



Vancouver Community College Education Council

Meeting Agenda

June 9, 2026

3:30–5:30 p.m. Videoconference

[Teams:](#)

Meeting ID: 263 159 081 538 85

Passcode: Cv6sg6yr

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		L. Dannhauer			
2. ACKNOWLEDGEMENT		TBD			
3. ADOPT AGENDA	Approval	L. Dannhauer	1 min	✓	1-2
4. APPROVE PAST MINUTES	Approval	L. Dannhauer	1 min	✓	3-6
5. ENQUIRIES & CORRESPONDENCE	Info	L. Dannhauer	1 min		
6. BUSINESS ARISING					
i. Annual Contract Training Update	Info	M. Yue	10 min	✓	7-9
ii. Annual Deans' and Directors' Presentations – Part 6	Info	T. Morgan	10 min		
iii. Academic Year 2026/27, 2027/28, 2028/29	Approval	D. McMullen	5 min	✓	10-13
7. COMMITTEE REPORTS					
a. Curriculum Committee					
i. Program Updates School of Health Sciences – CSIH Courses	Approval	R. Kumar	5 min	✓	14-85
ii. Program Update: IT Operations Professional Certificate & New ITOP Courses	Approval	S. Khullar	5 min	✓	86-171
iii. New Program: Bachelor of Applied ASL–English Interpretation (Wireframe)	Approval	K. Hagemoen	5 min	✓	172-183
iv. New Program: Construction Engineering Technician Diploma	Approval	K. Wightman	5 min	✓	184-219
v. Program Updates: Health & Wellness Professional - Cosmetology Diploma, Esthetics & Spa Therapy Certificate	Approval	G. Franceschini, P. McDonald	5 min	✓	220-254

Topic	Action	Speaker	Time	Attachment	Page
vi. New Programs: 2D Animation Diploma & 3D Animation Diploma	Approval	B. Griffiths, A. Lipsett	10 min	✓	255-397
vii. Minor Curriculum Updates Jan–May 2026	Info	T. Rowlatt	2 min	✓	398
b. Policy Committee	Info	E. Logan	5 min		
c. Education Quality Committee	Info	A. Sellwood	5 min		
i. Chair Report					
ii. Feasibility Working Group Business Management & Project Management					
8. CHAIR REPORT	Info	L. Dannhauer	5 min		
a. EdCo Annual Report 2025				✓	399-426
b. Renamed Programs				✓	427
9. STUDENT REPORT	Info	M. Ng, A. Kaur	5 min		
10. NEXT MEETING & ADJOURNMENT	Info	L. Dannhauer	1 min		
Next meeting: September 15, 2026, 3:30-5:30 p.m.					



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

May 12, 2026

3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

Louise Dannhauer (Chair)	Emily Logan	Marcus Ng
Adrian Lipsett	Emily Simpson	Nafiseh Tohid
Andy Sellwood	James Stansfield	Nelba Garcia
Arshpreet Kaur Mangat	Jessie Williams	Rosie Gosling
Dave McMullen	Joyce Chang	Todd Rowlatt
David Wells	Mandy Hayre	Vivian Munroe

Regrets

Brianna Higgins	Lisa Beveridge	Michael Weber

Guests

Anastasiya Stolyarova	John Demeulemeester	Sarah Cain
Charnelle McClure	Lucy Griffith	Shirley Lew
Clay Little	Mark Massicotte	Ysabel Sukic
Clayton Munro	Natasha Mandryk	
Feras Ghesen	Radhika Kumar	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- M. Hayre acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłw̓ ətaʔt (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 May 12, 2026 agenda as presented.

Moved by M. Hayre, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the April 14, 2026 minutes as amended (A. Kaur added to attendees).

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

5. ENQUIRIES & CORRESPONDENCE

- L. Dannhauer reported on correspondence received regarding the Bachelor of Science in Nursing and Certified Dental Assisting programs and recent enrolment planning decisions.

6. BUSINESS ARISING

a. Annual Deans' and Directors' Presentations – Part 5

- Annual updates were presented by C. Munro, Associate Vice President, Student and Enrolment Services; D. McMullen, Registrar; J. Williams, Dean of Indigenous Initiatives; and C. Little, Associate Director, Indigenous Education & Community Engagement.
- There was a discussion around service realignments and consultation with academic departments.

b. Concept Papers: Cook Skills Certificate & Culinary Arts Foundations Diploma

- L. Griffith and Y. Sukic presented concept papers for two new programs. The Cook Skills Certificate is replacing Professional Cook 1 and 2 with a 12-month, cohort-based program that enables students to complete Level 1 and Level 2 training consecutively. The goal is to improve progression and completion by reducing barriers and aligning intake with term-based scheduling, utilizing expanded kitchen facilities.
- The two-year Culinary Arts Foundations Diploma builds on the certificate to provide a continuous route for students through all technical training required for Red Seal certification. While the certificate and diploma share the first year, they are separate pathways.

c. Concept Paper: UI/UX Design Certificate

- F. Ghesen presented the concept paper on behalf of A. Spitz. The proposed 30-credit certificate focuses on development of user interface (UI) and user experience (UX) skills. This proposal responds to industry demand for a shorter pathway than the previously proposed diploma program, which will not proceed. Part-time delivery options for the certificate are being explored.

d. Concept Papers: Art Foundation Certificate, 2D Animation Diploma & 3D Animation Diploma

- L. Griffith presented the concept papers for a suite of three new programs.

e. Continuing Studies Non-Credit Course Outlines

- A. Lipsett presented the annual update on non-credit Continuing Studies (CS) course outlines. Non-credit offerings provide a way to pilot new ideas, expand existing program areas, and support collaboration with other Schools.

f. EdCo Planning Day

- L. Dannhauer announced that EdCo Planning Day will be held on June 8, 9 a.m. to 12 noon. Potential topics include educational quality and AI, program redesign, Modern Apprenticeship Pathways (MAP), and Program Advisory Committee (PAC) practices. Members were invited to suggest other topics.

7. COMMITTEE REPORTS

a. Curriculum Committee

i) New Course Content Guide: Academic Upgrading Grades 10-12 (Youth)

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

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

- T. Rowlatt presented the new Course Content Guide (CCG) for Academic Upgrading Grades 10-12 (Youth). CCGs are used for marketing/website purposes to display course information to students in a more accessible format.
- Following the Curriculum Committee meeting, a change was made to raise the minimum age for students from 15 to 16 years. D. Wells noted that there have not been students under 16 in years, and this change reduces legal and safety risks associated with having younger students on campus (this

programming is moving to the Broadway campus). The Admissions (301) policy outlines the process⁵ and requirements for exceptions.

ii) New Course: PSYC 2400 Directed Studies in Psychological Research

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

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

- T. Rowlatt presented the proposal on behalf of M. Weber. 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 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 (third-year) coursework. After department consultation with the Dean, the course will remain at the second-year level as initially proposed.

iii) New Course: CHEM 1150 Chemistry for Engineering

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

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

- N. Tohidi presented the proposal for CHEM 1150 Chemistry for Engineering, which was developed by combining CHEM 1121 and 1223. The course is designed to align with UBC's first-year engineering chemistry requirements and is accelerated to enable students to complete necessary coursework within two semesters, which is a requirement for assured admission to UBC.

iv) Program Update: Dental Technology Sciences Diploma

MOTION: 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.

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

- T. Rowlatt presented the proposal on behalf of K. Sumra. The main change was to restructure the 11-credit foundational course 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.
- The program content guide was revised to include new supplemental exam, attendance, and withdrawal/re-entry policies. Three professional practice courses were updated to reflect legislative and organizational changes and create clearer progression towards capstone completion. Curriculum Committee did not request any changes but recommended consultation with International Education; IE had no concerns about the proposal.

b. Education Policy Committee

i) Use of Library Resources (512)

MOTION: 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.

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

- L. Dannhauer presented the updated Use of Library Resources (512) policy and procedures. Most changes were minor in nature, aimed at aligning the policy with current practice, clarifying expectations around library resources, and improving overall readability and consistency between the policy and the procedures.

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

6

MOTION: 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.

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

- L. Dannhauer presented the proposed new Enrolment Plan Management (408) policy and revisions to the Suspension and/or Discontinuance of Programs (414) policy, following extensive consultations. These policies aim to provide clear institutional processes around enrolment planning decisions and program suspensions or discontinuances.

c. Education Quality Committee

i) Annual Program Reviews 2025 – Deans’ Panel Summary Report

- A. Sellwood presented a summary report from the deans’ panel discussion at EQC around the 2025 Annual Program Reviews. The report outlines identified key themes, challenges, and opportunities, and potential topics for further exploration.

ii) Feasibility Working Group – Business Management & Project Management Post-Degree Diplomas

- A. Sellwood reported that a working group was established to draft a feasibility report for the Business Management and Project Management Post-Degree Diplomas considered for suspension, in line with the Suspension and/or Discontinuance of Programs (414) policy. The goal is to finalize the report by mid July.

iii) Program Renewal Report: Provincial Instructor Diploma Program (PIDP)

- A. Sellwood presented the program renewal report and action plan for the Provincial Instructor Diploma Program (PIDP).

8. CHAIR REPORT

- L. Dannhauer reported that the planned effective date for the Information Systems Security and Administration Post-Degree Diploma (currently at the wireframe stage) was moved from January to September 2027.
- Following the recently approved name change of the Clean Energy Technology Diploma to Construction Electrician & Clean Energy Diploma, the previous program content guide (PCG) will be deactivated for April 2026.

9. STUDENT REPORT

- J. Stansfield reported that SUVCC has a new Board of Directors as of May 1.
- SUVCC organized activities to welcome students to the summer term. A budget consultation is underway to identify financial challenges students are encountering during their education journey.
- The VCC Pride Collective is hosting its first movie screening on May 14, supported by SUVCC.

10. NEXT MEETING AND ADJOURNMENT

- Education Council Planning Day will be held on June 8, 2026, 9:00 a.m. to 12 noon.
- The next regular Education Council meeting will be held on June 9, 2026, 3:30–5:30 p.m.
- The meeting was adjourned at 5:11 p.m.

Louise Dannhauer
Chair, VCC Education Council

2025 - 2026



Education Service Contracts Update

Contracts are extensions of VCC's educational activities. They are often:

- Diverse in purpose and design, used to support innovative activities such as piloting new training methods, developing new curriculum, or conducting research.
- Funded by a variety of funding sources beyond base funding.
- Access-focused, expanding education to those facing barriers to traditional education.

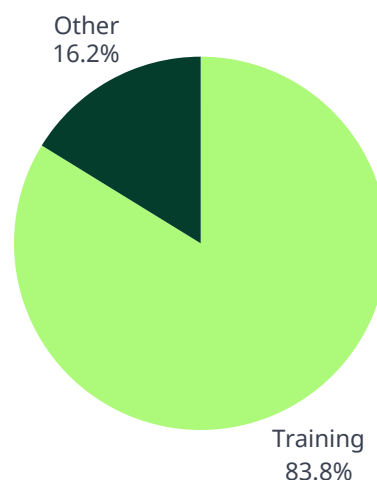
New Contracts

37

new contracts started in 2025-26.

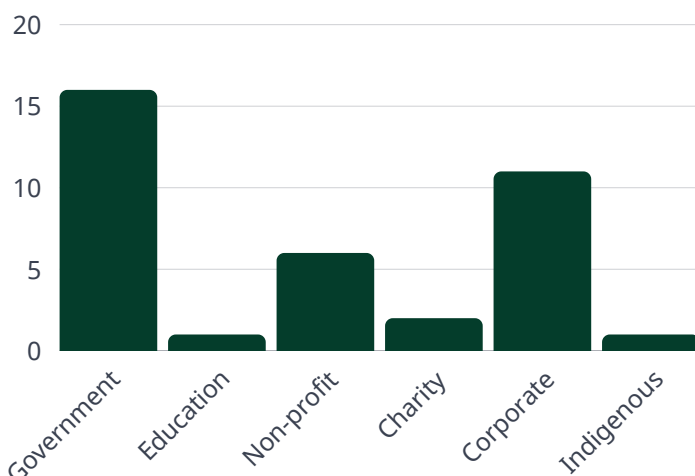
Contract Types

Contracts were classified as training (31) and other (6).



Funding Sources

Funding was received from government (16); education (1); non-profit (6); charity (2); corporate (11), indigenous (1).



\$7.9 M

in contract value

Contract Highlights

Contracts came from departments across VCC:

- ABE Fundamentals (1)
- Allied Health (1)
- Automotive Service Technician (2)
- Basic Education (3)
- Community and Career Education (1)
- Continuing Studies (8)
- Culinary Arts (1)
- Dental Technology (1)
- English as an Additional Language (2)
- Indigenous Education (1)
- Nursing (2)
- Partnership Development Office (7)
- School of Instructor Education (7)

Access Programs

ABE and EAL received provincial funding to develop new gateway and access programs to support college-bound and community-based learners. The Community Adult Literacy Program funding is supporting three projects in partnership with Coast Mental Health (Clubhouse), Vancouver Aboriginal Friendship Centre, and Vancouver Public Library. The new ABE Hub was supported by funding from Postsecondary Education and Future Skills.

Government-Funded Skills Training

The PDO continued to work with community partners to seek government funding together to deliver needed skills training projects for disadvantaged community members to regain access to the labour market.

Corporate Training

There has been an increase in Corporate Training contracts, notably from the School of Instructor Education and Continuing Studies. BC Hydro remains to be a key corporate training client in partnership with the SIE, and CS has stepped up efforts to source Corporate Training contracts.

Health Sciences

There were some significant contracts in Health Sciences (similar to past years), such as the one from Health Canada to support simulation development in our dental programs or funding from Postsecondary Education and Skills Development to support our nursing programs.

Contract	Department	Contract Type	Funding Source	Source Type
A375 2526 ACCESS Building Manager SC	CONTINUING STUDIES	Training	ACCESS	Indigenous
A390 2526 CNG TECHNICIAN TRAINING	CONTINUING STUDIES	Training	Peterbilt Pacific	Corporate
A391 2526 ACCESS Building Manager Certificate	CONTINUING STUDIES	Training	ACCESS	Non-profit
A393 2526 Level 1 Electrical Construction Supervision & Leadership	CONTINUING STUDIES	Training	ECABC	Corporate
A394 2526 Invest Talent Med Tech	CONTINUING STUDIES	Training	Invest Talent	Corporate
A399 2526 C2R2 PROGRAM	CONTINUING STUDIES	Training	Canadian Colleges for a Resilient Recovery	Education
A400 2526 INLAND CNG TECHNICIAN	CONTINUING STUDIES	Training	Inland Group	Corporate
A401 2526 SOURCES AAST	CONTINUING STUDIES	Training	Sources BC	Non-profit
Z353 2526 ASP Funding	INDIGENOUS EDUC & COMMUNITY ENGAGEMENT	Other	Ministry of Post-Secondary Education and Future Skills	Govt
A379 2526 AAAB	PARTNERSHIP DEVELOPMENT OFFICE	Training	Options Community Services (through FSC funding)	Non-profit
A382 2526 SCA FSG	PARTNERSHIP DEVELOPMENT OFFICE	Training	Ministry of Post-Secondary Education and Future Skills	Govt
A384 2526 YMCA Office Admin Essentials	PARTNERSHIP DEVELOPMENT OFFICE	Training	YMCA	Non-profit
A385 2526 MOSAIC BSW PBLMT	PARTNERSHIP DEVELOPMENT OFFICE	Training	MOSAIC through PBLMT funding	Non-profit
A395 2526 LATINCOUVER MOSK	PARTNERSHIP DEVELOPMENT OFFICE	Training	Latincouver	Non-profit
Z357 2526 WIL Stronger BC FRAP	PARTNERSHIP DEVELOPMENT OFFICE	Other	Ministry of Postsecondary Education and Future Skills	Govt
Z360 2526 PTP LEARNING TOGETHER	PARTNERSHIP DEVELOPMENT OFFICE	Other	ESDC	Govt
A376 2526 Accelerated Pathways	ABE FUNDAMENTALS	Training	Ministry of PSFS grant	Govt
Z354 2526 CALP CMHC	BASIC EDUCATION	Training	Ministry of Post-Secondary Education and Future Skills	Govt
Z355 2526 CALP Friendship Centre	BASIC EDUCATION	Training	Ministry of Post-Secondary Education and Future Skills	Govt
Z356 2526 CALP VPL	BASIC EDUCATION	Training	Ministry of Post-Secondary Education and Future Skills	Govt
A403 2526 GPS - GATEWEY TO PS	COMMUNITY AND CAREER EDUCATION	Training	VSBC and May & Stanley Fund	Charity
A377 2526 EAL Readiness Priority Careers	ENGLISH AS AN ADDITIONAL LANGUAGE	Training	Ministry of PSFS grant	Govt
Z351 2526 ABE-EAL Hub	ENGLISH AS AN ADDITIONAL LANGUAGE	Other	PSFS grant	Govt
A378 2526 MLA	ALLIED HEALTH	Training	Ministry of Post-Secondary Education and Future Skills	Govt
A386 2526 LPN TO BSN ADDITIONAL COHORT	BACHELOR OF SCIENCE IN NURSING	Training	Ministry of Post-Secondary Education and Future Skills	Govt
Z359 2526 ORAL HEALTH ACCESS FUND	DENTAL TECHNOLOGY	Other	Health Canada	Govt
Z352 2526 NURSING LEADERSHIP DEVELOPMENT	NURSING	Other	Ministry of Post-Secondary Education and Future Skills	Govt
A381 2526 Construction Foundation BC	CULINARY ARTS	Training	Construction Foundation of British Columbia	Charity
A374 2526 BC Hydro	SCHOOL OF INSTRUCTOR EDUCATION	Training	BC Hydro	Corporate
A380 2526 BCMEA	SCHOOL OF INSTRUCTOR EDUCATION	Training	BCMEA	Corporate
A388 2526 BC HYDRO PIDP 3210	SCHOOL OF INSTRUCTOR EDUCATION	Training	BC Hydro	Corporate
A392 2526 BC HYDRO PIDP 3220	SCHOOL OF INSTRUCTOR EDUCATION	Training	BC Hydro	Corporate
A396 2526 GCT CANADA	SCHOOL OF INSTRUCTOR EDUCATION	Training	Global Container Terminals	Corporate
A397 2526 BC HYDRO PIDP 3210 & 3220	SCHOOL OF INSTRUCTOR EDUCATION	Training	BC Hydro	Corporate
A398 2526 BC HYDRO ISW	SCHOOL OF INSTRUCTOR EDUCATION	Training	BC Hydro	Corporate
A383 2526 EVOLVE SKILLS	AUTOMOTIVE SERVICE TECHNICIAN	Training	ESDC	Govt
A387 2526 EV RETROFIT COURSE	AUTOMOTIVE SERVICE TECHNICIAN	Training	Ministry of Postsecondary Education and Future Skills	Govt



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: Academic Year 2026/2027, 2027/2028 and 2028/2029

BACKGROUND:

The Academic Year schedule supports the coordination of academic and campus activities and operation of the Registrar's Office. It includes public holidays and College closures, term dates, and grade submission deadlines.

VCC Day has been removed from all academic years. If it is reinstated, then this day will be added back to these Academic Year dates.

DISCUSSION:

As was done in the recent two submissions, these proposed academic dates do not include a set exam period. This is in recognition of the various ways that exams are delivered in different programs and how there are many programs that do not include an exam and therefore may continue to schedule classes through what would traditionally be considered an exam period. Due to this variability, these academic dates include a "Last Day of Class/Exams", which would then be applicable to more VCC programs.

RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Academic Year 2026/2027, 2027/2028, and 2028/29.

PREPARED BY: Dave McMullen, Registrar

DATE: June 3, 2026

Academic Year Information

Note: Some vocational and/or trades programs may start or end on dates that do not coincide with the semester-based dates below. Please contact the appropriate instructional department for additional information.

Public Holidays and Closures (2026/2027)	
Event	Date
Labour Day	Mon, Sep 07, 2026
National Day for Truth and Reconciliation	Wed, Sep 30, 2026
Thanksgiving	Mon, Oct 12, 2026
Remembrance Day	Wed, Nov 11, 2026
Holiday Closure (TBD)	Wed, Dec 23, 2026 – Fri, Jan 01, 2027
Family Day	Mon, Feb 15, 2027
Good Friday	Fri, Mar 26, 2027
Easter Monday	Mon, Mar 29, 2027
Victoria Day	Mon, May 24, 2027
Canada Day	Thu, Jul 01, 2027
BC Day	Mon, Aug 02, 2027

Term Dates (2026/2027) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 08, 2026	Wed, Jan 06, 2027	Mon, May 03, 2027
Last Day of Class/Exams	Tue, Dec 15, 2026	Tue, Apr 20, 2027	Fri, Aug 20, 2027
Grade Submission Deadline	Fri, Dec 18, 2026	Fri, Apr 23, 2027	Fri, Aug 27, 2027

Public Holidays and Closures (2027/2028)	
Event	Date
Labour Day	Mon, Sep 06, 2027
National Day for Truth and Reconciliation	Thu, Sep 30, 2027
Thanksgiving	Mon, Oct 11, 2027
Remembrance Day	Thu, Nov 11, 2027
Holiday Closure (TBD)	Thu, Dec 23, 2027 – Mon, Jan 03, 2028
Family Day	Mon, Feb 21, 2028
Good Friday	Fri, Apr 14, 2028
Easter Monday	Mon, Apr 17, 2028
Victoria Day	Mon, May 22, 2028
Canada Day	Mon, Jul 03, 2028 (Observed)
BC Day	Mon, Aug 07, 2028

Term Dates (2027/2028) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 07, 2027	Wed, Jan 05, 2028	Mon, May 01, 2028
Last Day of Class/Exams	Wed, Dec 15, 2027	Tue, Apr 18, 2028	Tue, Aug 15, 2028
Grade Submission Deadline	Fri, Dec 17, 2027	Fri, Apr 21, 2028	Mon, Aug 21, 2028

Public Holidays and Closures (2028/2029)	
Event	Date
Labour Day	Mon, Sep 04, 2028
National Day for Truth and Reconciliation	Mon, Oct 2, 2028 (Observed)
Thanksgiving	Mon, Oct 9, 2028
Remembrance Day	Mon, Nov 13, 2028 (Observed)
Holiday Closure (TBD)	Sun, Dec 24, 2028 – Tue, Jan 02, 2029
Family Day	Mon, Feb 19, 2029
Good Friday	Fri, Mar 30, 2029
Easter Monday	Mon, Apr 02, 2029
Victoria Day	Mon, May 21, 2029
Canada Day	Mon, Jul 02, 2029 (Observed)
BC Day	Mon, Aug 06, 2029

Term Dates (2028/2029) (For courses running the entire term)			
Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 05, 2028	Thu, Jan 04, 2029	Mon, May 07, 2029
Last Day of Class/Exams	Fri, Dec 15, 2028	Fri, Apr 20, 2029	Fri, Aug 17, 2029
Grade Submission Deadline	Wed, Dec 20, 2028	Fri, Apr 27, 2029	Fri, Aug 24, 2029



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: School of Health Sciences – CSIH courses

BACKGROUND:

The School of Health Sciences is proposing to add Cultural Safety Indigenous Health (CSIH) courses to eight programs: Bachelor of Science in Nursing (Advanced Entry), Bachelor of Science in Nursing (First Year Entry), Dental Hygiene Diploma, Dental Technology Sciences Diploma, Health Care Assistant Certificate, Health Unit Coordinator Certificate, Occupational/Physical Therapist Assistant Diploma, and Pharmacy Technician Diploma.

The CSIH courses were designed for the School of Health Sciences to respond to the Truth and Reconciliation Commission of Canada Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people.

Students in all programs will be required to take CSIH 1010, and diploma and degree students will also complete CSIH 1015. Both are 15-hour non-credit courses and tuition free, with the courses being 0-credit to avoid impacting program tuition. Students will receive a badge for course completion, and the courses will be reflected on transcripts.

DISCUSSION:

Radhika Kumar, Instructional Associate working with the School, presented the proposal. The Committee and Education Council have previously approved the two CSIH course outlines. After discussion, the inclusion of the first course (CSIH 1010) for the BSc-Nursing (Advanced Entry) program was moved to the admission requirements and listed along the four required bridging courses.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, updates to eight program content guides in Health Sciences, adding Cultural Safety and Indigenous Health (CSIH) course(s) to the course lists.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 24, 2026

Program Change Request

Date Submitted: 05/11/26 11:57 am

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

Last approved: 03/31/26 4:50 pm

Last edit: 05/18/26 7:54 pm

Changes proposed by: rakumar

Catalog Pages Using
this Program

Bachelor of Science Nursing (Advanced Entry) (January 2026)

Bachelor of Science Nursing (Advanced Entry)

Program Name:

Bachelor of Science in Nursing (Advanced Entry)

Credential Level: Degree

Effective Date: September ~~January~~ 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

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

Approval Path

1. 05/09/26 3:10 pm
Rosie Gosling (rgosling): Rollback to Initiator
2. 05/11/26 12:57 pm
Rosie Gosling (rgosling): Approved for 5031 Leader
3. 05/12/26 7:06 am
Mandy Hayre (mhayre): Approved for SHS Dean
4. 06/01/26 4:08 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 14, 2017 by clmig-jwehrheim
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Nov 25, 2019 by Darija Rabadzija (drabadzija)

18. Oct 17, 2024 by
Rosie Gosling
(rgosling)
19. Oct 17, 2024 by
Darija Rabadzija
(drabadzija)
20. Oct 22, 2024 by
Darija Rabadzija
(drabadzija)
21. May 28, 2025 by
Darija Rabadzija
(drabadzija)
22. Aug 8, 2025 by
Darija Rabadzija
(drabadzija)
23. Oct 15, 2025 by
Rosie Gosling
(rgosling)
24. Jan 30, 2026 by
Darija Rabadzija
(drabadzija)
25. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)
26. Mar 31, 2026 by
Darija Rabadzija
(drabadzija)

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

Program Content Guide

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

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

Application advice:

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

Acceptable undergraduate courses include VCC courses, and their equivalencies as outlined in the [BC Transfer Guide](#).

