



Vancouver Community College Education Council
 Meeting Agenda
 May 12, 2026
 3:30–5:30 p.m. Videoconference
 Teams: [Join the meeting now](#)
 Meeting ID: 237 097 006 061 24
 Passcode: HV3NN2Pp

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		L. Dannhauer			
2. ACKNOWLEDGEMENT		M. Hayre			
3. ADOPT AGENDA	Approval	L. Dannhauer	1 min	✓	1-2
4. APPROVE PAST MINUTES	Approval	L. Dannhauer	1 min	✓	3-7
5. ENQUIRIES & CORRESPONDENCE	Info	L. Dannhauer	1 min		
6. BUSINESS ARISING					
a. Annual Deans' and Directors' Presentations – Part 5	Info	C. Munro, D. McMullen, J. Williams, C. Little	25 min		
b. Concept Papers: Cook Skills Certificate & Culinary Arts Foundations Diploma	Info	L. Griffith, Y. Sukic	10 min	✓	8-32
c. Concept Paper: UI/UX Design Certificate	Info	L. Griffith, A. Spitz	5 min	✓	33-42
d. Concept Papers: Art Foundation Certificate, 2D Animation Diploma & 3D Animation Diploma	Info	L. Griffith	10 min	✓	43-63
e. Continuing Studies Non-Credit Course Outlines	Info	A. Lipsett	5 min	✓	64-65
f. EdCo Planning Day – June 2026	Info	L. Dannhauer	2 min		
7. COMMITTEE REPORTS					
a. Curriculum Committee					
i. New Course Content Guide: Academic Upgrading Grades 10-12 (Youth)	Approval	J. Lefavre	5 min	✓	66-72

Topic	Action	Speaker	Time	Attachment	Page
ii. New Course: PSYC 2400 Directed Studies in Psychological Research	Approval	M. Weber	5 min	✓	73-79
iii. New Course: CHEM 1150 Chemistry for Engineering	Approval	N. Tohidi	5 min	✓	80-85
iv. Program Update: Dental Technology Sciences Diploma	Approval	K. Sumra	5 min	✓	86-155
b. Policy Committee					
i. Use of Library Resources (521)	Approval	E. Logan	5 min	✓	156-162
ii. Enrolment Plan Management (408) & Suspension and/or Discontinuance of Programs (414)	Approval	E. Logan	5 min	✓	163-174
c. Education Quality Committee					
i. Annual Program Reviews 2025 – Deans’ Panel Summary Report	Info	A. Sellwood	10 min	✓	175-178
ii. Feasibility Working Group Business Management & Project Management Post-Degree Diplomas					
iii. Program Renewal Report: Provincial Instructor Diploma Program (PIDP)				✓	179-206
8. CHAIR REPORT					
a. Renamed Clean Energy Technology Diploma	Info	L. Dannhauer	5 min	✓	207
9. STUDENT REPORT					
10. NEXT MEETING & ADJOURNMENT					

EdCo Planning Day: June 8, 2026,
9:00 a.m.–12:00 p.m.

Next regular meeting: June 9, 2026,
3:30–5:30 p.m.



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

April 14, 2026

3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

Louise Dannhauer (Chair)	Emily Logan	Michael Weber
Adrian Lipsett	Emily Simpson	Nafiseh Tohidi
Andy Sellwood	James Stansfield	Todd Rowlatt
Brianna Higgins	Jessie Williams	Vivian Munroe
Dave McMullen	Joyce Chang	
David Wells	Marcus Ng	

Regrets

Arshpreet Kaur Mangat	Mandy Hayre	Rosie Gosling
Lisa Beveridge	Nelba Garcia	

Guests

Anastasiya Stolyarova	John Demeulemeester	Shirley Lew
Feras Ghesen	Natasha Mandryk	Willy Aroca Aguirre
Jennifer Kelly	Pervin Fahim	
Jennifer Nguyen	Sarah Cain	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:31 p.m.

2. ACKNOWLEDGEMENT

- L. Dannhauer acknowledged the College's location on the traditional unceded territories of the x̱m̱əθḵəy̱ əm (Musqueam), S̱ḵw̱x̱ wú7mesh (Squamish), and sə̱iḻw̱ ətaʔṯ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the April 14, 2026 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the March 10, 2026 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a. Chair Report

- L. Dannhauer provided an update on the Board's department impact session held on April 13. While the Board did approve the 2026-27 Enrolment Plan in March, this session created space for departments to share their concerns and the impacts of programming reductions. Participants were thanked for their contributions.

b. Annual Deans' and Directors' Presentations – Part 4

- W. Aroca Aguirre, interim Dean of Hospitality, Food Studies & Applied Business presented the annual School update. Key themes included expanded work-integrated learning, dual-credit pathways, leadership in VR/AR instructional technology, increased community and international engagement, and notable student success at provincial, national, and international competitions.
- With the upcoming College restructuring and consolidation of four Schools into three, this area's programming will be distributed to the remaining Schools (Trades, Technology and Design; Arts & Sciences; and Health Sciences).
- W. Aroca Aguirre is retiring and was thanked for his contributions to VCC over the years.

c. Post-Secondary Sector Update

- D. Wells spoke to BC's public post-secondary system review led by D. Avison. The report will be shared with the provincial government and most likely won't be publicly available until early summer.

d. Program Suspensions: Business and Technical Writing Certificate, Sport and Recreation Management Certificate, Makeup Artistry Certificate, Event Management Short Certificate, Gladue Report Writing Certificate, Networking Security Advanced Certificate, Optician Diploma

MOTION: THAT Education Council recommends the Board of Governors approve the suspension of the programs listed in the decision note effective June 1, 2026.

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

- A. Lipsett presented the proposal to suspend seven Continuing Studies programs, following consultation with relevant departments. The programs are being suspended either due to consistently low enrolment or due to external constraints that preclude any planned future intakes.
- The Optician Diploma ran very successfully, but there is no longer demand for the program due to IRCC policy changes which made the associated CIP code ineligible for post-graduation work permits. The program was fully accredited with Accreditation Canada as of October 2025, and VCC will continue to maintain accreditation status at least until all current students have graduated.

e. Concept Paper: Construction Engineering Technician Diploma

- T. Rowlatt and F. Ghesen presented the concept paper for the redesign of the CAD & BIM Diploma program to better align with industry needs and improve enrollment. The revised model maintains foundational CAD and BIM training in the first year, then transitions students into a single, streamlined construction engineering technician and project management focus in year two. Developed with input from industry partners and the Program Advisory Committee, the change replaces multiple second-year options with one clear pathway. The goal is to strengthen labor market alignment, improve student outcomes, and revitalize the program.

f. Concept Paper: Supply Chain and Logistics Short Certificate

- A. Sellwood presented the concept paper for the new Supply Chain and Logistics Short Certificate. The program will be delivered fully online and is designed to meet industry demand for flexible, targeted training. Developed through consultation with employers, the program is intended for working

professionals, career changers, and international learners studying from abroad. The program consists of three existing courses from the Global Supply Chain Management Post-Degree Diploma. Provincial funding has been secured to support online course development, with a planned launch in January 2027. The curriculum will be presented under agenda item 7a.iii.

7. COMMITTEE REPORTS

a. Curriculum Committee

i) Program Update: Pharmacy Technician Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised credits for the Pharmacy Technician Diploma and PHAR 2110 Pharmacology for Pharmacy Technicians 2.

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

- T. Rowlatt presented an adjustment to the credits for the recently approved Pharmacy Technician Diploma. The proposal submitted to the Ministry included 61.5 credits, and the Board approved tuition based on this number. However, the program content guide approved by Education Council lists 61 credits. To rectify this discrepancy, 0.5 credit was added to one course (PHAR 2110).

ii) Program Update: Global Supply Chain Management Post-Degree Diploma

MOTION: THAT Education Council approves, in the form presented at this meeting, the revised Global Supply Chain Management Post-Degree Diploma program content guide, 2 revised and 13 new course outlines.

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

- T. Rowlatt presented proposed updates to the Global Supply Chain Management Post-Degree Diploma, raising most courses to third- and fourth-year level to better reflect the prior degree-level education of students. Introductory courses remain at a lower level to support foundational learning. The change aligns the program with similar offerings at other institutions, improves credit transfer and student pathways, and builds on a similar update to the IT Project Management Post-Degree Diploma program that received positive feedback. Minor revisions were requested by Curriculum Committee, including to PLAR and assessment methods. The department will review opportunities to reduce heavy exam weighting in favor of more project-based learning.

iii) New Program: Supply Chain and Logistics Short Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Supply Chain and Logistics Short Certificate program, and recommend the Board of Governors approve the credential and implementation of the program.

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

- A. Sellwood presented the proposal for the new Supply Chain and Logistics Short Certificate created from three existing Global Supply Chain Management Post-Degree Diploma courses. Provincial funding has been secured to support online course development.
- There was a discussion about evaluation plans for asynchronous online delivery, which still need to be developed. It was recommended to market this offering on VCC's micro-credentials webpage.

iv) Learning Environment Types

MOTION: 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.

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

- T. Rowlatt presented the proposal developed by a working group, which reviewed the learning environment types (hours) listed in course outlines at VCC. The group developed recommendations for updates to this course outline section, as well as definitions of learning environment types to be

included in the Course Style Guide. Details were outlined in the information note included in the meeting package.

- It was suggested to adjust the definition of rehearsal to better reflect how this term is used in the Music department, and to potentially revisit the definition of co-op. These definitions will be listed in the Course Style Guide and can be updated informally in consultation with the Curriculum Committee Chair. It was confirmed that the proposed changes do not impact how scheduling and roombooking are managed.
- The plan is to update the learning environment types in Banner and CourseLeaf by January 2027.

v) Course Deactivation: DNTL 1107 Dental Radiography Module.

MOTION: THAT Education Council recommends the Board of Governors approve the deactivation of DNTL 1107 Dental Radiography Module.

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

- This non-credit course was replaced by the new credit-bearing course DNTL 1108.

b. Education Policy Committee

i) Enrolment Plan Management (408) & Suspension and/or Discontinuance of Programs (414)

- E. Logan presented the new Enrolment Plan Management (408) policy for information. The policy was developed in response to the decision in *Thompson Rivers University Faculty Association v. Thompson Rivers University, 2025 BCSC 2114*, which created uncertainty regarding an institution's authority to suspend or remove program intakes. This new policy establishes clear, Board-approved criteria for when a program intake (not individual courses or electives) may be removed from the Enrolment Plan.
- The Suspension and/or Discontinuance of Programs Policy (414) is due for a scheduled review and was revised in tandem with the development of new policy 408. References to intake cancellations were removed from policy 414, as these are captured in policy 408. Repeated removal of program intakes may indicate the need for program suspension or discontinuance.
- Education Policy Committee (EPC) reviewed both policies at its April 1 meeting and requested a number of edits to both policies and procedures. The policies are open for College feedback until April 28.

ii) Use of Library Resources (512)

- The Use of Library Resources (512) policy is undergoing a scheduled five-year review. Most proposed revisions are minor in nature. Key updates include strengthened privacy language and revisions to the interlibrary loan section to improve clarity. EPC reviewed the draft at its April meeting and did not request any changes. The policy is open for College feedback until April 28.

iii) Minor Updates: Appeal of Final Grade (322), Student Non-Academic Conduct (324), Appeal to Education Council on Educational Matters (321)

- A number of VCC policies and procedures need to be updated to reflect the closure of VCC's Arbiter of Student Issues (ASI) Office. E. Logan consulted with C. Munro, Associate Vice President, Student and Enrolment Services; T. Rowlatt, Chair of Administrative Policy Committee; and N. Mandryk, Associate Director, Academic Planning, Policy, & Analysis, regarding these changes.
- The first round of proposed edits was reviewed and approved at the April 1 EPC meeting. References to the ASI were removed from Appeal to Education Council on Educational Matters (321) policy and procedures; Appeal of Final Grade (322) policy and procedures; and Student Non-Academic Conduct (324) procedures.
- Under VCC's Policy Development and Management Policy (101), review bodies such as EPC can approve edits to procedures, as long as the revisions are consistent with the intentions of the policy and do not contravene the approved principles. These changes were therefore presented to Education Council for information only.

iv) Update: Education Policy Committee Terms of Reference

MOTION: THAT Education Council approves the updated Education Policy Committee Terms of Reference.

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

- E. Logan presented the proposal to remove the Arbiter of Student Issues from the committee's membership. EdCo members requested two additional changes: replacing the Coordinator, Curriculum and Policy with the Associate Director, Academic Planning, Policy, & Analysis; and updating section #2a to include two (rather than one) faculty members from each School or Centre, in view of the upcoming consolidation of four Schools into three. EdCo approved the Terms of Reference with these edits.
- It was suggested to review the quorum as well.

c. Education Quality Committee

i) 2026–27 Curriculum Development (CD) Fund

- A. Sellwood reported that a CD Fund kick-off session was held earlier in the day for project leaders who received funding this year.

ii) Program Renewal Reports: Career Awareness & Food Services Careers Certificates and Medical Device Reprocessing Technician Certificate

- A. Sellwood reported on two recently completed program renewals. EQC received the final renewal reports and action plans.

8. STUDENT REPORT

- J. Stansfield reported that SUVCC recently held its Board elections for the May 2026 to April 2027 term. Terms were recently aligned with other institutions and the BC Federation of Students. Three EdCo student members (J. Stansfield, A. Mangat Kaur and M. Ng) were elected to the SUVCC Board.

9. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on May 12, 2026, 3:30–5:30 p.m.
- The meeting was adjourned at 5:02 p.m.

Louise Dannhauer
Chair, VCC Education Council

New Concept Paper Proposal

Cook Skills Certificate

Name of Program:

Cook Skills Certificate

School/Centre:

Hospitality, Food Studies & Applied Business

Credential Level:

Certificate

Anticipated Start Date:

September 2027

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

Contact(s)

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	6044438487

PART 1: CONCEPT

Purpose and Context

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

The **Cook Skills Certificate** prepares students for employment and career progression within professional kitchen brigades by developing entry-level competencies aligned with the **Red Seal Occupational Standard (Cook)**.

The program integrates **Professional Cook Levels 1 and 2 technical training** within a structured certificate pathway, allowing students to complete Level 1 and 2 cook training while earning a recognized post-secondary credential.

Graduates will be prepared for roles including:

- Prep Cook
- Third Cook
- Second Cook
- Commis
- Entry and Mid-Level Positions

The curriculum combines basic culinary production skills with competencies in:

- teamwork and workplace communication
- practical problem-solving in kitchen operations
- menu execution and basic quality control
- foundational sustainability practices and awareness of food systems
- applied basic nutrition for food service and institutional contexts
- introduction to contemporary and emerging culinary technologies

The program reflects VCC's commitment to delivering **accessible, industry-aligned education** that prepares learners for meaningful careers in British Columbia's food service, tourism, institutional food service, resource and healthcare sectors.

Training is aligned with:

- **2020 Red Seal Occupational Standard (Cook)**
- **SkilledTradesBC apprenticeship technical training (Levels 1–2)**
- **National Harmonization requirements**

Labour market projections from **WorkBC and Job Bank Canada (NOC 63200)** indicate ongoing demand for cooks in British Columbia, with thousands of job openings projected over the next decade.

By combining Professional Cook Level 1 and 2 competencies into an accelerated certificate format, the program produces work-ready graduates who can transition into industry more quickly, helping address immediate workforce needs across the province.

Program Outcomes include:

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

1. **Apply** industry health, safety, sanitation, and employment standards in the preparation, handling, and storage of food, equipment, and work environments.
2. **Prepare** and **evaluate** a range of fundamental and intermediate culinary products for consistency, yield, flavour, and presentation according to established standards and specifications.
3. **Demonstrate** core cooking principles and applied theoretical knowledge in the preparation, presentation, and service of dishes in a commercial food service environment.
4. **Demonstrate** foundational principles of nutrition, including nutrient retention and balanced food combinations, in the preparation of institutional and commercial menus.
5. **Describe** the historical and cultural influences on culinary practices and relate their impact to contemporary food service operations.
6. **Demonstrate** professional conduct, teamwork, and effective communication skills required for success in a commercial kitchen environment.

7. **Apply** basic sustainability and environmentally responsible practices within food preparation and hospitality operations.

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

The Culinary Arts Cook Skills Certificate aligns with VCC’s strategic priorities by strengthening labour-market-aligned programming while supporting financial sustainability and operational excellence.

Financial Sustainability and Stewardship

The program introduces a **structured academic-term intake model with three intakes per year**, replacing the previous monthly intake structure.

This model improves:

- enrollment forecasting
- cohort stability
- instructional scheduling efficiency
- domestic seat allocation
- long-term financial sustainability

Predictable intake cycles reduce administrative complexity and support more efficient use of kitchen facilities and instructional resources.

Labour-Market Alignment

Culinary training directly supports workforce development in sectors critical to British Columbia’s economy, including:

- hospitality and tourism
- institutional food service
- healthcare and long-term care
- transportation and marine food services
- resource sector camps

The program strengthens credential completion pathways by integrating two apprenticeship technical levels within one structured academic credential.

Academic Innovation

The redesigned curriculum incorporates contemporary teaching practices and evolving industry competencies, including:

- plant-based cuisine and sustainable food systems

- blended learning and digital resources
- Universal Design for Learning (UDL)

Students will also access **virtual simulation technologies**, including Culinary VR recipe and butchery training systems, allowing learners to rehearse techniques before applying them in live kitchen environments.

Engaged Communities

Culinary programs contribute significantly to VCC's community engagement through:

- Youth Train in Trades partnerships
- campus catering and events
- applied learning service environments
- collaboration with industry employers

Campuses of the Future

The program leverages **modernized kitchen facilities and emerging culinary technologies**, preparing graduates to work in increasingly technology-enabled food service environments.

Operational Excellence

The term-based cohort structure supports:

- improved student retention
- clearer progression pathways
- predictable faculty workload planning
- efficient facility utilization

These improvements align with institutional KPIs related to enrollment stability, completion rates, and graduate employment outcomes.

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

Cook Skills Certificate supports cross-program collaboration within the School of Hospitality, Food Studies & Applied Business.

Complementary programs include:

- Baking & Pastry Arts
- Asian Culinary Arts
- Hospitality Management
- Youth Train in Trades (Professional Cook 1)
- Food Service Careers

Shared kitchen facilities and service environments allow students to experience diverse culinary techniques while optimizing instructional resources.

The program also strengthens internal pathways by providing progression opportunities for:

- Youth Train in Trades graduates
- students completing Professional Cook 1 at accredited institutions

Needs Assessment

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

The Culinary Arts Cook Skills Certificate addresses structural gaps in the current cook apprenticeship system and responds to evolving industry expectations.

Industry Skill Development

Employers report a need for cooks to enter the industry more quickly, while also possessing a higher level of skill. Combining Level 1 and Level 2 training within a single program helps bridge this gap.

Key competency gaps include:

- communication
- teamwork
- problem solving
- critical thinking
- fine dining

The program supports progression from entry to mid-level production roles and positions.

Modernizing Culinary Education

The food service sector has evolved significantly, requiring cooks to demonstrate competencies in:

- global cuisines and cultural food knowledge
- plant-based and sustainable cooking
- adaptive cooking for dietary needs
- food systems and supply chain awareness

The redesigned curriculum reflects these changes while maintaining strong foundations in classical culinary technique.

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

The Culinary Arts Cook Skills Certificate responds to sustained labour market demand for skilled cooks in British Columbia.

WorkBC projections estimate **approximately 7,770 job openings for cooks between 2025 and 2035**, driven by:

- tourism and hospitality expansion
- growth in healthcare and long-term care food services
- replacement demand due to retirements

Industry partners consistently report shortages of experienced cooks who can advance into supervisory kitchen roles.

The diploma strengthens workforce readiness by preparing graduates for positions such as:

- chef de partie
- first cook
- junior supervisory culinary roles

The program also supports employment in diverse sectors, including hospitality, healthcare, transportation, food services, and large-scale institutional kitchens.

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

Student demand for culinary education at VCC remains strong.

Domestic Demand

Domestic enrollment is supported by growing **Youth Train in Trades partnerships** across multiple school districts, creating a strong pipeline of learners entering post-secondary culinary training.

The structured intake model supports improved enrollment forecasting and student success.

Competitive Analysis

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

Most public institutions in British Columbia offer culinary training primarily at the certificate level.

Private institutions offer diploma-style programs but typically do not provide **apprenticeship technical training aligned with SkilledTradesBC**.

The Culinary Arts Cook Skills Certificate fills a distinct gap by integrating **PC1–PC2 technical training within a public certificate credential**.

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

The program operates within the **BC Cook Articulation Committee**, which is recognized by BCCAT.

Alignment with SkilledTradesBC ensures training portability across the provincial apprenticeship system.

Graduates maintain mobility toward **Red Seal certification**, the primary professional credential in the trade.

Student Profile

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

1. Recent secondary school graduates
2. Youth Train in Trades completers
3. career transitioners
4. International students seeking employment pathways
5. Students typically range from **18–30 years old**, though mature learners also participate.

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

Recruitment will focus on:

- Youth Train in Trades pipelines
- secondary school partnerships
- WorkBC employment centres
- industry outreach
- international education recruitment

Potential workforce training partnerships may also be explored with organizations such as:

- BC Ferries
- Canadian Armed Forces
- Fraser Health Authority
- Vancouver Coastal Health Authority

An expanded curriculum in nutrition and alternative diets supports employment opportunities in institutional foodservice environments and the health sector.

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

The program supports equity in trades education by:

- promoting gender diversity in recruitment
- strengthening Indigenous learner outreach
- incorporating culturally inclusive curriculum
- applying Universal Design for Learning (UDL)

Collaboration with **VCC Indigenous Education and Community Engagement** will support recruitment and retention initiatives.

Quality

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

The program is aligned with:

- SkilledTradesBC apprenticeship technical training
- National Red Seal Occupational Standard (Cook)
- BC Cook Articulation Committee (BCCAT recognized)

These frameworks ensure national credential portability and workforce mobility.

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

All instructors hold:

- Red Seal Cook certification
- extensive industry experience
- instructional credentials aligned with VCC standards

Faculty maintain industry currency through professional development, participation in articulation, and employer engagement.

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

Applied learning occurs through:

- instructional kitchens
- campus restaurant operations
- catering and institutional events

Admission, Delivery, and Design

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

The certificate is a **1-year, full-time program delivered over 3** academic terms.

The maximum time for completion is three years.

Three intakes per year will support stable enrollment and efficient facility utilization.

Cohorts will average **approximately 80 students per intake**, distributed across instructional sections.

16. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Students may enter the program through:

- direct admission after secondary school
- Youth Train in Trades completion
- advanced standing for PC1 completers

Graduates progress toward:

- Red Seal certification
- employment in the tourism, hospitality and institutional food service sectors.

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

The program is delivered through a **blended instructional model** combining:

- in-person kitchen training
- some online theory components

Hands-on training remains primarily face-to-face to ensure safety and competency assessment.

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

The program operates with a **single primary entry point at the start of Term 1.**

Advanced standing may be granted for students who have completed Professional Cook 1 at accredited institutions.

The certificate is awarded upon completion of all program requirements.

Operational Needs

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

Outside of the current kitchen renovation project, no significant costs or facility renovations are expected as part of the delivery or development of this program. Culinary Arts will facilitate the management of the required training tools and equipment, kitchens, and classrooms.

Marketing will need to update:

- Program promotion materials
- Industry outreach
- Recruitment events and information sessions
- Website and digital marketing

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

The department has been granted 54K CD funds for this development. The Culinary Department Leader, along with the Dean's office from the School of Hospitality, will manage the project budget, people, contracts, deadlines and risks, review course components or deliverables.

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

None

Phase In/Phase Out Plan

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

Since our current program has monthly intakes, we will need to stop offering the existing program for at least one month prior to the start of the new program, which will be offered with term starts. As the old program is being phased out and the new program is being phased in, at some point, courses may coincide, and cohorts could be combined. In this case, the number of registered students for the outgoing program and the number of students in the incoming program may need to be reduced so that when the two cohorts are combined, they do not exceed the maximum of twenty students.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding will come from domestic tuition, and Skilled Trades BC

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs. Mandatory materials fees separate from the tuition should be included in the costing. Material fees should include ingredients for non-cost recovery (no service) blocks, student uniforms, student knives and tool kits, ArborX service fees (VR).

Vancouver Community College
Tuition Effective Date: August 1 2026

Program Name Culinary

Program Start Date Sept 2027	Current Forecast	Proposal 1	Proposal 1 - Extension	Proposal 1 Total	Proposal 1 Total with no funding change
Scenarios	Culinary arts - PC 1,2,Dip for INT	12 months (Incl Found + PC2)	Last 4 months (incl PC3)	16 months Diploma	16 months Diploma - No change in funding model
Tuition per credit per student - International	\$632.50	\$815.81	\$815.81	\$815.81	\$815.81
Tuition per student - International	\$46,172.50	\$36,711.28	\$12,237.09	\$48,948.37	\$48,948.37
Tuition per credit per student - Domestic	\$0.00	\$381.78	\$381.78	\$381.78	\$381.78
Tuition per student - Domestic	\$0.00	\$17,179.91	\$5,726.64	\$22,906.55	\$22,906.55
No. of Intakes	11	3	3	3	3
No. of students per intake - Domestic (projected)	10	27	21	21	21
No. of students per intake - International (proj)	11	41	41	41	41
Total students (with X FTE attrition) - Domestic	49 ~ 110	72	57	57	57
Total students (with X FTE attrition) - International	121	120	120	120	120
Program Duration (months)	22	12	4	16	16
Duration - instructional programming days	3340	2360	750	3110	3110
Other days	0	0	0	0	0
Department head release days	270	203	68	270	270
Duty days per year	180	180	180	180	180
Instructor FTE required per intake	20.06	14.24	4.54	18.78	18.78
Number of credits	73.0	45.0	15.0	60.0	60.0
Support Staff FTE	8.00	3.90	1.30	5.20	5.20
Operational costs	450,000	486,000	162,000	648,000	648,000

Revenue

Projected Tuition revenue -Domestic	\$ 589,039	\$ 1,312,545	\$ 360,778	\$ 1,673,323	\$ 1,673,323
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Salary (step 1)	\$ 2,378,254	\$ 1,688,165	\$ 538,566	\$ 2,226,731	\$ 2,226,731
Benefits (29%)	\$ 689,694	\$ 489,568	\$ 156,184	\$ 645,752	\$ 645,752
Total instructor costs	\$ 3,067,948	\$ 2,177,733	\$ 694,750	\$ 2,872,483	\$ 2,872,483

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Total labour cost

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Operational costs

Operational Expenses	\$ 450,000	\$ 486,000	\$ 162,000	\$ 648,000	\$ 648,000
Capital/Technology/Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
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Notes/Assumptions:

- * This annual comparison costing highlights that the primary goal of the renewal is to shift intakes from a monthly to a term basis.
- * Currently, a significant number of domestic students exit after Professional Cook level 1.
- * International students are enrolled in the diploma program in the current and future states.
- * The future state offers domestic students the opportunity to finish with a diploma, like international students, if they complete 4 months of extension courses.
- * Proposal 1 assumes a change to the Skills Trade BC funding model.
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- * Student is responsible of purchasing a uniform in the current and the future state.

New Concept Paper Proposal

Culinary Arts Foundations Diploma

Name of Program:

Culinary Arts Foundations Diploma

School/Centre:

Hospitality, Food Studies & Applied Business

Credential Level:

Diploma

Anticipated Start Date:

September 2027

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

Contact(s)

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	6044438487

PART 1: CONCEPT**Purpose and Context**

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

The **Culinary Arts Professional Foundations Diploma** prepares students for employment and career progression within professional kitchen brigades by developing advanced culinary, operational, and leadership competencies aligned with the **Red Seal Occupational Standard (Cook)**.

The program integrates **Professional Cook Levels 1, 2, and 3 technical training** within a structured diploma pathway, allowing students to complete foundational cook training while earning a recognized post-secondary credential.

Graduates will be prepared for roles including:

- Line Cook
- Second Cook
- First Cook
- Chef de Partie
- Junior Supervisory Culinary Positions

The curriculum combines advanced culinary production skills with competencies in:

- leadership and teamwork
- operational problem-solving
- menu development and quality control
- sustainability and food systems
- therapeutic nutrition
- emerging culinary technologies

The program reflects VCC's commitment to delivering **accessible, industry-aligned education** that prepares learners for meaningful careers in British Columbia's food service, tourism, institutional food service, resource and healthcare sectors.

