students consolidate their studies and prepare a deliverable that helps them launch their career.

Course Pre-Requisites (if applicable):

   80 credits of MUSC courses.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop independent strategies for career building in music and related areas.
CLO #2	Self-direct life-long learning experiences in their musical activities.
CLO #3	Plan, adapt, and re-focus projects to future career environment.
CLO #4	Explore elements of the music profession through the creation of this project.
CLO #5	Refine and improve their self-evaluation abilities.

Instructional
Strategies:

   A wide range of strategies depending on the capstone project planned by the student, and supervised by the Capstone instructor.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Project proposal - written document or Viva voce
Assignments	40	Small assignments that lead towards project completion (minimum 4 assignments)
Project	40	Final Capstone project/presentation

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Self-Paced

Individual Learning

Hours in Category 3:   90

Course Topics

Course Topics:
A wide range of topics depending on the capstone project planned by the student, and supervised by the Capstone instructor.

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

Bachelor of Applied Music PCG

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Darija Rabadzija (drabadzija) (04/10/24 4:54 pm): Rollback: rollback

Darija Rabadzija (drabadzija) (02/09/26 12:00 pm): Rollback: rollback - name change

Badge Information

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

Is a Badge being offered for this course?   No

DECISION NOTE

PREPARED FOR:	Education Council
DATE:	March 10, 2026
ISSUE:	New course: PSYC 2400 Directed Studies in Psychological Research

BACKGROUND:
The Humanities department is proposing a new course: PSYC 2400 Directed Studies in Psychological Research. This directed studies course is designed to provide second-year psychology students with an opportunity to engage in independent, faculty-supervised research or advanced readings on a topic of personal and academic interest. The course supports students in learning advanced research processes, critical thinking, and academic writing, expanding on the Research Methods in Psychology course (PSYC 2320), and develops key skills for success in upper-level coursework or graduate studies.

DISCUSSION:
Michael Weber, department head of Humanities, presented the proposal. Curriculum Committee had no concerns regarding the curriculum.

The Transfer Credit Office in the Registrar's Office has indicated that the course is unlikely to receive transfer credit, as equivalent courses at other institutions are delivered as upper-level (3rd year) coursework. As such, the course has not been added to any of the University Transfer certificate programs or Associate Degrees. Dean Shirley Lew will explore with David Wells, VP Academic & Research, whether the College can list this course as third year, given its content and focus, potentially making transfer credit available.

As this course is not a required component of a program or credential, formal EdCo advice to the Board for the creation of the course is not required. A motion related to course tuition will come forward to the Board through the Finance and Audit Committee.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course outline for PSYC 2400 Directed Studies in Psychological Research.

PREPARED BY:	Todd Rowlatt, Chair, Curriculum Committee
DATE:	February 23, 2026

Course Change Request

New Course Proposal

Date Submitted: 02/09/26 4:10 pm

Viewing: **PSYC 2400 : Directed Studies Psyc Research**

Last edit: 02/23/26 10:47 am

Changes proposed by: mweber

Course Name:
Directed Studies in Psychological Research

Effective Date: January 2027

School/Centre: Arts & Sciences

Department: UT Humanities (2016)

Contact(s)

In Workflow

1. **2016 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/04/25 11:10 am Michael Weber (mweber): Rollback to Initiator
2. 02/09/26 4:11 pm Michael Weber (mweber): Approved for 2016 Leader
3. 02/10/26 10:49 am Jennifer Kelly (jekelly): Approved for SAS Dean
4. 02/23/26 11:01 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Humanities Department Head	Humanities@vcc.ca	-

Banner Course Name: Directed Studies Psyc Research

Subject Code: PSYC - Psychology

Course Number   2400

Year of Study   2nd Year Post-secondary

Credits: 3

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

Course Description:

This course provides students with the opportunity to pursue independent research or in-depth reading on a psychological topic, under the supervision of a faculty member. Students will develop a proposal, conduct research or critical analysis, and complete a substantial final project.

Course Pre-Requisites (if applicable):

PSYC 2320 with a minimum 'B' grade or equivalent.

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	Formulate a clear research objective or inquiry.
CLO #2	Conduct an independent literature review.
CLO #3	Analyze or apply psychological research methods and data collection strategies.
CLO #4	Analyze and interpret psychological data or theories.
CLO #5	Produce a comprehensive academic report using APA-style formatting.
CLO #6	Discuss and present scholarly research orally.
CLO #7	Demonstrate professional collaboration and research conduct.

Instructional
Strategies:

   This course includes faculty supervision and guidance, individual readings and development of a research
   project, and other activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
   70% with a Satisfactory (S)
   Proposal

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Proposal for a research project or critical analysis of a psychological topic
Assignments	10-20	Literature review
Portfolio	15-25	Regular progress reports
Assignments	5-15	Draft academic report on the research project or critical analysis of a psychological topic
Project	30-40	A completed academic report on the research project or critical analysis of a psychological topic
Reflection	15-25	Presentation and discussion of the research project or critical analysis

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:
    Self-Paced
    Individual Learning

Hours in Category 3:   120

Course Topics

Course Topics:
The project will focus on one of the following, or a related area, developed in consultation with the faculty supervisor: - Cognitive Neuroscience (e.g., attention, perception, memory, or neural correlates of cognition) - Social Psychology (e.g., social cognition, group processes, attitudes, prejudice, or attribution theories) - Personality and Individual Differences (e.g., personality traits, assessment, or theories of personality development) - Cultural and Cross-Cultural Psychology (e.g., cultural influences on behavior, cultural cognition, or acculturation processes) - Developmental Psychology (e.g., cognitive, social, or emotional development across the lifespan) - Clinical and Abnormal Psychology (e.g., psychological disorders, assessment methods, interventions, or mental health stigma) - Health Psychology (e.g., stress, coping strategies, health behaviors, or mind-body relationships) - Quantitative Methods in Psychology (e.g., advanced survey design, psychometrics, or statistical modeling) - Psychological Assessment (e.g., test development, validation, or ethical considerations in assessment) - Research Methodology and Ethics (e.g., advanced research design, sampling strategies, or research ethics in psychology)

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

The directed studies course is designed to provide second-year psychology students with an opportunity to engage in independent, faculty-supervised research or advanced readings on a topic of personal and academic interest. By offering this course, VCC will give students early exposure to advanced research processes, critical thinking, and academic writing expanding on the Research Methods course (PSYC 2320), and providing key skills for success in upper-level coursework or graduate studies.

Drawing from UBC and SFU, this course empowers students to explore specialized areas of psychology, develop professional relationships with faculty mentors, and consider opportunities to present their work at a local conference, such as VCC's Teaching, Learning and Research Symposium.

The directed studies in psychology will foster curiosity, build research literacy, and support students in clarifying future educational or career goals in psychology.

Are there any
expected costs as a
result of this
proposal?
No

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Emily Simpson in CTLR reviewed the new course proposal, identified some areas that needed clarification, and made suggestions to improve the CLOs and Evaluation Plan. We have adjusted the proposal accordingly.
Registrar's Office	Dawn Cunningham Hall, the Assistant Registrar, reviewed the course proposal and suggested that we change the wording of the prerequisites, which we have done.

Consulted Areas	Consultation Comments
	Pricilla Stone, the Transfer Credit Officer, indicated that the course would be unlikely to receive transfer credit as all equivalencies are delivered as upper-division (3rd-year) coursework.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Michael Weber (mweber) (07/04/25 11:10 am): Rollback: Consultation needed

Badge Information

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

Is a Badge being offered for this course?   No

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: Sign Language Interpretation Diploma

BACKGROUND:
The ASL & Deaf Studies department is proposing revisions to the Sign Language Interpretation Diploma. Admission requirements were updated to include two new courses: INTR 1000 Introduction to Sign Language Interpreting and ASLD 1215 American Sign Language Level 7B. These two bridging courses were developed following the ASL & Deaf Studies Certificate renewal, which saw the program shortened from ten to eight months. These courses cover content that was removed from the certificate program but is required for entrance to the Sign Language Interpretation Diploma.

Progression language was updated to clarify that students must complete all courses in a term or obtain departmental permission before moving to the next term.

Program considerations language was revised to be more specific and provide students with a clearer understanding of the demands of the program.