Other courses will be evaluated to determine their eligibility for admissions purposes.

You must meet all your education requirements by the date posted on the website.

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

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

Under specific circumstances, an applicant who receives an offer of admission may request a one year deferral.

Please review the [defer request form](#) for details.

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

ADMISSIONS REQUIREMENTS:

Nursing practice experience demonstrated by the following:

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

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

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

18 credits in first-year level undergraduate courses:

6 credits in English:

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

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

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

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

Submission of a [CASPer](#) score. CASPer Test scores are only valid for one admission cycle.

UPON ACCEPTANCE TO THE PROGRAM:**Completion of Bridging Term:**

Prior to the start of the BSc Nursing program, successful applicants register for and complete a required, 5 month, full-time Bridging Term. The Bridging Term consists of 4 LPN to BScN courses: NURS 1357, NURS 1399, NURS 1358 and NURS [1359, and CSH 1010](#). ~~1359.~~

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

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

Criminal Record Check

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

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

Valid CPR-BLS certification

Certificate must remain valid throughout the program.

TB Screening

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

Immunization Record

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

N95 Respiratory Mask

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

The individual mask fitting should be done just prior to beginning the program. Mask fitting must be done annually.

Students are responsible for the cost of the mask fitting.

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Maintain professional responsibility and accountability of nursing practice, and professional conduct.
PLO #2	Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences, and humanities.

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

PLO #3	Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.
PLO #4	Uphold and promote the ethical standards of the nursing profession.
PLO #5	Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.

Additional PLO Information

=

-

Instructional Strategies, Design, and Delivery Mode

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

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

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

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

Students must receive a minimum grade of 'B' (3.00, 72%), or 'C' (2.00, 60%), or 'S' as indicated on each course outline. A minimum grade of 'C' (2.00, 60%) is required for MATH 1111 and non-nursing electives. Students must achieve 100% in the dosage calculation component, with a maximum of two opportunities to retake the assessment. Students must achieve a 'Satisfactory' grade in all lab and clinical components. Students must receive a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate. A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

Program Considerations

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

Computer skills

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

Review the [BCCNM Becoming a Registered Nurse in BC: Requisite Skills and Abilities document](#)

Courses

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

Plan of Study Grid

Third Year	Credits
NURS 3160 Mental Health Nursing	6
NURS 3163 Situational Transitions	3
NURS 3164 Clinical Mental Health	3
NURS 3252 Pathophysiology of Complex Disease	3
MATH 1111 Introduction to Statistics	3
NURS 3265 Nursing Research	3

<u>NURS 3261</u> Leadership in Nursing	2
<u>NURS 3263</u> Multiple Transitions	2
<u>NURS 3264</u> Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
<u>NURS 3370</u> Clinical Consolidation 3	6
<u>CSIH 1015</u> <u>Enhancing Cultural Safety and Indigenous Health Equity</u>	0
Credits	40
Fourth Year	
<u>NURS 3266</u> Focused Practice: Preceptorship Preparation	2
<u>NURS 4064</u> Population and Public Health Clinical	4
<u>NURS 4166</u> Canadian Health Care System	2
<u>NURS 4163</u> Community Health	3
<u>NURS 4165</u> Ethics and Law in Health Care	3
<u>NURS 4264</u> Focused Preceptorship	12
Elective in a College level Non-Nursing course*	3
Credits	29
Total Credits	69

*

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

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

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The Cultural Safety and Indigenous Health (CSIH) course was designed for VCC School of Health Sciences (SHS) to respond to the Truth and Reconciliation Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people. This is a non-credit, tuition free course that is a required component of the program.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	The CSIH courses have been included in the PCG as per ongoing consultations.
Faculty/Department	The CSIH courses have been included in the PCG as per ongoing SHS Curriculum committee 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.

Program Change Request

Date Submitted: 05/11/26 11:47 am

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

Last approved: 04/22/26 10:39 am

Last edit: 05/19/26 10:52 am

Changes proposed by: rakumar

Catalog Pages Using
this Program

[Bachelor of Science Nursing \(First Year Entry\)](#)

Program Name:

Bachelor of Science in Nursing (First Year Entry)

Credential Level: Degree

Effective Date: September 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

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

Approval Path

1. 05/09/26 3:10 pm
Rosie Gosling (rgosling): Rollback to Initiator
2. 05/11/26 11:50 am
Rosie Gosling (rgosling): Approved for 5031 Leader
3. 05/12/26 7:06 am
Mandy Hayre (mhayre): Approved for SHS Dean
4. 06/01/26 4:08 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 18, 2017 by clmig-jwehrheim
2. Jan 11, 2018 by Todd Rowlatt (trowlatt)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)

18. Oct 17, 2024 by
Darija Rabadzija
(drabadzija)
19. Oct 22, 2024 by
Darija Rabadzija
(drabadzija)
20. Oct 15, 2025 by
Rosie Gosling
(rgosling)
21. Oct 15, 2025 by
Darija Rabadzija
(drabadzija)
22. Jan 30, 2026 by
Darija Rabadzija
(drabadzija)
23. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)
24. Mar 31, 2026 by
Darija Rabadzija
(drabadzija)
25. Apr 16, 2026 by
Darija Rabadzija
(drabadzija)
26. Apr 22, 2026 by
Darija Rabadzija
(drabadzija)

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

Program Content Guide

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

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

Application advice:

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

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

You must meet all your education requirements by the date posted on the website.

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

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

Under specific circumstances, an applicant who receives an offer of admission may request a one year deferral.

Please review the [defer request form](#) for details.

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

ADMISSIONS REQUIREMENTS:

18 credits in first-year level undergraduate courses:

6 credits in English:

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

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

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

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

Submission of a [CASPer score](#). CASPer Test scores are only valid for one admission cycle.

UPON ACCEPTANCE TO THE PROGRAM:**Criminal Record Check**

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

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

Valid [CPR-BLS certification](#)

Certificate must remain valid throughout the program.

TB Screening*

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

Immunization Record*

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

N95 Respiratory Mask

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

The individual mask fitting should be done just prior to beginning the program. Mask fitting must be done annually.

Students are responsible for the cost of the mask fitting.

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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

Program Learning

Outcomes

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

Additional PLO Information

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

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

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

Evaluation of Student Learning

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

Students must receive a minimum grade of 'B' (3.00, 72%), or 'C' (2.00, 60%), or 'S' as indicated on each course outline. A minimum grade of 'C' (2.00, 60%) is required for MATH 1111 and non-nursing electives. Students must achieve 100% in the dosage calculation component, with a maximum of two opportunities to retake the assessment. Students must achieve a 'Satisfactory' grade in all lab and clinical components. Students must receive a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate. A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. If a student is unsuccessful in Term 1 or 2 courses, they may be required to re-apply to the program. A student may apply to the BScN Progressions Committee to repeat the failed course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, students may be required by the BScN Progressions Committee to repeat course(s) to update clinical knowledge and skills necessary for safety in practice.

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

Computer skills.

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

Review the [BCCNM Becoming a Registered Nurse in BC: Requisite Skills and Abilities](#)

Courses

Plan of Study Grid

First Year	Credits
NURS 1162 Introduction to Pathophysiology	2
NURS 1150 Pharmacotherapeutics 1	2
NURS 1164 Nursing Clinical Practice 1	6.5
NURS 1260 Pharmacotherapeutics 2	2
NURS 1261 Collaboration with Older Adults	2
NURS 1262 Pathophysiology of Chronic Disease	2
NURS 1263 Developmental Transitions Older Adult	2
NURS 1264 Nursing Clinical Practice 2	6.5
NURS 1370 Clinical Consolidation 1	6
NURS 1153 Health Determinants	2
NURS 1161 Introduction to Collaboration	2
CSIH 1010 Introduction to Cultural Safety and Indigenous Holistic Health Equity	0
Credits	35
Second Year	
NURS 2160 Pharmacotherapeutics 3	2
NURS 2161 Collaboration Nursing Profession	2
NURS 2162 Pathophysiology Acute Illness	2
NURS 2163 Health Illness Transitions	2
NURS 2164 Nursing Clinical Practice 3	6.5
NURS 2370 Clinical Consolidation 2	6
NURS 2261 Collaboration with Families	2
NURS 2263 Childbearing Family Transition	2
NURS 2264 Nursing Clinical Practice 4	6.5
NURS 2265 Child Health and Pharmacology	2
NURS 2266 Maternal Health and Pharmacology	2
Credits	35
Third Year	
NURS 3160 Mental Health Nursing	6

<u>NURS 3163</u> Situational Transitions	3
<u>NURS 3164</u> Clinical Mental Health	3
<u>NURS 3252</u> Pathophysiology of Complex Disease	3
<u>MATH 1111</u> Introduction to Statistics	3
<u>NURS 3265</u> Nursing Research	3
<u>NURS 3261</u> Leadership in Nursing	2
<u>NURS 3263</u> Multiple Transitions	2
<u>NURS 3264</u> Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
<u>NURS 3370</u> Clinical Consolidation 3	6
<u>CSIH 1015</u> <u>Enhancing Cultural Safety and Indigenous Health Equity</u>	<u>0</u>
Credits	40
Fourth Year	
<u>NURS 3266</u> Focused Practice: Preceptorship Preparation	2
<u>NURS 4064</u> Population and Public Health Clinical	4
<u>NURS 4166</u> Canadian Health Care System	2
<u>NURS 4163</u> Community Health	3
<u>NURS 4165</u> Ethics and Law in Health Care	3
<u>NURS 4264</u> Focused Preceptorship	12
Elective in a College level Non-Nursing course*	3
Credits	29
Total Credits	139

*

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

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

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The Cultural Safety and Indigenous Health (CSIH) course was designed for VCC School of Health Sciences (SHS) to respond to the Truth and Reconciliation Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people. This is a non-credit, tuition free course that is a required component of the program.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	The CSIH courses have been included in the PCG as per ongoing consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic

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

Marketing Description

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

Program Change Request

Date Submitted: 05/08/26 2:46 pm

Viewing: **Dental Hygiene Diploma**

Last approved: 03/24/26 12:02 pm

Last edit: 05/19/26 10:52 am

Changes proposed by: rakumar

Catalog Pages Using
this Program

[Dental Hygiene Diploma](#)

Program Name:

Dental Hygiene Diploma

Credential Level: Diploma

Effective Date: September 2026

Effective Catalog
Edition: 2025-2026 Academic Calendar

School/Centre: Health Sciences

Department: Dental Hygiene (5101)

Contact(s)

In Workflow

1. **5101 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 05/11/26 9:32 am
Mya Sarkissian (msarkissian):
Approved for 5101 Leader
2. 05/12/26 7:06 am
Mandy Hayre (mhayre): Approved
for SHS Dean
3. 06/01/26 4:08 pm
Todd Rowlatt (trowlatt): Approved
for Curriculum Committee

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. Jan 11, 2018 by
Todd Rowlatt (trowlatt)
3. Aug 21, 2019 by
Nicole Degagne (ndegagne)
4. Dec 11, 2019 by
Nicole Degagne (ndegagne)

36
(drabadzija)

20. Dec 16, 2025 by

Darija Rabadzija
(drabadzija)

21. Jan 30, 2026 by

Darija Rabadzija
(drabadzija)

22. Mar 24, 2026 by

Dawn Cunningham
Hall (dahall)

Name	E-mail	Phone/Ext.
<u>Mya Sarkissian</u> ~~Jade Macdonald~~	<u>msarkissian@vcc.ca</u> ~~jamacdonald@vcc.ca~~	<u>604-443-8655</u> ~~604-443-~~ ~~8369~~

Program Content Guide

Purpose

The Dental Hygiene Diploma Program is designed to provide learners with the knowledge, skills, judgement and attitudes to perform the full range of competencies as identified in the [Entry-to-Practice Canadian Competencies for Dental Hygienists](#) (EPCCoDH) and the [British Columbia College of Oral Health Professionals](#) (BCCOHP) Practice Standards. The program provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals and communities across the life-span, in a variety of practice settings, and in partnership with other health care professionals.

Upon successful completion of the VCC Dental Hygiene Diploma Program, learners will possess the competencies to complete the [National Dental Hygiene Certification Examination](#) (NDHCE) and to apply for licensure as a Registered Dental Hygienist with [BCCOHP](#). Licensing is required before being able to practice as a dental hygienist in BC.

Admission to the Dental Hygiene Program is through a competitive selection process. Successful applicants are identified through a combined evaluation of grade point average (GPA) based on program pre-requisites, and an online, open-response, situational judgement test ([Casper](#)).

Application advice:

The Dental Hygiene Diploma is an annual selection-based program. You must meet all your education requirements by the date posted on the website.

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

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

Under specific circumstances, an applicant who receives an offer of admission may request a one year deferral.

Please review the [defer request form](#) for details.

Admission Requirements:

Applicants must have successfully completed at least 30 credits in first-year university level courses, or equivalents, with an overall GPA of 3.0 ('B'). Where the academic standing of applicants who have completed 2nd, 3rd or 4th year courses in the required subject(s) is higher than that of the 1st year courses, the higher grade will be considered.

6 credits in English * an academic writing course is strongly recommended.

6 credits in Human Anatomy & Physiology taken at the same institution (must include labs)

6 credits in Chemistry (must include labs)

6 credits in Psychology

3 credits in Statistics

3 credits in Electives

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

If your educational documents are not from a Canadian or American institution, you must submit an evaluation of foreign credentials. A comprehensive evaluation report, from the [International Credential Evaluation Service](#) (ICES) located at the British Columbia Institute of Technology (BCIT) including an ICES [VCC Dental Hygiene Supplemental Report](#) is required.

Upon Acceptance:

Valid [CPR-BLS certification](#). Certificate must remain valid throughout the program.

Criminal Records Check (CRC): Students in this program are required to complete a CRC. The CRC must be completed according to [VCC's Criminal Record Check instructions](#). Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate. Students must submit a negative tuberculosis (TB) skin test or chest X-ray dated a maximum of six months prior to the program start date. An additional TB test is required after each potential exposure to TB and/or travel to areas with a known prevalence of TB.

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

N95 mask fit testing will be required prior to clinical rotations to health authority locations during the final year of the program. Information, fee payment, and scheduling related to mask fit testing will be provided during the program. Mask fit testing is valid for 1 year and should only be completed when directed during the dental hygiene

program.

Students will be required to submit proof to the department of a dental examination from a licensed British Columbia dentist within 6 months of the program start date. It is preferred that your dental and dental hygiene healthcare be complete and current.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses:

DHYG 2120

DHYG 2135

DHYG 2145

DHYG 2255

DHYG 2260

See individual course outlines regarding additional details of PLAR.

Tuition and fees apply to PLAR candidates. Please contact the department for details.

See [Prior Learning Assessment and Recognition](#) policy for more information.

Program Duration & Maximum Time for Completion

The dental hygiene program is two years full-time. Students have a maximum of 3 years to complete all program requirements.

Under exceptional circumstances and at the approval of the Department Head and the Registrar's Office, a student may be granted an extension.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate commitment to the health of the public and the profession by integrating high ethical standards, best practices and legislative requirements in their provision of care (Professionalism).
PLO #2	Apply critical thinking, problem-solving, and evidence informed decision-making in the delivery of oral health care (Evidence-informed practice).
PLO #3	Apply communication principles to provide culturally safe and relevant care (Communication).
PLO #4	Collaborate as a member of an interdisciplinary health care team to provide safe, effective, and ethical person-, family-, and community-centred care (Collaboration).

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

PLO #5	Implement national and provincial practice standards and policies in a variety of community and clinical practice environments (Practice Management).
PLO #6	Promote health and wellness using an inclusive and intercultural approach by applying the ADPIE framework (Prevention, Education, and Health Promotion).
PLO #7	Provide preventative, therapeutic and supportive dental hygiene care to deliver safe and comprehensive person-centred care for diverse people across the lifespan using the Assess Diagnose Plan Implement Evaluate (ADPIE) framework (Clinical Therapy).

A graduate has met the goals of the VCC Dental Hygiene Diploma program based on the Entry-to-Practice Canadian Competencies for Dental Hygienists* by reliably demonstrating knowledge, skills, and attitudes in the following domains:

Professionalism: Graduates demonstrate a commitment to the health of the public and the profession by integrating high ethical standards, best practices, and legislative requirements. Competent dental hygienists exhibit professional behaviour, demonstrate a commitment to serving society, integrate professional responsibilities into practice, and demonstrate a commitment to lifelong learning.

Evidence Informed Practice: Graduates demonstrate a commitment to excellence in practice through critical thinking continuous learning, and application of evidence-informed decision-making. Competent dental hygienists demonstrate critical thinking, problem-solving, and reasoning skills; apply an evidence-informed approach to decision-making; and use various methods of inquiry.

Communication: Graduates demonstrate the ability to form relationships with individuals, families, groups, and communities to facilitate the gathering and sharing of essential information for culturally safe and relevant care. Competent dental hygienists demonstrate effective oral and non-verbal communication, and use written communication effectively.

Collaboration: Graduates demonstrate the ability to work as integral members of the healthcare team, working in partnership with others to provide safe, effective and ethical person-, family-, and community-centred approaches to care. Competent dental hygienists collaborate with people accessing dental hygiene services, oral health professionals, and others.

Practice Management: Graduates demonstrate the ability to manage a professional practice environment, utilizing organization, administration, and decision-making skills that facilitate high-quality care, efficient use of time and personnel, and enhanced professional and personal satisfaction. Competent dental hygienists fulfill administrative responsibilities, integrate legislative and professional responsibilities within organizational policies, and engage in entrepreneurial activities.

Prevention, Education, and Health Promotion: Graduates demonstrate an inclusive and intercultural approach to health and wellness. Using health promotion, education, and disease and injury prevention activities, dental hygienists help support other's ability to achieve and maintain optimal oral health. Competent dental hygienists lead the development of health literacy and oral self-care abilities; engage in prevention, education, and health promotion activities; and engage in advocacy to address oral health inequities.

Clinical Therapy: Graduates demonstrate the ability to provide preventive, therapeutic, and supportive dental hygiene care. Using the ADPIE framework to support safe and comprehensive person-centred care for diverse people across the lifespan. Competent dental hygienists assess oral and general health status, formulate a dental hygiene diagnosis, create a dental hygiene care plan, implement the dental hygiene care plan, and evaluate the effectiveness of dental hygiene care.

*Federation of Dental Hygiene Regulators of Canada (FDHRC). Entry-to-Practice Canadian Competencies for Dental Hygienists. Ottawa, ON: FDHRC, 2021. Available from:

https://www.fdhrc.ca/sites/files/EPCCoDH_FDHC_November_2021.pdf

Learning is fostered through a variety of classroom and online (blended) settings, including active learning lab activities, clinical practice sessions, group work, independent study, case-based learning, community outreach, and clinical rotations.

Course work focuses on the development of evidence-informed decision-making skills, communication skills and intra- and interprofessional teamwork strategies; as well as proficiency in self and peer evaluation. Other important curriculum threads are development of evidence-informed inquiry skills, critical thinking and problem-solving abilities. This focus is designed to foster the development of professionalism, a commitment to lifelong learning, and dedication to an autonomous, helping profession.

Students have opportunities to apply knowledge and practice various abilities while working with the public in the VCC Dental Clinic. In addition, rotations to a wide variety of health care and community facilities are organized for students to learn and apply abilities and knowledge in context.

Evaluation of Student Learning

Evaluation of learning includes written examinations, case-based learning, laboratory and didactic assignments, self-directed learning contracts, demonstration of clinical abilities, analytical papers, in-class and community projects and presentations. Evaluation methods are selected based on the nature of the learning outcome. See individual course outlines for details. Professional conduct forms an integral part of the evaluation process.

Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum grade point average of 'C' (2.0) in each theory course and a grade of 'S' in each clinical course to advance into subsequent courses/terms in the program.

Students who are required to withdraw from the program for not meeting program progression requirements and/or students who have taken a break from their studies may seek program re-entry. Eligibility to re-enter after withdrawing is determined by the department leader or designate. Requests for re-entry into the Dental Hygiene Diploma program will be considered only if there is space in the program. Students who are re-entering the program are required to retake any *unsuccessfully* completed courses. Students re-entering into a partially completed term will also be required to retake the Dental Hygiene Clinical Practice course for the term they are registering in, whether or not the course was initially successfully completed, to ensure clinical skills are up-to-date.

Student re-entering into a partially completed term will retake one of the following courses:

DHYG 2110 Dental Hygiene Clinical Practice 1

DHYG 2210 Dental Hygiene Clinical Practice 2

DHYG 3110 Dental Hygiene Clinical Practice 3

DHYG 3210 Dental Hygiene Clinical Practice 4

All evaluations are consistent with the VCC grading standard described in the [Grading, Progression and Withdrawal Policy and Procedures \(411\)](#).

Students receive a VCC diploma upon successful completion of 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 involve repetitive hand, wrist, and shoulder movements.

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

Program environment may involve contact with latex-containing materials.

Travel to different locations is required for community rotation requirements.

Courses

Plan of Study Grid

Term One	Credits
<u>DHYG 2100</u> Foundations of Dental Hygiene 1	4
<u>DHYG 2110</u> Dental Hygiene Clinical Practice 1	4
<u>DHYG 2120</u> Radiography 1	1.5
<u>DHYG 2135</u> Head and Neck Anatomy	3
<u>DHYG 2145</u> Dental Anatomy	3
<u>DHYG 2150</u> Dental Hygiene Professional Practice 1	3
<u>CSIH 1010</u> <u>Introduction to Cultural Safety and Indigenous Holistic Health Equity</u>	0
Credits	18.5
Term Two	
<u>DHYG 2200</u> Foundations of Dental Hygiene 2	4
<u>DHYG 2210</u> Dental Hygiene Clinical Practice 2	6
<u>DHYG 2220</u> Radiography 2	1.5
<u>DHYG 2250</u> Dental Hygiene Professional Practice 2	3
<u>DHYG 2260</u> Pathology 1: Periodontology	2
<u>DHYG 2255</u> Nutrition for Oral Health	2
<u>DHYG 2270</u> Pharmacology in Dental Hygiene 1	3
Credits	21.5
Term Three	
<u>DHYG 3100</u> Foundations of Dental Hygiene 3	5
<u>DHYG 3110</u> Dental Hygiene Clinical Practice 3	6
<u>DHYG 3160</u> Pathology 2: Oral Pathology	2
<u>DHYG 3170</u> Pharmacology in Dental Hygiene 2	2
<u>DHYG 3180</u> Dental Hygiene in Community 1	3
<u>CSIH 1015</u> <u>Enhancing Cultural Safety and Indigenous Health Equity</u>	0
Credits	18
Term Four	
<u>DHYG 3200</u> Foundations of Dental Hygiene 4	3

<u>DHYG 3210</u> Dental Hygiene Clinical Practice 4	6
<u>DHYG 3250</u> Dental Hygiene Professional Practice 3	3
<u>DHYG 3265</u> Dental Biomaterials	3
<u>DHYG 3275</u> Transition to Practice	3
<u>DHYG 3280</u> Dental Hygiene in Community 2	3
Credits	21
Total Credits	79

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	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.

The Cultural Safety and Indigenous Health (CSIH) course was designed for VCC School of Health Sciences (SHS) to respond to the Truth and Reconciliation Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people. This is a non-credit, tuition free course that is a required component of the program.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	The CSIH courses have been included in the PCG as per ongoing consultations.
Faculty/Department	The CSIH courses have been included in the PCG as per SHS Curriculum committee consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for:

ⓘ 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.

Program Change Request

Date Submitted: 05/13/26 9:35 am

Viewing: **Dental Technology Sciences Diploma**

Last approved: 05/12/26 5:31 pm

Last edit: 05/13/26 9:35 am

Changes proposed by: drabadzija

Catalog Pages Using
this Program

[Dental Technology Sciences Diploma](#)

Program Name:

Dental Technology Sciences Diploma

Credential Level: Diploma

Effective Date: September 2027

Effective Catalog
Edition: 2025-2026 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. 05/13/26 9:34 am
Darija Rabadzija (drabadzija):
Rollback to Initiator
2. 05/19/26 4:32 pm
Karam Sumra (ksumra): Approved
for 5103 Leader
3. 05/19/26 6:29 pm
Mandy Hayre (mhayre): Approved
for SHS Dean
4. 06/01/26 4:07 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)

Program Content Guide

Purpose

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 and recognition is not available for this program.

Program Duration & Maximum Time for Completion

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 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 Considerations

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.

Plan of Study Grid

Term One	Credits
<u>DENT 1110</u> Biosciences 1	4
<u>DENT 1130</u> Professional Practice 1	1
<u>DENT 1140</u> Foundations of Removable Prosthetics	3
<u>DENT 1150</u> Foundations of Fixed Prosthetics	4
<u>DENT 1160</u> Foundations of Orthodontics	4
<u>DENT 1170</u> Dental Laboratory Patient Care 1	1
<u>DENT 1180</u> Digital Technology 1	3
Credits	20
Term Two	
<u>DENT 1210</u> Biosciences 2	1
<u>DENT 1240</u> Removable Prosthetics 1	6
<u>DENT 1250</u> Fixed Prosthetics 1	6
<u>DENT 1260</u> Orthodontics 1	3
<u>DENT 1270</u> Dental Laboratory Patient Care 2	1
<u>DENT 1280</u> Digital Technology 2	3
Credits	20
Term Three	
<u>DENT 2330</u> Professional Practice 2	1
<u>DENT 2340</u> Removable Prosthetics 2	6
<u>DENT 2350</u> Fixed Prosthetics 2	7
<u>DENT 2360</u> Orthodontics 2	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>CSIH 1010</u> <u>Introduction to Cultural Safety and Indigenous Holistic Health Equity</u> 0	
<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.