Training is aligned with:

- **2020 Red Seal Occupational Standard (Cook)**
- **SkilledTradesBC apprenticeship technical training (Levels 1–3)**
- **National Harmonization requirements**

Labour market projections from **WorkBC and Job Bank Canada (NOC 63200)** indicate ongoing demand for cooks in British Columbia, with thousands of job openings projected over the next decade.

By embedding Professional Cook Level 3 competencies within the diploma structure, the program strengthens the pathway to **Red Seal certification** and supports workforce development across the province.

The program is **PGWP-eligible**, supporting international student participation while maintaining a clear connection to a labour-shortage occupation.

Program Outcomes include:

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

1. **Adhere** to industry health, safety, sanitation and employment standards in preparation, handling and storage of food and equipment.
2. **Evaluate** advanced products for consistency, accuracy in yield and costing, flavour and appearance according to product specifications and standards.
3. **Apply** modern principles of cooking and advanced theoretical knowledge to the preparation, presentation, and service of a variety of dishes for a commercial hospitality environment.
4. **Describe** and **apply** the principles of nutrition retention and balanced food combinations for institutional and commercial menus
5. **Reflect** on the history of culinary practices and systems and connect its evolution and impact on the current global food industry.
6. **Model** and **mentor** the knowledge, attitude, and mindset necessary for a successful and sustainable professional practice in the food service industry.

7. **Demonstrate** environmental reciprocity and sustainability practices that pertain to the hospitality sector.
8. **Discover** one's personal culinary identity through the exploration of various pathways available in the culinary industry.

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

The Culinary Arts Professional Foundations Diploma aligns with VCC's strategic priorities by strengthening labour-market-aligned programming while supporting financial sustainability and operational excellence.

Financial Sustainability and Stewardship

The program introduces a **structured academic-term intake model with three intakes per year**, replacing the previous monthly intake structure.

This model improves:

- enrollment forecasting
- cohort stability
- instructional scheduling efficiency
- domestic seat allocation
- long-term financial sustainability

Predictable intake cycles reduce administrative complexity and support more efficient use of kitchen facilities and instructional resources.

Labour-Market Alignment

Culinary training directly supports workforce development in sectors critical to British Columbia's economy, including:

- hospitality and tourism
- institutional food service
- healthcare and long-term care
- transportation and marine food services
- resource sector camps

The program strengthens credential completion pathways by integrating all three apprenticeship technical levels within one structured academic credential.

Academic Innovation

The redesigned curriculum incorporates contemporary teaching practices and evolving industry competencies, including:

- plant-based cuisine and sustainable food systems
- culinary technology and automation
- blended learning and digital resources
- Universal Design for Learning (UDL)

Students will also access **virtual simulation technologies**, including Culinary VR recipe and butchery training systems, allowing learners to rehearse techniques before applying them in live kitchen environments.

Engaged Communities

Culinary programs contribute significantly to VCC's community engagement through:

- Youth Train in Trades partnerships
- campus catering and events
- applied learning service environments
- collaboration with industry employers

Campuses of the Future

The program leverages **modernized kitchen facilities and emerging culinary technologies**, preparing graduates to work in increasingly technology-enabled food service environments.

Operational Excellence

The term-based cohort structure supports:

- improved student retention
- clearer progression pathways
- predictable faculty workload planning
- efficient facility utilization

These improvements align with institutional KPIs related to enrollment stability, completion rates, and graduate employment outcomes.

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

Complementary programs include:

- Baking & Pastry Arts
- Asian Culinary Arts
- Hospitality Management
- Youth Train in Trades (Professional Cook 1)
- Food Service Careers

Shared kitchen facilities and service environments allow students to experience diverse culinary techniques while optimizing instructional resources.

The program also strengthens internal pathways by providing progression opportunities for:

- Youth Train in Trades graduates
- students completing Professional Cook 1 or 2 at accredited institutions

Over time, the program may support additional micro-credentials in areas such as:

- plant-based cuisine
- preservation and fermentation
- sustainability practices
- culinary technology

Needs Assessment

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

The Culinary Arts Professional Foundations Diploma addresses structural gaps in the current cook apprenticeship system and responds to evolving industry expectations.

Apprenticeship Training Gap

Institutional delivery of Professional Cook Level 3 technical training remains limited across the province. Many apprentices rely solely on on-the-job experience to develop advanced competencies, resulting in inconsistent training outcomes.

The diploma addresses this gap by providing structured instruction in advanced culinary production, leadership, and operational decision-making.

Industry Skill Development

Employers report that cooks progressing from line cook or chef de partie roles often require additional training to advance into supervisory positions.

Key competency gaps include:

- operational problem-solving
- leadership and team coordination
- complex menu execution
- dietary adaptation and institutional food service

The program supports progression from mid-level production roles to advanced culinary and supervisory positions.

Modernizing Culinary Education

The food service sector has evolved significantly, requiring cooks to demonstrate competencies in:

- global cuisines and cultural food knowledge
- plant-based and sustainable cooking
- adaptive cooking for dietary needs
- culinary technology and automation
- food systems and supply chain awareness

The redesigned curriculum reflects these changes while maintaining strong foundations in classical culinary technique.

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

The Culinary Arts Professional Foundations Diploma responds to sustained labour market demand for skilled cooks in British Columbia.

WorkBC projections estimate **approximately 7,770 job openings for cooks between 2025 and 2035**, driven by:

- tourism and hospitality expansion
- growth in healthcare and long-term care food services
- replacement demand due to retirements

Industry partners consistently report shortages of experienced cooks who can advance into supervisory kitchen roles.

The diploma strengthens workforce readiness by preparing graduates for positions such as:

- chef de partie
- first cook
- junior supervisory culinary roles

The program also supports employment in diverse sectors, including hospitality, healthcare, transportation, food services, and large-scale institutional kitchens.

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

Student demand for culinary education at VCC remains strong.

Domestic Demand

Domestic enrollment is supported by growing **Youth Train in Trades partnerships** across multiple school districts, creating a strong pipeline of learners entering post-secondary culinary training.

International Demand

Culinary programming continues to attract international applicants due to:

- PGWP eligibility
- employment opportunities in a labour-demand occupation
- clear pathways toward Red Seal certification

The structured intake model supports improved enrollment forecasting and student success.

Competitive Analysis

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

Most public institutions in British Columbia offer culinary training primarily at the certificate level.

Private institutions offer diploma-style programs but typically do not provide **apprenticeship technical training aligned with SkilledTradesBC**.

The Culinary Arts Professional Foundations Diploma fills a distinct gap by integrating **PC1–PC3 technical training within a public diploma credential**.

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

The program operates within the **BC Cook Articulation Committee**, which is recognized by BCCAT.

Alignment with SkilledTradesBC ensures training portability across the provincial apprenticeship system.

Graduates maintain mobility toward **Red Seal certification**, the primary professional credential in the trade.

Student Profile

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

1. Recent secondary school graduates
2. Youth Train in Trades completers
3. career transitioners
4. International students seeking employment pathways
5. Students typically range from **18–30 years old**, though mature learners also participate.

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

Recruitment will focus on:

- Youth Train in Trades pipelines
- secondary school partnerships
- WorkBC employment centres
- industry outreach
- international education recruitment

Potential workforce training partnerships may also be explored with organizations such as:

- BC Ferries
- Canadian Armed Forces
- Fraser Health Authority
- Vancouver Coastal Health Authority

An expanded curriculum in nutrition and therapeutic diets supports employment opportunities in institutional foodservice environments and the health sector.

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

The program supports equity in trades education by:

- promoting gender diversity in recruitment
- strengthening Indigenous learner outreach
- incorporating culturally inclusive curriculum
- applying Universal Design for Learning (UDL)

Collaboration with **VCC Indigenous Education and Community Engagement** will support recruitment and retention initiatives.

Quality

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

The program is aligned with:

- SkilledTradesBC apprenticeship technical training
- National Red Seal Occupational Standard (Cook)
- BC Cook Articulation Committee (BCCAT recognized)

These frameworks ensure national credential portability and workforce mobility.

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

All instructors hold:

- Red Seal Cook certification
- extensive industry experience
- instructional credentials aligned with VCC standards

Faculty maintain industry currency through professional development, participation in articulation, and employer engagement.

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

- Applied learning occurs through:
 - instructional kitchens
 - campus restaurant operations
 - catering and institutional events
- The final term includes an **external Work-Integrated Learning placement** with approved employers.
- Potential future placement partners include healthcare institutions and marine food services.

Admission, Delivery, and Design

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

The diploma is a **2-year, full-time program delivered over 4** academic terms.

The maximum time for completion is four years.

Three intakes per year will support stable enrollment and efficient facility utilization.

Cohorts will average **approximately 80 students per intake**, distributed across instructional sections.

16. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Students may enter the program through:

- direct admission after secondary school
- Youth Train in Trades completion
- advanced standing for PC1 or PC2 completers

Graduates progress toward:

- Red Seal certification
- employment in the tourism, hospitality and institutional food service sectors.

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

The program is delivered through a **blended instructional model** combining:

- in-person kitchen training
- some online theory components

Hands-on training remains primarily face-to-face to ensure safety and competency assessment.

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

The program operates with a **single primary entry point at the start of Term 1.**

Advanced standing may be granted for students who have completed Professional Cook 1 or 2 at accredited institutions.

The diploma is awarded upon completion of all program requirements.

Operational Needs

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

Outside of the current kitchen renovation project, no significant costs or facility renovations are expected as part of the delivery or development of this program. Culinary Arts will facilitate the management of the required training tools and equipment, kitchens, and classrooms.

Marketing will need to update:

- Program promotion materials

- Industry outreach
- Recruitment events and information sessions
- Website and digital marketing

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

The department has been granted 54K CD funds for this development. The Culinary Department Leader, along with the Dean's office from the School of Hospitality, will manage the project budget, people, contracts, deadlines and risks, review course components or deliverables.

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

None

Phase In/Phase Out Plan

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

Since our current program has monthly intakes, we will need to stop offering the existing program for at least one month prior to the start of the new program, which will be offered with term starts. As the old program is being phased out and the new program is being phased in, at some point, courses may coincide, and cohorts could be combined. In this case, the number of registered students for the outgoing program and the number of students in the incoming program may need to be reduced so that when the two cohorts are combined, they do not exceed the maximum of twenty students.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

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separate from the tuition should be included in the costing. Material fees should include ingredients for non-cost recovery (no service) blocks, student uniforms, student knives and tool kits, ArborX service fees (VR).

Vancouver Community College
Tuition Effective Date: August 1 2026

Program Name Culinary

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New Concept Paper Proposal

UI/UX Design Certificate

Name of Program:

UI/UX Design Certificate

School/Centre:

Trades, Technology & Design

Credential Level:

Certificate

Anticipated Start Date:

January 2027

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

Contact(s)

Name	E-mail	Phone/Ext.
Ashlea Spitz	aspitz@vcc.ca	16044438511

PART 1: CONCEPT

Purpose and Context

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

The proposed UI/UX Design Certificate is a one-year (30-credit) program that equips students with the creative, technical and professional skills needed to design intuitive, accessible and user-centred digital products. The program focuses on research-driven design processes and the integration of user interface (UI) and user experience (UX) principles. Students will learn to conduct user research, create personas, develop information architecture, wireframe and prototype interfaces, apply usability testing, and communicate design decisions to stakeholders. This balance of theory and practice prepares graduates for entry-level employment in the digital design sector or for further study in VCC's Graphic Design Diploma.

Graduates will be prepared for roles such as:

-Junior UI/UX designer: designing the visual layout and interactive flow of websites and applications. WorkBC notes that UI designers focus on the look and feel of interactive products, while UX designers ensure the overall user experience is logical and easy to use.

- User experience designer or researcher: conducting user research, creating personas, testing prototypes and advocating for user needs throughout the product lifecycle.
- Product or interaction designer: developing digital products and services by combining design thinking with basic front-end coding and prototyping skills.
- Digital product designer/strategist: collaborating with cross-disciplinary teams to align business goals with user needs.
- Information architect or content strategist: organizing complex information, designing navigation and structuring content to improve usability.
- Front-end designer: bridging design and development by creating responsive layouts and collaborating with developers.

These occupations align with emerging roles identified in labour market research. WorkBC reports that there will be about 1,960 web designer job openings in B.C. between 2025 and 2035, with most openings in the Mainland/Southwest region. Over 10,000 projected job openings in graphic design, web design, and digital media careers in B.C. between 2025 and 2035. The same source notes that demand is high for designers with technical knowledge who can manage information architecture and work on large, complex systems. The certificate aims to supply this talent pipeline.

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

The program supports VCC’s mission to serve a diverse urban community by providing programs that prepare learners for ongoing education, direct entry into employment and greater participation in the community. VCC’s Integrated College Plan emphasizes delivering academic programming that is relevant, flexible and career-oriented. The UI/UX Design Certificate embodies these priorities by:

1. Student success and accessibility: The program offers flexible delivery (full-time, part-time and online/hybrid options) so learners can build skills while balancing work and family commitments. VCC’s values highlight creating an accessible environment where students develop the skills and experiences needed for success.
2. Educational quality and excellence: The curriculum emphasizes current UI/UX methodologies, research, design thinking and technical tools. Hands-on studio courses and a capstone project ensure students develop a professional portfolio that meets industry standards. VCC’s commitment to high educational quality, innovation and relevance underpins the program design.
3. Reconciliation, diversity and inclusion: UI/UX design inherently considers diverse user perspectives and accessibility. The program will embed inclusive design principles, supporting VCC’s commitment to reconciliation, decolonization, accessibility and inclusivity.
4. Community and industry engagement: Through industry-partnered projects and advisory committees, the program will foster relationships with local employers, reflecting VCC’s emphasis on community engagement and preparing students for participation in the economy.

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

The UI/UX Design Certificate complements the existing Graphic Design Diploma. Students may take either the certificate first and then enter into the diploma. By pairing the certificate with the Design Diploma, this gives them a broad foundation in graphic design and a specialized skill set in UI/UX.

Needs Assessment

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

Rapid digital transformation across industries has created a strong need for professionals who can design user-centred digital experiences. The COVID-19 pandemic accelerated the shift to online services, e-commerce and remote work, increasing demand for intuitive websites, mobile apps and digital products. Employers increasingly seek designers who can conduct user research, create accessible interfaces and collaborate with developers. WorkBC notes that UI and UX skills are distinct yet complementary; UI designers focus on the look and feel, while UX designers ensure the product is logical and easy to use. A certificate that integrates both skill sets will fill a gap between short bootcamps and longer diplomas.

Existing programs in the Lower Mainland tend to be either intensive full-time certificates (e.g., Emily Carr University's 8-month UX certificate) or part-time programs without stackable pathways. Many are expensive and not accessible to domestic learners. Offering a flexible, stackable certificate at VCC will provide an affordable pathway for students and mid-career professionals who require evening or online delivery.

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

Employment growth and openings: WorkBC forecasts 1,960 job openings for web designers in B.C. from 2025 to 2035, with 1,590 of these in the Mainland/Southwest region. Designers specializing in UI/UX are included in this occupation group. The job outlook is buoyed by digital transformation and growth in the tech sector. Although Canada-wide projections suggest a surplus of UX designers in some provinces, the Lower Mainland's tech cluster and continued investment in digital services create local demand.

Earnings: WorkBC reports that web designers earn a median wage of \$30.29 per hour in B.C., with top earners making about \$49.23/h and annual earnings around \$63,173. These salaries are competitive with other creative professions and support the viability of careers in UI/UX.

Additional salary evidence: The 2024/25 Creative Earners survey conducted by the Association of Registered Graphic Designers (RGD) reveals that UI/UX professionals earn significantly higher salaries than general web designers. According to the survey, UX/UI designers have a national median salary of \$89,000 (average \$94,250) and, in British Columbia, the median salary is \$85,000 with earnings up to \$160,000. Senior UX roles command even stronger compensation: UX managers have a median salary of \$132,000, UX

researchers \$107,500 and UX strategists \$117,350. This evidence demonstrates that employers are willing to pay a premium for specialized UI/UX skills.

Work environment: Approximately 2,265 web designers work in B.C.; about 48% are employed full-time, and many work remotely or freelance. Employers include design studios, tech companies, marketing agencies, game studios and start-ups. Demand is especially high for designers with technical knowledge of large, complex systems and information architecture.

Demand for digital and strategic services: The RGD Creative Earners survey identifies a significant shift toward digital and strategic services across Canada's design sector. Agency creative departments reported the largest year-over-year growth in project management (21%), strategy (16%), web development (16%), content development/copywriting (14%) and video production (12%) services. Business owners also noted that web design rose to 7% and content strategy grew 10%, signalling growing demand for integrated digital expertise. These trends indicate that organizations increasingly require designers who can research, design, develop and communicate digital products — skills that form the core of a UI/UX program.

Career pathways: Entry-level roles often lead to positions such as UI/UX designer, design production artist or junior product designer; experienced designers can advance to art director or lead designer positions. The certificate will equip graduates with the foundational skills to begin this career trajectory. Salary data from the RGD Creative Earners survey highlight the benefits of progression: UX managers, researchers and strategists earn median salaries well over \$100,000, demonstrating the value of advanced expertise and leadership roles.

Industry feedback: Employers in the Vancouver tech sector have expressed challenges in finding designers who can conduct user research, collaborate with developers and understand inclusive design. Advisory committee members have highlighted a need for short, practice-oriented programs that develop portfolios. Responses to the RGD Creative Earners survey support this perspective: respondents noted rising demand for accessibility and inclusive design (43% of respondents, up 6%) and a growing emphasis on video and motion design. These insights underscore the importance of training designers who can create accessible, multimedia-rich experiences and reinforce the relevance of VCC's proposed curriculum.

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

Interest in UI/UX design programs has grown sharply in recent years. Many prospective students are mid-career professionals from fields such as marketing, communication, graphic design, computer science and psychology who recognize the importance of user-centred digital design. Domestic learners increasingly seek cost-effective, short, career-focused programs that can be completed while balancing work or family responsibilities. The flexible delivery of this certificate (evening and online options) responds to this demand.

Competitor programs often fill quickly, indicating strong demand. For example, Emily Carr University's full-time UX Design Certificate admits only 16 students per cohort and runs both spring and fall intakes. BCIT's part-time UI/UX Design Associate Certificate consists of four UI/UX courses plus an elective and emphasizes that these skills are in high demand. By offering a stackable, flexible and affordable program, VCC can attract students who cannot commit to full-time study or who prefer to complement it with a diploma.

Competitive Analysis

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

Interest in UI/UX design programs has grown sharply in recent years. Many prospective students are mid-career professionals from fields such as marketing, communication, graphic design, computer science and psychology who recognize the importance of user-centred digital design. Domestic learners increasingly seek cost-effective, short, career-focused programs that can be completed while balancing work or family responsibilities. The flexible delivery of this certificate (evening and online options) responds to this demand.

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

Yes, the program would be part of the BCCAT Visual Art & Design Articulation Committee.

Student Profile

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

The program is designed for:

- Recent high-school graduates interested in digital design careers.
- University or college transfers from arts, communication, computing or psychology programs who want applied design skills.

- Mid-career professionals and career changers from fields such as marketing, communication, product management, graphic design and software development who need UI/UX competencies to advance their careers.
- Entrepreneurs and freelancers seeking to build user-centred digital products or services.
- Learners with diverse backgrounds; there are no gender or age restrictions. Applicants must have completed Grade 12 or equivalent. English proficiency and basic digital literacy are required, but prior design experience is not mandatory.

Successful applicants should demonstrate curiosity, problem-solving ability and an interest in human-centred design. A portfolio is recommended but not required; applicants without design experience may be asked to submit a short statement or complete a design thinking exercise.

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

We will recruit students through:

1. Information sessions and outreach: Host online and on-campus information sessions; visit high schools, community centres and career fairs; collaborate with VCC's recruitment team and Indigenous Services.
2. Digital marketing: Use targeted social media campaigns (LinkedIn, Instagram, TikTok) focusing on creative and tech-savvy demographics; leverage search-engine optimization to reach people searching for UI/UX training.
3. Industry partnerships: Collaborate with local tech companies, design studios, and community organizations to promote the program and create pathways for internships or portfolio reviews.
4. Pathway awareness: Promote the ability to combine this certificate with VCC's Graphic Design Certificate to earn the Communication Design Diploma; highlight the affordability and options compared with private bootcamps.
5. Alumni ambassadors: Engage graduates from the Digital Media Design program to share experiences and mentor prospective students.

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

UI UX design is a relatively new field and the program is generally represented across a wide spectrum of cohorts. Equity issues or systemic barriers are addressed with flexible hybrid delivery that allows students to continue working while studying.

Quality

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

To be explored with BCCAT.

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

VCC's existing Digital Media Design PAC includes representatives from design studios, marketing agencies, tech companies and faculty. The PAC will be expanded to include UI/UX specialists from the local tech community. The committee will meet twice a year to provide feedback on curriculum, industry trends, and graduate performance.

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

The certificate will be delivered by faculty from VCC's Digital Media Design program, many of whom hold degrees in communication design, or interaction design and have extensive industry experience. Several are members of professional associations (e.g. RGD, DesCan). Where specialized skills (e.g. CMS, database) are needed, we will hire sessional instructors with current industry practice. Professional development opportunities will be provided to ensure faculty remain current with emerging tools and methodologies.

Admission, Delivery, and Design

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

While a formal co-op is not built into the certificate, the program culminates in a Capstone Studio course where students collaborate with real clients from the community. Under faculty supervision, students will conduct user research, develop prototypes and present final designs to clients. This project provides practical experience, portfolio pieces and industry contacts. Students may also participate in optional externships or volunteer projects through VCC's Studio Nuvo design agency.

16. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Length: The certificate delivered over two terms (15 credits in Term 1 and 15 credits in Term 2). Full-time students can complete the program in 8 months, while part-time students can spread coursework over 12–16 months.

Intakes: Potential for up to three intakes per year (January, May and September) depending on demand and resources.

Cohort size: 20 students per intake. We anticipate starting with 12–15 students and scaling up as demand grows.

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

Entry pathways: Applicants should have a high school diploma or equivalent. Mature applicants without Grade 12 may be admitted based on prior learning assessment following the PLAR process. Exit pathways: Continue to combine with VCC's Graphic Design Diploma. Enter the workforce as junior UI/UX designers, product designers or web design assistants.

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

The program will be offered in multiple delivery modes:

- Full-time on-campus: Traditional studio-based learning with lectures, labs and critiques.
- Part-time evening: Courses scheduled evenings to accommodate working professionals.
- Hybrid/online: Selected courses delivered online or in blended formats using VCC's learning management system. Online courses will include synchronous sessions and asynchronous activities. This flexibility supports accessibility and aligns with VCC's commitment to student success.

Operational Needs

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

Yes. Students may be admitted based on prior learning or completion of individual courses. Those with relevant industry experience or previous coursework (e.g., from BCIT or Emily Carr) may receive transfer credit. Learners can exit after completing certain core courses and return later to finish the certificate; credits will remain valid for five years. Continuing education students may also take individual courses for professional development without enrolling in the full program.

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

Because the UI/UX Design Certificate will use existing resources from VCC's Digital Media Design Diploma, major resource demands are minimal. Required resources include:

- Curriculum development funds and release time for faculty to create course materials to emphasize UI/UX practices, inclusive design and accessibility.
- Project coordinator to manage scheduling, marketing and industry partnerships.

-Upgraded computer labs and software: Existing labs meet most requirements, but additional Adobe Creative Cloud licenses, prototyping tools (e.g., Figma, Adobe XD) and user-testing software may be needed. Students will be expected to supply their own laptops; VCC will provide temporary loaner laptops where possible.

-Online learning infrastructure: Support from the Centre for Teaching, Learning and Research to develop hybrid courses and integrate accessibility features.

-Marketing budget to promote the new program.

All costs will be included in the business case. No new classrooms or significant capital expenditures are anticipated.

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

If development funds are not secured, implementation would be delayed. Curriculum updates might be scaled back and faculty would need to adapt existing course materials without dedicated time, potentially impacting educational quality. Online course development would also be limited, reducing accessibility for remote learners.

Phase In/Phase Out Plan

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

This certificate is a new offering rather than a redesign of an existing program. Therefore, no phase-out plan is required. The program will be phased in once curriculum development and business case approval are completed. Implementation is targeted for January 2027, pending Education Council approval.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Please see attached.

Program Name UI UX Design Certificate
Program Start Date Jan 2027

	Proposal 1
Scenarios	1
Tuition per credit per student - International	\$0.00
Tuition per student - International	\$0.00
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$11,453.27
No. of Intakes	1
No. of students per intake - Domestic (projected)	20
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	18
Total students (with X FTE attrition) - International	0
Duration - instructor months	4
Program Duration (months)	8
Duration - instructional programming days	84
Other days	0
Department head release days	50
Duty days per year	180
Instructor FTE required per intake	0.75
Number of credits	30
Support Staff FTE	0.00
Operational costs	2,500

Revenue	
Projected Tuition revenue -Domestic	\$ 217,612
Projected Tuition revenue - International	\$ -
Projected Tuition revenue -Other Fees	\$ 7,430
Total revenue (projected)	\$ 225,042
Instructor	
Salary (step 1)	\$ 88,437
Benefits (29%)	\$ 25,647
Total instructor costs	\$ 114,083
Support Staff	
Salary (Step 5)	\$ -
Benefits (31.5%)	\$ -
Total support staff costs	\$ -
Total labour cost	\$ 114,083
Operational costs	
Operational Expenses	\$ 2,500
Capital/Technology/Equipment	\$ -
Curriculum Renewal	\$ 16,800
Intl Student Agency Fees	\$ -
Total operational costs	\$ 19,300
Indirect student support	
Indirect student support	\$ 80,030
Total indirect student support	\$ 80,030
Total expenditures	\$ 213,414
Net contribution to VCC overhead / (Deficit)	\$ 11,628
Net contribution to VCC overhead / (Deficit)	5.2 %

Gross margin breakeven tuition per student	6477
Minimum number of students (intl) to cover gross margin	#DIV/0!
Minimum number of students (intl) to cover direct + indirect (no Dom)	#DIV/0!
Minimum number of students (intl) to cover all costs (no Dom)	#DIV/0!
Minimum number of students (dom) to cover gross margin	9
Minimum number of students (dom) to cover direct + indirect (no Intl)	12
Minimum number of students (dom) to cover all costs (no Intl)	19

Notes/Assumptions:

- * The department has access to all software through the graphic design program; thus the required operating cost is minimal.
- * The existing lab has equipments for this new program.

New Concept Paper Proposal

Art Foundation

Name of Program:

Art Foundation

School/Centre:

Trades, Technology & Design

Credential Level:

Certificate

Anticipated Start Date:

September 2026

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

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

The purpose of the Art Foundation Program is to help students build a solid foundation in drawing, design, storyboarding, animation, and video editing. It acts as a guiding step toward a career choice program while assisting students in building a portfolio demonstrating their foundational skills.

This is an introductory-level program and does not lead immediately to a career. Instead, the foundation program leads into career choice programs like Animation, Visual FX for Film & Television, Photography, Web Design, Video Games, and Acting.

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

This program directly aligns with the VCC Strategic Innovation Plan 2022-25:

- **Academic Innovation:** The program supports VCC's mandate to transform the student experience by meeting learners where they are in a student-centred

approach. By offering foundational training, VCC supports lifelong learning and responds to evolving student needs before they commit to a rigorous career program.

- **Campuses of the Future:** The program demands a technology infrastructure that supports education and service delivery on-campus and in virtual spaces, supporting both traditional and digital arts delivery.
- **Justice, Equity, Diversity & Inclusion:** As a pathway program, it creates accessible entry points for diverse learners, renewing operational practices and educational models for greater access and equity.

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

This program is expressly designed as an educational bridge. It acts as a direct feeder into VCC's more advanced media and design programs by ensuring students have the requisite portfolios and fundamental visual communication skills necessary for admission into specialized streams.

Needs Assessment

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

The program meets the vital educational need for portfolio development. Upon successful completion, students will be able to produce portfolio-ready media, create drawings with believable depth and perspective, develop concept art, and design media for print and screens.

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

While this specific introductory program does not lead directly to employment, it serves the massive labour market demand of the broader creative pipeline. According to 2023 data from the BC Ministry of Tourism, Arts, Culture and Sport, the province's creative sector generated an estimated \$5.6 billion in total GDP and supported over 69,000 jobs.

This program prepares students for career-track diplomas that feed directly into primary National Occupational Classification (NOC) codes, specifically:

- **NOC 52120 (Graphic designers and illustrators):** This high-demand category includes 2D/3D animators, layout artists, and multimedia design specialists.
- **NOC 53122 (Painters, sculptors and other visual artists):** This covers broader artistic occupations requiring foundational visual training. The creative industries require an ongoing supply of highly skilled technical talent; this foundation program provides the necessary stepping stone for students who initially lack the portfolio requirements to enter technical training.