DISCUSSION:
Kirsten Hagemoen, SLI instructor, presented the proposal. The committee requested some additional adjustments to program considerations, which were completed after the meeting.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Sign Language Interpretation Diploma, including revisions to admission requirements.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 2, 2026

Program Change Request

Date Submitted: 01/29/26 9:53 am

Viewing: **Sign Language Interpretation Diploma**

Last approved: 12/02/25 10:29 am

Last edit: 02/18/26 2:13 pm

Changes proposed by: bmyklehotzon

Catalog Pages Using
this Program
    Sign Language Interpretation Diploma

Program Name:
   Sign Language Interpretation Diploma

Credential Level: Diploma

Effective Date: September 2027 2025

Effective Catalog   2026-2027 Academic Calendar
Edition:

School/Centre: Arts & Sciences

Department   Sign Language Studies (1951)

Contact(s)

Approval Path

1. 01/29/26 9:44 am Barbara Mykle-Hotzon (bmyklehotzon): Rollback to Initiator
2. 01/29/26 9:54 am Barbara Mykle-Hotzon (bmyklehotzon): Approved for 1951 Leader
3. 02/10/26 10:48 am Jennifer Kelly (jekelly): Approved for SAS Dean
4. 02/23/26 10:42 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 19, 2023 by Todd Rowlatt (trowlatt)
2. May 23, 2023 by Darija Rabadzija (drabadzija)

3. Aug 10, 2023 by Darija Rabadzija (drabadzija)
4. Sep 12, 2024 by Barbara Mykle-Hotzon (bmyklehotzon)
5. Sep 12, 2024 by Darija Rabadzija (drabadzija)
6. Feb 23, 2025 by Barbara Mykle-Hotzon (bmyklehotzon)
7. Mar 4, 2025 by Darija Rabadzija (drabadzija)
8. May 15, 2025 by Barbara Mykle-Hotzon (bmyklehotzon)
9. May 15, 2025 by Darija Rabadzija (drabadzija)
10. Dec 2, 2025 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	/
Barb Mykle-Hotzon	bmyklehotzon@vcc.ca	/604-308-0197

Program Content Guide

Purpose

As Deaf individuals increasingly access education, career and community services, the demand for Sign Language Interpreters is growing across the country. If you are skilled in American Sign Language (ASL), the Diploma in Sign Language Interpretation will prepare you for a dynamic career in a rapidly expanding field.

You will learn how to facilitate communication between hearing people and Deaf or hard of hearing people in a variety of settings. Upon program completion you will be able to provide meaning-based interpretation, to communicate well in ASL and in spoken English, to understand and adhere to Deaf cultural norms when required, to act ethically, to work collaboratively with others, and to use appropriate business skills.

This sign language interpreter program emphasizes practical experience and community work, giving you many opportunities to practice what you are learning. You will complete three one-month practicum placements during your final term, where you will be mentored by professional interpreters in their work settings.

Admission Requirements

Admission to the Sign Language Interpretation Diploma program is through a competitive selection process. Throughout the selection process, applicants are assessed for proficiency in American Sign Language (ASL) and English, an understanding of the Deaf community, Deaf culture, the field of Sign Language interpreting, and knowledge of social justice issues.

Admission Requirements

ENGL 1100 with a minimum 'B' grade ~~grade,~~ or equivalent

ASLD 1215 or equivalent, or department permission

INTR 1000 or equivalent, or department permission

An ASL and Deaf Studies Certificate ~~Certificate,~~ or equivalent, or department permission ~~of the department~~

Submission of a CASPer ~~test~~ score. CASPer test scores are valid for one admission cycle.

Successful ASL panel interview including a faculty member, Deaf community member, and professional interpreter

Upon Acceptance to the Program

Criminal Record Check

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

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses:

INTR 3140 Interpretation Theory and Practice 4

INTR 3150 Advanced American Sign Language for Interpreters

Methods of PLAR vary by course, and may include exams, professional portfolios, interviews, performance assessments, and other evaluations.

If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

See Policy 316 Prior Learning Assessment and Recognition for more information.

Program Duration & Maximum Time for Completion

The program is taught full-time over two years. The maximum time for completion is five years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Construct and convey meaning via the interpreting process by applying comprehensive linguistic, cultural, and functional analysis in various communication settings.
PLO #2	Effectively monitor, assess and critique the quality of an interpretation, engaging with feedback and adjusting as needed.
PLO #3	Make appropriate decisions regarding the use of simultaneous and/or consecutive interpreting modes and the use of interaction management strategies.
PLO #4	Demonstrate fluency and versatility in American Sign Language across different topics, registers, and communication settings.
PLO #5	Comprehend and effectively produce spoken and written English within a variety of contexts and types of discourse.
PLO #6	Interact respectfully within the Deaf and Deaf-Blind communities, exhibiting cultural competence, reciprocity, and an understanding of Deaf identities and organizations.
PLO #7	Demonstrate allyship and an awareness of positionality, power, and the systemic effects of audism.
PLO #8	Use effective strategies and apply an awareness of self to managing stress and maintaining wellness.

	Upon successful completion of this program, graduates will be able to:
PLO #9	Demonstrate professionalism, teamwork, and effective communication in diverse interpreting contexts, adhering to standards in the field.
PLO #10	Apply ethical principles, professional guidelines, and critical thinking to uphold integrity and accountability in interpreting practice.
PLO #11	Engage in ongoing professional development, reflective practice, and active contribution to the interpreting community of practice.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

This program provides high quality instruction, unique curriculum and varied learning activities. Key features of the program include Deaf community involvement and one full term of practicum. Students are required to complete volunteer hours, immersion activities in the Deaf community (for example, camps lasting several days) and supervised work placements.

Course topics in the program include interpreting theory and practice, advanced ASL, service learning, allyship and positionality, Deafhood, professional ethics and standards of practice, among others.

In summary, the interpreting program consists of the following:

Year One:

Fall term with full course load plus service learning in the community.

Winter term with full course load plus volunteer interpreting in the community.

Summer term (May & June) includes two courses plus continued community involvement.

Year Two:

Fall term with full course load plus volunteer interpreting in the community.

Winter/spring term (Jan to May) including three 4-week practicum placements. Travel and accommodation are at the student's expense. At least one placement will be outside the Lower Mainland.

Capstone week – submission of portfolio and demonstrations of readiness to graduate.

Evaluation of Student Learning

Students are evaluated on their performance on practical assignments, special projects, written assignments, oral presentations, and tests.

Before graduation, students will demonstrate the skills and readiness to enter the interpreting field by compiling a capstone portfolio showcasing their achievements. During a capstone week at the end of the program, students will perform interpretations and presentations, and be assessed by members of the Deaf community, professional interpreters and program faculty.

Students must have a minimum grade ~~point average~~ of 'B+' ~~(3.33)~~ or a grade of 'S' to successfully complete each <u>course.</u> ~~course, and a minimum program term grade point average of 3.33 or department permission to progress into subsequent terms.~~ <u>Students must successfully complete all courses in a term or have department permission before progressing into subsequent terms.</u> Students must have a minimum cumulative <u>program</u> grade point average of 3.33 <u>upon completion</u> ~~and a grade~~ of <u>all program</u> ~~'S' in each of the practicum~~ courses to <u>graduate from the program.</u> ~~graduate.~~

Program Considerations

Off-campus learning environments may require navigating narrow and/or multi-level spaces to establish sightlines necessary to observe and/or use a visual language. Some activities may require navigating outdoor settings covering extended distances over several hours. Practicum courses can require early morning, evening or weekend shifts. Travel to different locations/outside the Lower Mainland is required for at least one practicum placement.

Program activities involve continuous, repetitive hand, wrist and arm movement and movement of the facial muscles, head and neck in coordination with eye gaze.

Some learning environments may include bright lights and loud, overlapping noises. Key learning activities require sustained auditory, visual, and cognitive focus in a broad range of novel environments.

Program learning activities require students to engage in ongoing critical self-reflection and class discussion of topics that may be sensitive.

Student interpreting activities require students to adapt their interpersonal communication approach and language to meet the needs of a wide range of diverse interlocutors. They may be required to interpret ideas and use of language they do not personally agree with.

Program activities regularly require demonstrating emerging practical skills in front of classmates and/or community members in English and ASL.

Program tasks often involve quick decision making, rapid processing of written English, auditory and visual linguistic and contextual information and time-sensitive task completion.

Most courses require access to a laptop with audio/video hardware including webcam, speaker and microphone during class. The VCC library offers laptops on loan.

~~Excellent interpersonal skills and ability to communicate assertively~~

~~Ability to mentally process information very quickly~~

~~Fluency and versatility in ASL and English (spoken and written)~~

~~Empathy and respect for people of diverse identities and experiences~~

~~Awareness of your positionality, power and privilege~~

~~Flexibility and adaptability~~

~~Self-care strategies for maintaining physical, mental and emotional health~~

~~Determination, perseverance and ability to follow through~~

Courses

Plan of Study Grid

First Year	Credits
INTR 2100 Positionality in the Deaf Community	2.5
INTR 2120 Foundations of Practice 1	3
INTR 2140 Interpretation Theory and Practice 1: Translation	3
INTR 2150 Deaf Community Service Learning 1	2.5
ASLD 2180 American Sign Language Level 8	3
INTR 2210 Ethics & Professional Decision Making	2.5

INTR 2220	Foundations of Practice 2	2
INTR 2240	Interpretation Theory and Practice 2	3
INTR 2250	Deaf Community Service Learning 2	2.5
INTR 2260	Deafhood: Pathways to Identity & Diversity	2.5
ASLD 2290	American Sign Language Level 9	3
INTR 2340	Interpretation Theory and Practice 3: Community	3
ASLD 2310	American Sign Language Level 10	3
	Credits	35.5

Second Year

INTR 3110	Self and Community of Practice	3
INTR 3120	Sign Language Interpretation in Educational Settings	3
INTR 3140	Interpretation Theory and Practice 4	5
INTR 3150	Advanced American Sign Language for Interpreters	3
INTR 3210	Sign Language Interpreting Practicum Readiness	1.5
INTR 3220	Sign Language Interpreting Practicum 1	4.5
INTR 3230	Sign Language Interpreting Practicum 2	4.5
	Credits	24.5
	Total Credits	60

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79	Minimum Progression Grade	3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing grade	0.00
S	76 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

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

Rationale and Consultations

Provide a rationale for this proposal.