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Grading Standard

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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
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IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
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EX		Exempt. Credit Granted	N/A
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Grade Point Average (GPA)

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Rationale and Consultations

Provide a rationale
for this proposal.

The Cultural Safety and Indigenous Health (CSIH) course was designed for VCC School of Health Sciences (SHS) to respond to the Truth and Reconciliation Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people. This is a non-credit, tuition free course that is a required component of the program.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	The CSIH courses have been included in the PCG as per ongoing consultations.
Faculty/Department	The CSIH courses have been included in the PCG as per ongoing SHS Curriculum Committee consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic
 International

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

Program Change Request

Date Submitted: 05/08/26 2:55 pm

Viewing: **Health Care Assistant Certificate**

Last approved: 03/24/26 2:06 pm

Last edit: 05/08/26 2:55 pm

Changes proposed by: rakumar

Catalog Pages Using
this Program

[Health Care Assistant Certificate](#)

Program Name:

Health Care Assistant Certificate

Credential Level:

Certificate

Effective Date:

September ~~May~~ 2026

Effective Catalog
Edition:

2025-2026 Academic Calendar

School/Centre:

Health Sciences

Department

Health Care Assistant (5116)

Contact(s)

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 05/08/26 3:01 pm
Chelsea Savage
(chsavage):
Approved for 5116
Leader
2. 05/12/26 7:06 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 06/01/26 4:08 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Dec 20, 2017 by
clmig-jwehrheim
2. Jan 16, 2018 by
Nicole Degagne
(ndegagne)
3. Jan 16, 2020 by Lisa
Beveridge
(lbeveridge)
4. Feb 6, 2020 by
Darija Rabadzija
(drabadzija)

5. Apr 23, 2020 by Lisa Beveridge (lbeveridge)
6. Mar 4, 2021 by Darija Rabadzija (drabadzija)
7. Dec 9, 2021 by Nicole Degagne (ndegagne)
8. Jun 15, 2023 by Lisa Beveridge (lbeveridge)
9. Sep 22, 2023 by Darija Rabadzija (drabadzija)
10. Dec 14, 2023 by Lisa Beveridge (lbeveridge)
11. Aug 7, 2024 by Darija Rabadzija (drabadzija)
12. Aug 8, 2024 by Darija Rabadzija (drabadzija)
13. Mar 10, 2026 by Chelsea Savage (chsavage)
14. Mar 24, 2026 by Dawn Cunningham Hall (dahall)

Name	E-mail	Phone/Ext.
Chelsea Savage	chsavage@vcc.ca	778-783-5029

Program Content Guide

Purpose

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

Admission Requirements

Grade 10 completion, or equivalent.

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

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

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

Completion of the [VCC HCA English Competency Declaration form](#)

Upon Acceptance

Criminal Record Check (CRC)

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

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

BC FOODSAFE Certificate Level 1

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

TB Screening

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

Immunization Record

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

N95 Respiratory Mask

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

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

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

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

Program Duration & Maximum Time for Completion

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

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual client.
PLO #2	Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual health and well-being of clients and families.
PLO #3	Provide person-centred care and assistance for clients experiencing complex health challenges.
PLO #4	Provide person-centred care and assistance for clients experiencing cognitive and/or mental health challenges.
PLO #5	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
PLO #6	Communicate clearly, accurately and sensitively with clients and families within a variety of community and facility contexts.
PLO #7	Provide personal care and assistance in a safe, competent and organized manner.
PLO #8	Recognize and respond to own self-development, learning and health enhancement needs.
PLO #9	Perform the care provider role in a reflective, responsible, accountable and professional manner.

Additional PLO Information

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

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

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

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

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

There is space available

Departmental Leader approval is granted

The potential completion date of the program will not be exceeded

Space Availability:

Space in a cohort program is determined by:

Capacity number of student in the cohort

Capacity of clinical placement sites secured

Department Leader Approval:

The Department Leader will base approval on the following considerations:

Number of full time students already enrolled in cohort

Number of insertion students already enrolled in cohort

Student's performance, attendance and punctuality before withdrawal.

Re-insertion Requirements

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

More than 3 months:

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

More than 12 months:

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

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

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

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

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

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

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

Courses

<u>HRCA 1197</u>	Foundations	1
<u>HRCA 1190</u>	Lifestyle and Choices	1.5
<u>HRCA 1191</u>	Interpersonal Communications	3
<u>HRCA 1192</u>	Introduction to Practice	1.5
<u>HRCA 1181</u>	Personal Care & Assistance 1	4
<u>HRCA 1182</u>	Common Health Challenges 1	3
<u>HRCA 1183</u>	Concepts for Practice	3.5
<u>HRCA 1184</u>	Clinical 1	3
<u>HRCA 1291</u>	Cognitive and/or Mental Health Challenges	3
<u>HRCA 1292</u>	Common Health Challenges 2	3
<u>HRCA 1293</u>	Personal Care & Assistance 2	4
<u>HRCA 1294</u>	Clinical 2	6
<u>HRCA 1391</u>	Community Practicum	2
<u>CSIH 1010</u>	<u>Introduction to Cultural Safety and Indigenous Holistic Health Equity</u>	<u>0</u>
Total Credits		38.5

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The Cultural Safety and Indigenous Health (CSIH) course was designed for VCC School of Health Sciences (SHS) to respond to the Truth and Reconciliation Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people. This is a non-credit, tuition free course that is a required component of the program.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	The CSIH courses have been included in the PCG as per ongoing consultations.
Faculty/Department	The CSIH courses have been included in the PCG as per ongoing SHS Curriculum committee 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.

Program Change Request

Date Submitted: 05/08/26 3:00 pm

Viewing: **Health Unit Coordinator Certificate**

Last approved: 03/24/26 2:08 pm

Last edit: 05/08/26 3:00 pm

Changes proposed by: rakumar

Catalog Pages Using
this Program

[Health Unit Coordinator Certificate](#)

Program Name:

Health Unit Coordinator Certificate

Credential Level: Certificate

Effective Date: September ~~May~~ 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Health Sciences

Department: Health Unit Coordinator (4610)

Contact(s)

In Workflow

1. **4610 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 05/11/26 1:19 pm
Katherine Griffiths (kagriffiths):
Approved for 4610 Leader
2. 05/12/26 7:06 am
Mandy Hayre (mhayre): Approved for SHS Dean
3. 06/01/26 4:10 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Dec 11, 2019 by Nicole Degagne (ndegagne)
4. Dec 13, 2019 by Darija Rabadzija (drabadzija)

64
(ndegagne)

19. Oct 22, 2024 by
Darija Rabadzija
(drabadzija)

20. Jun 10, 2025 by
Katherine Griffiths
(kagriffiths)

21. Jun 12, 2025 by
Darija Rabadzija
(drabadzija)

22. Jul 23, 2025 by
Darija Rabadzija
(drabadzija)

23. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	5055

Program Content Guide

Purpose

The Health Unit Coordinator Certificate (HUC) program is designed to provide students with the knowledge and skills to perform the roles and responsibilities of the HUC. Students will learn to pronounce and use medical terminology and pharmacology correctly and improve their word processing and keyboarding skills in the program. Graduates will demonstrate accuracy and proficiency when communicating verbally, electronically or in writing as a professional member of the health care team. Students will also explore coordinating patient transitions and activities in health care.

The HUC program utilizes authentic and experiential learning to promote the critical thinking and adaptability skills required to work in the diverse and dynamic field of health care.

Grade 12 Graduation or equivalent.

English Studies 12 with a minimum 'B' grade, [or equivalent](#)

Typing speed of 25 gross words per minute with 98% accuracy on a proctored 5-minute test

Attending an information session is strongly recommended.

Upon Acceptance

Criminal Record Check (CRC)

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

TB Screening

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

Immunization Record

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

N95 Respiratory Mask

N95 mask fitting should be done just prior to beginning your program and is valid for one year. A copy of the certificate must be presented during the first week of classes. Please review [Respiratory Mask Fit Testing Information](#).

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following course:

HLUC 1015 Speed and Accuracy

Methods for assessing prior learning are listed on the course outline. Please contact the Department for details. See [Prior Learning Assessment and Recognition](#) policy for more information.

Program Duration & Maximum Time for Completion

32 weeks of full time study. Students are required to complete all the requirements for the Health Unit Coordinator Certificate within two (2) years from their program start date.

Program Learning

Outcomes

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

PLO #1	Apply the knowledge and skills to act safely, ethically and responsibly as a health care team member.
PLO #2	Model professional behaviours in health care settings.
PLO #3	Demonstrate professional communication skills within the healthcare environment.
PLO #4	Integrate knowledge of cultural sensitivity and diversity into practice in a variety of settings.
PLO #5	Practice digital and information literacy skills to support safe client care.
PLO #6	Apply critical thinking when coordinating within the role and responsibilities of the Health Unit Coordinator.
PLO #7	Demonstrate initiative and responsibility to coordinate patient and unit activities.
PLO #8	Collaborate with health care professionals to coordinate patient and unit activities.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Primary instructional activities include demonstrations, simulations, case studies, group work, labs, and practicum. Interactive learning activities with an emphasis on building digital literacy skills, cultural awareness and social responsibility will be applied throughout the program. Students will learn in a variety of learning environments which include the classroom, lab, practicum and online setting.

Evaluation of Student Learning

Students are evaluated through a variety of assessments such as: quizzes, exams, case studies, written assignments, presentations and projects (journals, self reflective learning plans, workshops and online modules). Students are required to achieve a minimum of 68% (B-) in all theory courses in order to advance to the next term. 100% attendance is recommended. Student success in the program and practicum is highly dependent on attendance and participation.

HLUC 1050 Practicum 1 and HLUC 1150 Practicum 2 are based on Successful (S) or Unsuccessful (U) grade, where S is deemed successfully completing all learning outcomes for the courses. Successful (S) is equal or greater than 68%. Successful completion of HLUC 1050 Practicum 1 is required in order to continue into the second semester and HLUC 1150 Practicum 2.

Practicums are evaluated through observations and feedback from the student, faculty and preceptor.

Ability to work accurately and manage time effectively in a sensitive environment.

Ability to take initiative and handle responsibility.

A caring nature and an interest in the well-being of others.

Excellent interpersonal skills.

Dependable, ethical and respectful.

Ability to work calmly and effectively under stress.

Good vision and finger/hand dexterity to operate office equipment.

Comfort and familiarity with basic functions of a computer, email and internet.

Ability to utilize a variety of computer software applications such as Microsoft Office Suite.

40 WPM touch typing keyboarding speed is required for successful completion of the program and gain employment.

Flexibility to accommodate practicum schedules.

Physical ability to carry out the duties of a health unit coordinator position.

Courses

Plan of Study Grid

Term One	Credits
<u>HLUC 1005</u> Information Technologies for Health Sciences	3
<u>HLUC 1015</u> Keyboarding: Speed and Accuracy	2
<u>HLUC 1025</u> Role of the HUC	3
<u>HLUC 1035</u> Communication in Healthcare	3
<u>HLUC 1040</u> Medical Foundations	3
<u>HLUC 1045</u> Pharmacology	2.5
<u>HLUC 1050</u> HUC Practicum 1	3
<u>CSIH 1010</u> <u>Introduction to Cultural Safety and Indigenous Holistic Health Equity</u>	0
Credits	19.5
Term Two	
<u>HLUC 1105</u> Order Processing Foundations	3
<u>HLUC 1115</u> Lab Foundations 1	2.5
<u>HLUC 1125</u> Lab Foundations 2	2.5
<u>HLUC 1135</u> Diagnostic Foundations	2.5
<u>HLUC 1140</u> Surgical & Specialty Foundations	3
<u>HLUC 1145</u> HUC Practicum Orientation	2
<u>HLUC 1150</u> HUC Practicum 2	5
Credits	20.5
Total Credits	40

*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	Minimum Pass	2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	N/A	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.

The Cultural Safety and Indigenous Health (CSIH) course was designed for VCC School of Health Sciences (SHS) to respond to the Truth and Reconciliation Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people. This is a non-credit, tuition free course that is a required component of the program.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	The CSIH courses have been included in the PCG as per ongoing consultations.
Faculty/Department	The CSIH courses have been included in the PCG as per ongoing SHS Curriculum committee consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for:

ⓘ 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.

Program Change Request

Date Submitted: 05/08/26 3:06 pm

Viewing: **Occupational/Physical Therapist**

Assistant Diploma

Last approved: 03/24/26 2:37 pm

Last edit: 05/08/26 3:06 pm

Changes proposed by: rakumar

Catalog Pages Using
this Program

[Occupational/Physical Therapist Assistant Diploma](#)

[Dental Hygiene Diploma](#)

Program Name:

Occupational/Physical Therapist Assistant Diploma

Credential Level: Diploma

Effective Date: September ~~2025~~ 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Health Sciences

Department: Occup/Physical Therapist Asst (5076)

Contact(s)

In Workflow

1. **5076 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 05/08/26 3:19 pm
Carmen Kimoto (ckimoto):
Approved for 5076 Leader
2. 05/12/26 7:07 am
Mandy Hayre (mhayre): Approved for SHS Dean
3. 06/01/26 4:10 pm
Todd Rowlett (trowlett): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim
2. Apr 16, 2019 by Nicole Degagne (ndegagne)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)
4. Dec 11, 2019 by Nicole Degagne (ndegagne)

⁷¹
(drabadzija)

19. Nov 29, 2024 by
Darija Rabadzija
(drabadzija)
20. Nov 29, 2024 by
Darija Rabadzija
(drabadzija)
21. May 28, 2025 by
Darija Rabadzija
(drabadzija)
22. Jul 23, 2025 by
Darija Rabadzija
(drabadzija)
23. Sep 22, 2025 by
Darija Rabadzija
(drabadzija)
24. Jan 30, 2026 by
Darija Rabadzija
(drabadzija)
25. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	778-783-5090

Program Content Guide

Purpose

The Occupational/Physical Therapist Assistant (Rehab Assistant) Program is designed to prepare students to work as Occupational Therapist Assistants (OTAs) and Physical Therapist Assistants (PTAs). Under the direction and supervision of an Occupational Therapist and/or Physical Therapist, graduates will provide client-centered care that promotes and maintains the physical, emotional, cognitive, mental and social well-being of clients. Upon completion of the program, graduates will have the skills, knowledge and attitudes to work in hospitals, rehabilitation centres, continuing care facilities, the community and private practice.

Grade 12 graduation or equivalent

English Studies 12 with a minimum 'B' grade, or [equivalent](#)

Anatomy and Physiology 12 or equivalent

Attending a Program Information Session is strongly recommended.

Upon acceptance to the program:

Students in this program are required to complete a Criminal Record Check (CRC). The CRC must be completed according to [VCC's Criminal Record Check instructions](#). Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate. Valid [CPR-C certification](#). Certificate must remain valid throughout the program.

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

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Occupational/Physical Therapist Assistant (OPTA) Program is 69 weeks in length. It consists of 5 semesters delivered over two years. Year 1 consists of Semesters 1, 2 and 3 and is scheduled from September to June. Year 2 consists of Semesters 4 and 5 and is scheduled from September to April.

Students must complete the diploma within three years of starting the program.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Practise as an Occupational Therapist Assistant or Physical Therapist Assistant in a competent, professional, accountable and ethical manner.
PLO #2	Incorporate cultural safety and humility into practice by effectively engaging with diverse cultural perspectives with respect and sensitivity.
PLO #3	Utilize evidence-informed rehabilitation knowledge to implement assigned Occupational Therapy or Physical Therapy interventions.

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

PLO #4	Collaborate as a member of an interdisciplinary team within an evolving health care system.
PLO #5	Contribute to the development and maintenance of an effective practice environment through direct client care, organization and support of rehabilitation services.
PLO #6	Identify and report relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member.
PLO #7	Communicate effectively, through verbal, nonverbal, written and electronic means, with clients, their families, caregivers and other interdisciplinary team members.
PLO #8	Develop and implement strategies to maintain and improve professional competence, through engagement and reflective practice, within the role of the Occupational Therapist Assistant and Physical Therapist Assistant.
PLO #9	Promote, support and encourage health and wellness for self and others.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

This program is offered on a full-time basis only. Each semester must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program, the instructors will encourage students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in classroom, lab and clinical activities, including practicums.

Instructors promote an environment conducive to learning through activities such as lectures, pre-readings, guided discussions, debates, audio-visual presentations, group activities, projects, skill-building exercises, role rehearsals, on-line learning, site visits and simulations. Students practise and develop their practical skills by practising on each other.

Theoretical knowledge is evaluated through quizzes, exams, assignments, group projects and presentations. The evaluation of clinical skills is based on practical skills assessments.

Students must achieve a minimum grade point average of 'B-' (2.67) or a grade of Satisfactory ('S') in all courses to successfully graduate, and a minimum cumulative grade point average of 'B-' (2.67) in each term to advance into subsequent terms in the program. Eligibility for practicum courses is dependent upon successful completion of all other courses within that term.

Program Considerations

Ability to work with people who have physical, emotional, mental health and/or cognitive challenges

Willingness to provide physical and emotional support to clients

Ability to perform typical therapist assistant duties

Patience, empathy and a genuine interest in promoting the independence and well-being of others

Good observational and organizational skills

Ability to work independently and in collaboration with others

Ability to adapt and respond appropriately to changing situations

Ability to communicate in a complex, health care environment

Mature, trustworthy, reliable and dependable

Basic computer skills – email, word processing, internet searching

Courses

Plan of Study Grid

First Year

Term One	Credits
<u>OPTA 1131</u> Anatomy and Physiology for OTAs and PTAs	6
<u>OPTA 1132</u> Health Care and Rehabilitation	3
<u>OPTA 1133</u> Introduction to Rehabilitation Skills	5
<u>OPTA 1134</u> Health Promotion and Recreation	3
<u>OPTA 1135</u> Communications 1	3
<u>OPTA 1136</u> Introduction to Professional Practice	1.5
<u>CSIH 1010</u> <u>Introduction to Cultural Safety and Indigenous Holistic Health Equity</u>	0
Credits	21.5

Term Two

<u>OPTA 1235</u> Communications 2	2
<u>OPTA 1236</u> Professional Practice 1	1.5
<u>OPTA 1241</u> Musculoskeletal Conditions	3

<u>OPTA 1242</u> MSK Principles and Practice - PTA	3.5
<u>OPTA 1243</u> MSK Principles and Practice - OTA	3.5
<u>OPTA 1244</u> Cardio-Respiratory Conditions	3
<u>OPTA 1245</u> Acute Care Principles and Practice - PTA	3
<u>OPTA 1246</u> Acute Care Principles and Practice - OTA	3
Credits	22.5
Term Three	
<u>OPTA 1234</u> Lifespan Development	3
<u>OPTA 1351</u> Group Principles and Practice - PTA	1
<u>OPTA 1352</u> Group Principles and Practice - OTA	1
<u>OPTA 1354</u> OPTA Practicum 1	5
<u>OPTA 1353</u> Professional Practice 2 - Practicum Preparation	1
Credits	11
Second Year	
Term Four	
<u>OPTA 2434</u> Professional Practice 3	2
<u>OPTA 2461</u> Neurological and Mental Health Conditions	3
<u>OPTA 2462</u> Neuro Principles and Practice - PTA	4
<u>OPTA 2463</u> Neuro/Mental Health Principles and Practice - OTA	4
<u>OPTA 2464</u> OPTA Practicum 2	6.5
<u>CSIH 1015</u> <u>Enhancing Cultural Safety and Indigenous Health Equity</u>	<u>0</u>
Credits	19.5
Term Five	
<u>OPTA 2532</u> Inter-Professional Practice	5
<u>OPTA 2533</u> Professional Practice 4	4.5
<u>OPTA 2571</u> Paediatric and Complex Conditions	2
<u>OPTA 2534</u> OPTA Practicum 3	8
Credits	19.5
Total Credits	94

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		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.

The Cultural Safety and Indigenous Health (CSIH) course was designed for VCC School of Health Sciences (SHS) to respond to the Truth and Reconciliation Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people. This is a non-credit, tuition free course that is a required component of the program.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	The CSIH courses have been included in the PCG as per ongoing consultations.
Faculty/Department	The CSIH courses have been included in the PCG as per ongoing SHS Curriculum committee consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic
 International

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

Program Change Request

Date Submitted: 05/11/26 10:22 am

Viewing: **Pharmacy Technician Diploma**

Last approved: 04/16/26 3:26 pm

Last edit: 05/19/26 10:52 am

Changes proposed by: rakumar

Program Name:

Pharmacy Technician Diploma

Credential Level: Diploma

Effective Date: January 2027

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Health Sciences

Department Pharmacy Technician (5005)

Contact(s)

In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 05/11/26 10:10 am
Jennifer Nguyen
(jenguyen): Rollback to Initiator
2. 05/11/26 10:23 am
Jennifer Nguyen
(jenguyen):
Approved for 5005 Leader
3. 05/12/26 7:06 am
Mandy Hayre
(mhayre): Approved for SHS Dean
4. 06/01/26 4:08 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

History

1. Mar 26, 2026 by
Jennifer Vo (jvo)
2. Mar 26, 2026 by
Darija Rabadzija
(drabadzija)
3. Mar 26, 2026 by
Darija Rabadzija
(drabadzija)

79
4. Apr 16, 2026 by
Darija Rabadzija
(drabadzija)
5. Apr 16, 2026 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Jennifer Nguyen	jenguyen@vcc.ca	778-783-5023

Program Content Guide

Purpose

This full time program prepares graduates for employment as pharmacy technicians in a variety of settings including community, hospital, and long-term care pharmacies. Graduates will have the skills and knowledge necessary to perform the technical and administrative functions required to provide patient-centred pharmacy services. In addition, students learn to be responsible and accountable for ensuring patient safety and for accuracy and quality of product preparation and release. Students learn to collaborate with other health care professionals in the promotion of wellness and delivery of pharmacy services. Graduates meet the entry-to-practice competencies outlined by the National Association of Pharmacy Regulatory Authorities (NAPRA) and educational outcomes outlined by the Canadian Pharmacy Technician Educator Association (CPTEA).

This program welcomes diverse applicants.

Grade 12 graduation or equivalent.

English Studies 12 with a minimum 'B' grade, or [equivalent as specified for the Pharmacy Technician program](#)

One of the following:

Foundations of Math 12 with a minimum 'C+' grade, or [equivalent](#)

Pre-Calculus 11 with a minimum 'C+' grade, or [equivalent](#)

Chemistry 11 with a minimum 'C+' grade, or [equivalent](#)

Anatomy & Physiology 12 with a minimum 'C+' grade, or [equivalent](#)

[VCC Health Sciences Math Assessment](#) with a minimum 80%

Upon acceptance:

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

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

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Pharmacy Technician Diploma Program is one year (12 months) of full-time study. The maximum time to complete the program is four (4) years from the start of the program.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate the role of a pharmacy technician within legal requirements while upholding professional standards of practice and the College of Pharmacists of BC's Code of Ethics.
PLO #2	Establish and maintain professional relationships with patients, healthcare providers, and pharmacy team members, using clear and respectful communication to optimize patient care.

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

PLO #3	Accurately prepare and check pharmaceutical products using a variety of distribution systems to ensure their safe distribution to patients.
PLO #4	Demonstrate leadership and management skills by overseeing pharmacy operations and optimizing workflows to ensure efficient delivery of safe and high-quality pharmacy services.
PLO #5	Demonstrate the application of health promotion activities for patients and the public within pharmacy practice to enhance community health and well-being.
PLO #6	Access, evaluate, and apply relevant information and research to make evidence-informed decisions to enhance patient care.
PLO #7	Collaborate with members of the intra- and inter-professional health teams to facilitate the delivery of comprehensive services and promote continuity of patient care.
PLO #8	Establish and maintain quality assurance policies and procedures to optimize patient safety and foster a culture of safety in pharmacy practice.
PLO #9	Provide culturally safe, person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to cultural humility, cultural safety, and diversity.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Instructional activities include lectures, discussions, group work, audio-visual presentations, demonstrations, dispensing labs, compounding labs, aseptic technique labs, case studies, role-plays, and field trips. The lab component of the program provides the learner with the opportunity to integrate practice and theory in a simulated pharmacy setting.

The program emphasizes meaningful engagement and students will be expected to contribute to classroom discussions, online forums, and lab-based activities. Instructors will foster a learning environment that encourages safe and respectful participation. Throughout the program, the instructor will encourage and support students in becoming increasingly more self-directed and responsible for their own learning.

Students' progress in the classroom, online and the lab setting will be evaluated. Theoretical concepts will be evaluated through quizzes, tests, exams, case studies, projects, presentations and assignments.

Evaluation of practical skills will be based on checklists and practical exams.

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.

Students must receive a minimum grade of 'B' (3.00) or 'S' to successfully complete each course, and a minimum program term grade point average of 3.00 to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 3.00 upon completion of all program courses to successfully graduate. In addition, students must meet the zero tolerance criteria in pharmaceutical calculations in PHAR 2115 and prescription checking in PHAR 1106 as required by the accreditation body - the Canadian Council for Accreditation of Pharmacy Programs (CCAPP). If a student fails to achieve 100% after the allocated attempts on either assessment, they will not be able to progress in the program.

Program Considerations

Program tasks require precise hand-eye coordination and fine motor skills for measuring medications and preparing sterile products.

Program tasks require extended periods of standing during laboratory work and practicum placements.

Program tasks require visual distinction of fine details and small print.

Practicum placements can require variable work schedules, including evening and weekend shifts.