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

Post-secondary arts and design programs in BC frequently require rigorous portfolio submissions for admission. There is high student demand for structured, intensive preparatory programs that provide the mentorship and resources necessary to build a competitive portfolio for entry into these heavily impacted career programs.

Competitive Analysis

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

- **Capilano University (CapU):** Offers an IDEA School of Design preparatory program and various continuing studies foundation courses.
- **Emily Carr University of Art + Design:** Requires a "Foundation Year" for all incoming undergraduate students before they declare a specific media or design major.
- **Vancouver Film School (VFS):** Offers a 12-month Foundation Visual Art & Design program at a private-institution premium, focusing heavily on rapid pipeline entry.

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

Yes. Visual and media arts courses in the province are overseen by BCCAT. The Visual Art and Design Articulation Committee facilitates student transfer and curriculum equivalency discussions across BC public post-secondary institutions.

Student Profile

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

Target students are those seeking to build their artistic foundation. Admission requires high school graduation (or equivalent) OR mature student status (19 years of age or older). Applicants must submit a one-page letter of intent detailing their educational and/or work background, their career goals and passions, and why they have chosen this specific program.

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

Students will be recruited locally and internationally. For students not fluent in English, proficiency may be satisfied by providing documentation showing an IELTS Academic test with a minimum overall score of 6.0, a TOEFL iBT with a minimum score of 68, or a Duolingo English Test (DET) minimum score of 95.

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

To support Indigenous student success, the program will leverage existing institutional frameworks such as priority enrolment, access to Indigenous advisors and Elders on campus, and the use of campus gathering spaces. This aligns with VCC's mandate to foster belonging and well-being by integrating the context and priorities of Indigenous communities.

Quality

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

Once the program is running, we will explore opportunities for accreditations, affiliations, and articulations as well as block transfer arrangements.

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

Faculty will be recruited through VCC's standard processes for recruitment.

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

The primary practical outcome of this program is portfolio generation. Over the course of the curriculum, students will actively produce portfolio-ready media, culminating in projects spanning short film production, multi-media design, and concept art.

Admission, Delivery, and Design

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

Program duration is 6 months. One intake per year.

16. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

This program operates specifically as an incoming pathway. Graduates of the Art Foundation program will be primed to apply for career choice programs such as Animation, Visual FX, and Graphic Design.

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

Full time, blended

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

No

Operational Needs

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

Additional software licenses will be needed, these have been included in the operational costs.

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

Program curriculum is fully developed and will require minimum modifications to deliver at VCC.

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

The program will not be able to be run.

Phase In/Phase Out Plan

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

This is a new program

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate

of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

Funding will come from domestic and international student tuition. See attached costing.

Attach Initial Business Case

Art Foundation Costing.pdf

Program Name Art Foundation
Program Start Date September 2026

	Proposal 1
Scenarios	
Tuition per credit per student - International	New \$0.00
Tuition per student - International	\$0.00
Tuition per credit per student - Domestic	\$332.33
Tuition per student - Domestic	\$8,806.64
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	23
Total students (with X FTE attrition) - International	0
Duration - instructor months	6
Program Duration (months)	6
Duration - instructional programming days	110
Other days	0
Department head release days	15
Duty days per year	180
Instructor FTE required per intake	0.70
Number of credits	27
Support Staff FTE	0.10
Operational costs	2,000

Revenue

Projected Tuition revenue -Domestic	\$	207,205
Projected Tuition revenue - International	\$	-
Projected Tuition revenue -Other Fees	\$	7,834
Total revenue (projected)	\$	215,040

Instructor

Salary (step 1)	\$	83,423
Benefits (29%)	\$	24,193
Total instructor costs	\$	107,616

Support Staff

Salary (Step 5)	\$	7,184
Benefits (31.5%)	\$	2,263
Total support staff costs	\$	9,446

Total labour cost

\$ 117,062

Operational costs

Operational Expenses	\$	2,000
Capital/Technology/Equipment	\$	-
Curriculum Renewal	\$	14,840
Intl Student Agency Fees	\$	-
Total operational costs	\$	16,840

Indirect student support

Indirect student support	\$	80,341
Total indirect student support	\$	80,341

Total expenditures

\$ 214,243

Net contribution to VCC overhead / (Deficit)

\$ 796

Net contribution to VCC overhead / (Deficit)

0.4 %

Gross margin breakeven tuition per student	5177
Minimum number of students (intl) to cover gross margin	#DIV/0!
Minimum number of students (intl) to cover direct + indirect (no Dom)	#DIV/0!
Minimum number of students (intl) to cover all costs (no Dom)	#DIV/0!

New Concept Paper Proposal

2D Animation

Name of Program:

2D Animation

School/Centre:

Trades, Technology & Design

Credential Level:

Diploma

Anticipated Start Date:

September 2026

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

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

Our mission in the 2D Character Animation Program is to help create the next generation of highly skilled character animators for feature films, television, and commercials. During the 12 months of study, students focus their time on believable character movement and performance. The program is intended to prepare students for the following careers:

- Character Animator
- Storyboard Artist
- Character Designer and Build Artist - Harmony Layout Artist

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

The 2D Character Animation program directly supports the five priorities outlined in the VCC Strategic Innovation Plan 2022-25:

Academic Innovation: The priority to deliver programming "responsive to the diverse and changing learner, community, and employer needs" is directly addressed by this program's

mission to create the next generation of highly skilled character animators for feature films, television, and commercials. By training students to showcase marketable skills for entry-level jobs in the feature film, television, and video game industries, VCC fulfills its mandate to build educational models that respond to evolving employer demands.

Campuses of the Future: This priority dictates that VCC must "Develop a technology infrastructure that supports education and service delivery on-campus". Because the animation program requires classrooms to replicate the studio environment and must "stay up to date with equipment and technology to support curriculum delivery", it will serve as a direct catalyst for modernizing VCC's technological footprint and lab spaces.

Engaged Communities: The college aims to "Grow external partnerships and associations that increase our community impact and industry recognition". Establishing a specialized digital arts program requires deep ties with local BC animation studios to ensure the curriculum accurately reflects industry production schedules and creative interaction, thereby expanding VCC's strategic partnerships in the digital entertainment sector.

Indigenization, Justice, Equity, Diversity & Inclusion: Character animation is inherently "a form of communication, an integral component of visual story telling". As an art form that blends visual communication and creative expression, this program provides a powerful medium for students to "Reflect and respect Indigenous knowledge, culture and history". By training diverse cohorts to communicate through cinematic imagery and engaging stories, VCC supports its goal of renewing curricula for "greater inclusion of diverse ways of knowing and being".

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

The program features support courses in storytelling, character design, story boarding, editing, sound design, and music. The blending of these many disciplines is essential for strong visual communication and creative expression, which naturally complements and intersects with existing digital media, music, or design programs at VCC.

Needs Assessment

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

The program meets the need for rigorous, focused training in character animation, an art form that can be realistic or stylized and interpretive. It provides foundational training where an artist learns to understand the source of an image so the interpretation of it can be created with the skill of visual communication.

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

Animation professionals primarily fall under the National Occupational Classification (NOC) code 52120 (Graphic designers and illustrators), which explicitly includes 2D animators, multimedia graphic design technicians, and computer graphics technicians.

The British Columbia digital entertainment and motion picture sector is a massive economic driver. According to Creative BC, the motion-picture industry supported over 37,000 jobs and generated \$2.7 billion in GDP in the province in 2022. While the sector faced temporary global disruptions during the 2023 industry strikes, the BC Government has aggressively moved to capture market share by increasing the Film Incentive BC (FIBC) and Production Services Tax Credit (PSTC) to 36% (effective January 1, 2025). This legislative action explicitly includes restored regional tax credits for animated productions, signaling a strategically supported rebound in provincial labour demand for specialized digital animation and related labour. Local studios rely on a constant pipeline of technically proficient graduates to fulfill junior roles and support expanding production slates.

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

Student demand for visual and digital arts education in BC remains exceptionally high. Existing animation and digital design programs at neighboring public and private institutions frequently operate with competitive waitlists and rigorous portfolio prerequisites. The continued prominence of Vancouver as a top-tier North American filming and animation hub drives strong, sustained regional and international student demand for career-focused media arts education.

Competitive Analysis

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

Several established animation programs exist in the Lower Mainland, serving different segments of the market:

- **Emily Carr University of Art + Design:** Offers a 4-year Bachelor of Media Arts in 2D + Experimental Animation. The curriculum leans heavily on media theory, aesthetic self-expression, and fundamental design principles rather than strict studio pipeline production.
- **Capilano University:** Offers a 2-year 2D Animation Diploma. It is strongly focused on technical industry preparedness and pipeline production, serving as a primary competitor in the public post-secondary space.
- **Vancouver Film School (VFS):** Offers accelerated, intensive 12-month diploma programs focused specifically on specialized animation to fast-track graduates into the industry, operating at a highly premium, private-institution tuition tier.

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

Yes. Media Arts and Animation programs in the province are overseen by BCCAT. Specifically, the Visual Art and Design Articulation Committee facilitates student transfer, data sharing, and curriculum equivalency discussions across BC's public post-secondary institutions.

Student Profile

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

Target students require high school graduation (or equivalent) OR mature student status (19 years of age or older). Admission is based on a review of a portfolio containing 12 examples of the applicant's best artwork, with a minimum of 5 pieces of life drawing. Additionally, applicants must provide a one-page letter of intent detailing their educational and/or work background, career goals and passions, and their reasoning for choosing this specific program.

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

Students will be recruited locally and globally. For international applicants not fluent in English, proficiency can be satisfied by providing documentation of test scores, such as an IELTS Academic test with a minimum overall score of 6.0, a TOEFL iBT with a minimum score of 68, or a Duolingo English Test (DET) minimum score of 95.

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

VCC's journey towards decolonization, indigenization, and reconciliation is rooted in a commitment to improve educational and career outcomes for Indigenous people in B.C.. To ensure equitable access and success for Indigenous students, this program will integrate with current VCC initiatives, which include priority enrolment, Indigenous-focused program delivery, access to Indigenous advisors and Elders on campus, and the use of dedicated gathering spaces.

Quality

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

Once the program is running, we will explore opportunities for accreditations, affiliations, and articulations as well as block transfer arrangements.

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

Faculty will be recruited through VCC's standard processes for recruitment.

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

Our classrooms replicate the studio environment with production schedules and creative interaction. Students will use project management techniques to accurately plan, track, and complete complex projects on time. By the conclusion of the program, students will create an animated short film or a series of exercises showcasing the skills they have mastered.

Admission, Delivery, and Design

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

The program duration is 1 year, representing approximately 1269 hours total. The curriculum is structured sequentially from Term 1 through Term 4.

16. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

To support internal institutional pathways, applicants can fulfill language proficiency prerequisites by successfully completing VCC's own Academic Upgrading or EAL Pathways. Students looking to meet the program's strict portfolio admission requirements, which mandate 12 examples of artwork, including a minimum of 5 pieces of life drawing, can prepare by taking foundational visual arts courses within VCC's existing Graphic Design Diploma program, such as Design Foundation or Digital Image. Additionally, students who have successfully completed an Art Foundation program at a partner institution can meet the portfolio requirement through the submission of supporting documents.

Upon graduating from the 2D Character Animation program, students will possess marketable skills to enter the industry directly as entry-level character animators or storyboard artists. Alternatively, graduates seeking to broaden their corporate content creation and media management capabilities could apply internally for VCC's Digital Communication, Social Media and Multimedia Post-Degree Diploma.

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

Program will be full time blended

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

No

Operational Needs

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

Additional software licenses will be needed, these have been included in the operational costs.

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

Program curriculum is fully developed and will require minimum modifications to deliver at VCC.

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

The program will not be able to be run.

Phase In/Phase Out Plan

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

This is a new program

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding will come from domestic and international student tuition. See attached costing.

Program Name 2D Animation
Program Start Date September 2026

	Proposal 1
Scenarios	
Tuition per credit per student - International	New \$644.28
Tuition per student - International	\$45,744.09
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$27,106.08
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	22
Total students (with X FTE attrition) - International	0
Duration - instructor months	15
Program Duration (months)	12
Duration - instructional programming days	295
Other days	0
Department head release days	45
Duty days per year	180
Instructor FTE required per intake	1.89
Number of credits	71
Support Staff FTE	0.30
Operational costs	5,000

Revenue

Projected Tuition revenue -Domestic	\$	620,386
Projected Tuition revenue - International	\$	-
Projected Tuition revenue -Other Fees	\$	18,883
Total revenue (projected)	\$	639,269

Instructor

Salary (step 1)	\$	225,921
Benefits (29%)	\$	65,517
Total instructor costs	\$	291,438

Support Staff

Salary (Step 5)	\$	19,357
Benefits (31.5%)	\$	6,098
Total support staff costs	\$	25,455

Total labour cost

\$ 316,892

Operational costs

Operational Expenses	\$	5,000
Capital/Technology/Equipment	\$	-
Curriculum Renewal	\$	39,760
Intl Student Agency Fees	\$	-
Total operational costs	\$	44,760

Indirect student support

Indirect student support	\$	216,991
Total indirect student support	\$	216,991

Total expenditures

\$ 578,644

Net contribution to VCC overhead / (Deficit)

\$ 60,625

Net contribution to VCC overhead / (Deficit)

9.5 %

Gross margin breakeven tuition per student	14632
Minimum number of students (intl) to cover gross margin	7
Minimum number of students (intl) to cover direct + indirect (no Dom)	8
Minimum number of students (intl) to cover all costs (no Dom)	13

New Concept Paper Proposal

3D Animation

Name of Program:

3D Animation

School/Centre:

Trades, Technology & Design

Credential Level:

Diploma

Anticipated Start Date:

September 2026

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

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

Our mission in the 3D Character Animation Program is to help create the next generation of highly skilled character animators for feature films, television, and commercials. During the 12 months of study, students focus their time on believable character movement and performance. The program is intended to prepare students for the following careers:

- Character Animator
- Storyboard Artist
- Layout Artist

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

The 3D Character Animation program directly supports the five priorities outlined in the VCC Strategic Innovation Plan 2022-25:

- **Academic Innovation:** The priority to deliver programming "responsive to the diverse and changing learner, community, and employer needs" is directly addressed by this program's mission to create highly skilled 3D character animators. By training students to showcase marketable skills for entry-level jobs in the feature film, television, and video game industries, VCC fulfills its mandate to build educational models that respond to evolving employer demands.

Campuses of the Future: Because the animation program requires classrooms to replicate the studio environment and must stay up to date with equipment and technology to support curriculum delivery, it will serve as a direct catalyst for modernizing VCC's technological footprint and lab spaces.

- **Engaged Communities:** Establishing a specialized 3D digital arts program requires deep ties with local BC animation studios to ensure the curriculum accurately reflects industry production schedules and creative interaction, thereby expanding VCC's strategic partnerships.
- **Indigenization, Justice, Equity, Diversity & Inclusion:** Character animation is an integral component of visual story telling. By training diverse cohorts to communicate through engaging stories and cinematic imagery, VCC supports its goal of renewing curricula for greater inclusion of diverse ways of knowing and being.

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

The program features support courses in storytelling, character design, story boarding, editing, sound design, and music. The blending of these many disciplines is essential for strong visual communication and creative expression, which naturally complements and intersects with existing digital media, music, or design programs at VCC.

Needs Assessment

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

The program meets the need for rigorous, focused training in 3D character animation, an art form that can be realistic or stylized and interpretive. It provides foundational training where an artist learns to understand the source of an image so the interpretation of it can be created with the skill of visual communication.

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

Animation professionals primarily fall under the National Occupational Classification (NOC) code 52120 (Graphic designers and illustrators), which explicitly includes multimedia graphic design technicians and computer graphics technicians. The British Columbia digital entertainment and motion picture sector is a massive economic driver. The BC Government has aggressively moved to capture market share by increasing the Film Incentive BC (FIBC) and Production Services Tax Credit (PSTC) to 36% (effective January 1, 2025). This explicitly

includes restored regional tax credits for animated productions, signaling a strategically supported rebound in provincial labour demand.

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

Student demand for visual and 3D digital arts education in BC remains exceptionally high. Existing animation and 3D design programs at neighboring public and private institutions frequently operate with competitive waitlists. The continued prominence of Vancouver as a top-tier North American 3D animation hub drives strong, sustained regional and international student demand.

Competitive Analysis

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

Several established 3D animation programs exist in the Lower Mainland:

- **Emily Carr University of Art + Design:** Offers a 4-year Bachelor of Media Arts. The curriculum leans heavily on media theory and fundamental design principles rather than strict 3D studio pipeline production.
- **Capilano University:** Offers a 2-year 3D Animation Diploma focused on technical industry preparedness.
- **Vancouver Film School (VFS):** Offers accelerated, intensive 12-month 3D animation diploma programs to fast-track graduates into the industry at a highly premium, private-institution tuition tier.

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

Yes. Media Arts and Animation programs in the province are overseen by BCCAT. Specifically, the Visual Art and Design Articulation Committee facilitates student transfer, data sharing, and curriculum equivalency discussions across BC's public post-secondary institutions.

Student Profile

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

Admission requires high school graduation (or equivalent) OR mature student status (19 years of age or older). Admission is based on a review of a portfolio containing 12 examples of the applicant's best artwork, with a minimum of 5 pieces of life drawing. Additionally,

applicants must provide a one-page letter of intent detailing their educational and/or work background, career goals, passions, and their reasoning for choosing this specific program.

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

Students will be recruited locally and globally. For international applicants not fluent in English, proficiency can be satisfied by providing documentation of test scores, such as an IELTS Academic test with a minimum overall score of 6.0, a TOEFL iBT with a minimum score of 68, or a Duolingo English Test (DET) minimum score of 95.

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

To ensure equitable access and success for Indigenous students, this program will integrate with current VCC initiatives, which include priority enrolment, Indigenous-focused program delivery, access to Indigenous advisors and Elders on campus, and the use of dedicated gathering spaces.

Quality

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

Students who have successfully completed an Art Foundation program or a post-secondary diploma or degree directly related to this field of study can meet the Portfolio Requirement through the submission of supporting documents.

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

Faculty will be recruited using existing processes

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

Our classrooms replicate the studio environment with production schedules and creative interaction. Students will use project management techniques to accurately plan, track, and complete complex projects on time. By the conclusion of the program, students will create an animated short film or a series of exercises showcasing the skills they have mastered.

Admission, Delivery, and Design

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

The program duration is 1 year in duration. The curriculum is structured sequentially from Term 1 through Term 4.

16. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

To support internal institutional pathways, applicants can fulfill language proficiency prerequisites by successfully completing VCC's own Academic Upgrading or EAL Pathways. Students looking to meet the program's strict portfolio admission requirements can prepare by taking foundational visual arts courses within VCC's existing Graphic Design Diploma program. After graduation, students possess marketable skills as entry-level animators or storyboard artists for feature film, television, and video game industries.

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

Program is full time blended

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

No

Operational Needs

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

Additional software licenses will be needed, these have been included in the operational costs.

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

Program curriculum is fully developed and will require minimum modifications to deliver at VCC.

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

The program will not be able to be run.

Phase In/Phase Out Plan

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

This is a new program.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding will come from domestic and international student tuition. See attached costing.

Program Name 3D Animation
Program Start Date September 2026

	Proposal 1
Scenarios	
Tuition per credit per student - International	New \$644.28
Tuition per student - International	\$46,710.52
Tuition per credit per student - Domestic	\$381.78
Tuition per student - Domestic	\$27,678.75
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	22
Total students (with X FTE attrition) - International	0
Duration - instructor months	15
Program Duration (months)	12
Duration - instructional programming days	295
Other days	0
Department head release days	45
Duty days per year	180
Instructor FTE required per intake	1.89
Number of credits	73
Support Staff FTE	0.30
Operational costs	5,000

Revenue

Projected Tuition revenue -Domestic	\$	634,130
Projected Tuition revenue - International	\$	-
Projected Tuition revenue -Other Fees	\$	19,257
Total revenue (projected)	\$	653,387

Instructor

Salary (step 1)	\$	226,320
Benefits (29%)	\$	65,633
Total instructor costs	\$	291,952

Support Staff

Salary (Step 5)	\$	19,357
Benefits (31.5%)	\$	6,098
Total support staff costs	\$	25,455

Total labour cost

\$ 317,407

Operational costs

Operational Expenses	\$	5,000
Capital/Technology/Equipment	\$	-
Curriculum Renewal	\$	40,600
Intl Student Agency Fees	\$	-
Total operational costs	\$	45,600

Indirect student support

Indirect student support	\$	217,804
Total indirect student support	\$	217,804

Total expenditures

\$ 580,811

Net contribution to VCC overhead / (Deficit)

\$ 72,576

Net contribution to VCC overhead / (Deficit)

11.1%

Gross margin breakeven tuition per student	14655
Minimum number of students (intl) to cover gross margin	7
Minimum number of students (intl) to cover direct + indirect (no Dom)	8
Minimum number of students (intl) to cover all costs (no Dom)	12



INFORMATION NOTE

PREPARED FOR: VCC Education Council

DATE: May 12, 2026

ISSUE: Summary of non-credit offerings in CS in 2025

BACKGROUND:

Continuing Studies has consistently offered a wide selection of non-credit programming spread all of our subject areas. As most non-credit offerings are designed to meet the needs of learners pursuing upskilling or personal interest opportunities, these continue to be mostly scheduled in the evenings and on weekends at our Downtown campus. Continuing Studies has submitted all new and revised course outlines for courses offered in 2025 to the Education Council office, as per policy 410, *Curriculum Development and Approval*. All new and revised course outlines are also found in CourseLeaf.

DISCUSSION:

In 2025, 17 new non-credit courses were added into and approved in CourseLeaf – a total somewhat higher (+21%) than the level of new non-credit course creation in 2024, but lower than that experienced a few years back (45 were approved in 2023). For the full list, please refer to Appendix A. Over the past few years, several of our efforts were invested in the development of funded micro-credentials; as we did not receive such funding in 2025, our team's efforts focused instead on niche adjustments to their scope of programming in response to emerging training needs. Not represented in the attached list are 18 non-credit courses that were *added* but not approved, as well as 95 non-credit offerings that were *deleted* from CourseLeaf – a culling process that we continue to regularly employ for offerings that have failed to attract sufficient enrolment over a few semesters. This practice helps our team focus on remaining responsive to current student demand, saving us from expending effort and resources where the ROI has proven negligible while also ensuring our curricular records remain accurate.

New courses launched in the following program areas in 2025:

- Counselling (3)
- Construction (2)
- Technology (1)
- Business and Leadership (2)
- Fashion (4)
- Misc. (3)
- Base offerings, via CS (2)

Highlights and particularly successful courses include:

- The launch of courses within our Addictions Counselling micro-credential have been helpful in reaching new audiences with relevant training in our immediate area.

- Together with representatives from the RO, we have joined a micro-credential credit bank advisory group as part of a project run out of TRU. We have begun examining the question of assessing micro-credentials for transfer within BCCAT's TCS, even testing one of our non-credit MCs as part of the pilot's initial phase.
- We continue to support the addition of non-credit offerings from other schools through CS to leverage this format (and registration system) to make these niche training opportunities easily accessible.

PREPARED BY:

Adrian Lipsett, Dean, Continuing Studies

Appendix A: New CS non-credit courses (2025)

<u>Course Code</u>	<u>Course Title</u>	<u>Approval Date</u>
BLDG 1107	ESA Foodsafe Level 1	10/17/2025
CMPT 1363	Quickbooks Level 2	3/18/2025
CNSK 1602	Trauma Resiliency Inform Pract	11/6/2025
CNSK 1603	Care Models for Addictions	11/6/2025
CNSK 1604	Addiction Counselling Skills	11/6/2025
CSTR 1020	Loan Monitoring Overview	4/24/2025
CSTR 1101	Incl. Leadership - Constr&Trds	3/11/2025
CWRI 1184	Advanced Fiction Workshop	10/7/2025
FASH 1118	Industrial Sewing Machines	10/7/2025
FASH 1158	Sewing - Beginners Level 2	11/14/2025
FNFM 1101	Costuming Industry Landscape	11/14/2025
FNFM 1107	Costuming Wrkfrce Integration	11/14/2025
PDOG 1004	Kitchen Basics	3/28/2025
PDOG 1105	Office Admin Essentials	8/19/2025
TEAL 1101	Teaching Ess. Adult Learners	6/19/2025
TRDE 4001	AST IP Refresher	10/7/2025
TRDE 4002	HMT IP Refresher	10/7/2025



DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2026

ISSUE: Course Content Guide for Academic Upgrading
Grades 10-12 (Youth)

BACKGROUND:

The ABE Fundamentals department is proposing a new course content guide (CCG) for Academic Upgrading Grades 10-12 (Youth). This CCG will feed information onto the website to improve access for current and prospective students to the ABE Youth program.

Education Council determined that the initial creation of a CCG must go through Curriculum Committee and Education Council for approval. After that, minor changes (such as adding additional approved courses) can be completed administratively by the Registrar's Office and the EDCO Office.

DISCUSSION:

Jillian Lefaivre, instructor in ABE Youth, presented the proposal. There were no major concerns. The Committee discussed moving the content from the Program Considerations section to the Program Purpose section, but as the Purpose section is not copied directly onto the website, Program Considerations was a better option for making this information available on the website.

After the meeting, it was determined that the minimum age for ABE Youth students needs to be raised from 15 to 16 years to align with general VCC admission requirements, as these students will now be on campus. This change has been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the course content guide for Academic Upgrading Grades 10-12 (Youth).

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 30, 2026

Program Change Request

New Program Proposal

Date Submitted: 03/26/26 2:38 pm

Viewing: **Academic Upgrading Grades 10-12
(Youth)**

Last edit: 05/05/26 2:02 pm

Changes proposed by: dahall

In Workflow

1. 2003 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council

Program Name:

Academic Upgrading Grades 10-12 (Youth)

Credential Level: Course Content Guide (non-credential)

Effective Date: May 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Arts & Sciences

Department: ABE Intermediate Youth (2003)

Contact(s)

Approval Path

1. 03/26/26 2:47 pm
Alison Woods (awoods): Approved for 2003 Leader
2. 03/26/26 2:52 pm
Jennifer Kelly (jekelly): Approved for SAS Dean
3. 04/30/26 2:35 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Jillian Lefavre	abeyouth@vcc.ca	---

Program Content Guide

Purpose

Academic Upgrading Youth courses are for individuals aged 16 - 24 who wish to:

Obtain pre-requisites to enter a post-secondary program at VCC or at other institutions

Improve skills in English, math, and science

Earn credits towards a BC Graduation Certificate (Dogwood) or BC Adult Graduation Diploma

(see <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/graduation-requirements>)

These courses are tuition-free, but students are encouraged to apply for the Adult Upgrading Grant (AUG) to cover costs such as student fees and course materials. See <https://www.vcc.ca/applying/registration-services/financial-aid/>

Admission Requirements

Applicants must be able to demonstrate English Language Proficiency.

Upgrading courses are available to Canadian citizens and permanent residents **between the ages of 16 and 24**. See program options for international students at [VCC International](#).

See individual course outlines for pre-requisites.

Applicants who self-identify as Indigenous are strongly encouraged to connect with VCC's [Indigenous Education and Community Engagement team](#) to learn more about VCC's Indigenous Education Enrolment Policy, application preparation/completion, program advising, and a range of other individualized services.

Prior Learning Assessment & Recognition (PLAR)

Program Duration & Maximum Time for Completion

Program Learning

Outcomes

Additional PLO Information

Classes are offered in a supportive, flexible, self-paced learning environment. Students may wish to work on courses online (with instructor support), in person, or a combination of both.

Evaluation of Student Learning

See individual courses for details on evaluations.