We are adding two courses, INTR 1000 and ASLD 1215, as program admission requirements because of the ASL and Deaf Studies Program changes from ten months to eight months. These two courses will cover important material that was removed from the ASL and Deaf Studies Program but required for entrance to the interpreting program.

Another change is in regards to progression through the program. This proposal adds language that will prevent students from continuing to the next semester if they have not passed all previous semester courses unless they have permission from the department.

The last change was in the Program Considerations section. In consultation with Tanny Marks we improved the language and increased specificity so applicants/students have a clearer understanding of the demands of the program.

Are there any expected costs to this proposal.

No costs.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Coached us on the addition of the two bridging courses.
Registrar's Office	Met with the RO regarding clarity and suggestions as to how to proceed.
Faculty/Department	On-going discussion with INTR team re tightening up language to garner the results we want
Other Department(s)	Changes to the Program Consideration were made in consultation with Tanny Marks, who was at that time the Arbiter of Student Issues.

Additional Information

Provide any additional information if necessary.

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: Program name change: Construction Electrician & Clean Energy Diploma

BACKGROUND:
The Clean Energy department is proposing a name change of the existing Clean Energy Technology Diploma to Construction Electrician& Clean Energy Diploma. Students in the program are eligible to earn Level 1 technical training credit for construction electrician, a high-demand profession, and the initial program name does not make this clear to applicants (or search engines). This change will increase the visibility of the program and help to optimize student recruitment.

DISCUSSION:
Lucy Griffith, Dean of the School of Trades, Technology and Design, presented the proposal. Curriculum Committee had no concerns regarding the curriculum.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the updated program content guide for the renamed Construction Electrician & Clean Energy Diploma, and recommend the Board of Governors approve the name change from Clean Energy Technology Diploma.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 23, 2026

Program Change Request

New Program Proposal

Date Submitted: 01/21/26 10:55 am

Viewing: **Construction Electrician & Clean Energy Diploma**

Last edit: 01/21/26 2:26 pm

Changes proposed by: bgriffiths

Program Name:
   Construction Electrician & Clean Energy Diploma

Credential Level: Diploma

Effective Date: September 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department   Clean Energy Technology (4711)

Contact(s)

Name	E-mail	Phone/Ext.
Feras Ghesen	fghesen@vcc.ca	7110
Brett Griffiths	bgriffiths@vcc.ca	7012

Program Content Guide

Purpose

The Construction Electrician & Clean Energy program is designed to empower students with the knowledge and technical expertise required to excel in the dynamic field of clean energy. Graduates will be skilled professionals who can champion sustainability, drive innovation, and contribute to a greener future. Through hands-on training, interdisciplinary collaboration, and a commitment to safety and environmental responsibility, our program prepares graduates to meet the evolving demands of the clean energy industry while fostering a strong sense of community and environmental stewardship. The program is eligible for Level 1 technician training from SkilledTradesBC.

Admission Requirements

Grade 12 graduation or equivalent
Composition 11 (English 11) or equivalent
Workplace Math 10 with a minimum 'C-' grade or equivalent

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.
PLAR is available for all courses in the program, up to a maximum of 6 credits per term.
Methods of PLAR vary by course, and may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.
See the Prior Learning Assessment and Recognition policy for more information.
*International Students requesting PLAR, please contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

Program Duration & Maximum Time for Completion

The Construction Electrician & Clean Energy Diploma program is 2 years in length. The maximum time to complete the program is 5 years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate comprehensive technical proficiency in clean energy systems, encompassing installation, maintenance, and repair of electrical components and renewable energy technologies.

	Upon successful completion of this program, graduates will be able to:
PLO #2	Implement safety protocols and ensure compliance with industry standards and regulations, fostering a culture of safety in clean energy practices.
PLO #3	Analyze and mitigate the environmental impact of energy choices, applying principles of sustainability in clean energy projects and initiatives.
PLO #4	Effectively communicate technical information to diverse audiences, utilizing appropriate terminology and documentation.
PLO #5	Collaborate with professionals from various disciplines, integrating clean energy solutions into broader sustainability contexts.
PLO #6	Apply project management skills, including planning, execution, and evaluation, in the context of clean energy projects.
PLO #7	Engage with communities and industry partners, fostering partnerships and advocating for sustainable energy solutions, with a focus on Indigenous perspectives.
PLO #8	Adhere to ethical standards, making decisions that prioritize environmental responsibility, safety, and social well-being in the clean energy field.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

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

Evaluation of Student Learning

Students are evaluated by both theory and practical evaluations for a combined mark to be assigned for each course.
Theory is evaluated by: Course work and competency tests and final examinations.
Practical is assessed by: rubrics to evaluate the students' performance of their competency, work habits, safety, participation, teamwork, and the ability to follow instructions.
Students must receive a minimum program grade point average of 'B' (3.00) to successfully graduate, and a minimum cumulative grade point average of 'B' (3.00) in each course to advance into subsequent courses/terms in the program.

Program Considerations

Program tasks require sustained fine motor activity and hand-eye coordination.

Program tasks require sustained visual focus, including reading digital displays, identifying visual details, and distinguishing colours for technical or safety purposes.

Program tasks involve handling tools, parts, and equipment, which may require lifting, carrying, positioning, and sustained physical effort.

Program environment includes regular exposure to loud machinery noise, power tools, and equipment vibrations.

Courses

Plan of Study Grid

First Year	Credits
CLEN 1101 Ethical Communication and Workplace Correspondence	3
CLEN 1102 Introduction to Electrical Fundamentals	3
CLEN 1103 Electrical Circuits and Components	3
CLEN 1104 Advanced Electrical Systems and Controls	3
CLEN 1105 Renewable Energy Technologies	3
CLEN 1201 Energy Management and Project Planning	3
CLEN 1202 Clean Energy Systems Integration	3
CLEN 1203 Advanced Energy Technologies	3
CLEN 1204 Project Management for Clean Energy	3
CLEN 1205 Understanding Indigenous Connection to the Land in Canada	3
Credits	30
Second Year	
CLEN 2101 Advanced Energy Management and Design	3
CLEN 2102 Electrical Systems Design and Implementation	3
CLEN 2103 Sustainable Energy Solutions	3
CLEN 2104 Renewable Energy System Installation and Maintenance	3
CLEN 2105 Energy Economics and Policy	3
CLEN 2201 Sustainable Building Design and Energy Efficiency	3
CLEN 2202 Sustainable Energy Policy and Management	3
CLEN 2203 Advanced Renewable Energy Technologies	3
CLEN 2204 Energy Project Implementation and Evaluation	3
CLEN 2205 Clean Energy Technologies and Innovation	3
Credits	30
Total Credits	60

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The new name better reflects the program as well as provides better search engine optimization. The program description now include that the program is eligible for Level 1 Technical Training Credit for Construction Electrician through SkilledTradesBC.

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*New PCG created for name change from Clean Energy Technolgy Diploma to Construction Electrician & Clean Energy Diploma

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Consulted and okay with changes
International Education	Consulted and okay with changes

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic
                         International

❗ *FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: New Refrigeration and Air Conditioning Mechanic Apprenticeship

BACKGROUND:
The School of Trades, Technology and Design is proposing a new apprenticeship in Refrigeration and Air Conditioning Mechanic. This program complies with the SkilledTradesBC (STBC) program outline for Refrigeration & Air Conditioning Mechanic; this program has waitlists at other institutions. Education Council has recently approved a Refrigeration and Air Conditioning Mechanic Foundation program; adding the four apprentice courses will provide a clear pathway for student to enter this skilled trade. The curriculum is established by STBC, and the course outlines and hours meet their requirements.

DISCUSSION:
Lucy Griffith, Dean of the School of Trades, Technology and Design, presented the proposal. Curriculum Committee had no concerns regarding the curriculum.

As these four courses are not connected to a formal program, Education Council does not need to provide a recommendation to the Board of Governors. The School dean will prepare a costing recommendation for submission to Senior Team, Finance and Audit Committee and the Board for approval.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, four new Refrigeration and Air Conditioning Mechanic Apprentice course outlines and the accompanying Course Content Guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 23, 2026

Program Change Request

Date Submitted: 02/10/26 9:32 am

Viewing: **Refrigeration and Air Conditioning Mechanic Apprentice**

Last approved: 02/06/26 8:23 am

Last edit: 02/17/26 4:54 pm

Changes proposed by: drabadzija

Program Name:

Refrigeration and Air Conditioning Mechanic Apprentice

Credential Level: ~~Apprentice~~ Course Content Guide (non-credential)

Effective Date: January 2027

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Refrigeration Air Condition Mechanic Apprenticeship (4716) ~~Foundation (4715)~~

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7012

In Workflow

1. **4715 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 02/10/26 9:34 am Brett Griffiths (bgriffiths): Approved for 4715 Leader
2. 02/10/26 9:34 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/23/26 12:35 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Feb 6, 2026 by Dawn Cunningham Hall (dahall)

Program Content Guide

Purpose

Refrigeration and air conditioning mechanics install, maintain and service residential, commercial, industrial and institutional heating, ventilation, air conditioning and refrigeration units and systems. They also connect to air delivery systems, install and service hydronic and secondary refrigerant systems and associated controls. Their duties include laying out reference points for installation, assembling and installing components, installing wiring to connect components to an electric power supply and calibrating related controls. They also measure, cut, bend, thread and connect pipe to functional components and utilities. They maintain and service systems by inspecting and testing components, brazing and soldering parts to repair defective joints, adjusting and replacing worn or defective components and reassembling repaired components and systems. As part of service and commissioning, refrigeration and air conditioning mechanics start-up, test, charge, adjust, calibrate, balance, measure, verify, maintain and document systems.