Learning environment involves potential exposure to pharmaceutical ingredients that may cause allergic reactions or sensitivities during practicum placements.

Courses

Plan of Study Grid

Term One	Credits
<u>PHAR 1100</u> Professional Practice for Pharmacy Technicians 1	6
<u>PHAR 1102</u> Pharmacology for Pharmacy Technicians 1	3
<u>PHAR 1103</u> Pharmaceutical Calculations 1	1.5
<u>PHAR 1104</u> Communications for Pharmacy Technicians 1	1.5
<u>PHAR 1105</u> Management for Pharmacy Technicians 1	1.5
<u>PHAR 1106</u> Community Pharmacy	7.5
<u>CSIH 1010</u> <u>Introduction to Cultural Safety and Indigenous Holistic Health Equity</u>	0
Credits	21
Term Two	
<u>PHAR 1206</u> Hospital Pharmacy	7

<u>PHAR 1207</u> Sterile Products	3
<u>PHAR 2100</u> Professional Practice for Pharmacy Technicians 2	3
<u>PHAR 2110</u> Pharmacology for Pharmacy Technicians 2	3.5
<u>PHAR 2115</u> Pharmaceutical Calculations 2	1.5
<u>PHAR 2120</u> Communications for Pharmacy Technicians 2	1.5
<u>PHAR 2130</u> Management for Pharmacy Technicians 2	1.5
<u>CSIH 1015</u> <u>Enhancing Cultural Safety and Indigenous Health Equity</u>	<u>0</u>
Credits	21
Term Three	
<u>PHAR 2230</u> Non-Prescription Medications and Complementary Therapies	1.5
<u>PHAR 2240</u> Career Development and Licensing Preparation	1.5
<u>PHAR 2250</u> Non-Sterile Compounding Lab	2
<u>PHAR 2260</u> Pharmacy Practicum Preparation	1.5
<u>PHAR 2265</u> Pharmacy Technician Practicum	13
Credits	19.5
Total Credits	61.5

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
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A	85-89		4.00
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IP		Course in Progress	N/A
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Grade Point Average (GPA)

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Rationale and Consultations

Provide a rationale
for this proposal.

The Cultural Safety and Indigenous Health (CSIH) course was designed for VCC School of Health Sciences (SHS) to respond to the Truth and Reconciliation Calls to Action and the In Plain Sight Report (2020). Both documents culminate with recommendations for mandatory components in health care education that address Indigenous specific racism, impacts of colonization on health care for Indigenous persons, and the United Nations Declaration on the Rights of Indigenous people. This is a non-credit, tuition free course that is a required component of the program.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	The CSIH courses have been included in the PCG as per ongoing consultations.
Faculty/Department	The CSIH courses have been included in the PCG as per ongoing SHS Curriculum committee consultations.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic
 International

ⓘ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.
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DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: Revised program: IT Operations Professional Certificate & New ITOP Courses

BACKGROUND:

Continuing Studies (CS) is proposing revisions to the IT Operations Professional (ITOP) Certificate, as part of a broader restructuring of the Network Technology Administration and Security (NTAS) Post-Degree Diploma. The NTAS PDD (renamed to Information Systems Security and Administration (ISSA) Post-Degree Diploma) has run successfully for years but was impacted by IRCC policy changes effecting international students.

Due to uncertainty around the ISSA program timeline, the department is prioritizing updates to the ITOP program, which serves domestic learners and draws on foundational courses from the PDD, while ensuring future alignment between the two programs.

Based on consultation with alumni, instructors and PAC members, program revisions emphasize hands-on, applied learning intended to mirror real-world IT practice. Courses were redesigned to include scaffolded projects that allow students to build a portfolio demonstrating practical skills, addressing feedback that graduates need clearer evidence of applied competencies, as the program does not include a co-op or practicum. The Short Certificate exit option was removed; instead, the plan is to embed micro-credentials (Awards of Achievement).

While several course and program learning outcomes were updated, the overall employment outcomes and occupational classifications remain largely unchanged; for this reason, CS views these changes as a substantial revision rather than a new credential. Revised outcomes reflect a shift towards more applied, rather than necessarily higher-level learning.

Separate from the ITOP Certificate, CS is proposing seven new second-year level courses, which will be part of the revised ISSA PDD. The wireframe stage of the PDD was approved by the Board, but the full PCG is not moving forward at this time, only the courses.

DISCUSSION:

Sid Khullar, Program Coordinator, presented the proposal. The Committee requested the following revisions:

- Outline the Awards of Achievement and required courses

- Outline attendance requirements and expectations more clearly
- List accepted prior learning recognition methods for each course outline
- Adjust language in course descriptions away from marketing-focused language (“you will learn”)
- Reformat pre-requisite section for course numbers only

There was a longer discussion about the absence of admission requirements for this program. The rationale is to reduce barriers for students and enable à-la-carte registration in individual courses. In the department’s experience with the ITOP predecessor program, there were no issues with student success, even without admission requirements around English language or math skills. The committee still recommended including a suggested (not mandatory) minimum English level as guidance for students (Grade 10 English recommended).

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the IT Operations Professional Certificate program content guide, including four revised and four new course outlines; and seven additional new ITOP course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 24, 2026

Program Change Request

Date Submitted: 05/05/26 5:11 pm

Viewing: **IT Operations Professional Certificate**

Last approved: 04/01/26 11:38 am

Last edit: 06/01/26 2:49 pm

Changes proposed by: skhullar

Catalog Pages Using
this Program

[IT Operations Professional Certificate](#)

Program Name:

IT Operations Professional Certificate

Credential Level:

Certificate

Effective Date:

[January 2027](#) ~~May 2022~~

Effective Catalog
Edition:

2025-2026 Academic Calendar

School/Centre:

Continuing Studies

Department

[IT Operations \(6601\)](#) ~~Computers - City Centre (6046)~~

Contact(s)

In Workflow

1. **6046 Leader**
2. **6601 Leader**
3. **Senior PC**
4. **CCS Dean**
5. **Curriculum Committee**
6. **Education Council**

Approval Path

1. 05/05/26 5:24 pm
Sid Khullar
(skhullar): Approved
for 6046 Leader
2. 05/05/26 5:24 pm
Sid Khullar
(skhullar): Approved
for 6601 Leader
3. 05/07/26 10:40 am
Andrea Korens
(akorens): Approved
for Senior PC
4. 05/07/26 4:12 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
5. 06/02/26 10:02 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Jul 29, 2020 by Sid
Khullar (skhullar)

2. Aug 27, 2020 by
Darija Rabadzija
(drabadzija)
3. Mar 10, 2022 by
Todd Rowlatt
(trowlatt)
4. Apr 21, 2023 by
Darija Rabadzija
(drabadzija)
5. Jan 8, 2024 by
Nicole Degagne
(ndegagne)
6. Jan 8, 2024 by
Nicole Degagne
(ndegagne)
7. Mar 25, 2026 by
Dawn Cunningham
Hall (dahall)
8. Apr 1, 2026 by
Azeez
Alabdulhassan
(aalabdulhassan)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	<u>8316</u> ~~8670~~

Program Content Guide

Purpose

The purpose of this program is to prepare students for entry-level positions in Information Technology (IT), such as junior system administrator, helpdesk, and tier 1- or 2- IT support. This program can also help individuals with prior industry experience to enhance their skills and knowledge in IT.

Students will develop essential skills in listening, problem solving, critical thinking, decision making, monitoring, and troubleshooting, in computer network operations. Students will gain a strong foundation in IT terminology.

Courses in this program will help prepare students to write industry certification exams from vendors, ~~exams~~, such as from CompTIA, Microsoft, Cisco, Linux Professional Institute, and other professional bodies. ~~AXELOS (ITIL)~~.

English Studies 12 or equivalent recommended.

~~No program specific requirements.~~

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses; however, students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Tuition and fees will still apply.

~~PLAR is available for all courses in the program. However, a maximum of 50% of the program credits can be accessed through PLAR.~~

Methods for assessing prior learning may include exams, portfolios, interviews, projects, demonstrations, ~~a review of relevant work experience and/or recent industry~~ certifications, employer validation, and other evaluations.

If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations. See Prior Learning Assessment and Recognition policy for more information.

~~Please contact the program area for details.~~

~~See Prior Learning Assessment and Recognition policy for more information.~~

Program Duration & Maximum Time for Completion

This part-time program can be completed in 1-3 years. Students may take individual courses in any order, subject to meeting prerequisites. Students intending to complete the IT Operations Professional Certificate must submit an Application Form prior to completing the program. The maximum time to complete the program is 3 years. Students may also achieve an *Award of Achievement* in Endpoint and Device Management. To achieve this Award of Achievement, students must complete the following courses:

ITOP 1101

ITOP 1102

ITOP 1130

Upon successful completion of the requirements for an Award of Achievement, students may choose to exit the program or continue towards completion of the IT Operations Professional Certificate.

~~Students may complete the program within 1 to 3 years (maximum) on a part-time basis.~~

Program Learning

Outcomes

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

PLO #1	<u>Assess, configure, maintain, and troubleshoot end-user devices, operating systems, applications, and peripheral hardware using systematic support procedures.</u> ~~Recognize network weakness and advise on IT security concepts~~
PLO #2	<u>Configure and troubleshoot network connectivity and core network services for small- to medium-sized organizational environments.</u> ~~Build and perform basic repairs on computer hardware~~
PLO #3	<u>Administer endpoint, server, and platform services across Windows, Linux, and virtualized/cloud environments using appropriate configuration, automation, backup, and recovery practices.</u> ~~Design, build, and implement a server environment within a Local Area Network~~
PLO #4	<u>Apply baseline cybersecurity controls to protect devices, accounts, data, and networked resources.</u> ~~Lead, manage, and direct small-to-medium-scale IT projects~~
PLO #5	<u>Implement identity, access, and policy controls in organizational IT environments, using directory, endpoint, and system administration tools.</u> ~~Work effectively and professionally both individually and as part of an IT team~~
PLO #6	<u>Produce clear technical documentation and communicate effectively with users, peers, and supervisors through support records, diagrams, procedures, reports, and professional interactions.</u> ~~Apply troubleshooting techniques to resolve IT related problems/issues~~
PLO #7	<u>Apply structured problem solving, industry-informed practices, and professional communication skills in workplace-relevant IT scenarios.</u> ~~Administer and provide support for multiple operating systems such as Windows, Windows Server, and Linux~~

Additional PLO Information

~~Students who complete the IT Operations Professional Short Certificate will be able to:~~

~~Recognize network weakness and discuss IT security concepts~~

~~Work with a server environment within a Local Area Network~~

~~Follow procedures for IT software, hardware, and other equipment~~

~~Build, and perform basic repairs on, a personal computer~~

~~Apply troubleshooting techniques to resolve IT related problems/issues~~

~~Administer and provide support for multiple operating systems, such as Windows, and Windows Server~~

Throughout the curriculum, students gain hands-on experience in dedicated lab environments, working across both Windows and Linux systems. These technical areas are complemented by skills for professional development and documentation. Student learning is applied towards an industry integrated project to emphasize real world application, team collaboration and solution development.

Students will engage with the material in this program through a combination of hands on and scenario-based activities. For example, students will role-play consulting on a required PC build, take apart and then reassemble a computer, build a VPN with a given configuration, install a Windows server, and configure a basic group policy setup within an active directory environment. A strong emphasis will be placed on practicing different troubleshooting strategies ~~in-order~~ to resolve realistic IT related problems.

Class-time will utilize active-learning strategies such as problem-based learning, simulations, and case studies. Classes will be delivered in a computer lab. Courses may be delivered in a hybrid, fully-online, or fully on-campus format. ~~Some classes may be delivered partially or fully online.~~

Evaluation

Student learning is evaluated through a range of activities, such as knowledge checks (e.g. quizzes and exams), lab/practical assignments, presentations, and integrative projects, such as production of industry-relevant artifacts (e.g. incident logs and resolutions, provisioning) and documentation involving written submissions (e.g. dashboards, technical analysis, recommendations).

Grading and Progression

Students must receive a minimum grade of 'C' (2.00) or 'S' to successfully complete each course, and a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate.

Attendance

Students are expected to attend all classes (including lectures, laboratories, project/group-work sessions etc.). Attendance supports learning continuity, teamwork, and mastery of skills required for IT roles applicable to this program. It ensures students benefit fully from both theoretical learning and hands-on experiences.

Students who are unexpectedly or unavoidably absent should report to their instructors as soon as possible and discuss how to make up for missed work or otherwise stay on track. Any request for an academic concession must be clearly expressed.

~~Students will be assessed through a wide range of activities such as presentations, projects, learning journals, and exams:~~

~~To achieve the IT Operations Professional Certificate, students must successfully complete all of the nine courses listed below for a total of 18 credits:~~

~~To achieve the IT Operations Professional Short Certificate, students must successfully complete the A+ Hardware (ITOP 1101), Networking Fundamentals (ITOP 1102), and Windows Server Fundamentals (ITOP 1103) courses:~~

~~Students can receive both the IT Operations Professional Certificate and the IT Operations Professional Short Certificate:~~

Students should consider the following aspects of this program:

Learning environment requires extended periods (e.g. 3 - 5 hours per day) of computer use with sustained visual focus on digital displays and repetitive hand, wrist, and arm movements with hardware devices, such as keyboard, mouse, switches, routers, cables, and small tools.

Program environment involves time-sensitive task completion on deadline.

Program tasks require access to a modern laptop capable of running Microsoft Windows and Linux operating system with full privileges. Online classes require audio-video hardware including webcam, speakers, and microphone. For details and minimum hardware requirements, please refer to the program's technology requirements document.

If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact disabilityservices@vcc.ca or 604.871.7500 to explore possible accommodations/supports.

~~This program is suited for students who wish to further their technical skills and who have an interest in computers and information technology. Students should have an interest in keeping their technical skills up-to-date.~~

Courses

<u>ITOP 1101</u>	A+ Hardware Fundamentals	2
<u>ITOP 1102</u>	Networking Fundamentals	2
~~ITOP 1103~~	~~Windows Server Fundamentals~~	~~2.0~~
~~ITOP 1104~~	~~Active Directory~~	~~2.0~~
<u>ITOP 1105</u>	Security Fundamentals	2
~~ITOP 1106~~	~~Service Manager~~	~~2.0~~
<u>ITOP 1107</u>	Linux Fundamentals	2
~~ITOP 1108~~	~~Windows Desktop Support~~	~~2.0~~
~~ITOP 1109~~	~~PowerShell~~	~~2.0~~
<u>ITOP 1130</u>	<u>Endpoint Administration and Support</u>	<u>2</u>
<u>ITOP 1150</u>	<u>Enterprise Virtualization and Cloud Platforms</u>	<u>2</u>
<u>ITOP 1160</u>	<u>Windows Server and Active Directory</u>	<u>4</u>
<u>ITOP 1140</u>	<u>Professional Communication and Career Readiness for IT</u>	<u>2</u>
Total Credits		18

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49		0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

~~Grade Point Average (GPA)~~

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

As the formerly NTAS PDD curriculum underwent rapid restructuring precipitated by the downstream effect of recent federal immigration reforms, the ITOP Certificate, which shares some of the courses, is being updated and revised to continue supporting domestic students interested in pursuing the ITOP program.

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

Launch your Information Technology (IT) career with a strong foundation in computer hardware, software, networks, and security.

What you will learn

What to expect

Course Change Request

Date Submitted: 05/05/26 5:13 pm

Viewing: **ITOP 1101 : A+ Hardware Fundamentals**

Last approved: 03/22/25 7:20 am

Last edit: 06/01/26 11:19 am

Changes proposed by: skhullar

Programs
referencing this
course

147: IT Operations Professional Certificate

148: Network Technology Administration and Security Post-Degree

Course Name:

A+ Hardware Fundamentals

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/26 5:23 pm
Sid Khullar
(skhullar): Approved for 6601 Leader
2. 05/07/26 11:56 am
Andrea Korens
(akorens): Approved for Senior PC
3. 05/07/26 4:14 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

History

1. Jun 27, 2020 by Sid Khullar (skhullar)

2. Dec 7, 2021 by ⁹⁸
Leszek Apouchtine
(lapouchtine)
3. Mar 22, 2025 by
Shu-Ann Hoo (shoo)

Name	E-mail	Phone/Ext.
<u>Sid Khullar</u> ~~Shu-Ann Hoo~~	<u>skhullar@vcc.ca</u> ~~shoo@vcc.ca~~	<u>8316</u> ~~6044438682~~

Banner Course Name: A+ Hardware Fundamentals

Subject Code: ITOP - IT Operations Professional

Course Number 1101

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours .1

Bridge Course Level 30

Course Description:

Students will learn the foundations of building, configuring, and maintaining computer systems while developing practical troubleshooting skills used in IT support roles. This course introduces device-level networking essentials, including wired and wireless connectivity checks aligned with industry best practices. Through hands-on work, students will explore hardware components, operating system installation, preventive maintenance, and basic network interface diagnostics. This course provides a technical base that will prepare students for deeper networking and systems topics in later courses. ~~In this course students will learn about the various hardware components of a Personal Computer (PC), including RAM, the CPU, and the harddrive. Students will research and build a PC from scratch, and will explore topics such as basic networking, cooling strategies and the task manager. Students will also be introduced to virtualization and mobile technologies.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, external (industry) certification recognition, student portfolio/products, project-based assessment, or through another assessment method that is aligned with the course learning outcomes. ~~Prior learning is assessed through a written and practical challenge exam.~~

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Assemble and configure modern computing devices including desktops, laptops, and mobile workstations, applying proper ESD controls and safety procedures while achieving successful POST and system initialization.</u> ~~Describe the different components needed to build a working network~~
CLO #2	<u>Diagnose and repair hardware failures across modern device types including PSU, RAM, storage, network interface, and peripheral components, documenting root cause analysis and verification steps in a ticket-tracking system.</u> ~~Describe the steps for troubleshooting a PC-related issue~~
CLO #3	<u>Deploy operating systems on physical and virtual hardware, including basic network configuration and connectivity validation, to meet current build compliance standards.</u> ~~Describe the four different RAID configurations and compare their strengths and weaknesses~~
CLO #4	<u>Configure UEFI/BIOS settings for modern use cases including secure boot, virtualization support, and TPM integration, validating functionality across multiple boot cycles.</u> ~~List and describe the tabs in the task manager and demonstrate their uses~~
CLO #5	<u>Perform preventive maintenance on modern hardware including thermal management, component reseating, and firmware updates following established procedures and documentation standards.</u> ~~Describe the research methodologies used to build a PC to a customer's requirements~~
CLO #6	<u>Manage hardware inventory using modern asset management systems, maintaining accurate records of serial numbers, warranty status, and lifecycle management for diverse device types.</u> ~~List at least three different TCP/IP tools to troubleshoot a network~~
CLO #7	~~Contrast the two main mobile technologies~~

Instructional

Strategies:

- Instructional strategies may include:
- Knowledge checks
- Lectures
- Hands-on lab activities
- Scenario-based activities
- Demonstrations
- Problem-based exercises
- Discussion
- Reflection
- Students will engage with the material in this course through a series of lectures, case-studies, and hands-on experiences. For example, students will role-play consulting on a required PC build, and will research PC/technology components. Students will also take apart and then reassemble a computer.

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Project</u> ~~Midterm-Exam~~	<u>35-50</u> ~~20~~	<u>Project involving multiple components.</u> ~~Midterm covers material covered in first half of the course~~
<u>Assignments</u> ~~Final-Exam~~	<u>30-45</u> ~~20~~	<u>Multiple hands-on lab exercises and/or assignments.</u> ~~Final-exam~~
<u>Quizzes/Tests</u> ~~Project~~	<u>20</u> ~~30~~	
~~Assignments~~	~~30~~	~~Multiple assignments~~

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: 36 ~~30~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 12 ~~10~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Computing Hardware (e.g. assesmbly, motherboards, CPUs, memory, power, storage, I/O devices etc.)

Networking basics (e.g. interface hardware, connectivity, protocols, ports, and tools)

Mobile & Peripherals (e.g. mobile devices and printers)

Operating Systems (Microsoft Windows; introduction Linux*/MacOS*)

Security (e.g. device, network, Windows resource security)

Inventory and asset management

Documentation ~~Personal Computer (PC) environment~~

~~Operating System~~

~~RAM, CPU, HDD, Input/Output (I/O) devices~~

~~RAID technology~~

~~Computer viruses~~

~~Backup Strategies~~

~~Basic networking~~

~~Researching and assembling PC components~~

~~Power subsystem and cooling strategies~~

~~Control panel, task manager~~

~~System boot process~~

~~Virtualization~~

Course Topics:

~~Mobile technologies~~
~~Introduction to cloud computing~~
~~Introduction to WiFi~~
~~Customer service~~

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

~~CompTIA A+ Guide to IT Technical Support by Andrews/Dark/West~~

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

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Course Change Request

Date Submitted: 05/05/26 5:13 pm

Viewing: **ITOP 1102 : Networking Fundamentals**

Last approved: 03/22/25 7:20 am

Last edit: 06/01/26 11:20 am

Changes proposed by: skhullar

Programs
referencing this
course

[147: IT Operations Professional Certificate](#)
~~148: Network Technology Administration and Security Post-Degree~~

Course Name:
Networking Fundamentals

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

IT Operations (6601)

Contact(s)

In Workflow

1. 6601 Leader

2. Senior PC

3. CCS Dean

4. Curriculum Committee

5. Education Council

6. CS Associate Registrar

7. Banner

Approval Path

1. 05/05/26 5:23 pm
Sid Khullar
(skhullar): Approved for 6601 Leader

2. 05/07/26 11:59 am
Andrea Korens
(akorens): Approved for Senior PC

3. 05/07/26 4:16 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

History

1. Jun 27, 2020 by Sid Khullar (skhullar)

2. Dec 7, 2021 by
Leszek Apouchtine
(lapouchtine)
3. Mar 22, 2025 by
Shu-Ann Hoo (shoo)

Name	E-mail	Phone/Ext.
<u>Sid Khullar</u> ~~Shu-Ann Hoo~~	<u>skhullar@vcc.ca</u> ~~shoo@vcc.ca~~	<u>8316</u> ~~6044438682~~

Banner Course Networking Fundamentals
Name:

Subject Code: ITOP - IT Operations Professional

Course Number 1102

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours .1

Bridge Course Level 30

Course Description:

Students will learn the foundational concepts that enable modern computer networks to function, from how devices communicate to how small networks are designed and secured. Students will explore IP addressing, basic routing, core protocols, and wired and wireless connectivity through hands-on lab activities. This course introduces essential tools and troubleshooting methods aligned with industry best practices. It builds the base students will need for advanced networking, cloud, and cybersecurity courses later in the program. ~~In this course students will learn about networking protocols and infrastructure. Students will gain an understanding of the Open Systems Interconnection model, virtual LANs and WIFI concepts. Students will also compare and contrast different networking peripherals such as routers, hubs, and switches.~~

Course Pre-Requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, external (industry) certification recognition, student portfolio/products, project-based assessment, or through another assessment method that is aligned with the course learning outcomes. ~~Prior learning is assessed through a written challenge exam.~~

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Design and secure efficient IP addressing schemes for small to medium-scale network environments, applying principles of subnetting and logical segmentation to support scalability and connectivity.</u> ~~Summarize the Open Systems Interconnection (OSI) model~~
CLO #2	<u>Configure and validate basic network infrastructure that incorporates segmentation and routing, ensuring functional connectivity in hybrid environments and adherence to modern networking standards.</u> ~~Describe components of a network~~
CLO #3	<u>Implement secure wireless LAN configurations using modern security and authentication protocols, and cloud-managed networking solutions.</u> ~~Define Transmission Control Protocol (TCP), Internet Protocol (IP), and subnet concepts~~
CLO #4	<u>Analyze network traffic to identify and interpret core protocols, using appropriate diagnostic tools and methodologies.</u> ~~Troubleshoot basic networks~~
CLO #5	<u>Diagnose network issues across physical and logical layers, applying structured troubleshooting approaches.</u> ~~Explain network security~~
<u>CLO #6</u>	<u>Configure essential network services, such as DHCP scopes and DNS forwarders with cloud integration, ensuring integration with broader network architectures and operational requirements.</u>

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on lab activities

Scenario-based activities

Demonstrations

Problem-based exercises

Discussion

Reflection This course will use a variety of hands-on and scenario-based activities to engage students with content. For example, students will use a Cisco packet tracer to design a small network, build a VPN with a given configuration, and will troubleshoot typical network connection issues. Other learning activities may include the research of specific network-related topics, as well as group work and problem-based learning.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Project</u> ~~Midterm Exam~~	<u>35-50</u> ~~20~~	<u>Project involving multiple components.</u> ~~Midterm covers material covered in the first half of the course~~
<u>Assignments</u> ~~Final Exam~~	<u>30-45</u> ~~20~~	<u>Multiple hands-on labs and/or relevant assignments.</u> ~~Final exam~~
<u>Quizzes/Tests</u> ~~Project~~	<u>20</u> ~~30~~	
~~Assignments~~	~~30~~	~~Multiple assignments~~

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: 36 ~~30~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 12 ~~10~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

OSI and TCP/IP models; network components

IP addressing, subnetting, routing basics, common protocols such as ARP, DHCP, DNS, HTTP/S etc.

Physical and wireless technologies

Network architecture, segmentation, and WAN

Secure network design and risk mitigation, including hardening principles, zero-trust for small networks, first-line defences etc.