Program Considerations

Academic Upgrading Youth students have diverse backgrounds and experiences and include:

Youth and young adults who want to reconnect with education

Recent high school graduates who wish to upgrade grades for post-secondary programs or careers

Students who wish to graduate with the BC Dogwood or BC Adult Dogwood

Students who are not attending secondary schools or are looking for alternative delivery to class-based programs

Students who attend other programs but need additional courses (dual enrolment)

Students who have multiple responsibilities or commitments and need a flexible schedule

Students who are able to work with a level of independence

Courses

Math Courses		
<u>MATH 0750</u>	Math 10 Part 1	4
<u>MATH 0751</u>	Math 10 Part 2	4
<u>MATH 0863</u>	Business/Technical Math 11 Part 1	4
<u>MATH 0873</u>	Business/Technical Math 11 Part 2	4
Science Courses		
<u>SCIE 0751</u>	Science 10	4
English, Social Sciences, and Humanities Courses		
<u>ENGL 0750</u>	English 10 Part 1	4
<u>ENGL 0752</u>	English 10 Part 2	4
<u>ENGL 0861</u>	English 11 Part 1	4

<u>ENGL 0871</u>	English 11 Part 2	4
<u>ENGL 0981</u>	English 12 Part 1	4
<u>ENGL 0991</u>	English 12 Part 2	4
<u>ENGL 0992</u>	Technical and Professional English 12	4
<u>ENGL 0994</u>	English 12 Essential	4
<u>SOSC 0751</u>	Social Science 10	4
<u>SOSC 0861</u>	Social Science 11	4
<u>SOSC 0999</u>	Social Justice 12	4

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

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.
new CCG.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic

ⓘ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

Marketing Description

Register now to earn tuition-free high school credits for university or college. Learn in a group setting at scheduled times, or meet with instructors one-on-one at your own pace. Courses may be taken online, in-person or in blended format.

What you will learn

What to expect

Major Code

ABEY



DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 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.

EdCo reviewed the proposal at its March 2026 meeting and had no concerns, but deferred approval pending determination whether the course could be leveled up to third-year post-secondary. The department and Dean have reviewed this question, and the course will remain at the second-year level as initially proposed.

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 Rowlett, Chair, Curriculum Committee

DATE: April 30, 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: May 12, 2026

ISSUE: New course: CHEM 1150 Chemistry for Engineering

BACKGROUND:

The Sciences Department is proposing a new course: CHEM 1150 Chemistry for Engineering. VCC has an agreement to offer students who take our First-year University Transfer Engineering Certificate guaranteed seats in UBC's second year of Engineering. The condition is that students complete their program in two semesters (September–April). Currently, VCC students must take two courses (CHEM 1121 and CHEM 1223) to meet the chemistry requirement.

To support students in securing these seats, the new course CHEM 1150 creates an accelerated pathway. CHEM 1150 covers all parts of the first-year chemistry curriculum required by engineering students and can be completed in one term. UBC is the first choice for most of our transferring students, and will be appealing to prospective students. CHEM 1150 meets articulation requirements, and UBC has agreed to accept it as a transfer course.

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.

DISCUSSION:

Nafiseh Tohidi, Department Head of Science, presented the proposal, along with course instructor Raji Balagopal. Dr. Tohidi confirmed the course meets articulation requirements. There were no concerns from the Committee, with general appreciation for this new pathway for students.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new CHEM 1150 Chemistry for Engineering course outline.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 30, 2026

Course Change Request

New Course Proposal

Date Submitted: 04/01/26 12:47 pm

Viewing: **CHEM 1150 : Chemistry for Engineering**

Last edit: 04/09/26 3:46 pm

Changes proposed by: ntohidi

Course Name:

Chemistry for Engineering

Effective Date: January 2027

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 04/01/26 12:51 pm
Nafiseh Tohidi
(ntohidi): Approved
for 2018 Leader
2. 04/08/26 9:12 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 04/30/26 2:46 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Nafiseh Tohidi	ntohidi@vcc.ca	604-871-7645

Banner Course Name: Chemistry for Engineering

Subject Code: CHEM - Chemistry

Course Number: 1150

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code UT

Bridge Billing Hours 4

Bridge Course Level 01

Course Description:

This course introduces fundamental principles of chemistry and their application in relevant areas of engineering. Core topics include quantum mechanics, chemical bonding, and intermolecular forces, along with essential concepts in thermodynamics, chemical equilibrium, electrochemistry, and kinetics. The laboratory component reinforces these concepts through quantitative experimentation and data analysis where students develop skills in observation, accurate data recording, interpretation, and scientific reasoning.

Course Pre-Requisites (if applicable):

Chemistry 12 with a minimum grade of 'C+' or equivalent; Pre-Calculus 12 with a minimum grade of 'C+' 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	Explain the organization of the periodic table and predict how atomic properties vary by their location in the periodic table using trends in atomic/ion size, ionization energy, electron affinity, and electronegativity.
CLO #2	Draw Lewis structures for molecules containing main group elements, predict their three-dimensional geometry and describe a molecule's polarity using electronegativity and VSEPR theory.
CLO #3	Compare and contrast different physical states of matter based on their molecular structure and interpret phase diagrams.
CLO #4	Apply ideal gas law and the van der Waals equation to calculate different variables of pure gases and mixtures of gases under ideal and non-ideal conditions.
CLO #5	Apply thermodynamic principles to determine the spontaneity of chemical processes.
CLO #6	Qualitatively describe single-step and multi-step reaction rates and solve problems in chemical kinetics using rate law equations.

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

CLO #7	Qualitatively and quantitatively describe how systems in equilibrium change upon exposure to external stress.
CLO #8	Compare electrochemical and electrolytic cells and examine their applications.
CLO #9	Perform laboratory experiments safely and accurately, analyze and interpret experimental data and communicate results effectively in written scientific reports.

Instructional

Strategies:

The course will be delivered through classroom lectures and discussions, supported by supervised laboratory experiments.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: D; Student must pass both the lecture and laboratory components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	
Lab Work	20	
Quizzes/Tests	10	
Midterm Exam	30	2 exams
Final Exam	25	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 60

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

Check all that apply:

Lab

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Review –Significant figures, Unit conversions, nuclear atom model, atomic mass, Stoichiometry calculations, Limiting reactants, percent yield

Periodicity and Atomic Structure

Chemical Bonding

Gases and Ideal Gas Law

Intermolecular Forces

Chemical Equilibrium

Thermochemistry and Chemical Thermodynamics

Chemical Kinetics

Electrochemistry

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

LibreTexts. UBC CHEM 154: Chemistry for engineering.

https://chem.libretexts.org/Courses/University_of_British_Columbia/UBC_CHEM_154%3A_Chemistry_for_Engineering

Chemistry: A Molecular Approach by Nivaldo J Tro

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:

Our current courses, CHEM 1121 + 1223, are accepted for transfer as part of the Common First Year Engineering Curriculum at UBC, SFU and other institutions. However, UBC has offered VCC guaranteed seats in second-year Engineering, on the condition that students complete their program in 2 semesters (Sept-April). Offering a condensed Chemistry for Engineering course will make this accelerated, guaranteed transfer pathway possible. UBC tends to be the first choice for Engineering transfer, so this will make our program more appealing to prospective students.

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

No.

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Consulted with faculty on the draft course outline and incorporated feedback.
Registrar's Office	Emailed RO Feb 26 2026. RO gave feedback on suggested pre-requisites and assigned course number. Pre-req language was incorporated. RO approved credit hour ratio.
Centre for Teaching, Learning, and Research (CTLR)	Consulted around course outline, learning evaluation plan.
Affiliation, Articulation, and/or Accreditation Bodies	Emailed P Stone Feb 26. Provided feedback to reduce course hours from 120 (UBC Chem 154 is a roughly 60 hours course) and adjust course learning outcomes to match UBC's Chem 154 as closely as possible to ensure successful articulation. Changes were made in response to these comments. Consulted with previous Chemistry Articulation committee members J Wallace who shared that VCC (and other transfer institutions) generally require more labs/more hours than UBC's course (10 labs for VCC compared to 6 for UBC), hence the higher course hours in this proposed course.

Additional Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2026

ISSUE: Revised Program: Dental Technology Sciences Diploma

BACKGROUND:

The Dental Technology department is proposing changes to the Dental Technology Sciences Diploma program. The changes fall into several categories:

- Split an 11-credit foundations course into three courses totalling 11 credits.
- Update some pre-requisites to new course numbers.
- Add detailed information about course and program withdrawal, make-up exams and attendance to the Evaluation of Student Learning section.
- Update the Program Considerations section to meet style guide recommendations.
- Update three Professional Practice classes to meet regulatory body changes, create alignment across all three courses, and update assignments to meet the hybrid learning context.

DISCUSSION:

Reena Mann, Department Head of Dental Technology, presented the proposal.

- The 11-credit foundational course was restructured into three independent courses (removable, fixed, and orthodontics) to better reflect distinct content areas, improve grading fairness, and avoid students having to repeat the entire course if only one area is failed. Functionally, the larger course was already taught as three separated modules, so scheduling does not need to change.
- Updates to the PCG including new supplemental exam, attendance, and withdrawal/ re-entry policies to improve clarity, equity, and alignment with School of Health Sciences practices and licensing requirements.
- Professional practice courses were revised to reflect legislative and organizational changes, reduce overlapping assignments, and create a clearer progression from professional orientation, to practicum preparation, to workplace success and capstone completion.

The committee did not request any changes, but recommended consulting with International Education as this is one of the few health programs with international enrolment. This consultation was completed after the meeting, and IE did not have any concerns about the proposal.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Dental Technology Sciences Diploma program content guide, including nine revised and three new course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 30, 2026

Program Change Request

Date Submitted: 04/09/26 10:54 am

Viewing: **Dental Technology Sciences Diploma**

Last approved: 01/30/26 1:26 pm

Last edit: 04/27/26 12:48 pm

Changes proposed by: rmann

Catalog Pages Using
this Program

[Dental Technology Sciences Diploma](#)

Program Name:

Dental Technology Sciences Diploma

Credential Level: Diploma

Effective Date: September ~~2022~~ 2027

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 04/09/26 10:54 am
Reena Mann
(rmann): Approved for 5103 Leader
2. 04/09/26 11:09 am
Mandy Hayre
(mhayre): Approved for SHS Dean
3. 04/30/26 3:37 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. Dec 3, 2019 by Todd
Rowlatt (trowlatt)
3. Dec 3, 2019 by Todd
Rowlatt (trowlatt)
4. Jan 16, 2020 by Ken
Izumi (kizumi)
5. Jan 16, 2020 by
Darija Rabadzija
(drabadzija)
6. Jan 23, 2020 by
Darija Rabadzija

- 89
- (drabadzija)
7. Apr 16, 2020 by Ken Izumi (kizumi)
 8. Apr 14, 2021 by Ken Izumi (kizumi)
 9. Sep 27, 2022 by Darija Rabadzija (drabadzija)
 10. Sep 27, 2022 by Darija Rabadzija (drabadzija)
 11. Oct 19, 2022 by Ken Izumi (kizumi)
 12. Oct 20, 2022 by Darija Rabadzija (drabadzija)
 13. Mar 15, 2023 by Leszek Apouchtine (lapouchtine)
 14. Mar 22, 2023 by Darija Rabadzija (drabadzija)
 15. Nov 14, 2024 by Darija Rabadzija (drabadzija)
 16. Jan 30, 2026 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Reena Mann	rmann@vcc.ca	---

Program Content Guide

In Vancouver Community College's (VCC) 2.5-year diploma in Dental Technology Sciences, graduates acquire the specialized knowledge and competencies comprising the scope of dental technology practice. The program meets the British Columbia College of Oral Health Professionals (BCCOHP) and the Canadian Alliance of Dental Technology Regulators (CADTR) required standards of competency for entry into the Dental Technology profession. The curriculum integrates current knowledge with the development of professional practice, critical thinking and skills in the design, fabrication, modification, and repair of removable and fixed dental prostheses and appliances. The VCC Dental Technology Sciences Diploma program leads to employment in, or ownership of, a dental laboratory. Graduates are eligible for the national licensure examinations according to to write the licensing examinations according to the requirements of the Canadian Alliance of Dental Technology Regulators.

Admission Requirements

Admission to the Dental Technology Sciences program is on a competitive selection basis.

Grade 12 graduation, or equivalent

[English Language Proficiency](#) as demonstrated by *one* of the following:

English 12 with a minimum 'C+' grade, or equivalent

or

English Language Proficiency at an English 12 'C+' level

Human Biology 12 with a minimum 'C+' grade, or equivalent

Knowledge of science and/or mathematics demonstrated through *one* of the following:

Chemistry 11 with a minimum 'C+' grade, or equivalent, *or*

Math 11 with a minimum 'C+' grade, or equivalent, *or*

Physics 11 with a minimum 'C+' grade, or equivalent

Selection Process

All qualified candidates who meet the admissions requirements will submit a portfolio demonstrating their aptitude for the Dental Technology profession, per the [Dental Tech portfolio submission guidelines](#).

All qualified candidates whose portfolio submissions are approved by the department's Applicant Review Panel, will then be required to take part in an interview with the department's Applicant Review Panel by means of face-to-face or videoconferencing.

The top-ranked qualified applicants are offered seats.

Upon Acceptance

Valid [Emergency or Basic First Aid and CPR-C certification](#). Certificate must remain valid throughout the program.

Prior Learning Assessment & Recognition (PLAR)

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

This is a 2.5-year diploma program with five semesters (30 months). Four semesters are offered onsite at VCC and most of semester five is offered as a practicum in commercial dental laboratories.

Maximum time to complete the program is three years six months (3.5 years).

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Design, fabricate, modify and repair fixed <u>fixed</u> and removable oral/dental prostheses, as well as orthodontic appliances
PLO #2	Integrate general knowledge of dental laboratory procedures, physics and chemistry principles, associated with the fabrication of oral appliances and dental restorations
PLO #3	Assess the characteristics and properties of dental materials associated with the fabrication of oral appliances and dental restorations and make decisions about their appropriate application in practice
PLO #4	Assess the characteristics and operation of equipment and special instrumentation associated with the fabrication of oral appliances and dental restorations and make decisions about their appropriate application in practice
PLO #5	Assess the fundamental elements of dental anatomy, dental physiology, dental morphology and basic elements of oral pathological conditions and apply relevant knowledge to dental technology practice
PLO #6	Practice current workplace health and safety standards including dental laboratory asepsis, and infection control
PLO #7	Apply essential elements and skills of behavioral sciences, communications, professional ethics, legal obligations and business management to dental technology practice
PLO #8	Make decisions that reflect critical thinking and problem solving; integrate pertinent theoretical knowledge and empirical data and information literacy skills to justify and/or revise services

Additional PLO Information

Instructional strategies, design and delivery modes to teach core skills and knowledge are based on the National Essential Competencies for Dental Laboratory Technology Practice in Canada. The Dental Technology Sciences program is competency based and utilizes a variety of teaching and learning activities to enable students to achieve core professional competencies. Theory and authentic laboratory practical experiences in labs are provided throughout the program.

Throughout the program, students engage in learning activities including case scenarios, self analysis, research and oral presentation, group work, seminars, flow charting, planning, brainstorming and role-playing.

The program is designed to develop skills in communication, team work strategies, self and peer evaluation, critical thinking, decision making and problem solving.

Delivery mode is a hybrid of in person and online instruction.

Evaluation includes written examinations, case scenarios, projects and presentations, demonstration of laboratory competencies and laboratory assignments and evaluations. Students self-evaluate all lab work prior to instructor evaluation. Professional conduct, communication skills and quality management are integral to laboratory evaluations. Some components of Laboratory abilities are assessed using Objective Structured Practical Evaluations (OSPEs). Students will leave the program with a career portfolio to assist with employment.

Students are required to achieve a minimum pass grade of 64% in all courses. All Laboratory project work must meet a Satisfactory Grade. Students must successfully complete all courses in one semester before enrolling in the next semester. It is not possible to re-do part of a semester in this program. Unsuccessful students may reapply for the program.

If a student fails a course, there is an opportunity to write a comprehensive supplemental exam to achieve a passing grade of 64%. Students are eligible to write one supplemental exam per term, with the exception of term 1, in which case students are eligible to write 2 supplemental exams. Supplemental exams are only available if students are within 4% of the passing grade (i.e. if the passing grade is 64% then failing grades between 60-63% are eligible to write a supplemental). No supplemental exam is allowed for a grade lower than 59%.

If a student withdraws from the Dental Technology Diploma 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

Department leader approval is granted

The potential completion date of the program will not be exceeded

Department Leader Approval:

The Department Leader will base approval on the following considerations:

Number of full time students already enrolled in the cohort

Number of insertion students already enrolled in the cohort

Student's performance, attendance and punctuality before withdrawal

Attendance of all classes and laboratory experiences is required in order to truly understand and master the theoretical and practical components behind the Dental Technology Diploma program. Students may not miss more than 15% of scheduled classroom, laboratory and/or practical experiences. Where students exceed this maximum, the College may withdraw the student from the program.

Program tasks require precise hand-eye coordination and dexterity. Activities may include instrument handling and small-scale technical work requiring steady hand movements.

Program tasks require extended periods in fixed positions while performing detailed work.

Program environment requires extended periods of computer use (6-8 hours per day) with sustained visual focus on digital displays.

Travel to different locations is required for practicum work experience.

~~Appropriate manual dexterity and hand-eye coordination:~~

~~Ability to give close attention to detail for sustained periods of time:~~

~~Ability to work accurately and neatly, and manage time effectively:~~

~~High standards of personal integrity:~~

~~Ability to take initiative and handle responsibility:~~

Courses

Plan of Study Grid

Term One	Credits
DENT 1100Dental Technology Foundations	11
<u>DENT 1110Biosciences 1</u>	4
<u>DENT 1130Professional Practice 1</u>	1
<u>DENT 1140Foundations of Removable Prosthetics</u>	<u>3</u>
<u>DENT 1150Foundations of Fixed Prosthetics</u>	<u>4</u>
<u>DENT 1160Foundations of Orthodontics</u>	<u>4</u>
<u>DENT 1170Dental Laboratory Patient Care 1</u>	1
<u>DENT 1180Digital Technology 1</u>	3
Credits	20
Term Two	
<u>DENT 1210Biosciences 2</u>	1
<u>DENT 1240Removable Prosthetics 1</u>	6
<u>DENT 1250Fixed Prosthetics 1</u>	6
<u>DENT 1260Orthodontics 1</u>	3
<u>DENT 1270Dental Laboratory Patient Care 2</u>	1
<u>DENT 1280Digital Technology 2</u>	3
Credits	20
Term Three	
<u>DENT 2330Professional Practice 2</u>	1
<u>DENT 2340Removable Prosthetics 2</u>	6
<u>DENT 2350Fixed Prosthetics 2</u>	7
<u>DENT 2360Orthodontics 2</u>	3

<u>DENT 2380</u> Digital Technology 3	3
Credits	20
Term Four	
<u>DENT 2440</u> Removable Prosthetics 3	8
<u>DENT 2450</u> Fixed Prosthetics 3	8
<u>DENT 2460</u> Orthodontics 3	4
Credits	20
Term Five	
<u>DENT 2530</u> Professional Practice 3	1
<u>DENT 2510</u> Dental Technology Practicum	19
Credits	20
Total Credits	100

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

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67	Minimum Pass	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	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	

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.

Progression management description added; previously managed through pre-requisites. Upon review of PCG additional components missing now added: attendance policy, supplemental exam policy and withdraw / reinsertion process.

Are there any expected costs to this proposal.

No.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Consultation completed. PCG changed to for progression management.
Centre for Teaching, Learning, and Research (CTLR)	Consultation completed. Upon review of PCG advised adding supplemental exam policy.
Faculty/Department	Consultation completed. Unanimous support of changes.
Other Department(s)	SHS Curriculum committee - Presented April 7, 2026; no objections.
International Education	Consultation with Kamal Chaudry and Alison Rudko (April 27, 2026). No revisions requested. The only initial concern was about consequences to international students with the progression policy. There were concerns that if a student failed a class and was removed from the program they would lose their study permit and need to reapply for another permit when re-entering. However, with the supplemental exam policy in the PCG, this will allow students who fail an opportunity to remediate and continue with the program. Supplementals are offered each semester and time is scheduled to ensure they can complete them prior to final grade entry.

Course Change Request

Date Submitted: 04/09/26 9:15 am

Viewing: **DENT 1130 : Professional Practice 1**

Last approved: 05/08/21 4:25 am

Last edit: 04/09/26 9:15 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Professional Practice 1

Effective Date:

September 2026

School/Centre:

Health Sciences

Department:

Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 9:38 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:09 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:37 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee

History

1. May 6, 2021 by
Darija Rabadzija
(drabadzija)
2. May 8, 2021 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Ayumi Hirose Ken Izumi	ahirose@vcc.ca kizumi@vcc.ca	n/a 8486

Name	E-mail	99 Phone/Ext.
Reena Mann	rmann@vcc.ca	1-604-443-8353

Banner Course Professional Practice 1

Name:

Subject Code: DENT - Dental

Course Number 1130

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code CT

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

This course introduces students to the ethics, jurisprudence, regulation and scope of the various professions in dentistry. Students will learn interpersonal skills including teamwork and inter-professional collaboration as well as develop required skills ~~in regards~~ to provide being culturally safe and patient-centred care sensitive in the field of dental technology. a healthcare environment. Principles of critical thinking, problem-solving, self and peer evaluation and decision-making are also important components of this course. Students are introduced to information literacy and research skills, principles of professionalism, self-management, learning styles and study abilities.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	<u>Research and understand the role of a dental technician and other oral health professionals in BC.</u> Practice principles of behavioural and communication sciences in order to establish harmonious and effective relationships with practitioners, patients, employees, business contacts and the public:
CLO #2 #7	<u>Identify reliable resources for information pertaining to legislation and health care.</u> Integrate pertinent scientific evidence, theoretical knowledge, empirical data and information literacy skills to justify and/or revise services:
CLO #3 #2	<u>Explore the ways in which dental technicians can provide socio-culturally safe, team-based, and patient-centred health care.</u> Describe the importance of socio-cultural competencies in the healthcare profession
CLO #4 #3	Describe the legal obligations and ethics of the profession related to the public, regulatory authorities and professional bodies.
CLO #5 #4	Explain the fundamentals of legislation that affect the practice of dental technology.
CLO #6 #5	<u>Demonstrate communication and teamworking skills for school and the workplace.</u> Demonstrate the ability to communicate and work well with others in teams or in groups:
CLO #7 #6	<u>Connect legal and ethical obligations to real-life scenarios and apply problem-solving skills to navigate ethics, jurisprudence, regulation, and scope of practice issues.</u> Make decisions based on sound reasoning and evidence-based practice when dealing with ethics, jurisprudence, regulation and scope of practice issues:

Instructional

Strategies:

Lecture, seminar, group work, ethical dilemma reasoning, case analysis, communication role play

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>15</u> 10	Research <u>Assignment</u> Report
Assignments	<u>25</u> 35	<u>Presentation</u> Group Assignment

Type	Percentage	Brief description of assessment activity
<u>Reflection</u> Other	<u>30</u> 10	<u>Reflective Journaling</u> Short-Written Reflection-Essay Why is awareness of socio-cultural competencies important in health care?
<u>Assignments</u> Participation	<u>30</u> 10	<u>Case-Based Scenario Activity</u> In-class Group Activity
Project	35	Case-Situation Scenario-Exercise

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 20

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

Check all that apply:

Hours in Category 2: 10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to the Profession of Dental Technology

The Oral Health Landscape in BC ~~The Dental Profession~~

Interpersonal, Inter-professional Communication, Teamwork and Collaboration ~~Ethics, Jurisprudence, Regulation and Scope of Practice~~

Ethics, Jurisprudence, Regulation and Scope of Practice ~~Critical Thinking, Problem Solving and Decision Making~~

Critical Thinking, Problem Solving and Decision Making ~~Interpersonal, Inter-professional Communication, Teamwork and Collaboration~~

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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 Professional Practice courses in the Dental Technology Sciences Diploma Program would benefit from updates to their content.

The majority of proposed changes are in the assignments, where they have been modified to work better with online/in-person hybrid learning and with a larger student group. The courses were last updated when the class sizes were about half of what they are today (8-10 students prior to 2023 vs 18 students per cohort today). Some of the assignment descriptions within the Course Inventory database were too narrow (e.g. specifying the topic of a reflective assignment rather than listed as "reflection").

Some updates to CLOs and topics have also been made. Some have been updated to reflect changes to the regulatory environment (amalgamation of various oral health colleges into the BC College of Oral Health Professionals in 2022) and the updated Health Professions and Occupations Act coming into effect in April 2026. Other changes are made to fit better to professional practice topics that are approachable and relevant to students

that also reflects current industry realities (e.g. shifting focus from entrepreneurship to professional development more broadly). All 3 courses have an increased amount of reflective content as well.

Overall, the updates made to the Professional Practice curriculum work together to help students familiarize themselves to the dental technology profession in Professional Practice 1, prepare students for their practicums in Professional Practice 2, and prepares students for workplace success in Professional Practice 3.

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

N/A

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	I consulted CTLR to look at the current course curriculum and advise me on how I can update the course
Faculty/Department	Consultations with Department Lead and other Professional Practice instructor to discuss issues with current curriculum and proposed changes, sharing ideas
Other Department(s)	SHS curriculum committee - presented changes, no objections

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Course Change Request

New Course Proposal

Date Submitted: 04/09/26 9:35 am

Viewing: **DENT 1140 : Fdn. of Removable
Prosthetics**

Last edit: 04/09/26 9:35 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Foundations of Removable Prosthetics

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum
Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 9:38 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:10 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:37 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Reena Mann	rmann@vcc.ca	604.443.8353

Banner Course Name: Fdn. of Removable Prosthetics

Subject Code: DENT - Dental

Course Number: 1140

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn the foundational knowledge, laboratory skills and techniques required to support the design and fabrication of removable partial and complete dentures.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the indications, limitations and contra-indications of removable prosthetics.
CLO #2	Identify the components of removable prosthetics.
CLO #3	Identify dental laboratory procedures, physics and chemistry principles, associated with the fabrication of oral appliances and dental restorations.
CLO #4	Choose the appropriate dental materials associated with fabricating appliances and dental restorations regarding their appropriate applications.
CLO #5	Safely operate equipment and special instrumentation associated with the fabrication of simple oral appliances and dental restorations.
CLO #6	Explain the fundamental elements of dental anatomy, dental physiology, and dental morphology, relevant to dental technology practice.
CLO #7	Practice to current workplace health and safety standards including dental laboratory asepsis, and infection control.
CLO #8	Perform basic level techniques and skills to design and fabricate removable prosthetics.

Strategies:

Lectures, seminars, case study analysis, demonstrations, project work and laboratory practical experience.

Evaluation and Grading

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

C+ (64%) and (S) Satisfactory

Grade in Assigned Practicum Lab
Work

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15%	Written exam-multiple choice, T/F, short & long answer
Assignments	40%	Practical Assignments Complete Dentures: 20% Removable Dentures: 20%
Midterm Exam	15%	Written exam-multiple choice, T/F, short & long answer
Final Exam	30%	Written exam-multiple choice, T/F, short & long answer
Lab Work	S: Satisfactory or U: Unsatisfactory	Practical Projects: Grades will be Satisfactory (S) or Unsatisfactory (U) utilizing marking criterion/ rubrics

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Tutorial

Hours in Category 1: 22

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

Check all that apply:

- Lab
- Simulation

Hours in Category 2: 68

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to the design and fabrication of: removable complete dentures and removable partial dentures.

Application of principles and concepts relating to the design and fabrication of removable complete dentures and removable partial dentures.

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:

3 instructors are currently teaching Dent 1100 course and it essentially has 3 components with 3 separate final exams. If a student fails one component but does very well in another area the grade achieved can be an inaccurate representation of the students competency. This restructure will not change the course hours or the credits for the semester. The new credits reflect the current lab hours being taught by each instructor.

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

No

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	<p>Consultation completed.</p> <p>Met to discuss on March 19, 2026. A revision is encouraged to break down the single 11-credit course into smaller, more manageable components.</p>
Centre for Teaching, Learning, and Research (CTLR)	<p>Consultation completed.</p> <p>Met on March 12 and 19. It is recommended that the course be revised to more accurately reflect pedagogical best practices.</p>
Faculty/Department	<p>Consultation completed.</p> <p>Discussed at January 26 faculty meeting; all in favor, no oppositions. Finalized discussion on March 10 with faculty currently teaching course; reviewed CLOs, eval plan, topics and course description.</p>
Other Department(s)	<p>Consulted with Dean's office on March 23, in favor of change.</p>
Other	<p>SHS curriculum committee - presented changes on April 7, no objections</p>

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 04/09/26 9:36 am

Viewing: **DENT 1150 : Fdn. of Fixed Prosthetics**

Last edit: 04/09/26 9:36 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Foundations of Fixed Prosthetics

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 9:38 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:59 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:37 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Reena Mann	rmann@vcc.ca	604.443.8353

Banner Course Name: Fdn. of Fixed Prosthetics

Subject Code: DENT - Dental

Course Number: 1150

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn the foundational knowledge, laboratory skills and techniques required to support the design and fabrication of fixed restorations.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the indications, limitations and contra-indications of fixed prosthetics.
CLO #2	Identify the components of simple fixed prosthetics.
CLO #3	Identify dental laboratory procedures, physics and chemistry principles, associated with the fabrication of oral appliances and dental restorations.
CLO #4	Choose the appropriate dental materials associated with fabricating appliances and dental restorations regarding their appropriate applications.
CLO #5	Safely operate equipment and special instrumentation associated with the fabrication of simple oral appliances and dental restorations.
CLO #6	Explain the fundamental elements of dental anatomy, dental physiology, and dental morphology, relevant to dental technology practice.
CLO #7	Practice to current workplace health and safety standards including dental laboratory asepsis, and infection control.
CLO #8	Perform basic level techniques and skills to design and fabricate simple fixed prosthetics.