Through the four levels of the Refrigeration and Air Conditioning Mechanic Apprenticeship, students gain extensive hands-on practice in the workplace and in the classroom.

Visit SkilledTradesBC for the full Program Profile.

Admission Requirements

A valid SkilledTradesBC ID number

A current employer and sponsor. **Note**: Every registered apprentice has both an employer and a sponsor. The employer hires you and pays for your work; the sponsor commits to helping you get opportunities to learn on the job and reports on your progress. In most cases, the employer and sponsor are the same person or organization.

Prior Learning Assessment & Recognition (PLAR)

Applicants who have relevant work experience (in B.C. or elsewhere) or previous trades training may be eligible to write challenge exams for levels of technical training through SkilledTrades BC.

Program Duration & Maximum Time for Completion

The technical training (33 weeks) generally takes 4 years to complete, alongside 6210 hours of work-based training. There is no maximum time to completion.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Read ~~How to read~~ and interpret blueprints, drawings and other specifications

	Upon successful completion of this program, graduates will be able to:
PLO #2	Install, ~~How to install,~~ troubleshoot and overhaul entire heating, ventilation, air handling, refrigeration and air conditioning systems
PLO #3	Repair ~~How to repair~~ and replace parts and components for entire refrigeration, air conditioning, ventilation and heat pump systems
PLO #4	Measure, ~~How to measure,~~ cut and connect piping
PLO #5	Prepare ~~How to prepare~~ work estimates, work orders and inspection sheets

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Evaluation of Student Learning

Program Considerations

Courses

RACM 1001	Refrigeration and Air Conditioning Mechanic Apprenticeship Level 1	9.5
RACM 2001	Refrigeration and Air Conditioning Mechanic Apprenticeship Level 2	12
RACM 3001	Refrigeration and Air Conditioning Mechanic Apprenticeship Level 3	17
RACM 4001	Refrigeration and Air Conditioning Mechanic Apprenticeship Level 4	17

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 Pass	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.

Course Change Request

New Course Proposal

Date Submitted: 02/10/26 8:43 am

Viewing: **RACM 1001 : Refrig & AC Mech Appr Lvl 1**

Last edit: 02/10/26 8:43 am

Changes proposed by: bgriffiths

Programs
referencing this
course
   255: Refrigeration and Air Conditioning Mechanic Apprentice

Course Name:
   Refrigeration and Air Conditioning Mechanic Apprenticeship Level 1

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Refrigeration Air Condition Mechanic
                          Apprenticeship (4716)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Feras Ghesen	fghesen@vcc.ca	7110

Banner Course   Refrig & AC Mech Appr Lvl 1
Name:

Subject Code:

In Workflow

1. **4716 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/10/26 2:20 pm
   Brennan Wauters
   (bwauters):
   Approved for 4716
   Leader
2. 02/10/26 2:25 pm
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 02/23/26 12:34 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

RACM - Refrigeration Air Conditioning
Mechanic

Course Number   1001

Year of Study   1st Year Post-secondary

Credits: 9.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This Level 1 course introduces the fundamentals of the Refrigeration and Air Conditioning Mechanic trade. Students will master essential safety protocols, tool usage, and routine trade activities, including interpreting drawings and applying codes. A major focus is placed on electrical concepts, motor theory, and refrigeration principles. Through theory and practical application, learners will develop skills in brazing, installing HVAC/R piping and control systems, and planning installations. This course has been developed to comply with the SkilledTradesBC Program Outline for Refrigeration and Air Conditioning Mechanic Apprenticeship Level One.

Course Pre-Requisites (if applicable):

Active STBC Apprentice Identification Number.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Maintain a safe work environment by utilizing Personal Protective Equipment (PPE), performing lock-out and tag-out procedures, and practicing fire prevention protocols.

	Upon successful completion of this course, students will be able to:
CLO #2	Select and use appropriate hand, power, diagnostic, and measuring tools, as well as specialized equipment for cutting, brazing, soldering, rigging, hoisting, and digital technology tasks.
CLO #3	Apply mathematics, science, and communication techniques to interpret drawings, specifications, codes, and regulations, while organizing work records and selecting necessary components, refrigerants, and valves
CLO #4	Utilize principles of electricity and electronics to interpret wiring diagrams, apply motor and motor control theory, select control systems, and execute proper wiring practices.
CLO #5	Analyze heat pumps, air conditioning, and refrigeration systems to effectively plan HVAC/R installations and perform necessary work site preparation.
CLO #6	Install HVAC/R piping, tubing, and control systems, and perform maintenance on refrigeration and air conditioning systems.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:

70

Evaluation Plan:

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

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 110

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 40

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 30

Course Topics

Course Topics:
Safety and Work Environment
Tools and Equipment Usage
Trade Activities and Communication
Electrical Concepts and Wiring
Refrigeration and AC Theory
Installation Planning and Preparation
HVAC/R System Installation

Course Topics:
System Service and Maintenance

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:

Waitlists exist for these courses, and they complement the newly developed RACM Foundation program. This is part of the suite of apprenticeship courses for the Refrigeration and Air Conditioning Mechanic trade.

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

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	See attachment
Registrar's Office	See attachment
Other	See attachment

Additional Information

Provide any additional information if necessary.

Supporting
documentation:
RACM Feedback and Comments- VCC.pdf

Course Change Request

New Course Proposal

Date Submitted: 02/10/26 8:44 am

Viewing: **RACM 2001 : Refrig & AC Mech Appr Lvl 2**

Last edit: 02/10/26 8:44 am

Changes proposed by: bgriffiths

Programs
referencing this
course

255: Refrigeration and Air Conditioning Mechanic Apprentice

Course Name:

Refrigeration and Air Conditioning Mechanic Apprenticeship Level 2

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Refrigeration Air Condition Mechanic
                          Apprenticeship (4716)

Contact(s)

In Workflow

1. **4716 Leader**
2. **CTT Dean**
3. **Curriculum**
   Committee
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/10/26 2:21 pm
   Brennan Wauters
   (bwauters):
   Approved for 4716
   Leader
2. 02/10/26 2:26 pm
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 02/23/26 12:34 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Feras Ghesen	fghesen@vcc.ca	7110

Banner Course   Refrig & AC Mech Appr Lvl 2
Name:

Subject Code:

RACM - Refrigeration Air Conditioning
Mechanic

Course Number   2001

Year of Study   1st Year Post-secondary

Credits: 12

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This Level 2 course advances the skills of Refrigeration and Air Conditioning Mechanics, focusing on system diagnosis, installation, and service. Students apply electrical principles, motor control theory, and wiring practices to HVAC/R systems while analyzing heat pump performance and food storage theory. The curriculum also covers gas utilization, including combustion safety and piping installation. Learners will practice planning installations and maintaining systems to ensure compliance with codes and industry standards. This course has been developed to comply with the SkilledTradesBC Program Outline for Refrigeration and Air Conditioning Mechanic Apprenticeship Level Two.

Course Pre-Requisites (if applicable):

Active STBC Apprentice Identification Number.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Utilize diagnostic tools, measuring equipment, and digital technology to interpret drawings, specifications, and codes, while organizing work records and selecting appropriate refrigerants and

	Upon successful completion of this course, students will be able to:
	components.
CLO #2	Apply principles of electricity, electronics, and motor control theory to interpret wiring diagrams, select control systems, and execute proper wiring practices for HVAC/R applications.
CLO #3	Analyze the operation and performance of heat pumps, air conditioning units, and refrigeration systems, including the application of food storage theory.
CLO #4	Perform work site preparation and planning to install refrigeration, air conditioning, and control systems, ensuring compliance with system requirements.
CLO #5	Apply combustion, draft, and mechanical safety theories to the installation of gas piping, tubing systems, and gas-fired appliances.
CLO #6	Perform maintenance and service on refrigeration, air conditioning, and control systems to ensure proper functionality and longevity.

Instructional

Strategies:

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

Evaluation and Grading

Grading System:　　　Percentages-STBC　　　　　　Passing grade:

70

Evaluation Plan:

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

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 210

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   160

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2:   15

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   35

Course Topics

Course Topics:
Tools and Equipment Usage
Performing Routine Trade Activities
Applying Electrical Concepts
Refrigeration and AC Theory
Planning System Installations
Installing HVAC/R Systems
Gas Theory and Installation

Course Topics:
Servicing HVAC/R Systems

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

Rationale and Consultations

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

No

Provide a rationale for this proposal:

Waitlists exist for these courses, and they complement the newly developed RACM Foundation program. This is part of the suite of apprenticeship courses for the Refrigeration and Air Conditioning Mechanic trade.