Monitoring, troubleshooting, performance optimization, and recovery

Documentation (e.g. IP schema) and logical/physical diagrams ~~Subnetting: private and public addressing~~

~~Internet Protocol Versions (IPv4 and IPv6)~~

~~Service ports, Virtual Local Area Network (VLAN)~~

~~Hub, Bridges, Routers, firewall separation, logical and physical ports, switching, Auto VLAN, MAC Address and Organizationally Unique Identifier (OUI), Address Resolution Protocol (ARP)~~

~~Cabling: cat 'x', fibre, coaxial~~

~~Domain Name System (DNS and Dynamic Host Configuration Protocol (DHCP)~~

~~Virtual Private Network (VPN)~~

~~Open Systems Interconnection (OSI)~~

~~Wide Area Network (WAN) and WiFi~~

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

~~Network+ Guide to Networks by Jill West, Tamara Dean, and Jean Andrews~~

Rationale and Consultations

Course Change Request

Date Submitted: 05/05/26 5:14 pm

Viewing: **ITOP 1105 : Security Fundamentals**

Last approved: 03/22/25 7:20 am

Last edit: 06/01/26 11:21 am

Changes proposed by: skhullar

Programs
referencing this
course

[147: IT Operations Professional Certificate](#)

[148: Network Technology Administration and Security Post-Degree](#)

Course Name:

Security Fundamentals

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/26 5:23 pm
Sid Khullar
(skhullar): Approved for 6601 Leader
2. 05/07/26 1:01 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/07/26 4:17 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

History

1. Jul 3, 2020 by Sid Khullar (skhullar)

- 109
2. Dec 7, 2021 by
Leszek Apouchtine
(lapouchtine)
3. Mar 22, 2025 by
Shu-Ann Hoo (shoo)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	<u>8316</u> 8670

Banner Course Name: Security Fundamentals

Subject Code: ITOP - IT Operations Professional

Course Number 1105

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours .1

Bridge Course Level 30

Course Description:

Students will learn core principles of protecting information, systems, and networks in modern computing environments. In this course, students will apply foundational security concepts, implement baseline controls, and analyze common threat vectors using practical, scenario-based activities. Students will also practice basic incident response and access control techniques, that will help them build a security mindset.
~~In the course students will learn about network security concepts, threats and vulnerabilities, the concept of least privilege, and server hardening. Students will have the opportunity to install and maintain Windows updates, and firewalls, and implement group policy protections.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, student portfolio/products, interview, project-based assessment, or through another assessment method that is aligned with the course learning outcomes. ~~Prior learning is assessed through a written and practical challenge exam.~~

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Apply security principles (CIA triad, zero-trust, least privilege access, and defense-in-depth) to small cloud and hybrid environments, identifying appropriate control layers for each asset.</u> ~~Explain security concepts in the context of a network environment~~
CLO #2	<u>Implement baseline security controls, such as password policies, patching, host firewalls, and micro-segmentation, demonstrating effectiveness through controlled test scenarios.</u> ~~Differentiate between threats and vulnerabilities~~
CLO #3	<u>Identify threat vectors in provided scenarios, recommending appropriate first-line mitigations with documented rationale.</u> ~~Install and maintain Windows updates and firewall~~
CLO #4	<u>Execute an incident response procedure on simulated security events by following established playbooks.</u> ~~Harden a server against attack~~
CLO #5	<u>Classify organizational data to apply appropriate security controls, mapping encryption, access controls, and retention policies to data sensitivity levels in business environments.</u> ~~Recognize and troubleshoot security events~~
CLO #6	<u>Configure access control systems using identity and access management services, ensuring intended allow/deny enforcement across multiple resources.</u> ~~Explain intrusion prevention systems~~
CLO #7	<u>Perform configuration review of endpoints or network devices to produce a prioritized remediation plan based on risk and effort analysis.</u> ~~Implement group policy protections~~
CLO #8	<u>Enable encryption mechanisms (at rest and in transit) using test artifacts such as cipher suites and key status reports.</u> ~~Protect privacy and confidentiality with encryption~~

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on lab activities

Scenario-based activities

Demonstrations

Problem-based exercises

Discussion

Reflection In this course students will engage with content through a combination of hands-on and scenario-based learning activities. For example, students will create a security check list for a server and troubleshoot different methods to resolve security issues. Students will also research and present on security exploits/vulnerabilities.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Project</u> ~~Participation~~	<u>35-50</u> ~~10~~	<u>Project involving multiple components.</u> ~~Asking questions, answering questions, participating in Moodle activities and similar activities.~~
<u>Assignments</u> ~~Lab Work~~	<u>30-45</u> ~~10~~	<u>Multiple assignments.</u> ~~Completion of each lab plus active participation in each lab (incl. conferring with and helping classmates etc.).~~
<u>Quizzes/Tests</u> ~~Other~~	20	~~Learning Journal which includes a description of what the student learnt in each class.~~
~~Final Exam~~	25	
~~Quizzes/Tests~~	35	~~A number of quizzes spread throughout the 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: 36 ~~30~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 12 ~~10~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

General Security Concepts, including foundational principles of CIA triad, defense in depth, security frameworks, and risk management terminology.

Threats, Vulnerabilities, and Mitigations, such as identifying attack vectors, exploiting weaknesses, and implementing countermeasures and controls.

Security Architecture, such as designing secure systems, network segmentation, identity management, and resilient infrastructure.

Security Operations, such as SOC processes, threat detection, incident response, monitoring, and real-time threat management.

Security Management, such as governance, compliance, policies, audit, and organizational security oversight and leadership

~~Firewalls, Intrusion Prevention System (IPS), Intrusion Detection System (IDS)~~

~~Principle of Least Privilege (POLP)~~

~~Hardening~~

~~Encryption - certificates (public, private, certification authority/chains)~~

Course Topics:

~~HTTPS-Transport Security~~
~~Vulnerabilities and threats~~
~~Confidentiality, Integrity, and Availability (CIA) Triad~~
~~Viruses~~
~~Roles, access control, and permissions~~

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Course Change Request

Date Submitted: 05/05/26 5:14 pm

Viewing: **ITOP 1107 : Linux ~~Server~~ Fundamentals**

Last approved: 03/22/25 7:20 am

Last edit: 06/01/26 11:22 am

Changes proposed by: skhullar

Programs
referencing this
course

[147: IT Operations Professional Certificate](#)

[148: Network Technology Administration and Security Post-Degree](#)

Course Name:

Linux ~~Server~~ Fundamentals

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/26 5:23 pm
Sid Khullar
(skhullar): Approved for 6601 Leader
2. 05/07/26 1:17 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/07/26 4:17 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

History

1. Jul 3, 2020 by Sid Khullar (skhullar)

- 115
2. Dec 7, 2021 by Leszek Apouchtine (lapouchtine)
 3. Mar 22, 2025 by Shu-Ann Hoo (shoo)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	<u>8316</u> 8670

Banner Course Name: Linux ~~Server~~ Fundamentals

Subject Code: ITOP - IT Operations Professional

Course Number 1107

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours .1

Bridge Course Level 30

Course Description:

Students will learn foundational skills for working with Linux in modern IT environments. In this course, students will navigate the Linux command line, manage files and permissions, and configure users, software, and basic network settings. Students will also practice troubleshooting common system issues and automate routine tasks with simple shell scripts. This course builds a practical base that prepares students for advanced Linux administration and systems courses. ~~In this course students will learn about the basics of the Linux operating system including the command processor (Bash), system processes, media server, and file system. Students will investigate performance and network issues and explore application development tools.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: student portfolio/products, project-based assessment, or through another assessment method that is aligned with the course learning outcomes. ~~Prior learning is assessed using a written and practical challenge exam or a portfolio (based on a rubric) that reflects their experiences in management of a Linux server.~~

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Navigate Linux file systems using command-line interface (CLI) tools to perform storage and file operations, directory management, and permission changes.</u> ~~Navigate a Linux file system and identify the key system folders~~
CLO #2	<u>Apply best practices, including system hardening, permissions, authentication and firewalls, superuser configuration, and securing remote access.</u> ~~Explain the importance of sudo and root access~~
CLO #3	<u>Configure user and group accounts with appropriate permissions and Access Control Lists (ACLs), verifying access control through test cases.</u> ~~Configure a new user account and define permissions and groups~~
<u>CLO #4</u>	<u>Install and maintain software packages using package managers and container tools.</u>
<u>CLO #5</u>	<u>Configure and manage Linux networks and services to validate network connectivity and name resolution across multiple hosts.</u>
<u>CLO #6</u>	<u>Troubleshoot system, network, security and application issues.</u>
CLO #7	<u>Automate administrative tasks and streamline operations with shell scripting.</u> ~~Setup public or private keys and use them to securely log-on to a remote server~~
~~CLO #5~~	~~Manage basic Linux processes and (Re-)configure a Linux file system~~
~~CLO #6~~	~~Install an open source server and database, and secure the server using a Certificate Authority (CA) such as Let's Encrypt~~
~~CLO #7~~	~~Monitor a Linux server and troubleshoot common network issues~~
~~CLO #8~~	~~Configure the selected application deployment tool to do a deployment to a remote Linux server~~

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on lab activities

Scenario-based activities

Demonstrations

Problem-based exercises

Discussion

Reflection Students will engage with course content through a series of scenarios, case-studies, and exercises focused on the management of a Linux server. Problem-based learning and student journals will also be utilized.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Project</u> ~~Quizzes/Tests~~	<u>35-50</u> ~~25 to 35~~	<u>Project involving multiple components.</u>
<u>Assignments</u> ~~Final Exam~~	<u>30-45</u> ~~25 to 35~~	<u>Multiple hands-on lab exercises and/or assignments</u>
<u>Quizzes/Tests</u> ~~Assignments~~	<u>20</u> ~~30 to 40~~	~~A number of assignments spread throughout the 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: 36 ~~30~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 12 ~~10~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

System Management, including Linux file systems, partitioning, boot process, package management, system monitoring, and resource administration.

Services and User Management, e.g. user accounts, permissions, groups, sudo access, systemd services, and daemon configuration.

Security, e.g. file permissions, SELinux/AppArmor, firewall rules, SSH hardening, authentication, and access controls.

Automation, Orchestration, and Scripting, e.g. bash scripting, cron jobs, configuration management, and task automation for system administration. ~~File system, navigation tools, Bash~~

~~File/directory permissions, sudo, user ownership, groups, getting help~~

~~Process management and systemd~~

~~Remote connectivity using Secure Shell (SSH)~~

~~Automating offsite backups~~

~~Building and securing a MediaWiki Server~~

~~System Monitoring~~

~~Troubleshooting~~

~~Application Deployment using tools, such as Ansible and Chef.~~

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:13 pm

Viewing: **ITOP 1130 : Endpoint Admin. and Support**

Last edit: 06/01/26 11:22 am

Changes proposed by: skhullar

Programs
referencing this
course

[147: IT Operations Professional Certificate](#)

[248: Information Systems Security and Administration Post-Degree](#)

Course Name:

Endpoint Administration and Support

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/26 5:23 pm
Sid Khullar
(skhullar): Approved for 6601 Leader
2. 05/07/26 1:06 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/07/26 4:18 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name: Endpoint Admin. and Support

Subject Code: ITOP - IT Operations Professional

Course Number 1130

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn how to provision, secure, and support Windows endpoints in modern workplace environments. In this course, students will configure identity and access controls, apply essential hardening practices, and troubleshoot endpoint issues using industry-informed tools and methodologies. Students will also automate routine administrative tasks and deliver professional remote support, building a foundation that prepares you for advanced systems, cloud, and security courses later in the program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, student portfolio/products, demonstration/simulation, interview, project-based assessment, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Provision Windows endpoints using local or cloud-based management tools.

	Upon successful completion of this course, students will be able to:
CLO #2	Implement access controls through identity management systems.
CLO #3	Harden endpoints by applying modern security configurations.
CLO #4	Monitor and remediate endpoint security alerts in security management platforms or extended detection and response (XDR) solutions.
CLO #5	Automate routine administration tasks such as software deployments and system cleanup using scripts or built-in automation tools.
CLO #6	Deliver remote support using remote assistance tools while maintaining consent documentation and detailed session records.

Instructional

Strategies:

- Instructional strategies may include:
- Knowledge checks
- Lectures
- Hands-on lab activities
- Scenario-based activities
- Demonstrations
- Problem-based exercises
- Discussion
- Reflection

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	35-50	Project involving multiple components
Assignments	30-45	Multiple hands-on lab exercises and/or assignments
Quizzes/Tests	20	

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Lab

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Windows Deployment & Provisioning
 Identity & Access Management
 Endpoint Security Hardening
 Software Management & Deployment
 Endpoint Automation & Administration
 Remote Support & Device Management

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:14 pm

Viewing: **ITOP 1140 : Career Comms for IT Profession**

Last edit: 06/01/26 11:23 am

Changes proposed by: skhullar

Programs
referencing this
course

[147: IT Operations Professional Certificate](#)

[248: Information Systems Security and Administration Post-Degree](#)

Course Name:

Professional Communication and Career Readiness for IT

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/26 5:24 pm
Sid Khullar
(skhullar): Approved for 6601 Leader
2. 05/07/26 1:18 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/07/26 4:20 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name: Career Comms for IT Profession

Subject Code: ITOP - IT Operations Professional

Course Number 1140

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will develop professional communication skills that support their growth in IT and cybersecurity careers. In this course, students will create targeted job application materials, strengthen interview and networking techniques, and build an online presence aligned with industry expectations. Students will also practice effective communication in workplace scenarios and engage in activities that help them articulate their skills with confidence, preparing them to present themselves professionally in real-world career opportunities.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: demonstration/simulation, interview, project-based assessment, employer validation, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

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

CLO #1	Create ATS-optimized resumes and cover letters that align technical skills with job requirements, using modern resume templates and keyword optimization strategies to pass Applicant Tracking Systems and secure interviews for IT roles.
CLO #2	Develop comprehensive interview preparation strategies including behavioral questions (STAR method), technical scenarios, and company research, practicing mock interviews and demonstrating professional communication skills for IT and cybersecurity positions.
CLO #3	Execute effective job hunting strategies using professional networking platforms, job search platforms, and company websites, while identifying target companies, tracking applications, and maintaining organized job search documentation with follow-up procedures.
CLO #4	Optimize professional networking profiles for visibility including compelling headlines, detailed experience descriptions, skills endorsements, and professional headshots.
CLO #5	Build strategic professional networks using professional networking platform search features for people and company discovery, implementing outreach strategies, connection requests, and relationship building techniques to expand career opportunities in IT and cybersecurity.
CLO #6	Develop professional communication skills for networking events, informational interviews, and industry connections, by creating elevator pitches, follow-up templates, and maintaining professional relationships through effective outreach and communication strategies.

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Scenario-based activities

Discussion

Reflection

Skills assessment

Mock interviews

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25-40	Multiple assignments involving professional development/networking activities.
Portfolio	60-75	Portfolio with multiple components, such as a showcase of student projects, LinkedIn profile, résumé, cover letter, and/or similar professional artefacts.

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Lab

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Foundations of professional communication and career skills in IT
 Self-awareness and personal communication style
 Individual strengths, values, and transferable skills
 Résumé, cover letter, and application design for IT roles
 Job search strategies and career planning
 Professional networking and personal branding, including online presence
 Interview skills
 Workplace communication, collaboration, and documentation
 Career readiness, continuous learning, and professional development

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:15 pm

Viewing: **ITOP 1150 : Virtualization & Cloud**

Last edit: 06/01/26 11:24 am

Changes proposed by: skhullar

Programs
referencing this
course

[147: IT Operations Professional Certificate](#)

[248: Information Systems Security and Administration Post-Degree](#)

Course Name:

Enterprise Virtualization and Cloud Platforms

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. CS Associate

Registrar

7. Banner

Approval Path

1. 05/05/26 5:23 pm

Sid Khullar

(skhullar): Approved
for 6601 Leader

2. 05/07/26 1:35 pm

Andrea Korens

(akorens): Approved
for Senior PC

3. 05/07/26 4:20 pm

Adrian Lipsett

(alipsett): Approved
for CCS Dean

4. 06/02/26 10:03 am

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name: Virtualization & Cloud

Subject Code: ITOP - IT Operations Professional

Course Number: 1150

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will discover how virtualization and cloud technologies support real-world IT infrastructure operations. In this course, students will deploy virtual machines, configure secure cloud resources and use automation to streamline deployments. Students will also practice backup and recovery planning and evaluate cost-efficient design choices, preparing them to work confidently in hybrid enterprise environments.

Course Pre-Requisites (if applicable):

ITOP 1130.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, student portfolio/products, demonstration/simulation, project-based assessment, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Configure and deploy virtual desktop infrastructure with hypervisor technology and thin-clients.

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

CLO #2	Configure and secure cloud-native environments using major cloud service providers ensuring functional connectivity and security segmentation.
CLO #3	Apply resource optimization strategies for virtualized or cloud workloads using tools and right-sizing techniques that support scalability and cost efficiency.
CLO #4	Automate infrastructure provisioning with infrastructure as code (IaC) tools to streamline deployment and maintain configuration consistency.
CLO #5	Apply backup and disaster recovery strategies, verifying restoration procedures to meet organizational continuity requirements.
CLO #6	Document cloud architecture and configurations using clear diagrams and version-controlled documentation.

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on lab activities

Scenario-based activities

Demonstrations

Problem-based exercises

Discussion

Reflection

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	45-60	Project involving multiple components related to virtualized or cloud workloads.
Assignments	40-55	Multiple hands-on lab exercises and/or assignments.

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Lab

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Virtualization & Cloud Computing
 Hypervisor Technologies & Management
 Cloud Service Models (e.g. IaaS, PaaS, SaaS) & Providers (e.g. AWS, Azure, GCP)
 Cloud Networking & Security (VPC, NSG, Firewalls)
 Infrastructure as Code
 Cloud Storage & Data Management
 Backup, Disaster Recovery & High Availability
 Cloud Monitoring, Cost Management & Optimization
 Compliance & Security Best Practices in Cloud

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:15 pm

Viewing: **ITOP 1160 : Win. Server & Active Directory**

Last edit: 06/01/26 11:24 am

Changes proposed by: skhullar

Programs
referencing this
course

[147: IT Operations Professional Certificate](#)

[248: Information Systems Security and Administration Post-Degree](#)

Course Name:

Windows Server and Active Directory

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/26 5:23 pm
Sid Khullar
(skhullar): Approved for 6601 Leader
2. 05/07/26 1:23 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/07/26 4:22 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Banner Course Name: Win. Server & Active Directory

Subject Code: ITOP - IT Operations Professional

Course Number 1160

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code CO

Bridge Billing Hours .1

Bridge Course Level 30

Course Description:

Students will learn how to deploy and manage Windows Server environments that support secure and scalable IT operations. In this course, students will deploy Windows Server roles, configure Active Directory, and use Group Policy to enforce consistent security and operational standards. Students will also manage DNS, DHCP, and file permissions while practicing system backup and restoration, building the skills needed to support enterprise-level systems.

Course Pre-Requisites (if applicable):

ITOP 1130.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, external (industry) certification recognition, student portfolio/products, project-based assessment, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Deploy and configure Active Directory Domain Services, including Organizational Unit (OU) structure planning, and domain controller installation, ensuring secure integration with DNS.
CLO #2	Create and manage Group Policy Objects (GPOs) to enforce security and configuration standards across users and computers.
CLO #3	Apply security hardening measures, including privileged access management and account protection, and role-based access controls.
CLO #4	Implement centralized policy management using templates (e.g. ADMX) for applications and security configurations.
CLO #5	Perform backup and recovery procedures using server and system state backup solutions, and restore operations.
CLO #6	Conduct configuration assessments using security benchmarks and tools, documenting findings and recommending remediation strategies to improve security posture.

Instructional

Strategies:

- Instructional strategies may include:
- Knowledge checks
- Lectures
- Hands-on lab activities
- Scenario-based activities
- Demonstrations
- Problem-based exercises
- Discussion
- Reflection

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	45-60	Project involving multiple components.

Type	Percentage	Brief description of assessment activity
Assignments	40-55	Multiple hands-on lab exercises and/or assignments.

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: 72

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Tutorial

Hours in Category 1: 48

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 24

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Windows Server Architecture and Installation

Active Directory Concepts and Design

DNS and DHCP in Active Directory

Course Topics:

User, Group, and Permission Management
 Group Policy Design and Implementation
 File Services and Access Control
 Security Hardening and Identity Protection
 Troubleshooting and Operational Best Practices

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:14 pm

Viewing: **ITOP 2110 : Cyber Defence and Operations**

Last edit: 06/02/26 9:23 am

Changes proposed by: skhullar

Programs
referencing this
course

[248: Information Systems Security and Administration Post-Degree Diploma \(Wireframe\)](#)

Course Name:

Cyber Defence and Operations

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/26 5:24 pm
Sid Khullar
(skhullar): Approved for 6601 Leader
2. 05/07/26 1:36 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/07/26 4:23 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name: Cyber Defence and Operations

Subject Code: ITOP - IT Operations Professional

Course Number: 2110

Year of Study: 2nd Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn how to monitor, defend, and respond to security events in modern IT environments. In this course, students will analyze security telemetry, triage alerts using structured playbooks, and correlate data from multiple sources to identify potential threats. Students will also practice containment and remediation techniques, apply industry-informed frameworks, and produce clear incident documentation.

Course Pre-Requisites (if applicable):

ITOP 1105.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: student portfolio/products, demonstration/simulation, project-based assessment, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Configure and validate firewall components, policies and security features, developing basic detection rules or queries to improve threat identification and reduce false positives.

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

CLO #2	Identify core SIEM components, including security telemetry, documenting data sources and schemas and customizing dashboards for effective security monitoring.
CLO #3	Triage security alerts using SOC tools and playbooks, distinguishing true positives from false positives and documenting escalation decisions.
CLO #4	Correlate security telemetry from multiple sources, such as open-source security monitoring agents and intrusion detection systems, to build incident timelines and identify key indicators of compromise.
CLO #5	Apply containment and remediation strategies to mitigate security incidents, verifying effectiveness through follow-up validation.
CLO #6	Map incident activities to recognized cybersecurity frameworks (e.g. MITRE ATT&CK, NIST CSF, CIS Controls), and document findings in case notes.
CLO #7	Produce a comprehensive incident report summarizing technical details, business impact, and lessons learnt.
CLO #8	Conduct a post-incident review and recommend improvements to processes, controls, or technologies based on findings.
CLO #9	Demonstrate structured use of incident response playbooks across all phases of the response lifecycle.

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on lab activities

Scenario-based activities

Demonstrations

Problem-based exercises

Discussion

Reflection

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Type	Percentage	Brief description of assessment activity
Project	45-60	Project involving multiple SOC components.
Assignments	40-55	Multiple hands-on lab exercises and/or assignments

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: 72

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 48

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

Check all that apply:

Lab

Hours in Category 2: 24

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Firewall Configuration & Policy Management
 SIEM Architecture & Data Collection
 Alert Triage & False Positive Reduction
 Threat Detection & Correlation Analysis
 Incident Containment & Remediation
 Incident Documentation & Framework Mapping
 Incident Response Lifecycle & Post-Incident Review

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:15 pm

Viewing: **ITOP 2120 : Advanced Networking**

Last edit: 06/02/26 9:24 am

Changes proposed by: skhullar

Programs
referencing this
course

[248: Information Systems Security and Administration Post-Degree
Diploma \(Wireframe\)](#)

Course Name:

Advanced Networking

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee**
5. **Education Council**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/26 5:24 pm
Sid Khullar
(skhullar): Approved
for 6601 Leader
2. 05/07/26 1:40 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/07/26 4:23 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name: Advanced Networking

Subject Code: ITOP - IT Operations Professional

Course Number: 2120

Year of Study: 2nd Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn how to design and operate scalable networks that support secure and efficient communication that shape today's IT environments. In this course, students will configure VLANs and routing, apply network access controls, and troubleshoot multi-layer connectivity issues using industry-informed tools and methodologies. Students will also work with advanced routing behaviours and network documentation practices, laying the groundwork for work in enterprise-scale networking and related security domains.

Course Pre-Requisites (if applicable):

ITOP 1102.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, student portfolio/products, demonstration/simulation, interview, project-based assessment, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

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

CLO #1	Design and implement network segmentation following zero-trust principles, demonstrating functional network isolation and controlled connectivity.
CLO #2	Configure routing protocols and cloud routing solutions to enable communication across multiple subnets.
CLO #3	Apply network security policies using firewalls and segmentation techniques to enforce access controls and protect network resources.
CLO #4	Describe routing protocols, network technologies, and remote connectivity options for an enterprise network.
CLO #5	Configure, analyze, and optimize dynamic routing protocols (e.g., interior gateway protocols) in IPv4 and IPv6 environments, including single- and multi-area designs, to ensure efficient route selection, scalability, and convergence.
CLO #6	Implement advanced path-selection and traffic-engineering techniques, including route redistribution and policy-based routing, to control traffic flow and influence routing behavior in multi-network environments.
CLO #7	Design and establish enterprise Internet connectivity for IPv4 and IPv6 networks, considering addressing, upstream routing integration, redundancy, and operational requirements.
CLO #8	Produce clear and accurate network documentation, addressing schemes, configuration summaries, and change records, that reflect the network state.

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on lab activities

Scenario-based activities

Demonstrations

Problem-based exercises

Discussion

Reflection

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Type	Percentage	Brief description of assessment activity
Practicum	45-60	Project involving multiple components related to network design, implementation, and/or troubleshooting an advanced network.
Assignments	40-55	Multiple hands-on lab exercises and/or assignments.