Strategies:

Lectures, seminars, case study analysis, demonstrations, project work and laboratory practical experience.

Evaluation and Grading

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

C+ (64%) and (S) Satisfactory

Grade in Lab Work

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40%	Practical Assignments Assignment 1: 10% Assignment 2: 10% Assignment 3: 10% Assignment 4: 10%
Midterm Exam	30%	Written exam-multiple choice, T/F, short & long answer
Final Exam	30%	Summative Practical Exam Fixed Dental Prosthetics: 30%
Lab Work	S: Satisfactory or U: Unsatisfactory	Practical Projects: Grades will be Satisfactory (S) or Unsatisfactory (U) utilizing marking criterion/ rubrics

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 30

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

Check all that apply:

- Clinical
- Lab
- Rehearsal
- Simulation

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to the design and fabrication of fixed prosthetics.
Application of principles and concepts relating to the design and fabrication of fixed prosthetics.

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

Dental Technology toolkit.

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 04/09/26 9:37 am

Viewing: **DENT 1160 : Fdn. of Orthodontics**

Last edit: 04/09/26 9:37 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Foundations of Orthodontics

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 9:38 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:58 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:37 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Reena Mann	rmann@vcc.ca	604.443.8353

Banner Course Name: Fdn. of Orthodontics

Subject Code: DENT - Dental

Course Number: 1160

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn the foundational knowledge, laboratory skills and techniques required to support the design and fabrication of removable orthodontic appliances.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the indications, limitations and contra-indications of orthodontic appliances.
CLO #2	Identify the components of simple fixed and removable prosthetics and orthodontic appliances.
CLO #3	Identify dental laboratory procedures, physics and chemistry principles, associated with the fabrication of oral appliances and dental restorations.
CLO #4	Choose the appropriate dental materials associated with fabricating appliances and dental restorations regarding their appropriate applications.
CLO #5	Safely operate equipment and special instrumentation associated with the fabrication of simple oral appliances and dental restorations.
CLO #6	Explain the fundamental elements of dental anatomy, dental physiology, and dental morphology, relevant to dental technology practice.
CLO #7	Practice to current workplace health and safety standards including dental laboratory asepsis, and infection control.
CLO #8	Perform basic level techniques and skills to design and fabricate simple prosthetics and orthodontic appliances.

Instructional

Strategies:

Lectures, seminars, case study analysis, demonstrations, project work and laboratory practical experience.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and (S) Satisfactory

Grade in Lab Work

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30%	6 Quizzes (5% each) Written exam-multiple choice, T/F, short & long answer
Assignments	40%	Practical Assignments Assignment 1: 10% Assignment 2: 10% Assignment 3: 10% Assignment 4: 10%
Final Exam	30%	Written exam-multiple choice, T/F, short & long answer
Lab Work	S: Satisfactory or U: Unsatisfactory	Practical Projects: Grades will be Satisfactory (S) or Unsatisfactory (U) utilizing marking criterion/ rubrics

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS:

120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Tutorial

Hours in Category 1: 30

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to the design and fabrication of orthodontics devices.

Application of principles and concepts relating to the design and fabrication of orthodontics devices.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 04/09/26 10:39 am

Viewing: **DENT 1210 : Biosciences 2**

Last approved: 11/10/21 5:05 am

Last edit: 04/09/26 12:03 pm

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Biosciences 2

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 10:44 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:58 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 6, 2021 by
Darija Rabadzija
(drabadzija)
2. Nov 10, 2021 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Reena Mann Ken Izumi	rmann@vcc.ca kizumi@vcc.ca	1-604-443-8353 8486

Banner Course Name: Biosciences 2

Subject Code: DENT - Dental

Course Number: 1210

Year of Study: 1st Year Post-secondary

Credits: 1

Bridge College Code: CT

Bridge Billing Hours: 1

Bridge Course Level: 01

Course Description:

This course is designed to build on pre-learned oral histology and introduce principles of oral pathology. This will include decision-making about the relevance of clinical signs and symptoms and underlying cellular changes with an emphasis on pathologies of the orofacial region. Students will problem solve Temporomandibular Joint (TMJ) dysfunction and occlusal disorders as they apply the design, fabrication, modification and repair of oral prostheses.

Course Pre-Requisites (if applicable):

DENT 1110, ~~DENT 1100, DENT 1110, DENT 1130, DENT 1170, DENT 1180~~.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify dental anatomical variations, Temporomandibular Joint (TMJ) disorders, basic oral pathological conditions and diseases affecting the oral cavity.
CLO #2	Demonstrate awareness of dental anatomy, physiology, morphology and oral pathological conditions relevant to the practice of dental technology .

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

CLO #3	State the role of pathogenic diseases and of microbiology in the transmission of disease related to the practice of dental technology.
CLO #4	Demonstrate critical thinking in the design, fabrication, modification and repair of oral prostheses involving TMJ dysfunction and occlusal disorders.
CLO #5	Describe standard precautions that reduce the risk of transmission of blood-borne diseases and other pathogens from both recognized and unrecognized sources.

Instructional

Strategies:

Lecture, demonstration, class discussions, group work projects

Evaluation and Grading

Grading System: Letter Grade (A-F)
C+ (64%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15	Multiple Choice
Midterm Exam	20	Multiple Choice
Final Exam	35	Multiple Select
Assignments	20	Group Case Presentations
Participation	10	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 24

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

Check all that apply:

Hours in Category 2: 6

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Occlusion classifications & functional occlusion

Functional occlusion and TMJ function

Orofacial development disturbances

Principles of Pathology Part 1 & 2

Neoplasm

Skin and oral signs of disease

Inflammation

Regeneration and repair

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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:

Changes to semester 1 courses requiring updates to semester 2 pre-requisites. Registrar's office advised revision of all semester 2 pre-requisites to reflect academic requirement and not progression management. PCG updated to include progression management.

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

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Consultation completed. Advised revision of all semester 2 pre-requisites to reflect academic requirement and not progression management.
Centre for Teaching, Learning, and Research (CTLR)	Consultation completed, no objections.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Course Change Request

Date Submitted: 04/09/26 10:41 am

Viewing: **DENT 1240 : Removable Prosthetics 1**

Last approved: 11/10/21 5:05 am

Last edit: 04/09/26 10:41 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Removable Prosthetics 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 10:44 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:58 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 6, 2021 by
Darija Rabadzija
(drabadzija)
2. Nov 10, 2021 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
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Banner Course Name: Removable Prosthetics 1

Subject Code: DENT - Dental

Course Number: 1240

Year of Study: 1st Year Post-secondary

Credits: 6

Bridge College Code: CT

Bridge Billing Hours: 6

Bridge Course Level: 01

Course Description:

This theory and practice course builds on the knowledge, skills and techniques introduced in Dental Foundations in Semester One. The focus of this course is on removable prosthetic maintenance and the role of the dental technician as it relates to the oral health of the patient receiving a prosthetic. Included are laboratory skills of fabricating a complete denture, wrought wire, acrylic removable partial dentures; polishing and finishing complete and partial dentures and modifying, repairing and relining removable prosthetics.

Course Pre-Requisites (if applicable):

DENT 1140, ~~1100~~, DENT 1110, DENT ~~1130~~, ~~DENT~~ 1170, DENT 1180.

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	Practice to current workplace health and safety standards including dental laboratory asepsis, and infection control.

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

CLO #2	Assess the healthcare practitioner's prescription and patient's information to plan the design and materials selection for the fabrication of the dental prosthesis and/or appliance.
CLO #3	Create complete and partial dentures.
CLO #4	Repair cracks and fractures and replace teeth in removable dentures.
CLO #5	Demonstrate skills for relining removable dentures.
CLO #6	Practice quality control procedures prior to releasing a dental prosthesis or an appliance.

Instructional

Strategies:

Lectures, seminars, demonstrations, case scenario analysis, project work and practical projects in lab.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and (S) Satisfactory

Grade in all Lab Works

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	35	Multiple choice, short and long answer
Assignments	30	3 assignments (10% each)
Final Exam	35	20% Written exam, multiple choice, short & long answers OSPE: 15%
Lab Work	Satisfactory (S)	Practical Projects (x5) Grade will be Satisfactory (S) or Unsatisfactory (U) utilizing competency rubrics - Students must earn an "S" grade in all projects to pass this course

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2: 140

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Equipment and Instruments
Design and fabrication of complete dentures
Design and fabrication of partial dentures
Repairing cracks, fractures and tooth replacement for removable dentures
Relining Removable Dentures

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

Course Change Request

Date Submitted: 04/09/26 10:42 am

Viewing: **DENT 1250 : Fixed Prosthetics 1**

Last approved: 11/10/21 5:05 am

Last edit: 04/09/26 10:42 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Fixed Prosthetics 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 10:44 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:59 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 6, 2021 by
Darija Rabadzija
(drabadzija)
2. May 8, 2021 by
Darija Rabadzija
(drabadzija)
3. Nov 10, 2021 by
Darija Rabadzija
(drabadzija)

Name	E-mail	127 Phone/Ext.
<u>Reena Mann</u> Ken Izumi	<u>rmann@vcc.ca</u> kizumi@vcc.ca	<u>604.443.8353</u> 8486

Banner Course Name: Fixed Prosthetics 1

Subject Code: DENT - Dental

Course Number: 1250

Year of Study: 1st Year Post-secondary

Credits: 6

Bridge College Code: CT

Bridge Billing Hours: 6

Bridge Course Level: 01

Course Description:

A continuation of the knowledge, skills and techniques introduced in Dental Foundations in Semester 1, students will fabricate single unit restorations as prescribed. Students are introduced to dental ceramics including the characteristics and composition of porcelain, aesthetics, colour and shading, and the manipulation and firing of porcelain. Fabrication of single unit Ceramic restorations and the correction of dental porcelain defects are practiced. This course expands upon the theory base of the previous semester and will enhance students' ability to design, fabricate, modify, repair, analyze and self-evaluate their dental prostheses.

Course Pre-Requisites (if applicable):

~~DENT 1100, DENT 1110~~; DENT 1150, ~~1130~~; DENT 1110, ~~DENT~~ 1170, DENT 1180.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

CLO #1	Apply basic skills and knowledge relating to the design and fabrication of fixed prosthetics (Analog and Digital applications).
CLO #2	Demonstrate foundational principles of occlusion and articulation related to fixed restorations.
CLO #3	Select materials appropriate to the design, fabrication and prescription requirements, when creating fixed restorations
CLO #4	Practice in accordance with applicable legislation, regulations, standards, and guidelines.
CLO #5	Perform quality control prior to releasing a dental prosthesis or an appliance.
CLO #6	Make decisions based on sound reasoning and evidence-based practice when creating fixed prosthetic restorations.

Instructional

Strategies:

Lectures, seminars, demonstrations, case study analysis, reflection, project work and practice in labs.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and (S) Satisfactory

Grade for Lab Work

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	15	Multiple choice, short and long answer
Midterm Exam	15	Multiple choice, short and long answer
Assignments	15	Summative Practical Assignment #1: Diagnostic wax up
Project	15	Educational Video: Create a laboratory case plan based on a case scenario
Assignments	15	Summative Practical Assignment #2: Fabricate single unit restorations
Final Exam	25	OSPE Value: 25% OSPE based on Practical Component: Fabricate single unit restorations

Type	Percentage	Brief description of assessment activity
Lab Work	Satisfactory (S) or Unsatisfactory (U)	Practical Projects: Grades will be Satisfactory (S) or Unsatisfactory (U) Students must earn an "S" grade in all projects to pass this course

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: 165

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 35

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

Check all that apply:

Hours in Category 2: 130

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Concepts and Principles of Design and fabrication for Fixed Prosthetics Restorations

Aesthetics, form and function – Tooth Anatomy and Introduction to Functional Occlusion

Course Topics:

Principles of occlusion and articulation related to fixed restorations; equilibration; articulators

Provisional restorations: Digitally created Provisionals from Diagnostic wax ups

Designing and Fabricating of Single Tooth Fixed Restorations using

Analog and Computer Aided Design / Computer Aided Manufacture (CAD / CAM)

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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

Please see DENT 1210 - Biosciences 2 for rationale and consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Course Change Request

Date Submitted: 04/09/26 10:43 am

Viewing: **DENT 1260 : Orthodontics 1**

Last approved: 11/10/21 5:05 am

Last edit: 04/09/26 10:43 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:
Orthodontics 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 10:44 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:10 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 6, 2021 by
Darija Rabadzija
(drabadzija)
2. May 8, 2021 by
Darija Rabadzija
(drabadzija)
3. Nov 10, 2021 by
Darija Rabadzija
(drabadzija)

Name	E-mail	132 Phone/Ext.
<u>Reena Mann</u> Ken Izumi	<u>rmann@vcc.ca</u> kizumi@vcc.ca	<u>604.443.8353</u> 8486

Banner Course Name: Orthodontics 1

Subject Code: DENT - Dental

Course Number: 1260

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: CT

Bridge Billing Hours: 3

Bridge Course Level: 01

Course Description:

Students are introduced to the theoretical knowledge and supportive laboratory skills related to the fabrication of fixed and removable orthodontic appliances, and their repairs. The design and fabrication of retainers, removable appliances, space maintainers and repairs of orthodontic appliances are the foundation of the theory and applied laboratory practice for this course.

Course Pre-Requisites (if applicable):

DENT ~~1100~~, ~~DENT~~ 1110, DENT 1160, ~~1130~~, DENT 1170, DENT 1180.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply knowledge of dental anatomy and morphology to the design and fabrication of orthodontic appliances.

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

CLO #2	Demonstrate dental laboratory procedures associated with the creation of orthodontic appliances.
CLO #3	Practice safe and effective operation of equipment and instrumentation when fabricating orthodontic appliances.
CLO #4	Apply basic skills and techniques to repair orthodontic appliances.
CLO #5	Practice in accordance with applicable legislation, regulations, standards, and guidelines.
CLO #6	Make decisions based on sound reasoning and evidence-based practice when designing and fabricating orthodontic appliances.

Instructional

Strategies:

Lecture, demonstration, project lab work, reflection.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and (S) Satisfactory

Grade for all Lab Work

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	4 Quizzes (5% each)
Assignments	10	Orthodontic Appliance #1
Assignments	20	Orthodontic Appliance #2
Assignments	10	Orthodontic Appliance #3
Assignments	10	Perform repairs of broken appliances
Final Exam	30	Written Theory Exam: multiple choice, short and long answer (15%) Final Practical (OSPE) (15%)
Project	Satisfactory (S) or Unsatisfactory (U)	Practical Project 1 – Wire Bending Practical Project 2 – Acrylic Application exercise

Type	Percentage	Brief description of assessment activity
		Practical Project 3 - Orthodontic Appliance Practical Projects

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: 10

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

Check all that apply:

Hours in Category 2: 80

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Removable Basic Hawley retainer (Upper and Lower)

Unilateral Space Maintainers

Course Topics:

Essix Retainer

Repairs of Orthodontic Appliances

Active Force components

Anchorage

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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

Please see DENT 1210 - Biosciences 2 for rationale and consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Course Change Request

Date Submitted: 04/09/26 10:44 am

Viewing: **DENT 1270 : Dental Lab Patient Care 2**

Last approved: 11/10/21 5:07 am

Last edit: 04/09/26 10:44 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Dental Laboratory Patient Care 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 10:44 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:11 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 6, 2021 by Ken
Izumi (kizumi)
2. May 8, 2021 by
Darija Rabadzija
(drabadzija)
3. Nov 10, 2021 by
Darija Rabadzija
(drabadzija)

Name	E-mail	137 Phone/Ext.
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Banner Course Name: Dental Lab Patient Care 2

Subject Code: DENT - Dental

Course Number: 1270

Year of Study: 1st Year Post-secondary

Credits: 1

Bridge College Code: CT

Bridge Billing Hours: 1

Bridge Course Level: 01

Course Description:

This course builds on the knowledge and skills acquired from Dental Laboratory Patient Care 1. Students will continue to develop their abilities to operate in a safe and competent manner in a dental laboratory environment. Students will learn about intra and extra oral photographing of patients to assist in the technical treatment planning. Students will also learn to perform clinical laboratory procedures (preliminary impression taking and tooth shade matching) in a competent manner.

Course Pre-Requisites (if applicable):

DENT ~~1100~~, ~~DENT~~ 1110, DENT ~~1130~~, ~~DENT~~ 1170, DENT 1180.

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	Engage a patient in the informed consent process.

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

CLO #2	Conduct and review a patient medical history and dental history.
CLO #3	Apply cultural competence to practice when providing services to patients.
CLO #4	Demonstrate skills in taking intra oral and extra oral photographs of patients to support the design, fabrication or repair of dental restorations and appliances.
CLO #5	Demonstrate competency in safely and effectively taking analogue and digital dental impressions.
CLO #6	Demonstrate tooth shade matching.

Instructional

Strategies:

Demonstration, simulation, lab work, role play, case scenarios and online

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and (S) Satisfactory

Grade for all Lab Works

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20	2 quizzes (10% each)
Final Exam	25	Accumulative (all units)

Type	Percentage	Brief description of assessment activity
Assignments	45	3 assignments (15% each): (1) Analogue dual arch dental impression; (2) Digital dual arch impression; (3) Custom sports guard Note: Rubrics for Assignments #1 & 2 are based on corresponding course topics. Demonstrating awareness and applying best practice of "Cultural Competencies" are assessed in the rubrics for assignments 1 and 2. Students are introduced to "Sociocultural Competencies" training in DENT 1130 Professional Practice 1
Lab Work	Satisfactory	Practical Projects
Participation	10	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 5

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

Check all that apply:

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Anatomy of oral cavity and custom sports guard function

Analogue dental impressions, including: (Simulation).

- patient informed consent process
- conducting and reviewing patient medical history and dental history.
- applying cultural competence

Digital dental impressions, including: (Simulation).

- patient informed consent process
- conducting and reviewing patient medical history and dental history.
- applying cultural competence

Design, fabrication and final insert of a custom sports guard

Intra-oral Photography and tooth shade matching

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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

Please see DENT 1210 - Biosciences 2 for rationale and consultations.

Additional Information

Course Change Request

Date Submitted: 04/09/26 10:44 am

Viewing: **DENT 1280 : Digital Technology 2**

Last approved: 11/10/21 5:07 am

Last edit: 04/09/26 10:44 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Digital Technology 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 10:44 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:59 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 6, 2021 by
Darija Rabadzija
(drabadzija)
2. May 8, 2021 by
Darija Rabadzija
(drabadzija)
3. Nov 10, 2021 by
Darija Rabadzija
(drabadzija)

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<u>Reena Mann</u> Ken Izumi	<u>rmann@vcc.ca</u> kizumi@vcc.ca	<u>604-443-8353</u> 8486

Banner Course Name: Digital Technology 2

Subject Code: DENT - Dental

Course Number: 1280

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: CT

Bridge Billing Hours: 3

Bridge Course Level: 01

Course Description:

This course builds on the knowledge and skills learned in Digital Technology 1. Digital Technology 2 focuses on creating single unit dental crown patterns with emphasis on aesthetics, form and basic function. Students will continue with AFG (Anatomical Functional Geometry or similar systems) dental anatomy exercises using Dental Computer Aided Design (CAD) software sculpt tools. This course also introduces dental implants and Computer Aided Manufacturing (CAM).

Course Pre-Requisites (if applicable):

DENT 1150, ~~1100~~, DENT 1110, DENT ~~1130~~, ~~DENT~~ 1170, DENT 1180.

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	Design digitally rendered dental restorations using basic knowledge of dental software.

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

CLO #2	Create a single unit fixed prosthetic restorations by applying principles of aesthetics, form and function.
CLO #3	Create single unit fixed prosthetic restorations by applying computer aided design techniques and principles.
CLO #4	Use Dental CAD software to design implant restorations.
CLO #5	Demonstrate knowledge of processing digital impressions.
CLO #6	Make decisions based on sound reasoning and evidence-based practice when creating virtual restorations.

Instructional

Strategies:

Lectures, demonstrations, lab work, case scenarios, discussion and reflection

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and (S) Satisfactory

Grade for all Lab Work

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Assignment #1: Design a crown, generate STL file, nest using 3D print software
Final Exam	30	OSPE
Assignments	45	Assignment #2: Presentation (20%) Assignment: Design implant crown (25%)
Lab Work	Satisfactory/Unsatisfactory	Practical Lab Projects

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: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Designing digital dental restorations using Dental Computer Aided Design (CAD) software
Anatomical Functional Geometry (AFG) dental anatomy (or similar systems)
Basic dental crown design
Dental implants and implant restorations using CAD software
Digital Impressions and expansion on dental implants

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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

Please see DENT 1210 - Biosciences 2 for rationale and consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Course Change Request

Date Submitted: 04/09/26 9:31 am

Viewing: **DENT 2330 : Professional Practice 2**

Last approved: 11/10/21 5:05 am

Last edit: 04/09/26 9:31 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Professional Practice 2

Effective Date: September 2026

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 9:38 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:11 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 6, 2021 by Ken
Izumi (kizumi)
2. May 8, 2021 by
Darija Rabadzija
(drabadzija)
3. Nov 10, 2021 by
Darija Rabadzija
(drabadzija)

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<u>Reena Mann</u>	<u>rmann@vcc.ca</u>	<u>1-604-443-8353</u>

Banner Course Professional Practice 2
Name:

Subject Code: DENT - Dental

Course Number 2330

Year of Study 2nd Year Post-secondary

Credits: 1

Bridge College Code CT

Bridge Billing Hours .667

Bridge Course Level 01

Course Description:

Designed as a bridge to professional practice, this course prepares Dental Technology students for successful practicum placements and future employment. Students will refine their professional identity by creating targeted resumes and cover letters and compiling materials for a portfolio that showcase their technical attainment. Through simulated role-play, learners rehearse interviewing skills and interpersonal techniques essential for clinical and laboratory environments. The curriculum further integrates critical thinking, stress management, and peer-evaluation strategies, and provides a brief overview of sustainable business practices to ensure long-term professional resilience. ~~In this course, students will learn about the three pillars of sustainability in business practice. Students will create a resume for the purpose of submitting it for their practicum placements. Interviewing and interpersonal relationships and skills are rehearsed through role play activities, in preparation for job interviews in the field of Dental Technology.~~

~~Students will practice self and peer evaluation, critical thinking, as well as decision-making techniques. Learners will develop and maintain portfolios with artifacts as evidence of attainment of core competencies. Finally, stress management and effective communication techniques will be learned and practiced.~~

Course Pre-Requisites (if applicable):

DENT 1210, DENT 1240, DENT 1250, DENT 1260, DENT 1270, DENT 1280.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Curate and organize a collection of professional artifacts and technical evidence to be used in the future development of a career portfolio.</u> Create a career portfolio, demonstrating professional and technical knowledge relevant to dental technology practice.
CLO #2	<u>Demonstrate the ability to provide</u> Give and receive <u>constructive</u> feedback effectively and tactfully within the <u>oral health care</u> healthcare team.
CLO #3	<u>Identify sustainable professional practices that promote career resilience, ethical responsibility, and operational efficiency.</u> Describe sustainable business practices that are socially responsible and environmentally friendly.
CLO #4	<u>Apply industry-standard formatting and content strategies to develop tailored resumes and cover letters for specific Dental Technology placements.</u> Develop a generic and a tailored resume with a cover letter.
CLO #5	<u>Apply strategic communication and preparation techniques to successfully navigate professional interview scenarios.</u> Prepare for a job interview by following crucial steps before the interview.
CLO #6	<u>Analyze the impact of stress on communication and apply management techniques to maintain professional performance.</u> Describe how stress and stress management techniques impact communication.
CLO #7	Demonstrate conflict resolution skills to effectively manage conflict or disagreement with others.

Instructional

Strategies:

Group and individual case study reasoning activities, self analysis, research and oral presentation, group work and seminars, flowcharting, planning, brainstorming, role-playing, online

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

C+ (64%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Assignment #1—Research paper and Presentation
<u>Reflection</u> Assignments	<u>30</u> 10	<u>Reflective Journal Entries</u> Assignment #2—Reflective paper on conflict resolution skills and giving, as well as receiving feedback
Assignments	<u>25</u> 30	<u>Resume and Cover Letter</u> Assignment #3—Resume and cover letter assignments
<u>Assignments</u> Portfolio	<u>15</u> 20	<u>Portfolio Plan</u> Create a portfolio
Project	10	Reflective writing assignment: How stress and stress management techniques impact communication.
<u>Other</u> Project	<u>30</u> 10	<u>Mock Job Interview</u> Self evaluation on practice interview

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 20

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

Check all that apply:

Hours in Category 2: 10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Resume [& Cover Letter](#) Writing

Stress Management and Effective Communication

[Portfolio Planning](#) [Creating a Portfolio](#)

Sustainable Business Practices

Preparing for [a Job](#) an Interview

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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

DENT 1130 - Professional Practice 1

Additional Information

Course Change Request

Date Submitted: 04/09/26 9:33 am

Viewing: **DENT 2530 : Professional Practice 3**

Last approved: 08/15/23 7:07 am

Last edit: 04/09/26 9:33 am

Changes proposed by: rmann

Programs
referencing this
course

[15: Dental Technology Sciences Diploma](#)

Course Name:

Professional Practice 3

Effective Date: September 2026

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 04/09/26 9:38 am
Reena Mann
(rmann): Approved
for 5103 Leader
2. 04/09/26 11:11 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 04/30/26 3:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Oct 14, 2021 by
Darija Rabadzija
(drabadzija)
2. Aug 15, 2023 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
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Name	E-mail	152 Phone/Ext.
Reena Mann	rmann@vcc.ca	1-604-443-8353

Banner Course Professional Practice 3

Name:

Subject Code: DENT - Dental

Course Number 2530

Year of Study 2nd Year Post-secondary

Credits: 1

Bridge College Code CT

Bridge Billing Hours .667

Bridge Course Level 01

Course Description:

[This course prepares students by developing strong communication, reflective, and interpersonal skills for workplace success. Emphasis is placed on professional communication and collaborative relationships with dental professionals.](#)

[Students will explore stress management strategies and develop self-awareness through reflective journaling. The course also focuses on interview preparation, constructive feedback, and professional growth through peer evaluation and participation activities.](#)

[Learners will engage with topics related to Indigenous and Cultural Safety to promote an inclusive, and respectful environment. Through discussions, reflection, and applied activities, students will strengthen their leadership skills and communication skills.](#) ~~Students will learn basic concepts of self-employment and practical business management. They will create a business plan and learn to read and analyze essential financial statements and explore personal and market factors that contribute to a successful dental laboratory. Effective leadership styles in business management, including effective communication and giving and receiving feedback will be addressed.~~

~~Learners will identify strategies to create and maintain a healthy work-life balance and manage or decrease stress related to business ownership and management. Self-reflection through journaling techniques are used to document and discuss practicum experiences. Learners will participate in an online discussion forum relating to topics such as current professional issues, employment, continuing education and lessons learned during their practicum experiences.~~

Course Pre-Requisites (if applicable):

DENT 2440, DENT 2450, DENT 2460.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Demonstrate professional communication strategies for building and maintaining professional relationships</u> Describe sustainable business practices that are socially responsible and environmentally friendly.
CLO #2	<u>Apply self-management and stress reduction techniques</u> Explain concepts relating to time and self management skills.
CLO #3	<u>Reflect on practicum experiences through journaling and use self-reflection to guide professional growth</u> Identify personal characteristics and business skills needed for a successful dental laboratory business.
CLO #4	Examine the types of dental laboratory business ownership.
CLO #5	Practise leadership skills to support the safe, efficient, and ethical delivery of dental technology services.
CLO #4 #6	Apply critical-thinking skills and use professional judgment in all aspects of the dental technology practice.
CLO #5 #7	<u>Participate in</u> Practice self and peer <u>evaluation</u> evaluation.
CLO #6 #8	<u>Practice giving and receiving constructive feedback</u> Strategize future education (life-learning) employment and/or business opportunities.