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

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	See attachment
Registrar's Office	See attachment
Other	See attachment

Additional Information

Provide any additional information if necessary.

Supporting documentation:

RACM Feedback and Comments- VCC.pdf

Course Change Request

New Course Proposal

Date Submitted: 02/10/26 8:46 am

Viewing: **RACM 3001 : Refrig & AC Mech Appr Lvl 3**

Last edit: 02/10/26 8:46 am

Changes proposed by: bgriffiths

Programs
referencing this
course
  255: Refrigeration and Air Conditioning Mechanic Apprentice

Course Name:

  Refrigeration and Air Conditioning Mechanic Apprenticeship Level 3

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Refrigeration Air Condition Mechanic
                        Apprenticeship (4716)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Feras Ghesen	fghesen@vcc.ca	7110

Banner Course   Refrig & AC Mech Appr Lvl 3
Name:

Subject Code:

RACM - Refrigeration Air Conditioning
Mechanic

Course Number   3001

Year of Study   1st Year Post-secondary

Credits: 17

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This Level 3 course advances the skills of Refrigeration and Air Conditioning Mechanics, focusing on complex electrical, mechanical, and gas-fired systems. Students will apply electrical principles and control theory to analyze and select components for HVAC/R applications. Training covers the installation, commissioning, and servicing of refrigeration, air conditioning, and gas-fired appliances, including burners and venting systems. Emphasis is placed on utilizing digital technology, adhering to codes, and planning installations for efficient system performance. This course has been developed to comply with the SkilledTradesBC Program Outline for Refrigeration and Air Conditioning Mechanic Apprenticeship Level Three.

Course Pre-Requisites (if applicable):

Active STBC Apprentice Identification Number.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                    Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Interpret codes, regulations, and standards to plan installations and organize work, utilizing digital technology and appropriate documentation practices to ensure compliance and efficiency.

	Upon successful completion of this course, students will be able to:
CLO #2	Apply principles of electricity and electronics to analyze wiring diagrams, motor control theory, and control systems, including the selection of appropriate components for HVAC/R applications.
CLO #3	Analyze the operational theory and mechanics of complex systems, including heat pumps, air conditioning, refrigeration, hydronic systems, and alternate fuel technologies.
CLO #4	Install refrigeration, air conditioning, and gas-fired systems, including the assembly of burners, regulators, valve trains, venting systems, and ancillary equipment according to manufacturer and code specifications.
CLO #5	Perform commissioning procedures for HVAC/R and control systems to verify system performance, safety, and operational efficiency prior to handover.
CLO #6	Diagnose, service, and repair refrigeration, air conditioning, and gas-fired appliances, including the maintenance of gas distribution systems, burners, and associated control 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   Passing grade:
70

Evaluation Plan:

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

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 300

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   235

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2:   15

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3:   50

Course Topics

Course Topics:
Tools, Codes, and Records
Electrical Principles and Controls
HVAC/R System Theory
HVAC/R Planning and Installation
Gas Theory and Installation
Commissioning Mechanical Systems
Servicing HVAC/R Systems

Course Topics:
Servicing Gas-Fired Appliances

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:

Waitlists exist for these courses, and they complement the newly developed RACM Foundation program. This is part of the suite of apprenticeship courses for the Refrigeration and Air Conditioning Mechanic trade.

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

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	See attachment
Registrar's Office	See attachment
Other	See attachment

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Course Change Request

New Course Proposal

Date Submitted: 02/10/26 8:47 am

Viewing: **RACM 4001 : Refrig & AC Mech Appr Lvl 4**

Last edit: 02/10/26 8:47 am

Changes proposed by: bgriffiths

Programs
referencing this
course
   255: Refrigeration and Air Conditioning Mechanic Apprentice

Course Name:

Refrigeration and Air Conditioning Mechanic Apprenticeship Level 4

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Refrigeration Air Condition Mechanic
                        Apprenticeship (4716)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Feras Ghesen	fghesen@vcc.ca	7110

Banner Course   Refrig & AC Mech Appr Lvl 4
Name:

Subject Code:

In Workflow

1. **4716 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/10/26 2:21 pm
   Brennan Wauters
   (bwauters):
   Approved for 4716
   Leader
2. 02/10/26 2:26 pm
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 02/23/26 12:35 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

RACM - Refrigeration Air Conditioning
Mechanic

Course Number   4001

Year of Study   1st Year Post-secondary

Credits: 17

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Designed for Level 4 apprentices, this course integrates advanced theory with practical application in refrigeration and air conditioning. Students will master electrical motor theory and control systems while interpreting complex wiring diagrams. The curriculum emphasizes the installation, commissioning, and servicing of gas-fired systems, including combustion analysis and venting. Learners will also refine skills in routine trade activities, mentoring, and the maintenance of HVAC/R systems to ensure industry compliance. This course has been developed to comply with the SkilledTradesBC Program Outline for Refrigeration and Air Conditioning Mechanic Apprenticeship Level Four.

Course Pre-Requisites (if applicable):

Active STBC Apprentice Identification Number.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Interpret and apply trade codes, regulations, and standards to organize work and maintain records, while utilizing effective communication and mentoring techniques in a professional setting.

	Upon successful completion of this course, students will be able to:
CLO #2	Apply advanced electrical concepts to interpret wiring diagrams and schematics, analyze motor and motor control theory, and select appropriate control systems for HVAC/R applications.
CLO #3	Analyze refrigeration and air conditioning theory to evaluate the operational performance and efficiency of complex refrigeration systems.
CLO #4	Install comprehensive gas-fired systems, including the assembly of gas piping, regulators, valves, air supply systems, venting, and draft control systems.
CLO #5	Install comprehensive gas-fired systems, including the assembly of gas piping, regulators, valves, air supply systems, venting, and draft control systems.
CLO #6	Perform service and repair on HVAC/R systems, control systems, and gas-fired appliances, including the maintenance of burners, boilers, and gas distribution equipment.

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70

Evaluation Plan:

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

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 300

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

Hours in Category 1:   222

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

Check all that apply:

  Lab

  Shop/Kitchen

  Simulation

Hours in Category 2:   28

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

  Individual Learning

Hours in Category 3:   50

Course Topics

Course Topics:
Routine Trade Activities and Codes
Communication and Mentoring Techniques
Electrical Concepts and Controls
Refrigeration and A/C Theory
Gas-Fired System Installation
System Commissioning and Analysis
Service HVAC/R Systems

Course Topics:
Service Gas-Fired Appliances

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:

Waitlists exist for these courses, and they complement the newly developed RACM Foundation program. This is part of the suite of apprenticeship courses for the Refrigeration and Air Conditioning Mechanic trade.

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

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	See attachment
Centre for Teaching, Learning, and Research (CTLR)	See attachment
Other	See attachment

Additional Information

Provide any additional information if necessary.

Supporting
documentation:
RACM Feedback and Comments- VCC.pdf

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2026

ISSUE: New Heavy Mechanical Trades Apprenticeship

BACKGROUND:
The School of Trades, Technology and Design is proposing a new apprenticeship in Heavy Mechanical Trades. This program complies with the SkilledTradesBC (STBC) program outlines for multiple trades: Truck and Transport Mechanic, Transport Trailer Technician, Diesel Engine Mechanic and Heavy Duty Equipment Technician.

DISCUSSION:
Lucy Griffith, Dean of the School of Trades, Technology and Design, presented the proposal. Curriculum Committee requested additional information related to the availability of Prior Learning Assessment and Recognition (PLAR) and how the STBC Standardized Level Exam impacts the course grade. The School confirmed that PLAR is available for these courses and that the STBC final exam is combined with the course grade (20% final exam-80% course grade) to determine an overall STBC grade.

As these five courses are not connected to a formal program, Education Council does not need to provide a recommendation to the Board of Governors. The School dean will prepare a costing recommendation for submission to Senior Team, Finance and Audit Committee and the Board for approval.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, five new Heavy Mechanical Trades Apprentice course outlines and the accompanying Course Content Guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 23, 2026

Program Change Request

New Program Proposal

Date Submitted: 02/10/26 12:04 pm

Viewing: **Heavy Mechanical Trades Apprentice**

Last edit: 02/23/26 1:54 pm

Changes proposed by: drabadzija

Program Name:

   Heavy Mechanical Trades Apprentice

Credential Level:	Apprentice
Effective Date:	January 2027
Effective Catalog Edition:	2026-2027 Academic Calendar
School/Centre:	Trades, Technology & Design
Department	Diesel Apprenticeship (4315)
Contact(s)	

Name	E-mail	Phone/Ext.
Alan Kelly	akelly@vcc.ca	604-871-7350

Approval Path

1. 02/10/26 12:03 pm Darija Rabadzija (drabadzija): Rollback to Initiator
2. 02/10/26 3:37 pm Brendan Frith (bfrith): Approved for 4315 Leader
3. 02/18/26 9:58 am Darija Rabadzija (drabadzija): Approved for CTT Dean
4. 02/23/26 12:44 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Program Content Guide

Purpose

The Heavy Mechanical Trades Apprentice program offers four apprenticeship paths, each with its own technical training requirements. The four programs are:

Heavy Duty Equipment Technician: Levels 1, 2, 3, Level 4 Heavy Duty Equipment Technician Apprentice

Truck and Transport Mechanic: Levels 1, 2, 3, Level 4 Truck and Transport Mechanic Apprentice

Diesel Engine Mechanic: Levels 1, 2

Transport Trailer Technician: Level 1, Level 4 Truck and Transport Mechanic Apprentice

Visit SkilledTrades BC to view full Program Profiles.