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Lab

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Network Segmentation & Zero-Trust Principles
- Routing Protocols (e.g. EIGRP & OSPF)
- Network Security Policies & Access Controls
- Route Redistribution & Path Control
- Enterprise Internet Connectivity (IPv4 & IPv6)
- Advanced Routing Configuration & Troubleshooting

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Provid

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:15 pm

Viewing: **ITOP 2130 : Advanced Linux**

Administration

Last edit: 06/02/26 9:25 am

Changes proposed by: skhullar

Programs
referencing this
course

[248: Information Systems Security and Administration Post-Degree
Diploma \(Wireframe\)](#)

Course Name:

Advanced Linux Administration

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee**
5. **Education Council**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/26 5:24 pm
Sid Khullar
(skhullar): Approved
for 6601 Leader
2. 05/07/26 3:24 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/07/26 4:24 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 10:03 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name:	Advanced Linux Administration
Subject Code:	ITOP - IT Operations Professional
Course Number	2130
Year of Study	2nd Year Post-secondary
Credits:	2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn to administer and secure Linux systems in complex, multi-service environments. In this course, students will provision and harden Linux-based services, automate administrative tasks, and configure host-level firewalls and access controls. Students will also manage systems and services, analyze logs, and perform reliable backup and restoration activities, building the expertise required to support resilient production environments.

Course Pre-Requisites (if applicable):

ITOP 1107.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: student portfolio/products, demonstration/simulation, project-based assessment, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

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

CLO #1	Provision and secure Linux-based services by applying hardening techniques and validating functionality against security baselines.
CLO #2	Automate administrative tasks using automation tools and platforms for user lifecycle management, backup procedures, and service monitoring .
CLO #3	Configure host-level firewalling to implement allow/deny rules and validate effectiveness through testing and compliance checks.
CLO #4	Manage Linux services and containers by configuring dependencies, optimizing startup behaviour, and applying recovery procedures.
CLO #5	Manage network services and control access to network services.
CLO #6	Implement logging and monitoring across multiple hosts, enabling incident querying and troubleshooting through log queries and dashboards.
CLO #7	Perform backup and restoration procedures to meet defined recovery objectives (e.g. RTO/RPO targets), documenting validation steps and outcomes.

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on lab activities

Scenario-based activities

Demonstrations

Problem-based exercises

Discussion

Reflection

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	25-40	Project involving multiple components.

Type	Percentage	Brief description of assessment activity
Assignments	25-40	Multiple hands-on lab exercises and/or assignments.
Quizzes/Tests	20-35	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Lab

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Administering Networking

Starting and Stopping Services

Configuring a Web Server

Configuring a Windows File Share (Samba) Server

Course Topics:

Configuring an NFS File Server
 Troubleshooting Linux
 Securing Linux on a Network

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:15 pm

Viewing: **ITOP 2140 :**

DigitalForensics&IncidentResp.

Last edit: 06/02/26 9:27 am

Changes proposed by: skhullar

Programs
referencing this
course

[248: Information Systems Security and Administration Post-Degree
Diploma \(Wireframe\)](#)

Course Name:

Digital Forensics and Incident Response

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee**
5. **Education Council**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/26 5:23 pm
Sid Khullar
(skhullar): Approved
for 6601 Leader
2. 05/07/26 3:31 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/07/26 4:25 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 10:04 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name: DigitalForensics&IncidentResp.

Subject Code: ITOP - IT Operations Professional

Course Number 2140

Year of Study 2nd Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn how to uncover what happened during a security incident by applying core forensic and response techniques. In this course, students will collect and verify forensic data, reconstruct event timelines, and analyze artifacts across systems, logs, and identity sources. Students will also practice incident response procedures, correlate indicators from multiple platforms, and produce clear forensic reports, developing the analytical and technical skills needed to support organizational investigations and response efforts.

Course Pre-Requisites (if applicable):

ITOP 1107.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, student portfolio/products, demonstration/simulation, project-based assessment, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Preserve digital evidence following chain-of-custody procedures and tamper-evident protocols, ensuring admissibility for legal or organizational requirements.
CLO #2	Acquire and verify digital assets (e.g. images) of storage systems by validating cryptographic hash and evidence integrity before analysis.
CLO #3	Perform forensic triage and timeline reconstruction, extracting and analysing artifacts from logs, containers, and application data to support incident investigations.
CLO #4	Correlate indicators from multiple sources, such as cloud platforms, identity systems, network telemetry, to reconstruct attacker activities and identify compromise pathways.
CLO #5	Execute incident response procedures following industry-recognized playbooks (e.g. contain, eradicate, recover) documenting decision points and remediation steps.
CLO #6	Produce a forensic report detailing methods, findings, limitations, and evidence references in a format aligned with industry or legal standards.

Instructional

Strategies:

- Instructional strategies may include:
- Knowledge checks
 - Lectures
 - Hands-on lab activities
 - Scenario-based activities
 - Demonstrations
 - Problem-based exercises
 - Discussion
 - Reflection

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	45-60	Project involving multiple components that may involve preservation,

Type	Percentage	Brief description of assessment activity
		acquisition, analysis, and/or reporting of digital evidence.
Assignments	40-55	Multiple hands-on lab exercises and/or assignments related to forensic and incident response exercises.

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: 42

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 30

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

Check all that apply:

Lab

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Digital Evidence Preservation & Chain of Custody
Forensic Acquisition & Hash Verification

Course Topics:

Forensic Triage & Timeline Reconstruction
 Cross-Platform Indicator Correlation & Analysis
 Incident Response Procedures & Playbook Execution
 Forensic Reporting & Legal Documentation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:15 pm

Viewing: **ITOP 2150 : Ethical Hacking**

Last edit: 06/02/26 9:26 am

Changes proposed by: skhullar

Programs
referencing this
course

[248: Information Systems Security and Administration Post-Degree
Diploma \(Wireframe\)](#)

Course Name:

Ethical Hacking

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee**
5. **Education Council**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/26 5:23 pm
Sid Khullar
(skhullar): Approved
for 6601 Leader
2. 05/07/26 3:35 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/07/26 4:25 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 10:04 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name:	Ethical Hacking
Subject Code:	ITOP - IT Operations Professional
Course Number	2150
Year of Study	2nd Year Post-secondary
Credits:	4.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn how to plan and execute ethical security testing in controlled environments. In this course, students will conduct reconnaissance, enumeration, vulnerability assessment, and carefully scoped exploitation activities using industry-aligned tools and methodologies. Students will also practice post-exploitation cleanup, document findings in a professional report, and build the analytical mindset needed to understand attacker behaviour.

Course Pre-Requisites (if applicable):

ITOP 1150, ITOP 2110.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: challenge exam, student portfolio/products, project-based assessment, or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

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

CLO #1	Plan and execute penetration tests with defined scope and rules of engagement, maintaining complete activity logs and adhering to ethical and safety standards.
CLO #2	Conduct reconnaissance and enumeration on target systems using approved tools, prioritizing findings by risk and documenting methodologies.
CLO #3	Perform vulnerability assessments and validate true positives, summarizing risk levels with supporting evidence in a structured report.
CLO #4	Demonstrate controlled exploitation of vulnerabilities, documenting containment measures and cleanup procedures while maintaining ethical boundaries.
CLO #5	Execute post-exploitation analysis to detect persistence and artifacts, restoring targets to pre-test states.
CLO #6	Produce a professional penetration test report aligned with industry standards.

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on lab activities

Scenario-based activities

Demonstrations

Problem-based exercises

Discussion

Reflection

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	45-60	Project involving multiple components related to ethical penetration testing focused on planning and execution.

Type	Percentage	Brief description of assessment activity
Assignments	40-55	Multiple hands-on lab exercises and/or assignments.

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: 72

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: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Penetration Testing Scope, Rules of Engagement & Ethics
 Reconnaissance & Enumeration Techniques
 Vulnerability Assessment & Risk Validation
 Controlled Exploitation & Containment

Course Topics:

Post-Exploitation Analysis & Artifact Detection

Professional Penetration Test Reporting

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:16 pm

Viewing: **ITOP 2160 : Tech Writing for IT Profession**

Last edit: 06/02/26 9:29 am

Changes proposed by: skhullar

Programs
referencing this
course

[248: Information Systems Security and Administration Post-Degree Diploma \(Wireframe\)](#)

Course Name:

Technical Writing for IT Professionals

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/26 5:24 pm
Sid Khullar
(skhullar): Approved for 6601 Leader
2. 05/07/26 3:44 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/07/26 4:26 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 10:04 am
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name: Tech Writing for IT Profession

Subject Code: ITOP - IT Operations Professional

Course Number 2160

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn how to create clear, usable documentation that supports technical work in IT and cybersecurity environments. In this course, students will write procedures, technical summaries, incident reports, and user-facing resources using professional writing standards. Students will also practice editing, revision, and version control, and develop communication skills that help them produce polished deliverables, preparing them to produce high-quality written work that aligns with organizational expectations.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: student portfolio/products, interview, project-based assessment, employer validation, self-assessment (with supporting evidence), or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

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

CLO #1	Create clear standard operating procedures (SOPs) for IT tasks using collaborative documentation platforms, ensuring completeness, clarity, and usability for technical audiences.
CLO #2	Produce professional architecture and implementation documents that include accurate diagrams, dependencies, and risk considerations using industry-standard diagramming and documentation tools.
CLO #3	Write comprehensive incident reports capturing timelines, technical details, and impact analysis, and lessons learned in alignment with organizational reporting standards.
CLO #4	Develop user-facing documentation, such as quick-start guides or FAQs, and knowledge base articles.
CLO #5	Edit and revise technical documentation to improve clarity, structure, and correctness, providing tracked changes and justification for revisions.
CLO #6	Apply documentation standards and version control across multiple document types (e.g. SOPs, runbooks, and reports) to ensure consistency and maintainability.

Instructional

Strategies:

Instructional strategies may include:

Knowledge checks

Lectures

Hands-on writing labs involving real-world scenarios

Demonstrations

Problem-based exercises

Discussion

Reflection

Peer review and/or collaborative editing sessions

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Documentation portfolio including multiple components, such as instruction set, SOPs, technical

Type	Percentage	Brief description of assessment activity
		summary, architecture diagrams, incident or operational reports, user guides etc.

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: 48

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 36

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

Check all that apply:

Lab

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Technical Writing in IT

Audience Analysis & Writing for Different Stakeholders

Structure of Technical Documents (e.g. SOPs, Runbooks, Reports)

Diagrams, Tables, and Visual Communication

Course Topics:

Incident, Change, and Risk Reporting

Professional Presentation of Technical Work

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Badge Information

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

Is a Badge being offered for this course?

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 05/05/26 5:16 pm

Viewing: **ITOP 2210 : Industry Integrated Project**

Last edit: 06/02/26 9:37 am

Changes proposed by: skhullar

Programs
referencing this
course

[248: Information Systems Security and Administration Post-Degree
Diploma \(Wireframe\)](#)

Course Name:

Industry Integrated Project

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

IT Operations (6601)

Contact(s)

In Workflow

1. **6601 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee**
5. **Education Council**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/26 5:24 pm
Sid Khullar
(skhullar): Approved
for 6601 Leader
2. 05/07/26 3:44 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/07/26 4:26 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 10:04 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8316

Banner Course Name: Industry Integrated Project

Subject Code: ITOP - IT Operations Professional

Course Number 2210

Year of Study 2nd Year Post-secondary

Credits: 6

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will apply their full range of skills to deliver an integrated IT solution for an infrastructure project. In this capstone course, students will work in teams to build, secure, and document a multi-component environment that reflects real organizational needs. Students will also create professional-quality artifacts, such as architecture diagrams, operational documentation, test evidence, and a final presentation, demonstrating their technical decisions, collaboration, and readiness for industry roles.

Course Pre-Requisites (if applicable):

ITOP 1101, ITOP 2120, ITOP 2130, ITOP 2140, ITOP 2150.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through one or more of the following methods: student portfolio/products, interview, project-based assessment, employer validation, self-assessment (with supporting evidence), or through another assessment method that is aligned with the course learning outcomes.

Course Learning

Outcomes (CLO):

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

CLO #1	Design and implement an integrated IT infrastructure that simulates a small-to-medium business environment, incorporating networking, systems, virtualization, and security components.
CLO #2	Deploy and secure a virtualization environment using industry-standard virtualization platforms, ensuring scalability, resilience, and compliance
CLO #3	Implement cybersecurity operations architecture, demonstrating actionable incident response procedures.
CLO #4	Configure and manage identity and access management systems to enforce modern authentication, authorization, and accounting standards.
CLO #5	Develop professional documentation and deliver presentations, demonstrating technical solutions and business value to industry professionals.
CLO #6	Deliver a professional presentation demonstrating project outcomes, technical decisions, and business impact to stakeholders.
CLO #7	Collaborate effectively within a project team, contributing to planning, execution, troubleshooting, and documentation while demonstrating accountability and professional communication skills.

Instructional**Strategies:**

Instructional* strategies may include:

Knowledge checks

Lectures

Team-based project activities

Check-ins with instructor

Scenario-based activities

Discussion

Reflection

Presentations to instructor(s) (may involve external industry guests)

*a major portion of this course involves student self-directed work

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	100	Comprehensive, multi-component project /portfolio involving the design, implementation, validation, documentation, and presentation of an integrated IT infrastructure solution using appropriate virtualized, simulated, and/or cloud-based environments.

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

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:

Self-Paced

Individual Learning

Hours in Category 3: 120

Course Topics

Course Topics:

Project Planning and Scoping in IT Environments
 Infrastructure Design, including components such as network, server, cloud, security
 Virtualization and Containerization Strategies
 Identity Management and Access Controls
 Cybersecurity Monitoring and Incident Response
 Technical Documentation and Presentation Skills
 Team Collaboration and Project Management Basics

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ITOP PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: **New Degree: Bachelor of Applied ASL–English Interpretation**

BACKGROUND:

The Sign Language Interpreting department has proposed a new Degree in Applied ASL-English Interpretation to BC's Degree Quality Assessment Board (DQAB). The degree in its final form will likely be a combination of the existing American Sign Language (ASL) and Deaf Studies Certificate and the existing Sign Language Interpretation Diploma, with an additional fourth year that allows students to expand and deepen their skills in ASL and interpretation.

DQAB, as part of the Phase 1 application, has requested that the Board of Governors approve the framework for the degree program.

The wireframe program content guide includes the credential name, effective date, program purpose, admission requirements, program learning outcomes and the expected credit range. Course outlines will be developed later.

In order for the program to be reviewed at the June 2026 Education Council and Board of Governors meetings, Curriculum Committee held a special meeting on June 1, 2026.

DISCUSSION:

Barb Mykle-Hotzon, Kirsten Hagemoen and Sara MacFayden, instructors in Sign Language Interpreting, presented the proposal and outlined the goals of moving into a degree program: meeting the demand for higher level skills for new graduates, as well as raising the profile of the field and attracting more diverse applicants.

The Committee discussed two points:

- The need for English 12 with a minimum 'B' grade as the admission requirement. The department emphasized the importance of higher-level skills in both languages (ASL and English) for interpreters, and pointed to the importance of overall critical thinking skills that English courses encourage in the interpreting profession.
- The minimum passing grade requirement being set at B+. The department has not completely finalized the grade requirements but noted the level of expertise needed to be an ethical interpreter. The department will continue this discussion, and these details do not need to be finalized at this time.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the wireframe program content guide for the Bachelor of Applied ASL-English Interpretation, and recommend the Board of Governors approve the new credential.

PREPARED BY:

Todd Rowlatt, Chair, Curriculum Committee

DATE:

June 1, 2026

Program Change Request

New Program Proposal

Date Submitted: 05/27/26 12:17 pm

Viewing: **Bachelor of Applied ASL-English Interpretation (Wireframe)**

Last edit: 06/01/26 3:19 pm

Changes proposed by: drabadzija

In Workflow

- 1. 1954 Leader
- 2. SAS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Ministry Review

Approval Path

- 1. 05/27/26 11:55 am
Darija Rabadzija (drabadzija): Rollback to Initiator
- 2. 05/27/26 2:43 pm
Barbara Mykle-Hotzon (bmyklehotzon): Approved for 1954 Leader
- 3. 05/28/26 11:43 am
Jennifer Kelly (jekelly): Approved for SAS Dean
- 4. 06/02/26 4:02 pm
Darija Rabadzija (drabadzija): Approved for Curriculum Committee

Program Name:

Bachelor of Applied ASL-English Interpretation (Wireframe)

Credential Level:

Degree

Effective Date:

September 2027

Effective Catalog Edition:

2025-2026 Academic Calendar

School/Centre:

Arts & Sciences

Department

Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon	bmyklehotzon@vcc.ca	--

Program Content Guide

Purpose

The full-time Applied Degree in American Sign Language (ASL)-English Interpretation prepares graduates to work as qualified professional interpreters in a variety of interpretation settings such as post-secondary and community settings, K-12, video remote interpreting and video relay services. Graduates will gain the knowledge and skills to fluently facilitate communication between non-Deaf individuals and users of ASL who are Deaf, hard of hearing, or Deaf-Blind in a high-demand sector.

Upon program completion, graduates will have a fundamental understanding of the interpreting profession; be able to analyze and evaluate the goals of complex ASL-English utterances; synthesize linguistic, cultural and contextual information; justify decisions within an ethical framework and create effective, meaning-based interpretations. The program provides experiential, community-engaged learning and research-informed practice, supporting students to apply and integrate evidence-informed approaches into real-world interpreting contexts.

Program graduates will be prepared to immediately seek freelance work or apply for entry-level interpreter positions as they build their own professional networks. Graduates will have the opportunity to pursue further studies in health-care interpreting specialization, Masters of Translation and Interpreting Studies, and others.

Standard First Year Admission Requirements

Grade 12 graduation or equivalent.

American Sign Language Level 1 - [SIGN 1020](#) or equivalent with a minimum grade of 'B-'.

English 12 with a minimum grade of 'B' or equivalent.

Attendance at a program information session

Advanced Entry Requirements - Year 2

Students who have successfully completed the ASL & Deaf Studies Certificate at VCC with a minimum 3.0 GPA, or equivalent, can apply for advanced entry into year 2 of the degree. Applicants are selected on the basis of their academic achievement and the following:

Screening interview in ASL

English Studies 12 with a minimum grade of 'B' or equivalent.

Advanced Entry Requirements - Year 3

Students who have successfully completed the Advanced ASL & Deaf Studies Diploma with a minimum 3.33 GPA, or equivalent, may apply for advanced entry in year 3 of the degree. Applicants are selected on the basis of their academic achievement including a screening interview that assesses ASL proficiencies and interpretation theory and skills.

Degree Completion Pathway

Graduates of VCC or Douglas College Sign Language Interpreting Diploma with a minimum 3.33 GPA, or equivalent as determined by the department, can apply to complete the degree through a curated list of courses (30 credits).

Please contact the program coordinators for more details about the degree completion pathway.

Upon Acceptance to the Program

Criminal Record Check

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

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

PLAR is not available for Year 1 courses. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes for all courses in Years 2, 3, and 4, with the exception of ENGL 1100, Research Topics in Interpreting and Capstone Project.

Methods of PLAR vary by course, and may include interviews, performance assessments, and other evaluations. Tuition and fees may still apply to PLAR candidates. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit.

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

See [Prior Learning Assessment and Recognition policy](#) for more information.

Program Duration & Maximum Time for Completion

The degree is a full-time program of 9 terms over four years. The maximum time for completion is eight years. Graduates of VCC and Douglas College sign language interpreting diplomas who have been working professionals in the field have up to twenty years from receiving their diploma to complete the degree.

Students may choose to exit after year 1 with a Certificate in American Sign Language & Deaf Studies.

Students may choose to exit after year 2 with a Diploma in Advanced American Sign Language & Deaf Studies.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Analyze the linguistic, paralinguistic, cultural and contextual features of source messages in a range of communication settings, and produce cohesive target language interpretations that effectively convey the constructed meaning, intent and affect.
PLO #2	Critically apply interpreting theory and skills to interaction management decisions that support effective interpretation across diverse contexts.
PLO #3	Demonstrate advanced linguistic competence in American Sign Language (ASL) by effectively communicating in a variety of routine personal and professional situations with native and non-native ASL signers who vary across a range of language use, backgrounds and identities.
PLO #4	Demonstrate accuracy, fluency and clarity in spoken English interpretations, on a wide variety of topics and across a variety of personal and professional contexts.

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

PLO #5	Apply culturally informed practices in interactions within Deaf, Deaf-Blind and culturally diverse groups, demonstrating respect for Deaf community values, social norms and history.
PLO #6	Critically examine personal positionality, privilege, allyship, and systemic effects of audism in applying principles of social equity to interpreting service provision.
PLO #7	Demonstrate effective and responsible communication, collaboration and teamwork, engaging actively within the interpreting community of practice.
PLO #8	Critically reflect on and evaluate personal and professional growth as an interpreter, using evidence-based strategies to set goals for ongoing development, managing stress, and maintaining wellness.
PLO #9	Apply professional codes of ethics, guidelines, laws, and theoretical models to navigate ethical dilemmas, maintain professional boundaries, and demonstrate accountability.

Additional PLO Information

Graduates of the Program of Sign Language Interpretation will be able to demonstrate: Meaning-based Interpreting; Versatility in ASL; Versatility in English; Cultural Competence in Deafhood; Awareness of Self and Positionality; Professional Communication and Collaboration; Ethical Decision Making; and Commitment to Learning and Growth.

Instructional Strategies, Design, and Delivery Mode

This program provides high quality instruction, unique curriculum and varied learning activities. Key features of the program include Deaf community involvement and one full term of practicum. Students are required to complete volunteer hours, immersion activities in the Deaf community and supervised work-integrated learning experiences.

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

Instructional strategies include lecture, small group discussion and projects, simulations/role-plays, assigned readings, reflective practice, labs, community-embedded learning, seminars and work-integrated learning placements under the supervision of professional interpreter mentors along with a final capstone project.

Students are evaluated on their performance using a variety of approaches including but not limited to practical assignments, projects, written assignments, oral presentations, and tests.

Students must attain a minimum grade of 'B+' (3.33) or a grade of 'S' in every course in each term in order to progress to subsequent terms. Exceptions may be made with department permission.

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

Program Considerations

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

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

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

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

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

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

Off-campus learning environments may require navigating narrow and/or multi-level spaces to establish sightlines necessary to observe and/or use a visual language. Some activities may require navigating outdoor settings covering extended distances over several hours.

Practicum courses can require early morning, evening or weekend shifts. Travel to different locations/outside the Lower Mainland is required for at least one practicum placement. Travel costs are at student's own expense.

Courses

Total Program Credits: 120.5

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

This wireframe Program Content Guide for the Bachelor of Applied ASL-English Interpretation is in response to a request from the Degree Quality Authority Board in May 2026 as part of the Phase 1 application to allow for a sign language interpreting degree at VCC. There is only one other institution in Canada currently offering a Bachelor degree in ASL-English interpretation (George Brown), and two other institutions offering ASL-English interpreting programs (Nova Scotia Community College and Red River College Polytechnic offers a diploma and advanced diploma respectively) .

The goal of establishing pathways to a four-year interpreting degree includes producing graduates with a higher level of entry-level skills and earning potential than those from the existing interpreter education diploma program; raising the profile of the interpreting field; attracting more qualified and diverse applicants; and increasing the number of interpreters with specialized skills to meet the needs of Deaf Canadians' access to education, healthcare, social services, employment, and more— now and in the future.

Vancouver Community College (VCC) currently offers a Certificate in American Sign Language (ASL) and Deaf Studies, as well as a Diploma in Sign Language Interpretation. This degree would be a four year degree with exits at year 1 and year 2 (diploma in Advanced ASL & Deaf Studies).

The proposed applied degree in ASL-English Interpretation includes the following learning outcomes:

1. Processing and Interpreting for Meaning
2. Interaction Management Strategies
3. Versatility in ASL
4. Versatility in English
5. Cultural Competency in Deafhood
6. Awareness of Self and Positionality
7. Professionalism and Ethical Decision Making

These program outcomes align with CCIE outcome recommendations and to ensure these outcomes are achieved, the curriculum includes courses and experiential learning opportunities that build skills progressively over the four years.

Year 1:

- ASL, linguistics and lab courses: Focus on foundational ASL skills, directly supporting Versatility in ASL.
- Introduction to Deaf Culture: Establish a baseline understanding of Deaf culture, contributing to Cultural Competency in Deafhood.
- Social Justice, Allyship and Deafhood courses: Deepen understanding of Deafhood and our place within the Deaf community, supporting Cultural Competency in Deafhood and Awareness of Self and Positionality.

Year 2:

- ASL and English courses: Enhance ASL and English proficiency, furthering Versatility in ASL and Versatility in English
- Positionality and Service Learning courses: Deepen understanding of Deafhood, supporting Cultural Competency in Deafhood and Awareness of Self and Positionality.
- Translation and Interpretation courses: Introduce basic concepts of translation, supporting Processing and Interpreting for Meaning.

Year 3:

- Advanced ASL: Focus on advanced ASL linguistics and pragmatic skills, reinforcing Versatility in ASL.
- Interpretation and interpretation lab courses: Study of interpretation theory and putting it into practice, enhancing Processing and Interpreting for Meaning and Interaction Management Strategies.
- Social Justice and Allyship: Examine issues of oppression and advocacy, contributing to Cultural Competency in Deafhood and Awareness of Self and Positionality.
- Ethics in Interpretation: Explore ethical frameworks and scenarios, aligning with Professionalism and Ethical Decision Making.

Year 4:

- Capstone Project in Interpretation: A comprehensive project synthesizing and demonstrating skills from all outcomes, with a focus on Processing and Interpreting for Meaning.
- Advanced Ethical Decision Making: Case studies and critical thinking exercises to refine Professionalism and Ethical Decision Making.
- Work-Integrated Learning: Field placements to master Interaction Management Strategies and apply all other learning outcomes in real-world settings.
- Reflective Practice Seminars: Foster ongoing self-assessment and growth in Awareness of Self and Positionality.

This curriculum includes work-integrated learning in Year 3 and Year 4 to provide students with real-world experience while developing their professional and ethical competencies. It provides them with opportunities to work alongside professionals to build confidence while receiving feedback and establishing a professional network.