Instructional

Strategies:

Seminar, demonstration, online participation forum at Moodle, journaling, self-study, ~~portfolio building, self study~~, independent learning, values clarification, and role-playing.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C+ (64%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>20</u> 35	Assignment #1 – <u>Professional Communication</u> Create a business plan
Assignments	<u>20</u> 15	Assignment #2 – <u>Reflection on Stress Management</u> Financial statements
Assignments	<u>20</u> 10	<u>Assignment #3- Mock Interview</u> Assignment #3 Written reflection
Assignments	<u>20</u> 10	Assignment #4 – <u>Journaling</u> Communications/feedback assignment
Assignments	10	Assignment #5 – <u>Indigenous & Cultural Safety</u> Journaling
Assignments	10	Assignment #6 – <u>Participation</u> Stress management assignment
Assignments	10	Assignment #7 – Online discussion forum participation

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Professional communication ~~Career Development~~

~~Journaling for self-reflective practice~~

Interview skills and constructive feedback ~~Self and peer evaluation~~

Stress management ~~Current professional issues~~

Reflective journaling ~~Business planning and management~~

Industry Trends

Indigenous and Cultural Safety ~~Financial statements~~

~~Leadership skills~~

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

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

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?



DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2026

ISSUE: Revised: Use of Library Resources Policy & Procedures (512)

BACKGROUND:

The Use of Library Resources Policy (512) is undergoing a scheduled five-year review. The policy provides an overarching framework for Library services offered to students, employees, and other users, and is intentionally principles-based rather than procedural. Detailed operational guidelines continue to be housed on the Library website, which allows flexibility to adjust procedures as needed.

Most proposed revisions are minor in nature. Key updates include strengthened privacy language, developed in consultation with the Privacy Coordinator to better align with legal requirements, and revisions to the interlibrary loan section to improve clarity.

DISCUSSION:

Policy writer Todd Rowlett, Department Head of Library Public Services, presented the revised policies and procedures to Education Policy Committee (EPC) at its April 1, 2026 meeting. The committee did not request any edits and approved posting the policy and procedures for College feedback. No feedback was received.

EPC reviewed the drafts again on May 6, 2026, and did not have any further comments.

RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Use of Library Resources (512) policy and procedures.

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: May 7, 2026

Use of Library Resources - Draft

Policy Type

Academic

Policy Name

Use of Library Resources

Policy Number

512

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

November 2021

Next Scheduled Review Date

November 2026

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

Vice President Academic & Applied Research

Review Body

Education Policy Committee

Responsible Authority

Library

Policy

Context and Purpose

This policy and related procedures govern the use of services and materials provided by VCC Library (the Library) at Vancouver Community College (VCC; the College). In support of the education, research and activities of students and employees at the College, VCC Library provides access to: information resources and technology; study, group and research space; computers and printing; and equipment.

Scope and Limits

This policy applies to all current students and employees, and any community member entering the Library or using its resources.

Policy Principles

1. The primary purpose of VCC Library is to support education and research at the College, as well as College operations. The Library strives to maximize access to information and services for current students and employees, both in person and virtually.
2. VCC Library's goal is to provide safe, accessible and inclusive spaces, services and resources. The Library is actively engaged in Indigenizing and decolonizing its spaces, services, and resources.
3. Library borrowers are responsible for the Library material they borrow and may be subject to penalties and sanctions if material is overdue, damaged or not returned.
4. VCC Library complies with all legal requirements and licensing agreements when providing access to Library resources.
5. The Library will establish agreements (such as interlibrary loan or reciprocal borrowing agreements) with other libraries when possible to expand access to resources available to our current students and employees.
6. The Library actively works to protect the privacy of library users and their right to access information freely and openly.

Procedures

All Procedures

GENERAL

1. Any person may use the print materials within the Library and may consult with Library employees for assistance in using this material.
2. Limits on the use of some Library resources by the general public may be imposed due to licensing agreements or availability and are outlined on the Library website.
3. There are four (4) categories of people who can borrow material from VCC Library:
 - a. Current students of VCC;
 - b. Current employees of VCC;
 - c. Current students and employees at other publicly funded BC post-secondary institutions, or any other institution where VCC has a reciprocal borrowing agreement; and
 - d. Alums and community borrowers.
4. VCC Library maintains reciprocal borrowing agreements with other BC post-secondary institutions and other relevant institutions to allow students and

employees to borrow material from other institutions. A list of all reciprocal borrowing agreements is available on the Library's website.

5. A valid VCC library card must be presented each time resources or equipment are borrowed. The VCC ID card is the library card for current students and employees. Cards are provided for other BC post-secondary students/employees, alums and community borrowers.

USING LIBRARY RESOURCES

6. The Library privileges for the different categories of borrowers are outlined on the Library website. This includes the following:
 - a. Maximum number of items that can be checked out to a borrower at any given time;
 - b. Length of loan periods for different types of resources;
 - c. Number of renewals per item;
 - d. Number of requests allowed;
 - e. Overdue fine rate and maximum fine per item;
 - f. Booking of equipment, material or study rooms;
 - g. Access to Library computers;
 - h. Access to e-resources and any material subject to a license agreement;
 - i. Access to interlibrary loan services; and
 - j. Any additional restrictions to borrowing materials or use of Library resources.
7. Borrowing privileges of students begin when they pay the fees to the College for their program and/or course.
8. Borrowing privileges for students expire five (5) months after the end date of their course or program.
9. Borrowers must return or renew materials by the due date. If materials are damaged, lost or returned late, borrowers may be required to pay overdue, replacement or damage fees.
10. For lost or damaged items, borrowers are normally charged:
 - a. The cost of replacing the item; and
 - b. Any overdue fines.
11. Current employees are not charged overdue fines but must pay to replace any item damaged or not returned within twelve (12) months.

SUSPENSION OF LIBRARY PRIVILEGES

12. Library privileges may be suspended if a user is found to have violated the College's policies concerning conduct and respectful behaviour.
13. Library privileges are blocked if a borrower owes \$20 or more. This will prevent borrowing of additional material until the amount of fines owed is under \$20.
14. If a student owes \$20 or more, blocks are placed on the student accounts in the Registrar's Office. Final grades and transcripts will not be issued to students until billed materials have been returned and/or paid for; students will not be able to

register for other courses. The block is removed when the amount owed is under \$20.

15. If a Library borrower owes \$400 or more, the College may choose to use a collection agency to seek repayment of any money owed.

COMMUNICATION WITH USERS

16. Library notices and communications are sent by email.
17. The Library proactively notifies the user of fines or other penalties on their record. Non-receipt of such notices does not relieve the user from responsibility for fines or penalties.

USE OF COMPUTERS

18. Library computers are available for current students and employees at all Library locations. Users must log in using their own College network login.
19. Computers may be made available to other users based on availability and criteria listed on the Library website.
20. All users who access and use the Library computers are required to use them appropriately and responsibly as defined in [Appropriate and Responsible Use of Educational and Information Technology Policy 505](#).

USE OF LIBRARY FACILITIES

21. The Library will maintain guidelines on its website regarding the appropriate use of Library facilities and equipment to ensure the use of shared space is fair, equitable and respectful for all users.
22. Recognizing that the Library is used for both quiet study and collaborative work, the Library will identify acceptable noise levels for different areas of the Library.
23. Employees, students, and visitors are encouraged to voluntarily reduce or eliminate the use of scented products at VCC Library locations.
24. Children under 12 may not be left alone or unsupervised in the Library. Library staff cannot be responsible for the safety of unattended children. See [Policy 223 Minors on Campus](#) for additional details.

PRIVACY

25. The Library manages and protects Library users' personal information in accordance with the [BC Freedom of Information and Protection of Privacy Act](#) (FIPPA) and [VCC Policy 501](#). The Library actively works to collect and retain only the minimum amount of personal information about Library users necessary to deliver services.
26. The Library may only disclose personal information about Library users within VCC for an authorized purpose (e.g. reporting charges regarding Library materials to the Registrar's Office) and will not disclose personal information to people or

organizations external to VCC, unless in exceptional circumstances where health or safety is at risk, as required by law, or with the consent of the individual user.

SAFETY

27. In cooperation with appropriate College departments, the Library seeks to provide a safe and secure environment for everyone.
28. Due to risk of theft, personal items left unattended in the Library are taken to the Security Office and may be claimed there.
29. Library users are encouraged to alert Library staff if they feel uncomfortable or unsafe in the Library.

INTERLIBRARY LOAN

30. Through Interlibrary Loan (ILL), the Library will make reasonable efforts to obtain materials not available in its own collections in support of coursework, research, and College operations. The Library also participates in resource sharing by lending eligible materials to other institutions.
31. ILL services are available to current students and employees with valid Library privileges. The number of requests an individual may submit can be limited, depending on budget and resource constraints.
32. Some materials may not be eligible for ILL due to factors such as licensing, copyright, demand, cost, or availability. The Library will not borrow materials that are already held in the Library's collections or that are freely available in suitable formats through open or licensed online resources.
33. Loan periods, renewals, fees, and recall policies for borrowed materials are determined by the lending library and may differ from the Library's own policies.
34. Interlibrary Loan services are provided within Canada, and lending and borrowing will prioritize local or regional partners where possible. General ILL guidelines will be posted on the Library website and shared through relevant resource sharing networks.

References and Resources

Definitions

Term	Description
Alums	Graduates or former students of the College.
Community Borrowers	Members of the public who have purchased a library card for a yearly fee. Retired VCC employees and other categories of special borrowers may receive a free community borrower card.

Term	Description
Interlibrary Loan (ILL)	The cooperative exchange of items among libraries, in response to specific user requests.
Library Privileges	The rights and responsibilities of Library users, including how many items can be borrowed, loan periods, fine rates and use of all services. These will differ by category of user (e.g. students and employees have different loan periods for a book).
Library Resources	All Library material that can be borrowed or used on site by a Library user (including print materials, online resources, equipment, computers, services, group study rooms and facilities).
Print Materials	Physical items such as books, journals, and newspapers.

Related VCC Policies

VCC Policies	Policy Number
Academic Integrity	325
Appropriate and Responsible Use of Educational and Information Technology	505
Archives	521
Copyright	510
Freedom of Information and Protection of Privacy	501
Lending and Borrowing College Equipment	416
Minors on Campus	223
Prevention of Harassment, Discrimination, and Bullying	201
Selection of Library Materials	511
Standards of Employee Conduct & Conflict of Interest	202
Student Non-Academic Conduct	324

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- [Copyright Act](#), RSC 1985, c C-42
- [Freedom of Information and Protection of Privacy Act](#), RSBC 1996, c 165



DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2026

ISSUE: New: Enrolment Plan Management Policy (408) &
Revised: Suspension and/or Discontinuance of Programs Policy (414)

BACKGROUND:

Enrolment Plan Management Policy (408)

The new Enrolment Plan Management policy (408) was developed in response to the decision in *Thompson Rivers University Faculty Association v. Thompson Rivers University*, 2025 BCSC 2114, which created uncertainty regarding an institution's authority to suspend or remove program intakes. The decision interpreted "suspension of intake" broadly, potentially capturing routine actions such as cancelling an intake due to low enrolment, space, staffing, or resource constraints.

In the absence of a policy, all intake cancellations would require Board of Governors approval or ratification, creating a cumbersome governance process. This new policy therefore establishes clear, Board-approved criteria for when a program intake (not individual courses or electives) may be removed from the Enrolment Plan. Overall, the policy aims to provide clarity, reduce legal and governance risk, and balance operational flexibility with Board oversight.

Suspension and/or Discontinuance of Programs Policy (414)

The Suspension and/or Discontinuance of Programs Policy (414) is due for a scheduled review and was revised in tandem with the development of new policy 408. References to intake cancellations were removed from policy 414, as these are captured in policy 408. Repeated removal of program intakes may indicate the need for program suspension or discontinuance. The revisions address some gaps in the existing policy, including creating the option to move straight to program discontinuance where reasonable.

DISCUSSION:

David Wells, Vice President Academic & Applied Research, and Natasha Mandryk, Associate Director, Academic Planning, Policy & Analysis presented initial drafts to Education Policy Committee (EPC) at its April 1, 2026 meeting. Committee feedback was incorporated, and the policies posted for College feedback. Consultation and implementation planning conversations with various College continued areas during this time.

As a result of these consultations, further changes were made to the Enrolment Plan Management (408) policy and procedures, which were presented to EPC on May 6:

- Detailed, prescriptive procedures were streamlined and replaced with higher-level guidance to reduce complexity and allow more flexibility across areas.
- Supporting documents/appendices will be developed to provide more detailed guidance.
- Specific timelines for cancellation decisions were removed to better balance enrollment growth opportunities with the risks of late decisions.
- It was clarified that the President has authority to approve the retention of under-enrolled intakes, with Board involvement required only in cases of repeated exceptions.
- Non-cohort programs were removed from the policy's scope, as their flexible structures do not allow for intake-specific enrollment tracking.

The committee raised concerns around removal of the student impact analysis from the review process for under-enrolled intakes, and ensuring equity-deserving groups are considered in decision-making. These considerations are captured in policy principles #2 and #3 but were removed from the procedures and will be incorporated into appendices. While appendices are not subject to governance approval, they need to align with the approved policies and procedures. There will be opportunities for consultation and input as these supporting documents are drafted.

The committee requested only a minor edit to procedure #5b to expand consultation beyond the Registrar's Office and Finance to "relevant College areas." Related to procedure #1 around program intake removals, it was suggested to expand on potential scenarios in supporting documentation (e.g., postponing intakes to the next fiscal year due to curriculum revision/approval timelines).

No changes were made to the Suspension and/or Discontinuance of Programs Policy (414) following the feedback process; there were no comments from the College community or committee.

RECOMMENDATION

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Enrolment Plan Management (408) and Suspension and/or Discontinuance of Programs (414) policies and procedures.

PREPARED BY: Louise Dannhauer, Chair Education Council

DATE: May 7, 2026

Enrolment Plan Management - DRAFT

Policy Type

Academic

Policy Name

Enrolment Plan Management

Policy Number

408

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

N/A

Next Scheduled Review Date

N/A

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

President

Review Body

Education Policy Committee

Responsible Authority

Vice President Academic

Policy

Context and Purpose

Under the College and Institute Act, s. 19(1)(d), the Board of Governors holds the authority to manage and promote the education and training programs available at the College as well as determine courses or programs to be offered or cancelled.

The Board of Governors annually approves an enrolment plan that outlines the College's program offerings, including the number, capacity, and timing of intakes. This plan outlines the majority of program offerings at the College, but generally excludes programs delivered under education service contracts, as well as newly-created programs, which may lack budget projections and/or be

awaiting final approval. Occasionally, the viability of a program intake may be threatened by factors outside of the College's control, such as market disruption, changes to governmental policy or legislation. This policy establishes criteria for College administration to identify and manage addition or removal of specific program intakes from the enrolment plan.

Scope and Limits

This policy applies to all programs offered by VCC that use a cohort model of enrolment planning.

This policy does not apply to:

1. Program intakes associated with education service contracts covered by Policy 132 Contract Administration;
2. Adjustments in the number or location of course offerings, including apprenticeship courses, as part of the ongoing management of program delivery;
3. Changes to intake start dates that do not change the total number of intakes for a program in the enrolment plan.

This policy complements Policy 414 Suspension and/or Discontinuance of Programs, which addresses temporary or permanent program closures.

Policy Principles

1. Decisions are evidence-informed, considering enrolment demand, financial viability, faculty and resource availability, labour market alignment, and required program quality.
2. Potential impacts on equity deserving groups and Indigenous learners are considered in both decision making and mitigation planning.
3. Decisions to cancel an intake will consider, and work to minimize, any academic, financial, and administrative disruption for affected applicants and registered students.
4. In consideration of the impact on students and the College, decisions to add or remove program intakes are made as far in advance of the anticipated start date as practicable.
5. The Board will determine addition or removal of program intakes for requests that fall outside of the criteria outlined in the procedures.

Procedures

All Procedures

1. **Removal of a Program Intake:** The College may remove a planned program intake from the Board-approved enrolment plan when the intake's viability is seriously compromised by issues such as projected enrolment below the minimum enrolment threshold, insufficient resources to deliver the program (e.g. unavailability of required faculty or facilities), or external factors that would significantly diminish the program's quality or recognition (e.g. loss of accreditation).

2. **Process for Program Intake Review and Removal:**

- a. Program enrolments, resource availability, and program recognition status are monitored regularly by responsible areas, who report potential impacts to intake viability to the school Dean.
- b. When removal of an intake is considered, the Dean of the program will evaluate the intake in consultation with relevant areas (such as the department, Registrar's Office, International Education, and Finance).
- c. Under-enrolled intakes, where projected enrolment is below the minimum cohort threshold, are removed unless approved for retention by the President.
- d. A consultative process for evaluation and removal of the intake is set out in **Appendix**.
- e. If repeated intake cancellations or approvals for retention indicate a broader program viability concern, the decision must be referred to the Board of Governors for approval (with Education Council advice) or addressed through the program suspension/discontinuance process under Policy 414.
- f. Affected students and applicants will be supported in accordance with Procedure 3 below.

3. **Communication and Student Supports**

- a. When a program intake is cancelled (removed), the College will promptly notify all affected applicants and registered students and provide support to help them continue their educational plans.
- b. Communications will include an explanation of the decision, available options, deadlines, and refund information.
- c. The Dean will inform affected program faculty, staff, and relevant College areas or external partners of any removed intakes.

4. **Initiation of Suspension Review:** The Dean will initiate a review to consider program suspension or discontinuation pathways pursuant to Policy 414 Suspension and/or Discontinuance of Programs if:

- a. Multiple or repeat intake removals occur that, when taken together, indicate a sustained inability to offer the program in a manner that keeps it effectively available to prospective students.
- b. Removal of an intake occurs as a result of negative impacts to external program recognition.
- c. Directed by the Board of Governors through the President, pursuant to information provided to Finance & Audit Committee as outlined in procedure 2 e.

5. **Determination of Addition of Program Intakes**

- a. The College may add an extra intake of a program when justified by clear demand or strategic need, and when the intake can be offered within available resources.
- b. The Dean of the program will confirm demand and feasibility (in consultation with relevant College areas) and seek approval to proceed.
- c. The President may authorize the addition of an intake, ensuring it aligns with College priorities and resource capacity. The President will report approved additional intakes to the Finance & Audit Committee at its next scheduled meeting. The

Committee may provide direction through the Board to the President to inform future decisions under this policy.

- d. Approved additional intakes will be scheduled in accordance with Policy 401 Academic Schedule.

6. Records and Reporting

- a. The Registrar maintains a record of approved intake additions and cancellations.
- b. A summary report is provided to the Board and Education Council annually or on request.

References and Resources

Definitions

Term	Description
Applicant	A person who has applied to a course or program and paid any applicable application fees.
Cohort Model	A program delivery model in which students admitted to a specific intake register in a prescribed sequence of courses as a group, rather than selecting courses independently.
Direct Costs	Costs borne by the College associated with delivery of a program intake.
Direct Revenues	Tuition, fees, and budgeted base funding or grant allocation associated with a program intake.
Enrolment Plan	The listing of anticipated courses, sections, and enrolment for a program/department. It informs the budget and scheduling processes.
Finance & Audit Committee	A standing committee of the Board of Governors responsible for assisting the Board in fulfilling its obligations and oversight responsibilities related to financial planning, the audit process, financial reporting, the system of corporate controls and risk management.
Intake Removal	A decision to not proceed with a specific program intake while the program continues to be delivered to students enrolled in other intakes and/or remains open for application for admission to other intakes.
Minimum Enrolment Threshold	A threshold for the number of students enrolled in a program intake. For Continuing Studies, the threshold is set for each program by the school in consultation with Finance. For all other programs, the threshold is set at 90% of the level budgeted in the enrolment plan for domestic and international enrolment.
Program	A defined set of courses of instruction leading to a credential.

Term	Description
Program Intake	A scheduled commencement for a cohort or set of seats in a program (e.g., Fall 2026 intake).
Student	A person who is currently registered in full-time or part-time credit or non-credit programs or courses offered by VCC.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Financial Responsibility and Accountability	115
Indigenous Education Enrolment	304
Registration	303
Suspension and/or Discontinuance of Programs	414
Tuition and Fee Refund	311

Suspension and/or Discontinuance of Programs

DRAFT

Policy Type

Academic

Policy Name

Suspension and/or Discontinuance of Programs

Policy Number

414

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

November 2017

Next Scheduled Review Date

November 2022

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

President

Review Body

Education Policy Committee

Responsible Authority

Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC, the College) is committed to offering programs and courses that are current, relevant, effective, sustainable, and evaluated through the governance review process.

This policy establishes a comprehensive, respectful and timely process for the suspension and discontinuance of programs at VCC in accordance with the College's values, vision, and strategic priorities.

Under the College and Institute Act Section 19(1)(d) and Section 23(1)(e), the Board of Governors holds authority to determine courses or programs to be offered or cancelled at the institution, and Education Council has an advisory role to the Board on the development of educational policy for the cancellation of programs.

Scope and Limits

This policy applies to all College programs with the exception of non-credentialed programs in Continuing Studies. This policy does not apply to adjustments in the number or location of course offerings, or to cancellation of individual program intakes as set out in Policy 408 Enrolment Plan Management.

Policy Principles

1. The Board of Governors will consider the suspension or discontinuation of a program upon the recommendation of the Senior Team and after hearing the advice of Education Council.
2. The decision will be based primarily on program performance indicators including program quality, student demand, retention and graduation rates, financial viability, and program relevance.
3. The discontinuation of a program shall be considered only as the final means of managing a program. Notwithstanding, suspension is not a required first step to discontinuance.
4. Suspension is a temporary means of managing a program.
5. The College will assess opportunities to redevelop program content or delivery prior to proposing discontinuance.
6. The suspension and/or discontinuance of a program will be communicated to all affected relevant parties as soon as a decision is made.
7. The College will provide all students the opportunity to complete the program in which they are enrolled. However, there may be special circumstances where it is not possible for the College to do so, or where the transfer of students to another college would be more practicable. Under such circumstances, the College will, whenever possible, assist affected students in enrolling in the same program offered by another institution within a reasonable distance from the College or by an accessible modality.

Procedures

All Procedures

Program Suspension

1. The decision to review a program for possible suspension or discontinuance is initiated by the relevant Dean and is usually informed by the annual program review process.
2. The Dean will consult with the academic department(s) responsible for the program's instruction.
 - a. If the Dean and the majority of the department(s) agree on a recommendation to suspend or discontinue a program, a proposal document with supporting rationale

- will be submitted to Education Council for advice to the Board, and the Board will make the final decision.
- b. If the Dean and the majority of the department(s) do not agree on the recommendation to suspend or discontinue a program, discontinuance will not be considered prior to suspension. The Dean will submit a request to the Education Quality Committee (EQC) of Education Council for a Feasibility Report.
3. The Report will be written by a Program Feasibility Working Group based on their review of the program. Members of the working group are appointed by EQC from relevant areas of the College, and membership will reflect a range of perspectives and roles.
 4. The Report will include, but is not limited to, the following elements:
 - a. The reasons program suspension is being contemplated;
 - b. All known facts or conditions which argue in favour of, and/or against, the suspension of the program;
 - c. Labour market trends relevant to the program;
 - d. Student demand for the program;
 - e. Potential impacts of program suspension on equity deserving groups;
 - f. Competing or related programs at other colleges in the Province;
 - g. Financial impacts on the College of continuing or suspending the program;
 - h. The non-financial impacts of suspending the program;
 - i. Possible curriculum changes which might allow the program to continue without suspension;
 - j. The costs and potential benefits of continuing the program without suspension, after necessary changes, to curriculum and otherwise, have been made.
 5. The Working Group will engage in a broad consultation process, ensuring that all relevant parties in the College are engaged in a discussion regarding the potential impact of program suspension.
 6. The completed Report will be submitted to the Dean in a timely manner, not to exceed three months. The Dean will distribute the Report to:
 - a. All employees of the department(s) associated with the affected program
 - b. Senior Team
 - c. Education Council
 - d. The constituent unions.
 7. The Report will be used to inform the Dean's decision on how to proceed with the program:
 - a. If the Dean determines that a program could be revitalized, a reasonable opportunity to implement the recommendations will be given. The College will support the revitalization of the program.
 - b. If the Dean recommends suspension of a program, the Dean will present their recommendation to Education Council. The affected faculty, staff, students, Program Advisory Committee (PAC) members, and any other interested relevant parties in that program will also be invited to present.
 8. Following the presentation to Education Council, Education Council will vote on its advice to the Board of Governors on the proposed suspension. This advice will be provided to the Board of Governors, who will make the final decision.
 9. If the decision is to suspend a program, then the program will be suspended from the date of the next intake or from the date specified by the Board.

Program Discontinuance

10. Two years following the suspension of a program, the decision to suspend will be revisited by the Dean and department.
11. The Dean will make a recommendation to Education Council concerning reinstatement, discontinuance, or an extension of the suspension for up to two additional years.
12. A program may not remain in suspension for more than four years. At the end of this period, Education Council will table an agenda item for its next scheduled meeting to advise the Board on reinstatement or discontinuance.
13. Education Council will provide advice to the Board of Governors regarding discontinuance of a program.
14. The Board of Governors will make the final decision on the discontinuance of a program. Unless otherwise specified by the Board, the date of the meeting where the decision is made will be the official discontinuance date.

Communication and Teach-Out

15. It is the College's responsibility to communicate the decision to suspend or discontinue a program to all relevant parties as soon as possible after the decision is made.
16. The department, Dean, Registrar, and the Marketing & Communications department will be notified and create a communication plan to inform existing students, applicants, prospective applicants, and relevant community partners.
17. The Dean and department will create a teach-out plan that provides for the equitable treatment of students if the institution suspends or discontinues a program before all enrolled students have completed their studies. Teach-out plans will reflect the program's completion timeline.
18. Affected program applicants and students will be notified when a program is suspended or discontinued, and where appropriate, directed to Advising to offer registration information in another program.

References and Resources

Definitions

Term	Description
Applicant	A person who has applied to a course or program and paid an application fee.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Program	A defined set of courses of instruction leading to a credential.

Term	Description
Program Discontinuance	The permanent closure of a program which includes removal from the academic calendar and cessation of admission to the designated program.
Program Feasibility Working Group	A group of individuals appointed by the Education Quality Committee of Education Council to produce a Feasibility Report.
Program Suspension	The indefinite closure of admissions to a program, during which time the program remains on the academic calendar.
Student	A person who is currently registered in full-time or part-time credit or non-credit programs or courses offered by VCC.

Related VCC Policies

VCC Policies	Policy Number
Education Services Renewal	405
Program Review and Renewal	403
Enrolment Plan Management	408

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- VCC and VCC Faculty Association Collective Agreement
- VCC and CUPE Local 4627 Collective Agreement



INFORMATION NOTE

PREPARED FOR:	Education Council
DATE:	May 12, 2026
ISSUE:	Education Quality Committee Annual Review Summary Report

The Education Quality Committee (EQC) held its annual discussion with school deans on February 25, 2026.

The purpose of the session was to identify cross-school themes emerging from the 2025 Annual Program Reviews and to explore:

1. **Risks associated with the current moment facing VCC and the post-secondary sector**, and
2. **Areas of potential improvement, innovation, or future growth** at the program and school levels.

The session followed an open format, where deans contributed insights as themes emerged. This note summarizes the main points raised during the discussion with the committee.

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

- Adrian Lipsett, Dean of Continuing Studies
- Lucy Griffith, Dean of Trades, Technology, and Design
- Mandy Hayre, Interim Dean of Health Sciences
- Shirley Lew, Dean of Arts and Sciences & Library
- Tannis Morgan, Vice President, Academic Innovation
- Willy Aroca Aguirre, Interim Dean of Hospitality, Food Studies and Applied Business

RISKS IDENTIFIED ACROSS PROGRAMS AND SCHOOLS

Structural and Institutional Constraints

- A shared concern were **challenges to pivoting quickly**. Program development or redevelopment in response to changing student demand or employer need is at times hindered by complex internal processes and ambiguity in policy interpretation among different College areas. More clarity in the Program Development and Approval (409) and Curriculum Development and Approval (410) policies around what constitutes a new program, a tuition-impacting change, or a major curriculum revision would help streamline processes and support faster innovation.
- The current **program renewal cycle** is important but lengthy; schools raised the need for **micro-renewals** or targeted curriculum adjustments that allow nimble responses to urgent issues, without going through the full cyclical renewal process.

Uncertainty, Financial Pressures and Sustainability Challenges

- Operating in a climate of **uncertainty and disruption** across the sector – IRCC policy changes and impacts on international enrolment, potential shifts in external funding (SkilledTradesBC), and the unknown impacts that may stem from BC’s public post-secondary education systems review led by Don Avison.
- Some program areas—particularly in Health Sciences and Trades—are **inherently high-cost** due to specialized equipment, low student-teacher ratios, and/or the need for clinical or practicum sites.