Admission Requirements

A valid SkilledTradesBC ID number

A current employer and sponsor. **Note**: Every registered apprentice has both an employer and a sponsor. The employer hires you and pays for your work; the sponsor commits to helping you get opportunities to learn on the job and reports on your progress. In most cases, the employer and sponsor are the same person or organization.

Prior Learning Assessment & Recognition (PLAR)

Applicants who have relevant work experience (in B.C. or elsewhere) or previous trades training may be eligible to write challenge exams for levels of technical training through SkilledTrades BC.

Program Duration & Maximum Time for Completion

Heavy Duty Equipment Technician: The technical training (28 weeks) generally takes 4 years to complete, alongside 6330 hours of work-based training. There is no maximum time to completion.

Truck and Transport Mechanic: The technical training (28 weeks) generally takes 4 years to complete, alongside 6330 hours of work-based training. There is no maximum time to completion.

Diesel Engine Mechanic: The technical training (18 weeks) generally takes 2 years to complete, alongside 3000 hours of work-based training. There is no maximum time to completion.

Transport Trailer Technician: The technical training (14 weeks) generally takes 2 years to complete, alongside 3150 hours of work-based training. There is no maximum time to completion.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	How to work safely and professionally in a heavy mechanical trades environment.

	Upon successful completion of this program, graduates will be able to:
PLO #2	How to select, use, and maintain tools and measuring equipment.
PLO #3	How to interpret technical information and service documentation.
PLO #4	How to service and diagnose electrical and electronic systems.
PLO #5	How to inspect, service, and diagnose engines and supporting systems.
PLO #6	How to service fuel delivery, emissions, and aftertreatment systems.
PLO #7	How to inspect, service, and diagnose brake, steering, and suspension systems.
PLO #8	How to inspect, service, and troubleshoot hydraulic and pneumatic systems.
PLO #9	Heavy Duty Equipment Technician: How to diagnose, service, and repair hydraulic-powered mobile equipment systems.
PLO #10	Heavy Duty Equipment Technician: How to inspect, service, and repair undercarriage, track, and work equipment systems.
PLO #11	Truck and Transport Mechanic: How to diagnose, service, and repair highway vehicle driveline and transmission systems.
PLO #12	How to diagnose and repair electronically controlled vehicle systems used in commercial transport applications.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Evaluation of Student Learning

Program Considerations

Courses

HMAP 1001	Heavy Mechanical Trades Apprentice Level 1	10

HMAP 2001	Heavy Mechanical Trades Apprentice Level 2	8
HMAP 3001	Heavy Mechanical Trades Apprentice Level 3	6
One of the following:		
HMAP 4010	Heavy Duty Equipment Technician Apprentice Level 4	7
HMAP 4020	Truck and Transport Mechanic Apprentice Level 4	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 Pass	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.

Course Change Request

New Course Proposal

Date Submitted: 02/09/26 11:25 am

Viewing: **HMAP 1001 : Heavy Mechanics Appr Lvl 1**

Last edit: 02/23/26 11:29 am
Changes proposed by: bfrith

Programs
referencing this
course

256: Heavy Mechanical Trades Apprentice

Course Name:
   Heavy Mechanical Trades Apprentice Level 1

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Diesel Apprenticeship (4315)

Contact(s)

In Workflow

1. **4315 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/09/26 11:06 am
   Darija Rabadzija
   (drabadzija):
   Rollback to Initiator
2. 02/09/26 11:40 am
   Brendan Frith
   (bfrith): Approved
   for 4315 Leader
3. 02/09/26 1:17 pm
   Lucy Griffith
   (lgriffith): Rollback
   to 4315 Leader for
   CTT Dean
4. 02/10/26 3:37 pm
   Brendan Frith
   (bfrith): Approved
   for 4315 Leader
5. 02/11/26 2:46 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
6. 02/23/26 12:44 pm
   Todd Rowlatt
   (trowlatt): Approved

Name	E-mail	Phone/Ext.
Alan Kelly	akelly@vcc.ca	---

Banner Course Name:	Heavy Mechanics Appr Lvl 1
Subject Code:	HMAP - Heavy Mechanics Apprentice
Course Number	1001
Year of Study	1st Year Post-secondary
Credits:	10

Bridge College Code	AP
Bridge Billing Hours	10
Bridge Course Level	01

Course Description:

This course introduces apprentices to the safe servicing of a variety of heavy mechanical systems, including brake, hydraulic, electrical, frames, steering, suspension, trailer, and heating ventilation and air conditioning systems, as well as structural components and accessories. In the classroom and shop, they develop their ability to apply theoretical knowledge and occupational skills to all heavy mechanical work situations.

Course Pre-Requisites (if applicable):

Registered STBC Apprentice in one of the following trades: Truck and Transport Mechanic, Transport Trailer Technician, Diesel Engine Mechanic, or Heavy Duty Equipment Technician.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform Occupational skills (A1-A11)
CLO #2	Service, diagnose, and repair brakes (B1-B3)
CLO #3	Service, diagnose, and hydraulic systems (C1)
CLO #4	Service, diagnose, and repair electrical and electronic systems (D1-D5)
CLO #5	Service, diagnose, and repair frames, steering ,suspension, and undercarriage systems (E1-E5)
CLO #6	Service, diagnose, and repair trailers (F1-F4)
CLO #7	Describe heating ventilation and air conditioning Fundamentals (G1)
CLO #8	Service, diagnose, repair structural components and accessories (J1-J2)
CLO #9	Use communication and mentoring techniques (L1)

Instructional Strategies:

Instructional strategies include:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	38	Multiple-choice quizzes and tests
Lab Work	47	Practical knowledge and skills are evaluated in the shop
Assignments	15	Document procedures, record observations, measurements, and test

Type	Percentage	Brief description of assessment activity
		results
		Students must achieve a minimum final grade of 70% at VCC to be eligible for the SkilledTradesBC Standardized Level Exam (SLE). The final VCC grade for this course is blended with the SkilledTradesBC SLE grade at 80% - 20% to determine an overall SkilledTradesBC final grade.

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: 300

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

Hours in Category 1:   159

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

Check all that apply:

  Lab

Hours in Category 2:   141

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Occupational skills
Brake systems
Hydraulics systems
Electrical Systems
Frames , Steering and Suspension
Electrical systems
Trailers
Heating , ventilation and air conditioning systems
Structural components and accessories
Communication and mentoring

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

Heavy Mechanical Trades Apprentice Program

Additional Information

Provide any additional information if necessary.

Will be delivered in person or online

Course Change Request

New Course Proposal

Date Submitted: 02/09/26 11:27 am

Viewing: **HMAP 2001 : Heavy Mechanics Appr Lvl 2**

Last edit: 02/23/26 11:30 am

Changes proposed by: bfrith

Programs
referencing this
course
   256: Heavy Mechanical Trades Apprentice

Course Name:
   Heavy Mechanical Trades Apprentice Level 2

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Diesel Apprenticeship (4315)

Contact(s)

In Workflow

1. **4315 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/09/26 11:40 am
   Brendan Frith
   (bfrith): Approved
   for 4315 Leader
2. 02/09/26 1:18 pm
   Lucy Griffith
   (lgriffith): Rollback
   to 4315 Leader for
   CTT Dean
3. 02/10/26 3:38 pm
   Brendan Frith
   (bfrith): Approved
   for 4315 Leader
4. 02/11/26 2:46 pm
   Lucy Griffith
   (lgriffith): Approved
   for CTT Dean
5. 02/23/26 12:44 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Name	E-mail	Phone/Ext.
Alan Kelly	akelly@vcc.ca	---

Banner Course Name: Heavy Mechanics Appr Lvl 2

Subject Code: HMAP - Heavy Mechanics Apprentice

Course Number   2001

Year of Study   1st Year Post-secondary

Credits: 8

Bridge College Code	AP
Bridge Billing Hours	8
Bridge Course Level	01

Course Description:

This course introduces apprentices to the safe servicing of a variety of heavy mechanical systems, including charging systems, starting systems, electrical components, electronic components, vehicle management systems, engines and supporting systems. In the classroom and shop, they develop their ability to apply theoretical knowledge and occupational skills to all heavy mechanical work situations.