Projections for ASL-English interpreter/Sign Language Interpreter jobs (SLI) in British Columbia are strong over the next decade, according to Work BC labor market statistics and the recently published Community Research Report on the Skilled Professional Shortage in Deaf, DeafBlind and Hard of Hearing Services in BC. Recent federal and provincial accessibility legislation and the CRTC's national commitment to video relay interpreting services (VRS) further reinforce the need for a larger pool of highly skilled interpreters to meet the Deaf community's human right to access.

Additionally, the need for more highly qualified entry-level interpreters has been expressed by employers, Deaf consumer groups, work integrated learning sites (see Appendix A) and reflected in Employment and Social Development Canada's 2024–2027 initiative, which outlines goals to:

- Raise awareness of interpreter training programs
- Increase the number of qualified interpreters
- Improve interpreter competencies

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Discussed degree structure, admission requirements, timelines, advanced entry with Dawn and Les.
Faculty/Department	ASL-DS and SLI faculty members have been involved throughout the process.
Centre for Teaching, Learning, and Research (CTLR)	Emily Simpson has supported the department extensively with the development of this wireframe, the underlying planning and the associated DQAB application.

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

This program is for:

❗ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

Marketing Description

Major Code

CS D1 Program ID



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: New program: Construction Engineering Technician Diploma

BACKGROUND:

The CAD & BIM department is proposing a new program: the Construction Engineering Technician Diploma. This program will replace the existing Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program. The total program credits remain unchanged at 70, with 40 credits in Year 1 and 30 credits in Year 2. The Year 1 curriculum will remain the same, with existing specialization options.

Year 2 will change significantly and shift towards applied construction engineering technology. The curriculum was developed with industry and instructor input and aligns with current industry standards. Industry feedback, including from the Program Advisory Committee (PAC), highlights the need for graduates who can apply BIM skills within real-world construction workflows, including site processes, project coordination, and code compliance. New topics include AI-enhanced BIM workflows, construction estimating, project information management, digital site technologies, reality capture, safety and inspection, and energy-efficient practices. The program includes project-based and blended learning with extensive hands-on lab work and applied industry projects.

The new diploma aligns with a CIP code that is eligible for post-graduation work permits, making this program more attractive to international students; previously, PGWP-eligibility was limited to the Civil/Structural specialization.

DISCUSSION:

Kelly Wightman, Department Head of CAD & BIM, presented the proposal. The Committee requested only minor edits to wording and formatting of program learning outcomes.

Historically, students have had the option to exit with a certificate (40 credits) and return to complete the diploma (30 credits), within specified timelines. However, according to the Granting of Credentials (412) policy, students must complete at least 50% new credits to be granted the higher credential. As there are no changes to the diploma credit structure, the department is requesting to retain the previous exemption from this policy requirement. Education Council had approved the prior exemption as Year 2 included 30 new credits, half of the minimum 60 credits required for a diploma.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new Construction Engineering Technician Diploma program content guide and six new course outlines, and recommend the Board of Governors approve the credential, creation of six courses, and program implementation.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: May 24, 2026

Program Change Request

New Program Proposal

Date Submitted: 05/07/26 1:28 pm

Viewing: **Construction Engineering Technician Diploma**

Last edit: 05/20/26 10:47 am

Changes proposed by: kwightman

In Workflow

1. 4203 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Ministry Review
6. Board of Governors

Program Name:

Construction Engineering Technician Diploma

Credential Level: Diploma

Effective Date: September 2027

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

Approval Path

1. 05/07/26 1:35 pm
Kelly Wightman (kwightman):
Approved for 4203 Leader
2. 05/07/26 1:54 pm
Lucy Griffith (lgriffith): Approved for CTT Dean
3. 06/01/26 4:10 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Kelly Wightman	kwightman@vcc.ca	x
Lucy Griffith	lgriffith@vcc.ca	x

Program Content Guide

Graduates of the Construction Engineering Technician Diploma Program gain in-demand skills in Computer Aided Drafting (CAD) and Building Information Modeling (BIM), preparing them for careers in architecture, engineering, and construction. During their first year, students develop skills in either Architectural, Civil/Structural, Mechanical, or Steel Construction Modelling with Steel Detailing, building strong foundations in digital drafting, 3D modelling, and technical documentation. In the second year, they take their skills further with advanced BIM applications, construction project management, and digital site technologies like 3D scanning, drones, and mixed/augmented reality. They also learn about building codes, the BC Energy Step Code, and Canada's net-zero targets, gaining experience with sustainable design and real-world construction workflows.

Graduates will leave the program with practical, hands-on skills, a strong professional portfolio, and the versatility to work in multiple areas of the architecture, engineering, and construction industries, examples of which are: Architectural and structural drafting for residential, commercial, and institutional projects.

Civil and infrastructure, including highways, subdivisions, bridges, and urban development projects.

Steel detailing and concrete structure modeling for high-rise, industrial, and commercial buildings.

Mechanical systems modeling for buildings, energy infrastructure, industrial plants, and mining facilities.

Construction coordination and project support, using BIM workflows to integrate design, site data, and sustainability requirements.

Digital design and visualization, including 3D modeling, real-time rendering, XR (AR/VR) simulations, and immersive environments.

Sustainable design, applying the BC Energy Step Code, Canada's net-zero targets, and building code requirements.

Admission Requirements

Grade 12 graduation or equivalent

English Studies 12 with a minimum 'C-' grade, or equivalent

Workplace Mathematics 11 or equivalent

Notes:

Applicants may be eligible for advanced standing into Year 2 of the program provided they have:

Successfully completed VCC's Architectural, Civil/Structural, Mechanical or Steel Construction Modelling Technician Certificate within the last 3 years, *or*

Successfully completed a Drafting Technician Certificate (any discipline) at another institution with Department review and approval.

VCC CAD Technician Short Certificate graduates (granted within the last 3 years) may be eligible to receive credit for: DRFT 1010, DRFT 1011, DRFT 1012, DRFT 1013.

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Applicants who successfully completed Drafting 11 and 12 or equivalent may also apply for PLAR. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for the following courses:

- DRFT 1010 CAD Drafting Fundamentals
- DRFT 1011 CAD Drafting Applied
- DRFT 1012 Office and Construction Site Safety
- DRFT 1013 Construction Mathematics

Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

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

See [Prior Learning Assessment and Recognition](#) policy for more information.

*Note for international students requesting PLAR: Prior to proceeding with the PLAR request, please contact [VCC International Education Advising](#) to learn how PLAR can impact immigration status.

Program Duration & Maximum Time for Completion

The program is 2 years of full-time study. The Diploma is seventy (70) credits: Forty (40) credits of the first year Certificate, and thirty (30) credits of second year courses to complete the Diploma.

Candidates have up to 5 years to complete the Diploma from the start of year one.

Upon successful completion all courses and Architectural specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Architecture.

Upon successful completion all courses and Civil/Structural specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Civil/Structural.

Upon successful completion all courses and Mechanical specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Mechanical.

Upon successful completion all courses and Steel Construction Modelling specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Steel Construction Modelling.

Upon successful completion of the first year of study and the successful completion of forty (40) credits, students may choose to exit the program and receive a Certificate credential in the specialty they completed in the first year: either (i) Architectural Technician Certificate, (ii) Civil/Structural Technician Certificate, (iii) Steel Construction Modelling Technician Certificate, or (iv) Mechanical Drafting Technician Certificate.

Program Learning

Outcomes

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

PLO #1	Use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
PLO #2	Describe concepts in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
PLO #3	Employ Computer Aided Drafting (CAD) and three dimensional modelling systems skills to produce drawings from data, designs and/or specifications.
PLO #4	Demonstrate drafting and 3D modeling skills and conventions.
PLO #5	Demonstrate knowledge and related trade skills in drafting and 3D Building Information Modeling (BIM).
PLO #6	Utilize critical thinking, team building and interpersonal communication skills.
PLO #7	Prepare a comprehensive professional portfolio.
PLO #8	Prepare a résumé and letters of application and perform other related job search skills.
PLO #9	Apply CAD and AI-enhanced Building Information Modeling (BIM) workflows to develop, coordinate, and manage digital models and construction documentation.
PLO #10	Collect and interpret digital site data using reality capture technologies.
PLO #11	Demonstrate knowledge of construction processes, site safety practices, and site review procedures.
PLO #12	Apply building codes and regulatory requirements, including the BC Energy Step Code and Canada's net-zero targets.
PLO #13	Develop and coordinate digital technical documentation and project communications using BIM workflows and structured data management to support multidisciplinary construction project delivery.
PLO #14	Analyze how model data supports construction sequencing, timelines, resource planning, quantity take-offs, estimating, and budgeting.
PLO #15	Develop construction estimates by performing quantity take-offs and cost calculations to support project budgeting and planning.
PLO #16	Apply basic BIM and project management workflows to support construction planning, communication, and project delivery.

Upon successful completion of **year one** of this program, students will also be able to meet one (1) set of outcomes from their chosen specialty:

Architectural Specialty:

Use concepts of building construction and technology to plan and detail residential and commercial buildings in accordance with local by-laws and the BC Building Code.

Prepare Architectural drawings of residential and commercial structures, which incorporate concrete, steel and wood.

Civil/Structural Specialty:

Apply principles of civil engineering technology and planning to design and produce technical drawings and three-dimensional models for civil site development, with a focus on highways, municipal systems, and land development projects.

Use structural engineering theories and BIM practices to prepare engineering drawings for three dimensional models of structures, which incorporate reinforced concrete and structural steel.

Steel Construction Modelling Specialty:

Utilize data from current building codes and fabrication standards to develop practical connections between components that are code-compliant and practical to fabricate and install on site.

Use structural engineering drawings and specifications to prepare three dimensional models of structures that utilise structural steel.

Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce structural steel fabrication and arrangement drawings from data, designs and/or specifications.

Mechanical Specialty:

Apply concepts of building construction and technology to plan and detail mechanical systems for commercial and industrial facilities in accordance with local by-laws and the *BC Building Code*.

Utilize concepts of mechanical and process technology and planning to produce drawings and 3D models of industrial facilities.

Employ mechanical engineering theories and BIM practices to prepare engineering drawings from 3D model that incorporate mechanical, electrical, and plumbing (MEP) systems in building structures.

Instructional Strategies, Design, and Delivery Mode

This program uses project-based learning strategies with in-class instructional presentations, blended online delivery, and laboratory work using Autodesk, Trimble, and other BIM software. Students are required to do assignments at home and lab work outside class time on both theory and individual projects. The program may be offered in face-to-face and blended (combination of face-to-face and online) formats.

Students are evaluated through practical projects, exams, drawings, and presentations.

Student Program Progression

In order to be granted a Certificate or Diploma credential upon completion of the program, a student must:

Receive an overall minimum program grade point average of 'C' (2.0); *and*

Receive a minimum grade point average of 'C-' (1.67) in *each* course.

Students who receive an F grade in a course may not be allowed to progress.

See individual Course Outlines for course prerequisite details.

Attendance

Attendance plays a major role in student success. This is an intensive program, which makes attendance vital.

Students are encouraged to speak to their instructor or Department Leader should they need to miss classes as frequent absences will impact performance and skills development.

Program Considerations

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

Program activities involve continuous, repetitive hand, wrist, and arm movements, such as keyboarding

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

Program tasks require sustained detailed visual focus for extended periods, such as distinguishing fine details, reading digital screens, data analysis or technical drawing.

Program tasks require access to a modern laptop capable of running Microsoft Windows with full privileges [cad-bim-computer-minimum-requirements.pdf](#)

Online courses require audio/video hardware including webcam, speakers and microphone.

Program safety requires steel toed boots.

Courses

YEAR 1		40
CORE COURSES		
DRFT 1010	CAD Drafting Fundamentals	
DRFT 1011	CAD Drafting Applied	
DRFT 1012	Office & Construct Site Safety	
DRFT 1013	Construction Mathematics	
SELECT YOUR SPECIALIZATION		

ARCHITECTURAL

<u>DRFT 1111</u>	Principles of Architecture
<u>DRFT 1105</u>	Single Family Residential 1
<u>DRFT 1200</u>	Single Family Residential 2
<u>DRFT 1201</u>	Residential Multi-Family
<u>DRFT 1202</u>	Commercial Retail Buildings 1
<u>DRFT 1225</u>	Professional Communication
<u>DRFT 1302</u>	Commercial Retail Buildings 2
<u>DRFT 1374</u>	Introduction to 3D and BIM
<u>DRFT 1375</u>	Commercial Office Layouts

CIVIL/STRUCTURAL

<u>DRFT 1120</u>	Civil Site Layout
<u>DRFT 1125</u>	Introduction to Civil 3D
<u>DRFT 1213</u>	Introduction to Steel Structures
<u>DRFT 1214</u>	Reinforced Concrete and Foundations
<u>DRFT 1215</u>	Advanced Civil 3D
<u>DRFT 1216</u>	Introduction to 3D CAD
<u>DRFT 1225</u>	Professional Communication
<u>DRFT 1286</u>	Engineering Statics
<u>DRFT 1316</u>	Introduction to Revit Structures
<u>DRFT 1379</u>	Concrete Floor Systems and Secondary Structures
<u>DRFT 1385</u>	Reinforced Concrete Structural Components

STEEL CONSTRUCTION MODELLING

<u>DRFT 1130</u>	Steel Detailing Fundamentals
<u>DRFT 1135</u>	Professional Communications for Steel Detailing
<u>DRFT 1293</u>	Industrial and Commercial Basic Framing
<u>DRFT 1295</u>	Detail of Inclined Components
<u>DRFT 1296</u>	Miscellaneous Metals Detailing
<u>DRFT 1380</u>	CAD 3D and Assemblies

<u>DRFT 1391</u>	Introduction to BIM Software	
<u>DRFT 1392</u>	Working with BIM Software	
<u>DRFT 1393</u>	Heavy Structural Steel Framing	
<u>DRFT 1352</u>	Steel Trusses	
MECHANICAL		
<u>DRFT 1140</u>	Electrical and Plumbing Systems	
<u>DRFT 1145</u>	HVAC and Fire Suppression System	
<u>DRFT 1217</u>	Process Flow, Piping, and Instrumentation Diagrams	
<u>DRFT 1218</u>	Equipment Detail and Plant Layout	
<u>DRFT 1219</u>	Process Piping and Pipe Fabrication	
<u>DRFT 1220</u>	3D Modeling Fundamentals	
<u>DRFT 1221</u>	Mechanical Equipment Modelling and Layout	
<u>DRFT 1225</u>	Professional Communication	
<u>DRFT 1324</u>	3D Piping Systems Modelling	
<u>DRFT 1344</u>	BIM for Mechanical, Electrical, Plumbing Projects	
<u>DRFT 1364</u>	Mechanical, Electrical, Plumbing for Pipe Fabrication	
YEAR 2		30
<u>DRFT 2101</u>	Smart BIM: AI-Driven Project Design	
<u>DRFT 2102</u>	Construction Quantity Takeoffs & Cost Estimating	
<u>DRFT 2103</u>	Safe & Smart Sites: Construction Safety and Inspections	
<u>DRFT 2204</u>	Project Information Management	
<u>DRFT 2205</u>	Reality Capture & Digital Site Modeling	
<u>DRFT 2206</u>	Building Codes, Energy, and Net-Zero Construction	
Total Credits		70

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course

Standings

R	Audit. No Credit	N/A
EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Year 2 is being revised to bridge the gap between digital design skills gained in Year 1 and the practical construction knowledge required by industry. Year 1 of the program is not changing. The revised Diploma program is CIP aligned for international students.

Industry feedback, including PAC, highlights the need for graduates who can apply BIM skills within real-world construction workflows, including site processes, project coordination, and code compliance. The updated curriculum integrates construction practices, project management, and digital workflows to better prepare students for entry-level roles supporting both office and field teams. This change improves graduate employability and aligns the program with evolving industry and workforce demands.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Consulted with Francesco Barillaro throughout redesign
Faculty/Department	Faculty engaged from initial concept, contributing feedback and input throughout development. They also had the opportunity to review and provide comments on PCG and course outlines, ensuring their perspectives were incorporated.
Registrar's Office	Consulted with Dawn Cunningham-Hall: supports redesign, provided support with course names and course numbers.
International Education	Consulted with Alison Rudko: supports program, would like to see some type of WIL component - DH response: will engage in further consultations with industry regarding WIL once program is fully implemented and established
PAC/CEG	PAC supports redesign and were consulted from initial concept to program development.

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/07/26 1:30 pm

Viewing: **DRFT 2101 : Smart BIM: AI Project Design**

Last edit: 05/07/26 1:30 pm

Changes proposed by: kwightman

Programs
referencing this
course

[264: Construction Engineering Technician Diploma](#)

Course Name:

Smart BIM: AI-Driven Project Design

Effective Date:

September 2027

School/Centre:

Trades, Technology & Design

Department:

Drafting (4203)

Contact(s)

In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/07/26 1:35 pm
Kelly Wightman
(kwightman):
Approved for 4203
Leader
2. 05/07/26 1:54 pm
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 06/01/26 4:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Kelly Wightman	kwightman@vcc.ca	604-328-8744

Banner Course
Name:

Smart BIM: AI Project Design

Subject Code:

DRFT - Drafting

Course Number

2101

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on foundational Building Information Modeling (BIM) competencies, students are introduced to working within a design team setting to create an integrated building model by applying the overall BIM project workflow, establishing project standards, and creating Project Execution Plans. Students explore the use of Artificial Intelligence (AI) to enhance construction and design workflows, examining how AI-driven tools support model creation, coordination, clash detection, quantity takeoffs, scheduling, and decision-making across architectural, civil, structural, and steel construction contexts. Emphasis is placed on practical, industry-relevant applications rather than theoretical AI development.

Course Pre-Requisites (if applicable):

DRFT 1374 or DRFT 1316 or DRFT 1391 or DRFT 1344.

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 roles, responsibilities, and workflows within a multidisciplinary BIM project team, including the role of AI in supporting IDP (Integrated Design Process) and IPD (Integrated Project Delivery) processes.
CLO #2	Apply AI-assisted tools to improve modeling efficiency and accuracy.
CLO #3	Interpret and apply MEA (Model Element Author) and LOD (Level of Development) frameworks, using AI tools to assist in planning, validation, and data organization.
CLO #4	Develop a discipline-specific Building Information Model using BIM software, incorporating AI-assisted modeling and automation techniques.

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

CLO #5	Integrate and coordinate multiple discipline models into a federated BIM model, leveraging AI-supported coordination and clash detection workflows.
CLO #6	Apply BIM and AI-enabled tools to improve efficiency, decision-making, and collaboration throughout the project lifecycle.
CLO #7	Present and justify coordinated design solutions, demonstrating the effective use of AI and BIM to support integrated project delivery outcomes.

Instructional

Strategies:

Lectures, handout materials, video presentations, case studies, seminars and project/problem based learning activities are used

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	30	Lab / Modelling exercises
Assignments	15	MEA & LOD Application Assignment
Assignments	15	Mid-Project Review
Project	40	Final Integrated BIM Project & Presentation

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 72

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

Check all that apply:

Lab

Hours in Category 2: 108

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Foundations of IBP (Integrated Building Projects), IDP (Integrated Design Process), and IPD (Integrated Project Delivery)

Introduction to AI in BIM Workflows

MEA, LOD, and Project Planning

Discipline-Based Modeling

Model Integration and Coordination

Collaboration and Project Delivery

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 05/07/26 1:31 pm

Viewing: **DRFT 2102 : Takeoffs & Cost Estimating**

Last edit: 05/07/26 1:31 pm

Changes proposed by: kwightman

In Workflow

- 1. 4203 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 05/07/26 1:35 pm
Kelly Wightman
(kwightman):
Approved for 4203
Leader
- 2. 05/07/26 1:54 pm
Lucy Griffith
(lgriffith): Approved
for CTT Dean
- 3. 06/01/26 4:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Programs
referencing this
course
[264: Construction Engineering Technician Diploma](#)

Course Name:
Construction Quantity Takeoffs & Cost Estimating

Effective Date: September 2027

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

Name	E-mail	Phone/Ext.
Kelly Wightman	kwightman@vcc.ca	604-328-8744

Banner Course
Name:

Takeoffs & Cost Estimating

Subject Code:

DRFT - Drafting

Course Number

2102

Year of Study 2nd Year Post-secondary

201

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to the fundamental principles and methods used in construction quantity takeoffs and cost estimating, with an emphasis on both traditional and Building Information Modeling (BIM) based workflows. Students learn to interpret construction drawings and digital models to accurately quantify materials, labour, and equipment required for construction projects. Through the use of manual methods, spreadsheets, and BIM tools, students gain experience with modern estimating practices used in the construction industry.

Course Pre-Requisites (if applicable):

DRFT 1374 or DRFT 1316 or DRFT 1391 or DRFT 1344.

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	Interpret construction drawings and BIM models to identify project components for quantity takeoffs.
CLO #2	Analyze and perform manual and BIM-based quantity takeoffs for key building elements.
CLO #3	Develop construction cost estimates by applying labour, material, and equipment pricing, including quantity take-offs and cost calculations.
CLO #4	Analyze how model data supports construction sequencing, timelines, and resource planning within estimating workflows.
CLO #5	Evaluate estimate accuracy by identifying risks, assumptions, cost variables, and data limitations within BIM-based processes.

Instructional

Strategies:

Lectures, handout materials, video presentations, case studies, seminars and project/problem based learning activities are used

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Manual & BIM Takeoff Exercises
Assignments	30	Cost Estimating Assignment
Assignments	30	Final BIM-Based Estimating Project
Participation	10	Actively contribute to course discussions and activities

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Lab

Hours in Category 2: 36

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Takeoffs (Manual & BIM Foundations)
 Quantity Extraction & Cost Components
 Preparing a preliminary estimate using BIM and manual data
 Cost summaries and estimate presentation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 05/07/26 1:34 pm

Viewing: **DRFT 2103 : Smart Site Safety & Inspection**

Last edit: 05/07/26 1:33 pm

Changes proposed by: kwightman

Programs
referencing this
course

[264: Construction Engineering Technician Diploma](#)

Course Name:

Safe & Smart Sites: Construction Safety and Inspections

Effective Date: September 2027

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/07/26 1:35 pm
Kelly Wightman
(kwightman):
Approved for 4203
Leader
2. 05/07/26 1:54 pm
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 06/01/26 4:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Kelly Wightman	kwightman@vcc.ca	604-328-8744

Banner Course Name: Smart Site Safety & Inspection

Subject Code: DRFT - Drafting

Course Number: 2103

Year of Study 2nd Year Post-secondary

205

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students apply provincial occupational health and safety legislation to construction sites through hazard identification, structured site inspections, compliance assessment, and professional reporting. Emphasis is placed on due diligence, regulatory compliance, and applied inspection practices used in the construction industry.

Course Pre-Requisites (if applicable):

DRFT 1012.

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 worker, supervisor, and employer duties as defined under provincial Occupational Health and Safety (OHS) legislation.
CLO #2	Interpret OHS regulations and construction safety requirements applicable to site conditions.
CLO #3	Identify and analyze construction site hazards and associated risks.
CLO #4	Conduct systematic site safety inspections using industry-standard checklists and digital tools.
CLO #5	Assess compliance with provincial OHS regulations during site inspections.

Instructional

Strategies:

Lectures, handouts, group/team participation, field trip, props, videos and project/problem based learning activities are used.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Hazard Identification & Risk Assessment Exercises
Field Experience	40	Site Inspection & Compliance Assignments
Assignments	20	Occupational Health and Safety Responsibilities on Site
Project	20	Final Integrated Inspection Project

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Lab

Hours in Category 2:

36

207

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Provincial OHS Legislation, Hazard Recognition, and Risk Assessment.

Site Inspections & High Risk Construction Activities

Inspection Reporting, Due Diligence & Integrated Project

Demonstrating compliance through documentation, reporting, and professional communication

Workers' Compensation / Workplace Safety Authority Requirements

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provi

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 05/07/26 1:31 pm

Viewing: **DRFT 2204 : Project Information Management**

Last edit: 05/18/26 11:49 am

Changes proposed by: kwightman

Programs
referencing this
course

[264: Construction Engineering Technician Diploma](#)

Course Name:

Project Information Management

Effective Date: September 2027

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/07/26 1:36 pm
Kelly Wightman
(kwightman):
Approved for 4203
Leader
2. 05/07/26 1:54 pm
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 06/01/26 4:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Kelly Wightman	kwightman@vcc.ca	604-328-8744

Banner Course Name: Project Information Management

Subject Code: DRFT - Drafting

Course Number: 2204

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to project information management in construction with a focus on structured data, digital workflows, and BIM-based collaboration (Meta Data). Building on industry standards for the organization and digitization of information related to architectural, mechanical, structural, or civil technology data, students apply Building Information Modeling (BIM) principles to information management practices, including standardized data structures, proposals, scheduling, and technical documentation. Students develop skills in managing project information and collaborating across disciplines to support efficient, consistent, and interoperable project delivery.

Course Pre-Requisites (if applicable):

DRFT 2101.

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 principles of project information management within construction and BIM workflows.
CLO #2	Apply BIM information management frameworks, aligned with ISO standards (International Organization for Standardization), to organize and manage project data and structures.
CLO #3	Develop construction project proposals that incorporate scope, deliverables, and information requirements.
CLO #4	Create and manage project schedules from initiation to completion using appropriate planning tools and methodologies.

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

CLO #5	Prepare technical documentation, reports, and project communications to support construction project management.
CLO #6	Collaborate with multidisciplinary teams using digital tools and BIM-based information workflows.
CLO #7	Evaluate information management processes to improve efficiency, coordination, and project outcomes.