Labour Market and Industry Dynamics

- Challenges for programs to keep pace with **rapidly evolving industry needs**
 - **Broad input and various industry perspectives** are crucial to ensure curriculum is developed in alignment with industry needs.
 - Students may encounter **newer, more advanced equipment** in industry compared to VCC.
 - Program revision approval processes can be challenging to navigate or interpret, as outlined previously.
- **Program Advisory Committee (PAC)** engagement practices vary widely across the institution. Lack of a centralized PAC registry may lead to duplication (e.g., partners being approached separately by different VCC units). Importance of active outreach to community and receiving regular input from multiple perspectives.
- Industry benefits substantially from VCC graduates but **does not contribute proportionate support** for training, equipment, or curriculum development. National and provincial discussions are evolving, and VCC participation in these discussions is crucial.

Student Needs, Demographics & Well-Being

- Multiple program areas report increasing complexity in **student accommodations** and **mental health needs**, resulting in reduced instructional focus and rising burnout.
- Recent high-school graduates come from **highly scaffolded K–12 systems**, requiring strengthened pathways, academic onboarding, and early program supports.
- The **declining proportion of students entering directly from high school** poses challenges.

Technology and Innovation Gaps

- Adoption of emerging tools (e.g., AI, VR/AR, advanced simulation) is uneven across programs. Some areas (e.g., Culinary) have integrated simulation-based training, while others are slower to adopting technologies or lack access to equipment.

OPPORTUNITIES FOR IMPROVEMENT, INNOVATION & FUTURE GROWTH

Curriculum Design and Delivery

- Strong interest across schools in **modular, stackable, shorter credentials** that meet industry needs and student demand in less time and at a lower cost.
 - Counselling Skills is exploring ways to repackage existing curriculum into modules for community partners.
 - Modernized Apprenticeship Pathway (MAP) format improves financial program sustainability while shortening students’ path to Red Seal certification.
- Continue **intentional co-design** processes involving industry and community partners throughout the curriculum creation process, not just in final review stages.
 - This model was used successfully in the recent development of the Digital Learning for Innovative Teaching Short Certificate.

- Increased emphasis on **competency-based learning**, especially in Health Sciences and Trades, to avoid unnecessarily long program durations where competency can be demonstrated earlier. This emphasis represents a shift away from a model of program quality that emphasizes a high degree of proficiency and experience among program graduates, as opposed to graduates who have achieved competency and are ready to gain experience in the workplace.

Strengthening Industry & Community Partnerships

- Need for **institution-wide coordination** of industry outreach and PACs, potentially supported by CRM systems, to ensure consistent messaging and avoid duplication of efforts.
 - Sharing opportunities across Schools by identifying needs for expanded training, e.g., professional development for construction electricians offered through Continuing Studies.
- Expansion of **in-house training models** (e.g., in-salon, in-restaurant, on-site employer upskilling) allows programs to meet industry needs without requiring new on-campus investments.

Responding to Student and Labour Market Needs

- Opportunity to reposition VCC as a **first-choice** institution, especially for high school leavers.
- Outreach strategies now emphasize **career mobility** and the ability to pursue degrees after gaining technical qualifications.
- Expansion of **flexible pathways** with multiple entry and exit points (e.g., modular diplomas that students can complete over time while working).

Culture, Collaboration & Knowledge Sharing

- Recognition that innovation is often occurring in siloed pockets; schools encouraged more **cross-school collaboration**, shared documentation, campus-wide dissemination of professional development (PD) opportunities, and showcasing curriculum development projects.
- **Simulation-based** learning as a major opportunity for cross-school collaboration. Simulation is widely used in Health Sciences, but also in Sign Language Interpreting, Early Childhood Care and Education, and Music.

Re-examining Definitions of “Quality”

A substantial point of discussion was the need to revisit the **institutional understanding of quality** in the current post-secondary landscape.

Questions that emerged included:

- Should quality mean *fitness for purpose, excellence, competency attainment, transformative learning*, or a combination?
- How should quality be interpreted differently across fields (e.g., high-risk clinical programs vs. theoretical Arts and Sciences programs)?
- How should definitions of quality guide VCC policies, governance decisions, and future program development?

There was strong interest in EQC leading or sponsoring a **College-wide exploration** of these questions.

Considerations for Education Quality Committee, Education Council, and Beyond

Based on the discussion, Education Council may wish to explore the following:

1. **Review and clarify policy frameworks (e.g., Policies 409 & 410)** to support more timely, consistent decision-making in program development and renewal.
2. **Support the creation of a structured, institution-wide PAC and partnership strategy**, including a centralized PAC registry.

3. **Endorse the development of micro-renewal or rapid-update mechanisms** for curriculum adjustments.
4. **Sponsor or request a college-wide dialogue on “What is educational quality at VCC?”** in partnership with EQC and academic leaders.
5. **Promote cross-school collaboration**, especially in simulation, micro-credential development, and AI integration.
6. **Encourage a coordinated strategy for high-school recruitment and student onboarding**, in partnership with Marketing and Student Services.

Committee Membership

Andy Sellwood, EQC Chair, Faculty, Hospitality, Food Studies & Applied Business

Claire Sauvé, Associate Director, Continuing Studies

Clay Little, Associate Director, Indigenous Education and Community Engagement

David Wells, Vice President, Academic & Applied Research

Fionna Chong, Faculty, Centre for Teaching, Learning & Research

Heidi Parisotto, Faculty, Health Sciences

James Stansfield, Student Representative (as of March 2026)

Louise Dannhauer, Chair, Education Council

Mandy Hayre, Interim Dean of Health Sciences

Michael Weber, Faculty, Arts & Sciences

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

Janet Latter, Manager, Institutional Research

Pervin Fahim, Associate Director, School of Health Sciences

Tannis Morgan, Associate Vice President, Academic Innovation

Nafiseh Tohidi, Faculty, Arts & Sciences

Vivian Munroe, Support Staff, Academic Scheduling

PREPARED BY: Andy Sellwood, Chair, Education Quality Committee

DATE: April 22, 2026



PROGRAM RENEWAL

Final Report

Provincial Instructor Diploma (PIDP)
School of Instructor Education

Submitted to

David Wells, Vice President Academic, Students & Research

Andy Sellwood, Chair, Education Quality Committee

Louise Dannhauer, Chair, Education Council

**Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5**

On April 14, 2026

By

Francesco Barillaro, Program Renewal Co-chair
Radhika Kumar, Program Renewal Co-chair
Karen Brooke, Department Leader
Doug Mauger, Instructor
Jacquie Harrison, Instructor
Tannis Morgan, AVP Academic Innovation

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1 Executive Summary

The PIDP provides both new and experienced instructors with the knowledge, skills, and attitudes needed to teach adult learners effectively. The program is comprised of eight core courses and a selection of electives that build foundational and advanced skills in instructional strategies, curriculum development, assessment, and reflective practice (total of 450 hours). Flexible delivery options support working professionals in developing their teaching practice across diverse post-secondary and workplace settings. The curriculum is currently owned by the Ministry of Post Secondary and Future Skills within the portfolio of the Executive Director of Post-Secondary Programs and continues to be offered exclusively by VCC.

This self-study took place between June 2025 and December 2025 and involved data collection from several sources such as departmental records, institutional data, annual program reviews, and surveys. The steering committee discussed and analyzed the data in relation to the following key performance indicators:

- Curriculum and Instruction
- Student Outcomes
- Program Planning and Administration
- Faculty and Staff
- Program and Student Support Services
- Learning Environment (Physical and Online)

A total of 22 recommendations were put forward in the self-study related to the above KPIs. Key recommendations include:

- Updating curriculum in priority areas such as neurodiversity, accessibility, ethical use of AI, EDI, and Indigenous ways of knowing.
- Reviewing courses to ensure consistent integration of inclusive teaching practices, advanced assessment approaches, AI-supported teaching and learning, and current digital design standards.
- Strengthening grading consistency and assessment reliability.
- Strengthening student advising and pathway communication, particularly after PIDP 3100.
- Exploring sustainable design and delivery models, including blended and targeted in-person offerings.
- Re-establishing a PAC.
- Revising the hiring criteria to better reflect industry-training experience, instructor-education expertise, and the distinct needs of trades instructor development.
- Adjusting workload planning to better support faculty capacity for curriculum development, student support, and professional development.
- Increasing structured synchronous learning opportunities in online courses to strengthen clarity, connection, and real-time instructional support.

The external review team met on January 16, 2026, to review the self-study report and conduct a site visit. Key recommendations from the reviewers include:

- Modernizing and standardizing the online learning environment, through a web design and UX approach, to improve the student experience.
- Engaging in a thorough curriculum review led by an external expert to clarify and align pedagogical models, delivery formats, assessment practices, enrollment expectations, and support structures.
- Clarifying support roles among IT, advisors, and instructors, and strengthening onboarding and self-help resources, to ensure students know where to go for technical and advisory help.
- Establishing an external advisory group.
- Increasing department leader release time.
- Investigating more deeply why a number of students choose not to continue with the program after PIDP 3100.
- Developing a suggested course sequence for the PIDP core and specialized program pathways.
- Addressing instructor workload pressures by exploring team teaching or workload sharing opportunities and establishing guidelines for instructors around individualized student support and assignment grading.
- Strengthening instructor professional development through a coordinated, team approach.
- Revising hiring criteria to ensure experience and expertise in adult learning, digital pedagogy, industry training, and specialized program pathways.

The steering committee convened to prioritize recommendations and develop an action plan. The action plan presents key initiatives for quality improvement and directly addresses the final list of recommendations.

2 Self-Study Report Summary

2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report. The external review team received the self-study report on December 23, 2025.

2.2 Program Strengths

Throughout the self-study process, the following strength of the program were identified:

Program Design and Delivery:

- Flexibility (online, self-paced, while working)
- Practical, authentic learning with real-world application
- Curriculum currency and relevance

Instruction and Support:

- High-quality instruction and individualized support
- Positive, supportive learning environment

- Strong industry and institutional connections

Professional Value:

- Opportunities for professional growth
- Recognition and transferability (e.g., PLAR and credit transfer)
- Valuable skill development

Engagement and Teaching:

- Student engagement and effective teaching strategies
- Reflective practice
- Applied/practical learning modeled throughout the program

2.3 Curriculum and Instruction

Program and Course Learning Outcomes

Survey feedback shows strong confidence that the program supports students in meeting the Program Learning Outcomes (PLOs). The main area of concern is PLO 3 (working collaboratively in the workplace and community), which received lower confidence ratings from students and instructors and should be revisited and made more explicit in the curriculum. Industry survey responses indicate strong confidence in the program's effectiveness, especially in preparing students to apply adult education principles, work effectively on instructional teams, demonstrate instructional expertise and curriculum development skills, use educational technology appropriately, and conduct themselves ethically and responsibly.

Instructors believe the program's Course Learning Outcomes (CLOs) are generally well covered, but they see a need for modernization and improved sequencing. Most core courses include reflective writing assignments, and instructors recommend reviewing whether these assignments truly meet the intended outcomes in each course. Courses requiring updates include PIDP 3100, 3230, 3240, 3260, 3270.

Overall, CLOs support the PLOs. Instructors have, however, noted content gaps where new CLOs are needed: legal responsibilities of educators, teaching neurodiverse learners, Indigenization, inclusive teaching, and the use of generative AI in teaching and learning. PLO 3 (communication and collaboration) is not directly addressed in the program, although some assignments support it indirectly.

Electives are popular and have reasonable enrollment, especially Trades Trainer options. PIDP 3350 (Supporting Multilingual Learners) has never run and should be removed. Instructors have suggested new electives such as neurodiversity, generative AI, accessibility, instructional skills Deaf instructors, and program evaluation. They also feel department should consider how many electives it can realistically offer given its current instructor capacity. The successful/unsuccessful grading model works well for electives and may be worth extending across the diploma.

Assessment Types Used in the Program

As much as possible, assessments involve the design of actual products that will or could be used in participants' instructional contexts. This includes:

- Course profile
- Course outline
- Syllabus
- Lesson plans
- Evaluation plan
- Formal examination
- Informal assessment instrument
- Feedback instrument

Learning activities such as delivering mini lessons both face-to-face and online, giving video presentations and creating oral recordings also form part of the assessed work in the PIDP. Other course outcomes are assessed through reflective writing, essays, reports, and oral interviews.

Articulation Agreements

Several past transfer agreements and MOUs have expired. Transfer possibilities between courses are now listed in the BCCAT transfer guide. The Instructional Skills Workshop is equivalent to PIDP 3220 when taken in person and as PIDP 3320 when completed online. VCC's PLAR credit bank also allows the program to award PIDP credit for select short non-credit programs and workshops offered across the province.

Major Curricular Changes in the Last 5 Years

Main changes have been the addition of shorter programs whose courses can be used as PIDP electives. The Teaching Online Certificate ended in 2024 due to low enrollment. The Trades Trainer Short Certificate (introduced in 2023) and Digital Learning for Innovative Teaching Short Certificate (introduced in 2025) have become popular. PIDP 3401 (Independent Studies) was added in 2023. Minor updates clarified PLAR limits (15 credits) and related processes.

Main Instructional Strategies and Learning Materials

Common instructional strategies in the program include:

- Lecture
- Presentations
- Discussions
- Discussion forums
- Groupwork
- Peer feedback
- Case studies
- Peer teaching

Learning materials include:

- Instructor-made videos
- Readings, videos from online sources
- OER (e.g., Tony Bates, Pulling Together)
- Textbooks

Experiential learning:

- Both PIDP 3220 Delivery of Instruction and 3320 Facilitating Learning Online involve designing and delivering mini-lessons; giving feedback; and receiving, reflecting on, and building on feedback.
- PIDP 3270 Capstone involves planning, delivering, and reflecting on a full lesson.

Quality of Curriculum and Instruction

End-of-course Feedback from Core Courses (N: ~900)

Student feedback shows very high satisfaction with course quality and instruction. Across all measures – registration efficiency, pre-course communication, technical help, instructor support, learning environment, prompt feedback, clarity of assignments and grading, and course organization – between 90% and 97% of students agreed or strongly agreed. A large majority would recommend the courses (877 yes, 24 no).

Qualitative comments were largely positive, emphasizing supportive instructors, helpful admin staff, clear outlines and timelines, high-quality feedback, relevant content and activities, well-organized courses, professional growth, and flexible delivery.

Students also suggested improvements in some areas, including more opportunities for interaction with instructors and peers, clearer assignment expectations, more examples of completed assignments, and better orientation to Moodle.

***Note:** These surveys were conducted in class by the instructor. No PIDP course evaluations have been administered by VCC Institutional Research since 2020.

2020-2024 Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO) (Response rate 457 out of 916, 52%)

Survey results show very high levels of student satisfaction with the program. 99% of respondents were satisfied with their education, and large majorities (80-95%) rated instruction quality, program organization, relevance of topics, and practical experience positively.

Qualitative findings indicate an overall positive experience with the program; however, respondents identified some areas for improvement. They noted a need for clearer course sequencing, increased opportunities for interaction in online courses, greater consistency in feedback and grading standards across instructors, more up-to-date content on digital tools and AI, more consistent Moodle design, and stronger industry relevance, particularly for trades and corporate training.

Current Student Survey (Response rate 44 out of 339, 13%)

Student feedback indicates generally strong agreement with the program, with most respondents agreeing that the delivery method is effective, course materials and resources support learning, content is well organized and relevant, learning activities are engaging, feedback is timely, and overall program satisfaction is high. Agreement levels ranged from 62% to 88%. Some disagreement emerged, particularly regarding delivery methods, program organization, and specific learning activities.

In the qualitative responses, students requested better course organization and clearer schedules, highlighted challenges with the online learning experience – including limited interaction and difficulty building community – and expressed a desire for more synchronous opportunities. They also recommended increasing the variety of assignments.

Alumni Survey (Response rate 130 out of 717, 18%)

Alumni survey results show lower satisfaction compared to current students. This may be because some alumni within the last five years would have been in the older version of the program. The last of them completed in March 2025. While a majority still agreed that delivery method, course materials, resources, organization, learning activities, and feedback were effective, disagreement levels were higher than in the current student survey.

In the qualitative responses, alumni expressed a desire for more in-person and synchronous learning opportunities to increase interaction, connection, and networking. They also emphasized the need for more varied assignment design and more consistent Moodle templates with easier navigation.

Faculty/Staff Survey (Response rate 10 out of 10, 100%)

Survey responses indicate strong agreement that the program's purpose, learning outcomes, learning activities, and delivery mode support student success. There was some disagreement, however, about whether the sequence of courses is logical and whether assessment data is regularly collected and used to inform program improvements.

For future growth and program improvement, faculty and staff recommended increasing promotional efforts, adding more elective topics, designing a model with fewer required courses, expanding in-person offerings, incorporating AI-related content, adding material on neurodiversity, tightening up assignment descriptions, shifting from a three-credit to a two-credit course structure, making asynchronous delivery more engaging, and designing assessments that encourage greater engagement with course material.

SOAR Session with Instructors

Instructors identified the quality and relevance of the curriculum, along with the emphasis on practical and authentic learning, as major strengths of the program. At the same time, they acknowledged opportunities for growth, particularly in areas such as:

- *Program structure:* e.g., explore returning to 2-credits per course model, explore fewer core courses/more electives model to support more personalized learning paths
- *Assessment:* e.g., strengthen inter-rater reliability, explore Successful/Unsuccessful (S/U) grading model
- *Technology impacts:* e.g., ethical and effective use of GenAI in teaching and learning
- *Curriculum development:* e.g., incorporate content related to neurodiversity and accessibility
- *Instructor communication:* e.g., promote cross-course collaboration to ensure consistency in rules, procedures, etc.

Program Delivery

Most courses are offered and completed online. Online delivery includes two formats: (1) asynchronous, self-paced courses and (2) synchronous courses in which students progress through the curriculum as a cohort. In-person delivery is scheduled for a limited number of courses. These offerings include intensive, five-day courses delivered over a single week, as well as select courses scheduled on weekends. While several courses are available in both online and in-person formats, one course, PIDP 3220 Delivery of Instruction, is offered exclusively in person.

Program Alignment with VCC Educational Policies

The program aligns with all VCC educational policies except Policy 412: Granting of Credentials, which defines a diploma as typically two years of study and 60–82 credits. The PIDP, at 30 credits, does not meet this requirement; however, after the last program renewal, Education Council approved an exception in order to retain the name “Provincial Instructor Diploma.”

Our Graduates

Graduates are recognized for strong, practical teaching skills grounded in learning theory and real-world application. The program’s diverse learner backgrounds create a rich environment that prepares graduates to teach confidently across a wide range of educational and workplace settings.

EDI and Indigenization/decolonization

Survey results show mixed experiences with belonging, inclusion, and equity. Just over half of current students and alumni report feeling a sense of belonging, and about 70% of current student respondents agree that the program provides an inclusive, supportive environment (30% were unsure). Faculty and staff are divided on how well the program aligns with VCC’s EDI and Indigenization values, though most agree the department values diverse perspectives and lived experiences. Just over one-third of faculty and staff feel promotional and instructional materials positively represent identity. While some instructors have incorporated EDI and Indigenization content into their courses, implementation is inconsistent, and students may complete the program without directly engaging with these topics. One elective, PIDP 3370 Inclusive Online Teaching, explicitly addresses them.

Universal Design for Learning (UDL)

Most students feel they can demonstrate learning in multiple ways, and several courses explicitly address UDL principles.

Impact of AI

The PIDP has an established AI policy guiding ethical use for instructors and students. Many assignments could technically be completed using AI; however, instructors report that students generally use these tools appropriately. There have been minor and serious cases of misuse of generative AI. There is a clear need for more explicit instruction on effective, ethical, and pedagogical uses of AI in teaching and curriculum design.

2.4 Student Outcomes

Student Profile

- Mainly domestic students, most studying part time, most have previous post secondary education,
- Most working while taking the PIDP (about 40% of them working in an industry outside of post-secondary).
- Number of distinct students has remained steady but has not returned to pre-pandemic levels.
- Over the past five years, women have accounted for just over half of the student population, while men have represented about one-third. Approximately 9–12% of students chose not to disclose their gender, and a very small percentage (under 1%) identified as non-binary.
- Indigenous students have remained steady at 1% over the past 5 years.
- Average age for PIDP students is 43.
- Over one-third of graduates pursue or plan to pursue further studies after completing the PIDP.
- Survey results show that although some students take the PIDP to strengthen their teaching practice, many enroll primarily to meet job requirements or secure salary increases.

Admission Criteria

Most faculty and staff feel the program's admission requirements are adequate. The PLAR process has developed significantly since the last program renewal and is supported by the transfer credit office. PIDP has the greatest volume of transfer credit and PLAR requests at VCC and the highest number of courses available through the PLAR credit bank.

Achievement Rates

Year	Retention Rate	Passing Rate ('C' is a pass)	Graduates
2024	97%	93.70% Pass 3.40% Fail 2.90% Withdrawal	149
2023	96%	91.79% Pass 4.58% Fail 3.63% Withdrawal	150
2022	98%	93.07% Pass 4.33% Fail 2.60% Withdrawal	143

**Data extracted from PowerBI*

Trends to Note

PIDP 3100 has a high completion rate, but many students do not continue with the program after this course.

Industry feedback points to several emerging skill areas that instructors will need in the coming years, including inclusive teaching practices, advanced assessment practices (particularly in light of AI), strong digital fluency, and greater adaptability to technological change and diverse learner needs.

Feedback from BC Executive Director of Post-Secondary Programs reinforces the importance of ensuring instructor training is relevant, customizable, and flexible, particularly in the trades sector, where demand for new instructors is rising. Suggestions include expanding modular learning options and microcredentials to meet new priorities, trends, and continuing professional development

Colleagues at other post-secondary institutions we connected with further identified trends such as integrating GenAI into instructional design, supporting instructors through rapid technological change, strengthening accessibility and UDL practices, adopting trauma-informed pedagogy, advancing decolonizing teaching practices, and enhancing skills in educational development and program planning.

Student Employment Outcomes and Industry Satisfaction with PIDP Graduates

2020-2024 DACSO Survey

- 95% said the education they received was useful or very useful in getting their job.
- 97% reported being in the labour force, with 88% being employed in training-related jobs.

Alumni Survey

- 74% agreed the program helped them obtain work or advance their careers.
- 83% agreed or strongly agreed that the program prepared them well for employment.

Faculty/Staff Survey

- All agreed or strongly agreed that the practical learning experiences prepare students for careers in their discipline or industry and that, overall, the program provides sufficient preparation for further studies and/or employment.

Industry Survey

- 86% reported that the PIDP met their expectations for instructor and trainer development, highlighting the program's ability to bridge subject-matter expertise with teaching skills and to build instructor confidence.
- Industry identified several strengths in PIDP graduates, including pedagogical depth, intentionality in lesson planning, assessment literacy, technology integration, and a commitment to professionalism and continuous growth.
- They also pointed to areas for improvement, including updating some course content, reducing reliance on reflective activities, improving consistency and navigation of Moodle, strengthening the integration of digital tools and AI, enhancing assessment practices (including alternative grading models and assessment with AI), and incorporating more face-to-face learning opportunities.

(**Note:** In response to the feedback to offer more in-person classes, in the past few years we have had to cancel most in-person classes due to low enrollment. We have not been able to successfully register the one-week courses as we did in the past. Blended courses occasionally run.)

2.5 Program Planning and Administration

Marketing and Recruitment Strategy

The PIDP has strong industry connections which have been developed over several years. Information sessions are done several times a year as part of Experience VCC days. The department has a table each year at the Coastal Health Career Pathways Information Fair.

Comparative Analysis

Some post-secondary institutions outside BC offer certificate and diploma programs in adult learning, most of which are delivered online. Examples include the [University of Calgary's Certificate in Adult Learning](#), [Durham College's Certificate in Teaching and Training Adults](#), and [Memorial University's Diploma in Adult Learning and Post-Secondary Education](#). These programs typically combine core coursework in adult learning theory, instructional practice, curriculum development, and assessment, with varying degrees of specialization and elective choice. Memorial's diploma also allows graduates to ladder into a Bachelor of Education.

Within BC, comparable programming includes [UBC's Adult Learning and Education Diploma](#) and [UFV's Bachelor of Arts in Adult Education](#). UBC's 30-credit diploma is more academic than the PIDP. Tuition is \$6769. UFV's 120-credit degree provides greater academic depth and theoretical grounding. Many courses transfer between UFV and VCC. Tuition is 166.61/credit (120 credits = \$19,993). Both the UBC and UFV programs differ from the PIDP's more applied, practice-focused diploma model.

VIU offers two [instructor training](#) courses, and BCIT offers a shorter [instructor-training certificate](#) credential. These courses are transferable to the PIDP through credit bank arrangements.

Budgeted Enrollment

2022/23 Budgeted Registrations	2022/23 Actual Registrations	2023/24 Budgeted Registrations	2023/24 Actual Registrations	2024/25 Budgeted Registrations	2024/25 Actual Registrations	2025/26 Budgeted Registrations
1,876	1,320 (incl 3 Intl.)	1,564	2,003	1,636	2,256 (incl 6 Intl.)	1,468

Financial Sustainability

The School of Instructor Education (SIE) budget includes 4.0 faculty FTE, including 0.2 FTE department leader release, and is supported 2.0 FTE CUPE staff. An additional 10 instructors are on the seniority list and can be called upon as needed when the capacity of the 4.0 faculty is exceeded. The team delivers the PIDP alongside other shorter programs in SIE, including the Trades Instructor

Short Certificate, Train the Trainer Short Certificate, and Digital Learning for Innovative Teaching (DLIT) microcredential. These credentials may be taken as stand-alone programs or applied toward the PIDP.

Future Skills Grant (FSG) funding has significantly increased enrolments in SIE programs; however, long-term program sustainability must account for a future where FSG funding is no longer available (for example, to date, all DLIT students have been funded by FSG). A small portion of block funding is allocated to PIDP. The college allocates funds annually to SIE to fund VCC faculty enrolment in the PIDP. VCC seats are part of the enrollment plan and therefore the overall sustainability.

Contract training has always been part of the SIE revenue; however, it does not provide significant net revenue to VCC. After accounting for delivery costs and overhead, the net dollar benefit is approximately 10%. PIDP tuition is \$4437 for the 30-credit program. The 2018 review noted that at \$147.9 per credit the tuition is “low”, but it did not have a tuition reset following the 2018 program renewal.

Recent provincial funding has supported development of the for credit DLIT microcredential designed to create flexible, stackable pathways into the PIDP, strengthening access and long-term program viability. The non-credit Anti Racism Facilitation microcredential can also be counted towards the PIDP through credit bank/PLAR pathways.

Labour Market Demand

Current financial pressures in post-secondary are limiting instructor hiring across many institutions. However, targeted investments, such as SkilledTradesBC’s doubling of trades funding, are creating increased demand for qualified trades instructors. Healthcare programs continue to show steady hiring needs, reflecting ongoing workforce shortages in that sector. The PIDP also has growth potential beyond post-secondary. Since 2008, approximately 40% of PIDP students work in organizations outside of post-secondary.

Barriers to Growth

The expansion of teaching and learning centres that provide in-house training for instructors reduces demand for external credential programs. The loss of international students has also constrained enrolment and revenue. Increased competition from similar programs at institutions such as UFV and BCIT further affects market share. A lack of diversity within the faculty group, particularly instructors with corporate and trades training backgrounds, limits the program’s capacity to fully meet the needs of corporate clients and to expand in that area.

Connections, Collaborations, Partnerships

The PIDP maintains both formal and informal relationships with industry, employers, and community organizations. Formal partnerships include contractual training relationships with organizations such as BC Ferries and BC Hydro. In addition, the program serves participants from a wide range of sectors, including credit unions, trade unions, post-secondary institutions, Crown corporations, and community-serving organizations.

Program Advisory Committee

Currently there is no PAC. A sector advisory group and a design advisory group was put in place for the development of the DLIT.

Strategy for Quality Delivery of the Program

The department supports program quality through annual program review, analysis of course evaluation data, and regular departmental meetings. The department also maintains informal industry connections to stay attuned to emerging needs. Establishing a PAC would strengthen program decisions and future development by providing more consistent and structured industry input.

Succession Planning

Succession planning is currently challenged by recent staff turnover and faculty layoffs. College-wide layoffs have resulted in the faculty complement being composed of VCC instructors transferred into the PIDP from other areas of the college, rather than through open recruitment. This limits faculty diversity, particularly for corporate and trades contracts. Staffing risks are heightened by anticipated PIDP layoffs, limited department leader release time, and corporate client requests for specific instructors (which creates a risk of losing contracts should the faculty member be on leave or retire).