Course Pre-Requisites (if applicable):

Registered STBC Apprentice in one of the following trades: Truck and Transport Mechanic, Diesel Engine Mechanic, or Heavy Duty Equipment Technician.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Diagnose and repair charging systems (D6)
CLO #2	Diagnose and repair starting systems (D7)
CLO #3	Diagnose and repair electrical and Electronic components and systems (D8)
CLO #4	Diagnose and repair vehicle and equipment management systems (D9)
CLO #5	Service, Diagnose, and repair electronic ignition systems (D10)
CLO #6	Describe engine fundamentals (H1)
CLO #7	Service engine support systems (H2)
CLO #8	Diagnose and repair engine support systems (H3)
CLO #9	Service diesel fuel supply systems (H5)
CLO #10	Describe alternative fuel systems (H6)
CLO #11	Service , diagnose, and repair engines and components (H7)
CLO #12	Diagnose and repair mechanical fuel injection systems (H8)
CLO #13	Service, diagnose and repair electronic diesel fuel systems (H9)
CLO #14	Service, diagnose and repair diesel emissions systems (H10)
CLO #15	Service, diagnose and repair engine retarder systems (H11)

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	48	Multiple-choice quizzes and tests
Lab Work	37	Practical knowledge and skills are evaluated in the shop
Assignments	15	Document procedures, record observations, measurements, and test results
		Students must achieve a minimum final grade of 70% at VCC to be eligible for the SkilledTradesBC Standardized Level Exam (SLE). The final VCC grade for this course is blended with the SkilledTradesBC SLE grade at 80% - 20% to determine an overall SkilledTradesBC final grade.

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: 240

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   114

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

Check all that apply:

Lab

Hours in Category 2:   126

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Starting and charging systems
Electrical and electronic components and systems
Vehicle and equipment management systems
Repair electronic ignition systems
Engine fundamentals
Engine support systems
Diesel fuel supply systems
Alternative fuel systems
Engines and components
Mechanical and electronic diesel fuel systems
Diesel emissions systems
Engine retarder systems

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 02/09/26 11:33 am

Viewing: **HMAP 3001 : Heavy Mechanics Appr Lvl 3**

Last edit: 02/23/26 11:31 am
Changes proposed by: bfrith

Programs
referencing this
course

[256: Heavy Mechanical Trades Apprentice](#)

Course Name:
   Heavy Mechanical Trades Apprentice Level 3

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Diesel Apprenticeship (4315)

Contact(s)

Approval Path

1. 02/09/26 11:40 am Brendan Frith (bfrith): Approved for 4315 Leader
2. 02/09/26 1:18 pm Lucy Griffith (lgriffith): Rollback to 4315 Leader for CTT Dean
3. 02/10/26 3:38 pm Brendan Frith (bfrith): Approved for 4315 Leader
4. 02/11/26 2:46 pm Lucy Griffith (lgriffith): Approved for CTT Dean
5. 02/23/26 12:44 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Alan Kelly	akelly@vcc.ca	---

Banner Course Name: Heavy Mechanics Appr Lvl 3

Subject Code: HMAP - Heavy Mechanics Apprentice

Course Number   3001

Year of Study   1st Year Post-secondary

Credits: 6

Bridge College Code   AP

Bridge Billing Hours   6

Bridge Course Level   01

Course Description:

This course introduces apprentices to the safe servicing of a variety of heavy mechanical systems, including power transfer systems, clutches, manual transmissions, automated transmissions, automatic transmissions and torque converters, power shift transmissions, drivelines, drive axles, final drives, driveline retarders, winches, power take-offs and transfer cases. In the classroom and shop, they develop their ability to apply theoretical knowledge and occupational skills to all heavy mechanical work situations.

Course Pre-Requisites (if applicable):

Registered STBC Apprentice in one of the following trades: Truck and Transport Mechanic, or Heavy Duty Equipment Technician.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe power transfer systems (I1)
CLO #2	Service, diagnose, and repair clutches (I2)
CLO #3	Service, diagnose, and repair manual transmissions (I3)
CLO #4	Service, diagnose, and repair automated systems (I4)
CLO #5	Service, diagnose, and repair automatic transmissions and torque converters (I5)
CLO #6	Service, diagnose, and repair power shift transmissions (I6)
CLO #7	Service, diagnose, and repair drivelines (I7)
CLO #8	Service, diagnose, and repair drive Axles (I8)
CLO #9	Service, diagnose, and repair final drives (I9)
CLO #10	Service, diagnose ,and repair driveline retarders (I10)
CLO #11	Service, diagnose, and repair winches (I11)
CLO #12	Service, diagnose ,and repair power take-offs and transfer cases (I12)

Instructional
Strategies:

Instructional strategies include:

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

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	50	Multiple-choice quizzes and tests

Type	Percentage	Brief description of assessment activity
Lab Work	35	Practical knowledge and skills are evaluated in the shop
Assignments	15	Document procedures, record observations, measurements, and test results
		Students must achieve a minimum final grade of 70% at VCC to be eligible for the SkilledTradesBC Standardized Level Exam (SLE). The final VCC grade for this course is blended with the SkilledTradesBC SLE grade at 80% - 20% to determine an overall SkilledTradesBC final grade.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

   Online

Hours in Category 1:   90

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

Check all that apply:

   Lab

Hours in Category 2:   90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Power transfer systems
Manual transmissions, automatic Transmissions, automated transmissions, torque converters, and Clutches
Power shift transmissions
Drivelines, drivetrain retarders, drive axles, and final drives
Winches
Power take-offs and transfer cases

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

Heavy Mechanical Trades Apprentice Program

Additional Information

Provide any additional information if necessary.

Delivered in person or online

Course Change Request

New Course Proposal

Date Submitted: 02/09/26 11:34 am

Viewing: **HMAP 4010 : Heavy Duty Equipment Appr Lvl4**

Last edit: 02/23/26 11:33 am
Changes proposed by: bfrith

Programs
referencing this
course
[256: Heavy Mechanical Trades Apprentice](#)

Course Name:
Heavy Duty Equipment Technician Apprentice Level 4

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Diesel Apprenticeship (4315)

Contact(s)

In Workflow

1. **4315 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/09/26 11:40 am Brendan Frith (bfrith): Approved for 4315 Leader
2. 02/09/26 1:17 pm Lucy Griffith (lgriffith): Rollback to 4315 Leader for CTT Dean
3. 02/10/26 3:38 pm Brendan Frith (bfrith): Approved for 4315 Leader
4. 02/11/26 2:46 pm Lucy Griffith (lgriffith): Approved for CTT Dean
5. 02/23/26 12:44 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Alan Kelly	akelly@vcc.ca	---

Banner Course Name: Heavy Duty Equipment Appr Lvl4

Subject Code: HMAP - Heavy Mechanics Apprentice

Course Number 4010

Year of Study 1st Year Post-secondary

Credits: 7

Bridge College Code AP

Bridge Billing Hours 7

Bridge Course Level 01

Course Description:

This course introduces apprentices to the safe servicing of a variety of heavy mechanical systems, including: advanced hydraulic systems, electric drive systems, wheeled equipment steering, undercarriage, working attachments, pneumatic systems, heating and air conditioning systems, sound suppression systems. In the classroom and shop, they develop their ability to apply theoretical knowledge and occupational skills to all heavy mechanical work situations.

Course Pre-Requisites (if applicable):

Registered STBC Apprentice in the Heavy Duty Equipment Technician trade.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Diagnose and repair advanced hydraulic systems (C2)
CLO #2	Service, diagnose and repair Hybrid and Electric equipment (K1-K2)
CLO #3	Diagnose and repair wheeled equipment steering (E6)
CLO #4	Diagnose and repair track machine steering (E7)
CLO #5	Diagnose and repair undercarriage (E8)
CLO #6	Service, diagnose , and repair sound suppression systems (J3)
CLO #7	Diagnose, and repair attachments and accessories (J4)
CLO #8	Diagnose, and repair pneumatic systems (J5)
CLO #9	Service, diagnose, and repair heating and air conditioning systems (G2)
CLO #10	Use mentoring techniques (L2)

Instructional

Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, and hands-on practice.

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade:

70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	45	Mltiple-choice quizzes and tests
Lab Work	35	Practical knowledge and skills are evaluated in the shop
Assignments	20	Document procedures, record observations, measurements, and test results
		Students must achieve a minimum final grade of 70% at VCC to be eligible for the SkilledTradesBC Standardized Level

Type	Percentage	Brief description of assessment activity
		Exam (SLE). The final VCC grade for this course is blended with the SkilledTradesBC SLE grade at 80% - 20% to determine an overall SkilledTradesBC final grade.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

   Online

Hours in Category 1:   75

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

Check all that apply:

   Lab

Hours in Category 2:   75

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Advanced hydraulic systems
Electric drive systems
Wheeled equipment steering
Undercarriage
Equipment attachments
Pneumatic systems

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Heavy Mechanical Trades Apprentice Program

Additional Information

Provide any additional information if necessary.

will be delivered in person or online

Supporting documentation:

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/09/26 11:36 am

Viewing: **HMAP 4020 : Truck Transport Mech Appr Lvl4**

Last edit: 02/23/26 11:34 am

Changes proposed by: bfrith

Programs
referencing this
course

[256: Heavy Mechanical Trades Apprentice](#)

Course Name:

   Truck and Transport Mechanic Apprentice Level 4

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Diesel Apprenticeship (4315)

Contact(s)

In Workflow

1. **4315 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
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5. Board of Governors
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Approval Path

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5. 02/23/26 12:44 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Alan Kelly	akelly@vcc.ca	---

Banner Course Name: Truck Transport Mech Appr Lvl4

Subject Code: HMAP - Heavy Mechanics Apprentice

Course Number 4020

Year of Study 1st Year Post-secondary

Credits: 5

Bridge College Code AP

Bridge Billing Hours 5

Bridge Course Level 01

Course Description:
This course introduces apprentices to the safe servicing of a variety of heavy mechanical systems, including: advanced brake systems, advanced hydraulic systems, hybrid systems, hydraulic assisted steering systems, vehicle alignment , heating , air conditioning, and refrigeration systems . In the classroom and shop, they develop their ability to apply theoretical knowledge and occupational skills to all heavy mechanical work situations.