Improving Operational Effectiveness of the Department

Operational effectiveness would be strengthened by increased release time for the department leader, as the current 20% allocation limits strategic planning, oversight, and program development. Partial instructor release for student advising would further improve support and reduce pressure on existing roles. A more formalized approach to professional development may also be needed.

2.6 Instructors and Staff

Instructors and Staff

The department currently has 10 FTE faculty members, although current enrolment levels support approximately 6 FTE. There are 2 FTE program assistants supporting the program. The department head teaches 80 percent and has 20 percent release time for departmental leadership responsibilities.

Departmental Culture

Despite recent staffing changes, departmental culture remains collegial and supportive, with strong collaboration between faculty and staff. Strengthening stability and support will be important to sustaining collaboration and enabling future program growth.

Instructor Hiring Criteria

Current hiring criteria support teaching quality but limit faculty diversity, as most instructors are

internal transfers from other departments with similar post-secondary backgrounds and limited industry, corporate, or trades experience. Potential improvements include establishing a distinct hiring area for trades instructors, explicitly recognizing industry and corporate training experience, updating outdated requirements, and adding a requirement for demonstrated experience in instructor training. Revising the hiring criteria would increase hiring flexibility, support succession planning, and better position the program for future growth.

Professional Development

Since the last program renewal, faculty PD has focused largely on course design and development for new programs and electives. New instructors who transferred to the department this year have used their PD to orient themselves to the department. External reviews from past PIDP program renewals have emphasized the need for more intentional professional development to ensure program currency. Input from the Executive Director, Post Secondary Education and Future Skills, for this renewal highlighted the importance of the PIDP remaining current through professional faculty who are subject-matter experts and who actively stay abreast of developments in the field.

Industry/Professional Associations

Faculty have been active with BCcampus and ETUG. There may be value in having some faculty be part of industry training and adult education organizations such as the Institute for Performance and Learning, Canadian Association for the Study of Adult Education, and Association for Talent Development.

Workload Profile

PDI faculty carry a heavy annual workload equivalent to 54 credits, higher than that of faculty in other adult education programs. The workload is further complicated by the number of different courses faculty teach across asynchronous, synchronous, and in-person formats. Repeated delivery of the same courses helps manage workload, but overall demands limit capacity for curriculum innovation, research, and expanded student support. With the number of course offerings including electives, it is a challenge to remain current in all content areas and curriculum.

2.7 Program and Student Support Services

PIDP students have access to all student supports and are informed about these services through program staff, instructors, and Moodle. While 69% of students (based on survey findings) agree they have access to needed supports, technical support for new students remains the most common concern. Feedback was also received from the Registrar's Office (RO), the Arbiter of Student Issues (ASI), and Disability Services (DS). The RO reported no concerns with records or scheduling and noted the program's high volume of transfer credit and PLAR activity. The ASI emphasized the importance of consistent orientation of instructors and students to college policies and services, as well as greater attention to dual student-employee roles. DS reported relatively low request volumes and positive collaboration with PIDP, while recommending earlier access to course materials to better support accommodation planning.

2.8 Learning Environment (Physical and Online)

The PIDP is delivered primarily online and in blended formats, making educational technology central to program delivery. Moodle serves as the primary platform. Student feedback indicates that Moodle is generally effective, though navigation and onboarding challenges persist, particularly for new or less tech-savvy students. While students report positive experiences overall with the online learning environment, they identify a need for more improved Moodle navigation, clearer schedules, additional synchronous sessions. Instructors call for more consistent Moodle shells and updates for AI integration. The introduction of a college-wide syllabus management tool will allow students to view detailed course syllabi prior to enrolling and to access syllabi more easily for transfer credit and PLAR processes.

2.9 Self-Study Recommendations

KPI	Recommendations
Curriculum and Instruction	<ul style="list-style-type: none"> • Update and expand curriculum content in priority areas identified by students, faculty, and industry—including neurodiversity, accessibility, assessment in the AI era, legal responsibilities, EDI and Indigenous ways of knowing and ethical use of generative AI. • Re-design or re-distribute courses that require substantial modernization (PIDP 3230 Evaluation of Learning, PIDP 3240 Media Enhanced Learning, PIDP 3260 Professional Practice, PIDP 3270 Capstone) to ensure contemporary relevance, reduce redundancy, and support coherent pathways through the program. • Enhance delivery formats by increasing synchronous and in-person learning opportunities, improving consistency across Moodle shells, and diversifying assignment types to support engagement, collaboration, and varied learner needs. • Strengthen grading consistency and assessment reliability through regular cross-course grading calibration and shared evaluation standards among instructors. • Adopt a common Moodle template and design structure for the program.
Student Outcomes	<ul style="list-style-type: none"> • Review and clarify admission pathways and exception processes to ensure transparency, consistency, and continued flexibility for applicants with diverse professional backgrounds. • Strengthen advising and pathway communication, particularly following PIDP 3100, and also to and from the Trades Instructor, Train the Trainer, and Digital Learning for Innovative Teaching Short Certificates, to support student continuation and informed program planning. • Conduct a coordinated curriculum and course design review to ensure consistent integration of inclusive teaching practices, advanced assessment approaches, AI-supported teaching and learning, and current digital design standards. • Explore sustainable delivery models, including blended, modular, microcredentials, and targeted in-person offerings, to balance learner

	access, engagement, and enrollment viability.
Program Planning and Administration	<ul style="list-style-type: none"> • Review department leader release to determine what is possible and realistic. • Re-establish a Program Advisory Committee (PAC). • Strengthen recruitment, partnerships, and collaborative delivery models. • Strengthen succession and contingency planning for key faculty and staff roles. • Ensure hiring criteria are current and aligned with future needs of program.
Faculty and Staff	<ul style="list-style-type: none"> • Review and revise the PIDP Area Hiring Criteria to better reflect industry-training experience, instructor-education expertise, and the distinct needs of trades instructor development. • Adjust workload planning and course assignment practices to better balance in-person, and asynchronous teaching responsibilities and support sustainable faculty for curriculum development, student support, and professional development for faculty.
Program/Student Support Services	<ul style="list-style-type: none"> • Enhance student onboarding to technical systems and support services through clearly embedded guidance within PIDP courses, with a focus on Moodle navigation, academic policies, and where to access help. • Clarify pathways for academic concerns, accommodations, and student rights within the PIDP curriculum and program communications for both students and faculty.
Learning Environment	<ul style="list-style-type: none"> • Standardize Moodle course shells across PIDP courses to improve navigation and ensure a more consistent learning experience. • Engage instructional design in the design of the courses for program. • Implement standardized course syllabi in the syllabus management system. • Increase structured synchronous learning opportunities in online courses to strengthen clarity, connection, and real-time instructional support.

3 External Review Report Summary

3.1 Overview

Based upon the review of the self study report and site visit on January 16th, 2026, the external review team, comprising of Cathy Andre (Training Delivery Advisor, SkilledTradesBC), Dr. Natalia Gadjamasko (Faculty of Education, SFU), James Mckenna (Chief Instructor, Electrical Joint Training Committee), Sarah Ng (Program Development Officer, SkilledTradesBC), and Tracy Roberts (Director, Learning and Teaching, BCCampus), found the self-study report to be thorough, thoughtful, and well-aligned with the recommendations they developed after the site visit.

In their report, they identified several program strengths, including:

Program Purpose

- Strong alignment between program goals, course learning outcomes, and pedagogical approaches.

- Well-established mandate to prepare instructors across post-secondary, business, and industry sectors.

Program Flexibility

- Designed to accommodate working professionals.
- Continuous intake is widely viewed as a major strength

Curriculum Structure

- Wide range of courses reflecting evolving instructional needs (e.g., trades, online teaching, digital learning).
- Program documentation demonstrates thoughtful, incremental refinement over time.

Assessment of Student Learning

- Includes practice-based and reflective assessments linked to program learning outcomes.
- Emphasis on formative feedback and consistent rubrics.

Pedagogical Practice and Workload

- Relational, hands-on instructor education with frequent one-to-one support and formative feedback.
- High instructor availability, including informal technical and navigational support.
- Manageable instructor workload of 25 hours per week and 100 hours per year of paid, self-directed professional development time.

Program Stewardship

- Program leadership deeply committed to the success of the program.
- Professional judgement of experienced instructors is valuable to the program and has contributed to the program's development and stability over time.

3.2 External Review Team Recommendations

The external review team's recommendations align closely with the self-study findings and are framed around the key performance indicators. Implementing these recommendations will require adequate funding and staff capacity to ensure thoughtful and collaborative program development.

KPI 1 Curriculum & Instruction and KPI 6 - Learning Environment

- Modernize and standardize the **online learning environment** to improve the student experience, specifically around usability and accessibility. A common Learning Management System (LMS, currently Moodle) shell enables students to learn how to use it during their first course, thus reducing cognitive load and need for wayfinding support. For subsequent courses, students will already know how to use and navigate the LMS. Establishing a common design for accessibility, usability, and navigational clarity in the learning environment would support student experience. In short, we recommend approaching this as a web design and online user experience issue.
- A supported, thorough **curriculum review** led by an external expert would be timely and constructive. Such a review is an opportunity to clarify and align pedagogical models,

delivery formats, assessment practices, enrolment expectations, and support structures across the program. We suggest a review focus on the following:

- How **content is intentionally revisited** across courses, distinguishing between productive reinforcement and unintended duplication. Clarifying the pedagogical rationale for revisiting key concepts could support transparency for students and coherence across the program.
- Where **relational, high-touch instructional approaches** (often referred to as “pastoral”) are central to instructor education and where more scalable designs are appropriate, ensuring that course design, teaching roles, and workload assumptions are mutually reinforcing.
- **Reflection and reflective practice** are central to instructor education but also requires significant time and labour from both students and instructors. From an external perspective, these practices appear aligned with the program’s educational philosophy, but we recommend this be a focus of a curriculum review (i.e., frequency and amount, clarity of expectations, and sustainability of instructor workload) to prevent this type of assessment from being over-used.
- The PIDP is designed to prepare instructors to teach in person, online, and in blended modes by demonstrating effective, evidence-based instructional practices. It is therefore important that **PIDP instructors model these various strategies**, so students can observe and experience high-quality instructional strategies before applying them. As program and instructional best practices continue to evolve, ongoing attention to how pedagogical modeling is done in both face-to-face and online contexts can further strengthen this aspect of the program
- We heard that students and prospective students have often expressed a desire for in-person classes, but when offered, they are not filled. The external review team wondered whether students were actually looking for ways to better connect with a **learning community**. We heard that without this provision in Moodle, students were setting up groups outside the course (e.g., *WhatsApp*). So, a recommendation is to consider exploring ways to build communities of learners online to support engagement and progression for participants without assuming it needs to be managed or monitored by an instructor.
- As noted earlier, we view it as a strength that PIDP responds to changing needs through curriculum adaptations and specializations (e.g., trades, digital learning). However, we offer some cautions: as the curriculum becomes specialized, instructors with corresponding expertise are needed to support and assess learning. Also, as new courses and programs are added, it will be important to “sunset” those which have become outdated or redundant.
- Since **common assessment** rubrics already exist, consider exploring ways to **calibrate assessment and feedback practices**. This could look like scheduling time to mark the same assignment and note similarities and differences. Such conversations

could support alignment and consistency while respecting instructional autonomy.

- During the site visit, there was a thoughtful discussion about the use of **pass/fail grading** compared with graded assessment. Some noted that pass/fail approaches fit well with adult education values and help reduce unnecessary pressure for working instructors. However, considering the potential benefits and risks, our recommendation is not to pursue pass/fail grading for final course grades in the PIDP at this time, but it seems reasonable to pursue in some cases (e.g., specific assignments). Relying on non-graded assessment limits opportunities to recognize achievement or growth, as well as transferability.

KPI 5 - Program and Student Support Services

For flexible and technology-enabled delivery models such as PIDP and DLIT to succeed, readily available IT support for students and instructors is critical. We heard concerns there may be a gap here, which is often filled by Instructors providing advisory and technical support outside of their work hours (and outside their job role). VCC Leadership noted the presence of centralized advising and technical support roles staffed by CUPE employees and expressed confidence that existing support capacity for advisory and technical support for students is sufficient.

Our recommendation is to first clarify and communicate the roles and responsibilities of IT support, advisors, and instructors vis a vis student technical and advisory supports. Then, consider ways to strengthen orientation/onboarding and self-help resources for students in the hopes of reducing the number of non-instructional support requests instructors receive, for example:

- Before the start of the program, consider an onboarding module that reviews program expectations, learning platforms, and what available supports exist.
- At the start of each course, consider a standard onboarding module that includes guidelines for academic integrity and links to supports (student services, IT support, advising, etc). These onboarding materials could be presented as a video or a guide that students review with any other introduction syllabus before they start the course.
- Consider surveying students about their satisfaction of the availability of student supports

KPI 3 - Program Planning and Administration

- Consider introducing an **external advisory group(s)** of interest-holders to provide more frequent and consistent guidance to the PIDP and related micro-credentials. Committees could include Sector Advisory Committee and/or Program Advisory Committee to ensure perspectives from sector partners as well as program and instructional design experts are represented. We recognize this recommendation has been made before and not implemented, but the potential value continues to be apparent to our group. An external advisory can also help ensure the original mission and purpose of this program stays true, but also evolves to better support future opportunities and audiences who come from different sectors and industries.
- Consider designing a **formal onboarding** process for new instructors that includes training on how to use the learning management system and reviews documentation for new or newly transferred instructors such as an employee handbook. This could also include

opportunities for mentorship, shadowing, team teaching, or other peer connections to help instructors understand expectations and manage their workload.

- While the program appears to function through shared understanding and informal coordination, the processes by which changes are discussed, decided, and tracked are not always visible in the documentation. Therefore we recommend increasing the capacity of the **Program Manager role**. This is a key leadership role for maintaining and expanding the program, curriculum, quality assurance, preserving institutional memory, and creating succession plans, especially for longtime staff. Additional release time, whether permanent or tied to renewal cycles, would be consistent with the program’s size, complexity, and long-term sustainability. The scope of these responsibilities appears difficult to sustain within the current leadership release model.
- We heard that a number of students choose not to continue in the program after completing PIDP 3100 - this seems worth investigating more deeply. It may be that expectations and realities become clearer for learners. PIDP 3100 appears to introduce participants quite directly to the program’s workload, reflective orientation, and pedagogical approach. Looking more closely at what students experience at this point could offer useful insight into advising, expectation-setting, and how the program supports informed choices about continuation. Other recommendations made in this report may help address this problem (e.g., onboarding, curriculum review and redesign, and surveying students at the end of a course)
- Continue developing and offering a suggested course sequence for PIDP core and specialized program pathways to support students in planning the courses in a way that meet their learning and career goals. These pathways should all result in a PIDP certification, with the added credit for their specialization (e.g., trades trainer pathway, Digital Literacy, anti-racist teaching practices, corporate training, etc.).

KPI 4 - Faculty and Staff Development and Workload

Workload emerged as a significant theme in both the self-study and site visit discussions. Instructors described the cumulative impact of this load, particularly when combined with responsibility for multiple course preparations, continuous enrolment, and individualized student support. Several instructors reported working outside of regular work hours as the only feasible way to manage these demands. Instructors also mentioned workload around DLIT became increasingly difficult as instructors attempted to use relational pedagogical practices (often referred to as “pastoral care”).

To assist with balancing instructor workload, consider:

- Exploring team teaching or workload sharing opportunities (e.g., marking set assignments on a rotational basis and balancing asynchronous and synchronous courses)
- Suggesting establishing guidelines for instructors around
 - student contact hours per week.
 - which assignments require detailed feedback (even if submitted late)

To assist with supporting ongoing professional development, consider:

- Implementing a strategic and team approach to instructor professional development to support program excellence and relevance. Specific topics may be suggested by the Dean, an external advisory, or the instructional team together. If collective agreements do not allow assigning certain PD hours, consider providing release time to work on common topics that benefit the PIDP (e.g., inclusion, AI, decolonization, accessibility)
- Review hiring criteria for PIDP instructors to ensure experience and expertise in theory and practice on adult learning, online and digital teaching and learning, and industry-training. Hiring criteria would also address specialized program pathways (e.g., digital literacy and online learning experts to teach in DLIT), ensuring there are instructors who are subject matter experts for the content within those pathways.

4 Responses to the External Review

4.1 SIE Department

The School of Instructor Education met on March 9, 2026, to discuss the Action Plan and Recommendations. There was broad agreement with the themes that came out of the report. The department discussed the purpose of reflection in the diploma and how reflective assignments might be altered to be more useful. There was agreement about the need for more consistency in Moodle shells. The sequence of courses was discussed, and the department started thinking about what information is essential for students to have at the beginning of the program. Instructors expressed desire to be involved in curriculum redesign, possibly in a day-long meeting led by an external facilitator.

4.2 Associate Vice President Academic Innovation

I am grateful to the VCC review team and the external review team for a thorough, thoughtful assessment of the PIDP. The PIDP is clearly valued by external stakeholders, and the report is careful to highlight the areas of strength. However, the program has not undergone significant redesign since its inception, and the scope of the recommendations is significant. I am therefore pleased that PSFS is prepared to support a substantive redesign through one-time funding. This funding will ensure that a team-based approach to redesign that allows for adequate faculty release, external curriculum and subject matter expertise, project management and learning design, and any technical components can be secured. It also ensures the execution of recommendations that aren't normally within a CD fund budget, such as faculty and student onboarding modules, the integration of SIE microcredentials and badging for core and specialized pathways, updating hiring criteria, and updating MOUs, to name a few.

I'd like to give special thanks to Karen Brooke and Francesco Barillaro for leading such an important process with care for timelines and people.

5 Final Recommendations

This table includes the final recommendation based on self-study and external review site visit.

KPI	Final Recommendations
Curriculum and Instruction	<ul style="list-style-type: none"> • Conduct a coordinated curriculum and course design review, led by an external expert, to ensure consistent integration of inclusive teaching practices, advanced assessment approaches, AI-supported teaching and learning, and current digital design standards. Such a review is an opportunity to clarify and align pedagogical models, delivery formats, assessment practices, enrolment expectations, and support structures across the program. (As new courses and programs are added, it will be important to “sunset” those which have become outdated or redundant.) • Update and expand curriculum content in priority areas identified by students, faculty, and industry—including neurodiversity, accessibility, assessment in the AI era, legal responsibilities, EDI and Indigenous ways of knowing and ethical use of generative AI. • Re-design or re-distribute courses that require substantial modernization (PIDP 3230 Evaluation of Learning, PIDP 3240 Media Enhanced Learning, PIDP 3260 Professional Practice, PIDP 3270 Capstone) to ensure contemporary relevance, reduce redundancy, and support coherent pathways through the program. (Clarify for students the pedagogical rationale for revisiting key concepts.) • Enhance delivery formats by increasing synchronous and in-person learning opportunities, improving consistency across Moodle shells, and diversifying assignment types to support engagement, collaboration, and varied learner needs. • Strengthen pedagogical modeling across in-person, online, and blended courses so students consistently observe and experience evidence-based instructional practices. • Review and calibrate the use of reflection and reflective practice across the PIDP curriculum to clarify expectations, ensure pedagogical purpose, and support sustainable student and instructor workload. • Strengthen grading consistency and assessment reliability through regular cross-course grading calibration and shared evaluation standards among instructors. • Explore use cases for pass/fail grading (e.g., specific assignments).
Student Outcomes	<ul style="list-style-type: none"> • Review and clarify admission pathways and exception processes to ensure transparency, consistency, and continued flexibility for applicants with diverse professional backgrounds. • Strengthen advising and pathway communication, particularly following PIDP 3100, and also to and from the Trades Instructor, Train the Trainer, and Digital Learning for Innovative Teaching Short Certificates, to support student continuation and informed program planning. • Develop suggested course sequences for core and specialized PIDP

	<p>pathways to support students in planning the courses in a way that meets their learning and career goals.</p> <ul style="list-style-type: none"> • Explore sustainable delivery models, including blended, modular, microcredentials, and targeted in-person offerings, to balance learner access, engagement, and enrollment viability. • Explore ways to build communities of learners online to support engagement and progression for participants.
Program Planning and Administration	<ul style="list-style-type: none"> • Review department leader release to determine what is possible and realistic. • Re-establish a PAC (or introduce a Sector Advisory Group to ensure perspectives from sector partners as well as program and instructional design experts are represented). • Strengthen recruitment, partnerships, and collaborative delivery models. • Strengthen succession and contingency planning for key faculty and staff roles. • Design an instructor onboarding process for new instructors to help manage workload and program expectations.
Faculty and Staff	<ul style="list-style-type: none"> • Review and revise the PIDP Area Hiring Criteria to align with future needs of the program, and to better reflect industry-training experience, instructor-education expertise, and the distinct needs of trades instructor development. • Adjust workload planning and course assignment practices to better balance in-person, and asynchronous teaching responsibilities and support sustainable faculty for curriculum development, student support, and professional development for faculty. • Strengthen instructor professional development through a coordinated, team approach.
Program/Student Support Services	<ul style="list-style-type: none"> • Enhance student onboarding to technical systems and support services through clearly embedded guidance within PIDP courses, with a focus on Moodle navigation, academic policies, and where to access help. • Clarify pathways for academic concerns, accommodations, and student rights within the PIDP curriculum and program communications for both students and faculty.
Learning Environment	<ul style="list-style-type: none"> • Standardize Moodle course shells across PIDP courses, specifically around usability and accessibility, to improve navigation and ensure a more consistent learning experience. • Engage instructional design in the design of the courses for program. • Implement standardized course syllabi in the syllabus management system. • Increase structured synchronous learning opportunities in online courses to strengthen clarity, connection, and real-time instructional support.



Provincial Instructor Diploma Program Renewal Action Plan Report, April 2026

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
1	<p>PIDP Program Structure and Curriculum Review and Design</p> <ul style="list-style-type: none"> • Engage in a thorough curriculum review, led by an external expert, and map out shared vision of program structure and design in consultation with sector advisory group(s). This includes aligning pedagogical models, delivery formats, assessment practices, enrolment expectations, and support structures across the program. • Redesign courses requiring substantial modernization and update curriculum content in priority areas: inclusive teaching practices, Indigenous perspectives, neurodiversity, accessibility, and GenAI (i.e., assessment in the era of GenAI, ethical use of GenAI, AI-supported teaching and learning) • Map out courses/content to clarify intentional revisiting of concepts across courses to support transparency for student and coherence across the program • Define suggested sequences for core and specialized pathways 	<p>Phase 1 (1–3-month timeline)</p> <ul style="list-style-type: none"> • Mapping out design framework and program structure <p>Phase 2 (3-8-month timeline)</p> <ul style="list-style-type: none"> • Redesign courses and update curriculum content • Define course sequence • Investigate PIDP 3100 attrition <p>Phase 3 (8-12-month timeline)</p> <ul style="list-style-type: none"> • Map out courses (PLOs, CLOs, content/topics, assessments) 	<ul style="list-style-type: none"> • Department Leader • AVP Academic Innovation • Program Faculty • External Reviewer • Instructional Associate • PAC/Sector Advisory Group • Curriculum Committee • EDCO • Syllabus Tool Working Group • Registrar’s Office • Advising • Marketing • Curriculum Development Funds • Potential Government Funding 	<p>Academic Innovation</p> <p>Operational Excellence</p>	<ul style="list-style-type: none"> • Program Design Framework • Revised Program Alignment Map • Renewed PCG and Course Outlines • PIDP 3100 Attrition Analysis and Recommendations • Standardized Syllabus Template • Teach Out Plan

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
	<ul style="list-style-type: none"> Investigate and address attrition after PIDP 3100 Implement standardized syllabus across all courses Develop transition/teach out plan of existing program 	<p>Phase 4 (Year 2)</p> <ul style="list-style-type: none"> Prepare curriculum documentation (PCG, Course Outlines) for Curriculum Committee and EDCO Implement standardized syllabus Develop teach out plan <p>* Consultation with sector advisory group(s) would be throughout</p> <p>* Renewed program launch: March 2028</p>			
2	<p>Assessments, Grading Consistency</p> <ul style="list-style-type: none"> Strengthen grading consistency and assessment reliability (e.g., regular cross-course grading calibration, shared evaluation standards). Clarify expectations around reflective practice expectations (e.g., frequency and amount, sustainability of instructor workload) Explore possible use-cases for pass/fail grading 	Phase 1	<ul style="list-style-type: none"> Department Leader Program Faculty 	Academic Innovation	<ul style="list-style-type: none"> Assessment/Feedback Guide with Shared Evaluation Standards and Practices
3	<p>Standardize Online Learning Environment</p> <ul style="list-style-type: none"> Adopt a common Moodle shell with consistent UX and accessibility to improve student experience 	Phase 2 or 3	<ul style="list-style-type: none"> Department Leader Program Faculty AVP Academic Innovation 	Academic Innovation	<ul style="list-style-type: none"> Department-approved PIDP Moodle Template and Implementation Plan

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
			<ul style="list-style-type: none"> • CTLR: Instructional Associate and eLearning 		
4	Instructor Onboarding <ul style="list-style-type: none"> • Develop onboarding process for new instructors (e.g. PIDP expectations, LMS use, program structure, workload, etc.) 	Phase 2 or 3	<ul style="list-style-type: none"> • Department Leader • Program Faculty • SIE Program Assistant <p>*Does not fall under CD funds</p>	Empowered People and Inclusive Culture	<ul style="list-style-type: none"> • SIE Instructor Onboarding Handbook
5	Student Onboarding and Support <ul style="list-style-type: none"> • Create pre-program and/or start-of-course student onboarding module, which includes onboarding to technical systems, support services, program expectations, academic integrity, GenAI. • Explore potential role of program assistants in onboarding students to technical systems and support services 	Phase 3	<ul style="list-style-type: none"> • Department Head • Program Faculty • SIE Program Assistant • VCC Student Services <p>*Does not fall under CD funds</p>	Academic Innovation	<ul style="list-style-type: none"> • Pre-program/Start-of-course Self-Paced Orientation Module
6	Learning Community and Student Engagement <ul style="list-style-type: none"> • Explore ways to build communities of learners online to support engagement and progression. • Increase structured synchronous learning opportunities in online courses to strengthen clarity, connection, and real-time instructional support • Explore potential role of program assistants in helping to build learning community 	Phase 2	<ul style="list-style-type: none"> • Department Head • Program Faculty • SIE Program Assistant • Instructional Associate 	Academic Innovation	<ul style="list-style-type: none"> • PIDP Learning Community Model • Synchronous Touchpoint Guide/ Framework

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC Strategic Innovation Plan Priorities	Evaluation Plan
7	<p>Program Planning</p> <ul style="list-style-type: none"> • Explore increasing DH release time • Re-establish Program Advisory Committee/Sector Advisory Committee • Update hiring criteria to reflect industry-training experience, digital pedagogy, and specialized program pathways • Strengthen succession and contingency planning for key roles in department 	<p>Phase 1</p> <ul style="list-style-type: none"> • Re-establish PAC/Sector Advisory Group <p>Phase 3</p> <ul style="list-style-type: none"> • DH release time • Area Hiring Criteria • Succession planning 	<ul style="list-style-type: none"> • AVP Academic Innovation • Department Leader • People Services • PAC/Sector Advisory Group 	<p>Academic Innovation</p> <p>Engaged Communities</p> <p>Operational Excellence</p>	<ul style="list-style-type: none"> • DH release time review and decision • New PAC/Sector Advisory Group • Revised Area Hiring Criteria • SIE Succession and Contingency Plan
8	<p>Instructor Workload and PD</p> <ul style="list-style-type: none"> • Adjust workload planning and course assignment practices to better balance in-person, and asynchronous teaching responsibilities. • Strengthen instructor professional development through a coordinated, team approach. 	<p>Phase 3</p>	<ul style="list-style-type: none"> • Department Leader • Program Faculty • AVP Academic Innovation 	<p>Empowered People and Inclusive Culture</p>	<ul style="list-style-type: none"> • PIDP Workload Guidelines (e.g., for student contact hours, assessment, feedback) • Instructor-led Annual PD Plan



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2026

ISSUE: Renamed Clean Energy Technology Diploma

BACKGROUND:

The program name of the Clean Energy Technology Diploma was recently changed to Construction Electrician & Clean Energy Diploma to improve the visibility of the program and optimize student recruitment.

The Board of Governors approved the name change on March 25, 2026.

DISCUSSION:

Due to the name change, a new PCG (program content guide) was created under the new name in CourseLeaf. The previous PCG will be deactivated for April 2026.

The program has not run yet, and all applicants will be moved to the new program name.

As this PCG deactivation is just an administrative system clean-up, it is brought to EdCo for information only.

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: May 7, 2026