Course Pre-Requisites (if applicable):

Registered STBC Apprentice in one of the following trades: Truck and Transport Mechanic, or Transport Trailer Technician.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

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

Course Learning
Outcomes (CLO):

		Upon successful completion of this course, students will be able to:
CLO #1		Service, diagnose, and repair advanced brake systems (B4)
CLO #2		Service, diagnose, and repair advanced hydraulic systems (C2)
CLO #3		Service, diagnose, align and repair frames , steering, and suspension (E9-E10)
CLO #4		Service diagnose and repair Trailers heating, and refrigeration systems (F5)
CLO #5		Service, diagnose, and repair heating, ventilation, and air conditioning systems (G2)
CLO #6		Service , diagnose, and repair hybrid and electric vehicles (K1-K2)
CLO #7		Use communication and mentoring techniques (L2)

Instructional
Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, and hands-on practice.

Evaluation and Grading

Grading System: Percentages-STBC   Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	45	Multiple-choice quizzes and tests
Lab Work	35	Practical knowledge and skills are evaluated in the shop
Assignments	20	Document procedures, record observations, measurements, and test results
		Students must achieve a minimum final grade of 70% at VCC to be eligible for the SkilledTradesBC Standardized Level Exam (SLE).

Type	Percentage	Brief description of assessment activity
		The final VCC grade for this course is blended with the SkilledTradesBC SLE grade at 80% - 20% to determine an overall SkilledTradesBC final grade.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   65

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

Check all that apply:

Lab

Hours in Category 2:   85

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Advanced Brakes systems
Advanced Hydraulics systems

Course Topics:
Hybrid and electric vehicles
Steering , and alignment systems
Heating , Air conditioning, and Refrigeration systems
Communication and Mentoring

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

Heavy Mechanical Trades Apprentice Program

Additional Information

Provide any additional information if necessary.

delivered in person or online

Supporting
documentation:

Reviewer
Comments

Badge Information

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

DECISION NOTE

PREPARED FOR:	Education Council
DATE:	March 10, 2026
ISSUE:	Review of Learning Environment Types

BACKGROUND:

The formal course outline used at VCC includes a section called "Hours by Learning Environment Type." This section lists the total course hours as well as three category types: Category 1 includes lecture, online, seminar and tutorial; Category 2 includes clinical, lab, rehearsal, shop/kitchen, simulation and studio; Category 3 includes practicum, self paced and individual learning. These categories are used to generally define what credit ratio a course applies to its hours. Category 1 typically uses 15 hours:1 credit; Category 2 typically uses 25 hours:1 credit; and Category 3 typically uses 30 hours:1 credit. The Learning Environment Type also guides what kind of room can be booked for in-person courses.

The Learning Environment Types have not been reviewed in over 10 years. A small working group was struck to discuss the appropriateness of these types to the educational offerings at VCC; if they are grouped together properly; and if they are named correctly. The working group included: Emily Simpson, Fionna Chong, Francesco Barillaro and Radhika Kumar from CTLR; Les Apouchtine and Dawn Cunningham Hall from the Registrar's Office; Todd Rowlatt from Curriculum Committee; and was initiated by Andrea Korens from Continuing Studies.

Curriculum Committee reviewed the proposal and supported the addition of "co-op" as a category, based on feedback provided by Rachel Warick from the Partnership Development Office (CareerLAB).

DISCUSSION:

After several working group meetings and following Curriculum Committee review, the recommendation is for

1. Revisions to the list of Learning Environment Types listed on the course outline forms; and
2. Definitions of the different Types to be added to the Curriculum Style Guide.

Revisions to Course Outline Forms

- For Category 1, remove "online" and "tutorial" from the listed options

- o Tutorial is rarely used, and the "seminar" option can cover this type of smaller group learning.
- o Many types of learning can be online, and it should not be listed under only Category 1 with lecture and seminar (e.g., a directed study or simulation course). The course outline form has an "instructional strategies" section that can include information about the course modalities.
- For Category 2, remove "studio" and "simulation" from the listed options
  - o Studio is not used currently, and no room at VCC is listed as a "studio."
  - o Many types of learning can include simulation, and it should not be listed under only Category 2 with lecture and seminar. The working group consulted with Dustin Chan, Manager of Simulation and Experiential Learning, who agreed that simulation should not be considered a stand-alone learning environment. The course outline form has an "instructional strategies" section that can include information about simulations.
- For Category 3, rename "individual learning" to "directed studies; add "work experience," "service learning" and "co-op."
  - o "Individual learning" is not a commonly used term and changing it to "directed studies" provides a clearer, established form of instruction.
  - o "Work experience," "service learning" and "co-op" are defined work-integrated learning terms and add a wider variety of options beyond the more regulated term "practicum."

Add the following Definitions for Learning Environment Types to the Course Style Guide

Category 1

Lecture	Instructor-led sessions focused on delivering content. Often involves mini-lectures, individual and group activities, practical activities, demonstrations, student presentations, note-taking and listening.
Seminar	Small group or one-on-one session led by an instructor, emphasizing critical thinking and student participation.

Category 2

Clinical	Hands-on, practical sessions where students apply concepts under instructor supervision. Occurs off campus and in health fields.
Laboratory (Lab)	Hands-on, practical sessions where students apply concepts under instructor supervision. Often in health, science or technical fields and in a specialized environment.
Rehearsal	Common in performing arts programs (e.g., theatre, music, dance), it refers to practice sessions where students prepare performances under instructor supervision. May be scheduled as part of studio or ensemble courses.

Shop/Kitchen	Used in technical and vocational programs (e.g., culinary arts, trades, hair design, esthetics). **Shop**: Refers to hands-on work in a workshop/authentic work setting supervised by an instructor (e.g., automotive, electrical, salon, spa). **Kitchen**: Refers to culinary labs where students prepare food in a professional kitchen.

Category 3

Practicum	Practicum is a work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload. These are most often found in health and other regulated professions; defer to program experts to use terms as established by their regulatory bodies: primarily practicum, clinical placement, or preceptorship.
Work Experience	Work experience intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals. These are typically shorter than a full semester, less than 420 hours, and unpaid.
Co-op	Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length. For international students, it must be mandatory and 50% or less of the total program length.
Service Learning	Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community-based organization to apply their disciplinary knowledge to a challenge identified by the community.
Self-Paced	Students progress through material independently with minimal required real-time interaction with instructors.

Directed Study	Directed study involves independent or group learning. It is a structured learning experience supervised by the instructor (e.g., research project, design/creative project). In some cases, outcomes and assessments can be collaboratively developed with instructor and student(s).

RECOMMENDATION:
THAT Education Council approves the changes to the formal Course Outline template and the Learning Environment Type definitions for inclusion in the Course Style Guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 18, 2026

Program Renewal Schedule 2025–2030

Last Update: February 12, 2026

SCHOOL	2025/2026	2026/2027	2027/28	2028/29	2029/2030
Continuing Studies	MDRT		Counselling Skills/ Addictions	ITOP / PDD	
	Optician Diploma (started 2023)	OACP (Y1)	Applied Business & Leadership		
Trades, Technology & Design	Automotive Service Tech	Heavy Mechanical Trades			
		Cosmetology			
Arts & Sciences	CACE – Career Awareness *(complete)*				
	CACE – Food Services *(complete)*				
			ECCE		
Health Sciences			Dental Technology Sciences	Practical Nursing (CASN review)	
	Health Care Assistant	Bachelor of Science in Nursing (BCCNM recognition)	Bachelor of Science in Nursing (CASN review)		
			Medical Lab Assistant		
Hospitality, Food Studies, & Applied Business	Administrative Professional				
Centre for Educational Excellence	PIDP				

Legend:	Program Renewal	Curriculum Review	Accreditation

Education Services Renewal Schedule 2025-2030

Last Updated: January 2026

2025/26	2026/27 (start of new 8-year cycle)	2027/28	2028/29	2029/2030
1. Registrar's Office – Financial Aid	1. Assessment Services 2. Interpreting Services 3. Learning Centre	1. CTLR 2. Registrar's Office - TBD 3. Student Services Centre	1. Counselling Services 2. Indigenous Education & Community Engagement	

Completed Service Renewals

2024/2025

1. Student Conduct & Judicial Affairs Office – Complete
2. Disability Services – Complete
3. International Education – Complete
4. Academic Advising – Complete
5. *CS Office & CS Registrar*

2023/2024

1. Library - Complete

2022/2023 - *None*

2021/2022

1. Arbiter of Student Issues - Complete

2020/2021 - *None (COVID)*

2019/2020 - *None*

2018/2019

1. Centre for Teaching, Learning & Research – Complete
2. Counselling Services – Complete
3. Interpreting Services – Complete
4. Learning Centre – Complete