Instructional

Strategies:

Lectures, handouts, group/team participation, field trip, props, videos and project/problem based learning activities are used.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	30	Lab Exercises – 30% Applied exercises in scheduling, data structuring, and BIM workflows.
Assignments	20	Applied exercises in scheduling, data structuring, and BIM workflows.
Assignments	15	Mid Course - Application of BIM information management principles to a structured data and documentation task.
Assignments	35	Final Project Comprehensive project information management plan including scheduling, documentation, and BIM-based workflows.

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

Hours in Category 1: 48

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

Check all that apply:

Lab

Hours in Category 2: 72

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Project Information Management
 Information Management Framework for BIM
 Project Proposals and Information
 Construction Scheduling and Workflow Management
 Integrated Project Information Management Plan
 Technical Documentation and Reporting

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 05/07/26 1:31 pm

Viewing: **DRFT 2205 : Reality Capture & Site Model**

Last edit: 05/07/26 1:31 pm

Changes proposed by: kwightman

Programs
referencing this
course

[264: Construction Engineering Technician Diploma](#)

Course Name:

Reality Capture & Digital Site Modeling

Effective Date: September 2027

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/07/26 1:36 pm
Kelly Wightman
(kwightman):
Approved for 4203
Leader
2. 05/07/26 1:54 pm
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 06/01/26 4:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Kelly Wightman	kwightman@vcc.ca	604-328-8744

Banner Course Name: Reality Capture & Site Model

Subject Code: DRFT - Drafting

Course Number: 2205

Year of Study 2nd Year Post-secondary

213

Credits: 6

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to digital site data capture technologies used in modern construction and infrastructure projects. Students learn to collect, process, and visualize spatial data using tools such as 3D laser scanning, airborne LiDAR, drone imagery, and mixed and augmented reality applications. Emphasis is placed on practical workflows for interpreting site information, generating digital terrain models, and integrating spatial data into CAD and BIM environments. Students gain experience transforming raw survey data into actionable information used for site analysis, infrastructure design, and project visualization.

Course Pre-Requisites (if applicable):

DRFT 2101 and DRFT 2103.

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 role of digital survey technologies in construction and infrastructure projects.
CLO #2	Use appropriate methods to capture site and project data using appropriate methods selected to meet project needs, which may include using 3D laser scanning, drone imagery, and airborne LiDAR workflows.
CLO #3	Integrate digital survey data into CAD and BIM environments for design and planning.
CLO #4	Apply mixed and augmented reality tools to visualize site conditions and project information.
CLO #5	Produce a digital site model incorporating survey data and terrain analysis.

Instructional

Strategies:

Lectures, handouts, group/team participation, field trip, props, videos and project/problem based learning activities are used.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Hands on exercises processing and integrating point cloud data in CAD/BIM for basic modeling and analysis.
Assignments	30	Applied data processing assignments
Project	35	Students complete an integrated project that applies survey data, terrain modeling, and digital visualization techniques to produce and communicate an accurate digital site model aligned with industry standards.

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

Hours in Category 1: 48

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

Check all that apply:

Lab

Hours in Category 2: 72

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Digital Survey and Reality Capture

Reality Capture and Data Processing

Site Data Collection and Terrain Modeling

Scan-to-BIM Model Submission - Visualization and Presentation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/07/26 1:32 pm

Viewing: **DRFT 2206 : Bld Codes, Energy, Net0 Constr**

Last edit: 05/07/26 1:32 pm

Changes proposed by: kwightman

Programs
referencing this
course

[264: Construction Engineering Technician Diploma](#)

Course Name:

Building Codes, Energy, and Net-Zero Construction

Effective Date: September 2027

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/07/26 1:36 pm
Kelly Wightman
(kwightman):
Approved for 4203
Leader
2. 05/07/26 1:54 pm
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 06/01/26 4:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Kelly Wightman	kwightman@vcc.ca	604-328-8744

Banner Course Name: Bld Codes, Energy, Net0 Constr

Subject Code: DRFT - Drafting

Course Number: 2206

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to the integration of building codes, energy efficiency standards, and net-zero construction principles within a BIM-enabled workflow. Students analyze current codes and standards, evaluate energy performance strategies, and apply sustainable design principles to support low-carbon and net-zero building outcomes. AI-supported tools will be used to interpret codes, simulate energy performance, and enhance decision-making in design coordination.

Course Pre-Requisites (if applicable):

DRFT2103 or DRFT1111 or DRFT1130 or DRFT1140 or DRFT1213.

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	Interpret relevant building codes, energy codes, and sustainability standards applicable to building design and construction.
CLO #2	Analyze how codes and energy requirements influence architectural, structural, and MEP design decisions.
CLO #3	Evaluate net-zero construction strategies including envelope performance, passive design, and renewable energy integration.
CLO #4	Apply BIM tools and AI-assisted workflows to assess compliance with energy and code requirements.
CLO #5	Develop coordinated BIM-based design solutions that reflect code compliance and energy efficiency goals.

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

CLO #6	Justify (Advanced cognitive reasoning) design decisions using data-driven outputs including energy modelling and regulatory requirements.

Instructional

Strategies:

Lectures, handouts, group/team participation, field trip, props, videos and project/problem based learning activities are used.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Code Interpretation Assignments
Assignments	25	Energy & Net-Zero Design Analysis
Project	35	BIM-Based Applied Project
Assignments	15	AI-Supported Design Review Exercises
Participation	10	Participation / In-Class Activities

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Lab

Hours in Category 2: 36

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Overview of Canadian building codes (NBC, NECB, BC Energy Step Code)

Energy Efficiency & Net-Zero Design Principles

BIM Integration, Compliance & Project Application

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: **Addition of Qualifications Scotland to Health & Wellness Professional – Cosmetology Diploma and Esthetics & Spa Therapy Certificate**

BACKGROUND:

The Hair Design & Skin/Body Therapy department is proposing revisions to align the Health & Wellness Professional – Cosmetology Diploma and the Esthetics & Spa Therapy Certificate with Qualifications Scotland (formerly Scottish Qualifications Authority, SQA). This alignment follows an agreement established in 2023 and is intended to enhance program rigor, as well as improve the global recognition and portability of the credentials.

The revisions focus on strengthening foundational esthetics skills, such as facials, waxing, manicures, and pedicures, while removing less in-demand content like makeup and body wraps. This allows for more in-depth training in core skills and accommodates increased assessment requirements. The department noted that these changes are supported by industry. The updated structure provides students with both a VCC credential and the opportunity to obtain Qualifications Scotland unit certification, although these two remain separate. Students can graduate from the VCC program without meeting all Qualifications Scotland requirements.

The department would like to implement these changes effective January 2027. This would affect students already progressing through the diploma program, who will take the Esthetics portion of the program in January 2027. International Education raised concerns about changing courses mid-stream and suggested September 2027 as the implementation date.

To enable a January 2027 effective date, the department is still in the process of obtaining consent from current diploma students to switch to the updated Esthetics curriculum.

DISCUSSION:

Gary Franceschini, department head, and Pamela McDonald, curriculum developer, presented the proposal. The Committee requested the following revisions:

- Add wording around Qualifications Scotland (QS) unit accreditation in Esthetics in the Cosmetology Diploma program content guide. While the Hair components of the diploma are not connected to QS, diploma students should be informed of the possibilities.

- In the course assessments, clarify and distinguish between requirements to pass the VCC course and Qualifications Scotland requirements.
- Consider increasing the weighting of the portfolio in ESTH 1030.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Health & Wellness Professional - Cosmetology Diploma program content guide, the Esthetics & Spa Therapy Certificate program content guide, and three revised course outlines.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: May 24, 2026

Program Change Request

Date Submitted: 04/28/26 3:30 pm

Viewing: **Health & Wellness Professional -**

Cosmetology Diploma

Last approved: 03/24/26 2:06 pm

Last edit: 06/02/26 3:38 pm

Changes proposed by: gfranceschini

Catalog Pages Using
this Program

[Health & Wellness Professional - Cosmetology Diploma](#)

Program Name:

Health & Wellness Professional - Cosmetology Diploma

Credential Level: Diploma

Effective Date: January 2027 ~~September 2025~~

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

In Workflow

1. **5221 Leader**

2. **CTT Dean**

3. **Curriculum
Committee**

4. Education Council

Approval Path

1. 04/28/26 3:33 pm

Gary Franceschini
(gfranceschini):

Approved for 5221
Leader

2. 05/11/26 11:24 am

Lucy Griffith
(lgriffith): Approved
for CTT Dean

History

1. Feb 6, 2025 by Lucy
Griffith (lgriffith)

2. Mar 12, 2025 by
Darija Rabadzija
(drabadzija)

3. May 6, 2025 by
Darija Rabadzija
(drabadzija)

4. May 7, 2025 by
Darija Rabadzija
(drabadzija)

5. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)

Name	E-mail	223 Phone/Ext.
Lucy Griffith	lgriffith@vcc.ca	7789841421
Louise Dannhauer	ldannhauer@vcc.ca	6049431593

Program Content Guide

Purpose

The **Health & Wellness Professional - Cosmetology Diploma** is designed for learners aspiring to deliver a full range of services in the dynamic and evolving health and wellness industry.

This program takes a comprehensive, interdisciplinary approach to prepare students for careers focused on promoting holistic well-being, preventative care, and client-centered service. Students will explore the intricate connections between physical health, nutrition, mental wellness, and alternative therapies while mastering practical skills to support clients' overall health and lifestyle goals.

Key areas of focus include therapeutic massage, wellness promotion, client health tracking (in both skin and body systems), the relationship between nutrition and skin, scalp, and hair health, ergonomic practices, and integrating mindfulness and stress management techniques into wellness services.

In addition to practical expertise in professional therapies and services, students will develop a deep understanding of spa health, hair, and wellness environments. They will learn to integrate therapeutic practices, sustainable techniques, and health sciences into their work, equipping them to deliver exceptional client-centered care in diverse professional settings such as salons, spas, wellness centers, and personal service settings, or as entrepreneurs.

Graduates will be well-prepared to excel in roles across a variety of salon and spas, health and wellness environments, with a strong foundation in skin, body, and hair treatments, complemented by skills in management, business operations, and entrepreneurship.

The Health & Wellness Professional - Cosmetology Diploma is designed for learners who wish to practice the full range of services offered in the health and wellness industry.

As students are completing the three courses in Esthetics, Skin and Body Therapy, this program allows students the opportunity to achieve unit accreditation from internationally recognized *Qualifications Scotland* in Facial Therapy treatments, Depilation, and Hand, Foot, and Nail therapies.

Admission Requirements

English 10 or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Diploma includes two distinct certificates: the Certificate in Hairstyling and the Certificate in Esthetics. Students may choose to complete either certificate as a standalone credential or continue to complete both certificates to achieve the Diploma.

=
Students who complete the requirements of either certificate may exit the program and receive the corresponding credential. Students may return at a later date to complete the remaining requirements of the Diploma, subject to seat availability. All program requirements must be completed within 4 years.

~~The program is 2 years in length. Students have a maximum of four years to complete the diploma.~~

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Practice skin and body therapies, hair and scalp techniques in accordance with safety, hygiene, and sanitation standards and regulations.
PLO #2	Demonstrate knowledge of anatomy, physiology, chemical composition and nutrition in providing personalized hair and spa treatments that support overall health and wellness.
PLO #3	Perform spa treatments to enhance clients' health and well-being through manual techniques based on client consultation, skin and body analysis, and nutritional needs.
PLO #4	Incorporate holistic care methods, such as aromatherapy, lymphatic drainage, mindfulness, and stress-relief techniques, into hair and spa services to enhance client well-being.
PLO #5	Apply the principles of trichology to provide health and wellness care and specialized treatments and techniques.
PLO #6	Demonstrate ethical and professional conduct suitable for salon and spa practitioner environments, incorporating eco-friendly and sustainable materials and practices in hair and spa services to support environmental stewardship and enhance client well-being.
PLO #7	Apply retail business administration practices and marketing techniques for operating a health and wellness centre, spa or salon.
PLO #8	Integrate knowledge of personal health, community health, nutrition, health behaviours, and skin/hair disease prevention into professional practice
PLO #9	Educate clients on preventative care, lifestyle choices, and self-care routines to support long-term wellness

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

PLO #10	Apply fundamental principles of health and wellness within the field of cosmetology, upholding ethical standards and fostering inclusivity to ensure equitable access to hair and spa services that support overall well-being

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Health & Wellness Professional - Cosmetology Diploma provides a wide range of opportunities for student learning in classroom, salon/spa and workplace settings. In addition to hands-on practical experience in VCC's state of the art Health and Wellness Salon and Spa, instructional activities such as lectures, demonstrations, group work, peer assessment, reflective journaling, and project-based learning strategies are used throughout. Students are required to successfully complete each course prior to advancement to the next suite of course. Course sequencing may vary but will be confirmed prior to the start of the program.

Practical training is conducted in the fully equipped Health & Wellness Salon and Spa at VCC's Downtown Campus. In class, students can explore the unique health needs of the community surrounding VCC where services are provided to the public, providing authentic representation of the demands and conditions encountered in the industry. Students participate in workplace practicums in year one and two which provide opportunities for students to apply their technical skills outside in the industry.

Evaluation of Student Learning

Each course is graded individually, most containing practical, theoretical and assignment/project marks. Student service transactions are evaluated and recorded by instructors using day-to-day observation and performance evaluation sheets which list skills to be demonstrated by students on customers in the salon.

*Students are required to achieve a minimum of 70% in all courses and exams before progressing onto the next level.

Students will also have the ability to apply for Unit Accreditation from Qualifications Scotland (QS) in Facial Treatment Therapy, Depilation, and Hand, Foot, and Nail Therapies. This requires a minimum of 70% in QS theoretical exams and assessed as 'Successful' in all practical competencies required by Qualifications Scotland.

Things to Consider:

In a salon and spa environment, professionals work in a dynamic, client-centered setting that requires attention to both personal interaction and technical precision. Students in this program may perform tasks that involve key aspects of the working environment which include:

Direct Client Interaction: A Health & Wellness Professional involves close, one-on-one interactions with clients, including physical touch and focusing on creating a comfortable and welcoming experience while attending to personal service needs.

Physical Activity: Professionals are often required to stand for extended periods, maintain a steady hand, and perform tasks that require fine motor skills, such as precision in specialized manual treatments. Professionals are required to use chemicals and products that may aggravate respiratory or skin conditions

Visual Precision: Tasks often demand strong depth perception, accurate color recognition, and the ability to identify fine details in hair, nails, and skin treatments, ensuring quality and satisfaction in visual results.

Environment: Students will work in an environment that could contain strong scents and be visually and auditorily stimulating

Independence and Responsibility: While collaborative in nature, salon/spa environments also require professionals to work independently, managing their appointments, service routines, and client records effectively.

Structured and Hygienic Setting: Adhering to strict sanitation, safety, and hygiene standards is essential in a salon/spa setting to ensure the well-being of both clients and staff.

Creative and Adaptive Atmosphere: The environment often fosters creativity and innovation in services, as professionals adapt to changing client preferences and industry trends.

Administrative Skills: Professionals may also be responsible for tasks such as scheduling, processing payments, and managing supplies, which require writing, organizational, and numerical skills.

Courses

<u>ESTH 1010</u>	Skin & Body Therapy Professional Practice	16
<u>ESTH 1020</u>	Skin & Body Therapy Specialized Treatments and Services	16
<u>ESTH 1030</u>	Skin & Body Therapy: Health, Wellness and Career Development	9
<u>HAIR 1010</u>	Fundamentals of Professional Practice	16
<u>HAIR 1020</u>	Specialized Hair Services and Client Care	16
<u>HAIR 1030</u>	Technical Skills and Career Development	9
Total Credits		82

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The PCG changes were requested by the RO. These changes provide clearer language around the diploma program, its certificates, completion deadlines, and the option to take on the program and/or return at a later date to complete the diploma.

Are there any
expected costs to
this proposal.

No

Consultations

Consultated Area	Consultation Comments
International Education	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

[HWP Cosmetology PCG for BoG - wireframe.docx](#)

[HWP Cosmetology Proposal Details.pdf](#)

Marketing Information

This program is for: International

ⓘ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

Marketing Description

Prepare for a career as a health and wellness professional in private business and industry while studying and serving real clients at VCC's state-of-the-art wellness spa and salon.

What you will learn

Program Change Request

Date Submitted: 05/06/26 9:59 am

Viewing: **Esthetics & Spa Therapy Certificate**

Last approved: 03/24/26 1:55 pm

Last edit: 06/02/26 3:35 pm

Changes proposed by: pmcdonald

Catalog Pages Using
this Program

[Esthetics & Spa Therapy Certificate](#)

Program Name:

Esthetics & Spa Therapy Certificate

Credential Level:

Certificate

Effective Date:

January 2027 ~~September 2025~~

Effective Catalog
Edition:

2025-2026 Academic Calendar

School/Centre:

Trades, Technology & Design

Department

Esth-Skin & Body Non-ITA (5221)

Contact(s)

In Workflow

1. **5221 Leader**

2. **CTT Dean**

3. **Curriculum
Committee**

4. Education Council

Approval Path

1. 05/06/26 4:52 pm

Gary Franceschini
(gfranceschini):

Approved for 5221
Leader

2. 05/11/26 11:24 am

Lucy Griffith
(lgriffith): Approved
for CTT Dean

History

1. Dec 20, 2017 by
clmig-jwehrheim

2. Nov 19, 2018 by
Louise Dannhauer
(ldannhauer)

3. Oct 9, 2019 by
Louise Dannhauer
(ldannhauer)

4. Oct 16, 2019 by
Nicole Degagne
(ndegagne)

5. Oct 16, 2019 by
Darija Rabadzija
(drabadzija)

6. Nov 7, 2019 by
Darija Rabadzija
(drabadzija)

7. Apr 13, 2022 by
Todd Rowlatt
(trowlatt)
8. Mar 22, 2023 by
Darija Rabadzija
(drabadzija)
9. Jun 11, 2024 by
Darija Rabadzija
(drabadzija)
10. May 6, 2025 by
Darija Rabadzija
(drabadzija)
11. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannahuer@vcc.ca	8332

Program Content Guide

Purpose

The Esthetics & Spa Therapy Certificate program prepares students for employment in the esthetics field of the spa industry by providing them with authentic learning experiences to develop the knowledge, skills, and professionalism to be successful in the industry. The Esthetics & Spa Therapy Certificate provides knowledge and practical experience to launch a career in this ever-changing industry. Constantly evolving curriculum and instruction help to ensure graduates have a competitive edge to succeed in the spa business or other related fields.

Alongside the Esthetics and Spa Therapy Certificate, this program allows students the opportunity to achieve unit accreditation from internationally recognized *Qualifications Scotland* in Facial Therapy treatments, Depilation, and Hand, Foot, and Nail therapies.

~~The Esthetics & Spa Therapy Certificate program prepares students for employment in the esthetics field of the spa industry by providing them with authentic learning experiences to develop the knowledge, skills, and professionalism to be successful in the industry. The Esthetics & Spa Therapy Certificate provides knowledge and practical experience to launch a career in this ever-changing industry. Constantly evolving curriculum and instruction help to ensure graduates have a competitive edge to succeed in the spa business or other related fields.~~

English 10 or equivalent.

Applicants who do not meet the program admission requirements may be admitted based on an interview with the Department Leader or representative.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Esthetics & Spa Therapy Certificate Program is 10 months in length and is offered in a progression of 3 courses. The program is offered three days per week: Monday to Wednesday or Thursday to Saturday. The maximum time to complete this program is 2 years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Practice skin and body therapies in accordance with safety, hygiene, and sanitation standards and regulations.
PLO #2	Describe human anatomy, physiology and chemical composition specific to concerns relating to nail, skin, body, and hair removal treatments.
PLO #3	Perform spa treatments based on client consultation, skin analysis and nutritional needs.
PLO #4	Apply the principles of colour and design to <u>lash and</u> ~~lash~~ , brow ~~and specialized makeup~~ techniques.
PLO #5	Perform in an ethical and professional manner conducive to spa environments.
PLO #6	Apply retail business administration practices and marketing techniques for operating a spa.

Additional PLO Information

The Esthetics & Spa Therapy Certificate Program provides a wide range of student learning opportunities in the classroom, spa and workplace settings. Students will gain hands-on practical experience working with clients in the VCC Salon and Spa. Industry work experience provides students with additional opportunities to apply their knowledge and technical skills in a workplace setting. Classroom instruction is designed for students to develop theoretical knowledge and practical skills which will be applied for success in the VCC Salon and Spa.

Participation is integral to the development of practical skills in this program; therefore, students assume the role of client, therapist and spa coordinator.

Work practicum offers students spa industry work experience, opportunities to practice knowledge and skills learned at the college and potential for employment.

Evaluation of Student Learning

Students are evaluated throughout the program on their theoretical and practical skills using a combination of assignments, projects, and exams. Instructors assess students on their practical skills in the VCC Salon and Spa using day-to-day ~~day-to-day~~ observation and practical assessment guides.

Students must achieve a minimum overall grade of 70%, based on combined theory and practical assessments for the VCC Certificate. Students can retake a maximum of 2 theory exams per course if falling short in theoretical exams.

~~Students are required to achieve a minimum of 70% in all courses including theory and practical assessments.~~

~~Students who do not achieve 70% in all theoretical exams are given the opportunity to rewrite a maximum of two (2) theory exams per course.~~

~~Students not achieving a minimum of 70% in both the theory and practical exams in a course will not be allowed to progress to the next course.~~

Upon successful completion of this program, students ~~the student~~ will receive an Esthetics & Spa Therapy Certificate. Students who complete both the VCC Hairstylist Certificate and the VCC Esthetics & Spa Therapy Certificate are eligible to receive a VCC Diploma in Cosmetology.

Students will also have the ability to apply for Unit Accreditation from Qualifications Scotland (QS) in Facial Treatment Therapy, Depilation, and Hand, Foot, and Nail Therapies. This requires a minimum of 70% in QS theoretical exams and assessed as 'Successful' in all practical competencies required by Qualifications Scotland.

Program tasks involve performing skincare and body treatments, including facials, waxing, and other services requiring close physical contact with clients.

Program tasks involve regular interaction with clients, including consultation, communication, and delivery of services in a professional setting.

Learning environment requires maintaining professional and appropriate conduct in a client service setting.

Program tasks require sustained fine motor skills, hand-eye coordination, and manual dexterity when performing treatments.

Program tasks involve continuous, repetitive hand, wrist, and arm movements during treatment procedures

Program tasks require precise visual focus for extended periods, including distinguishing colour, skin tone, texture, depth, line, and form during service delivery.

Program tasks require extended periods of standing and frequent movement between workstations, as well as maintaining fixed body positions while performing detailed services.

Program environment involves regular exposure to skincare products, disinfectants, waxes, and other chemical agents commonly used in esthetic services.

Program environment involves exposure to fragrances, scents, chemical odors, and airborne particles associated with spa and salon products.

Learning environment involves working under bright task lighting to support detailed visual work.

To be successful in the Esthetics & Spa Therapy Certificate Program, it is recommended students possess the following characteristics:

Ability to understand instruction in English;

Genuine interest in administering personal services;

Good interpersonal and communication skills;

Pleasant and out-going personality;

Good hand and eye coordination;

Manual dexterity and creative ability;

Normal colour vision;

Good depth perception and ability to perceive line and form;

Ability to stand for a long periods of time;

Ability to plan and work independently;

Self motivation and a sense of responsibility;

Basic writing and numerical skills.

Candidates considering this program are likely to be most successful as graduates if they are in good health and are aware that the following health concerns may effect this career:

Asthma

Respiratory problems

Skin conditions

Eczema

Back Problems

<u>ESTH 1010</u>	Skin & Body Therapy Professional Practice	16
<u>ESTH 1020</u>	Skin & Body Therapy Specialized Treatments and Services	16
<u>ESTH 1030</u>	Skin & Body Therapy: Health, Wellness and Career Development	9
Total Credits		41

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

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Aligning VCC Esthetics program with additional internationally recognized unit accreditation from
Qualifications Scotland.

Are there any
expected costs to
this proposal.

Minimal additional costs requirements for nail art tools, heated mitts and booties and specialized mask
options.

Consultations

Consultated Area	Consultation Comments
International Education	
Registrar's Office	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic
 International

ⓘ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

Marketing Description

Get expert industry training in facial treatments, manicure, pedicure, gel application, hair removal, makeup, and body massage while serving real clients at VCC's state-of-the-art salon and spa.

What you will learn

Course Change Request

Date Submitted: 05/06/26 9:54 am

Viewing: **ESTH 1010 : SBT Professional Practice**

Last approved: 05/20/25 8:24 am

Last edit: 06/02/26 3:48 pm

Changes proposed by: pmcdonald

In Workflow

- 1. 5221 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 05/06/26 4:53 pm
Gary Franceschini (gfranceschini):
Approved for 5221 Leader
- 2. 05/11/26 11:24 am
Lucy Griffith (lgriffith): Approved for CTT Dean

History

- 1. Aug 15, 2024 by Louise Dannhauer (ldannhauer)
- 2. Mar 14, 2025 by Louise Dannhauer (ldannhauer)
- 3. May 20, 2025 by Darija Rabadzija (drabadzija)

Programs referencing this course

[209: Health & Wellness Professional - Cosmetology Diploma](#)
[85: Esthetics & Spa Therapy Certificate](#)

Course Name:

Skin & Body Therapy Professional Practice

Effective Date:

January 2027

School/Centre:

Trades, Technology & Design

Department:

Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	236-333-4876

Banner Course SBT Professional Practice

Name:

Subject Code: ESTH - Esthetics

Course Number 1010

Year of Study 1st Year Post-secondary

Credits: 16

Bridge College Code VO

Bridge Billing Hours 16

Bridge Course Level 01

Course Description:

In this course, students will develop ~~Students embark on the~~ foundational knowledge and skills in journey ~~into the world of~~ skin and body therapy, esthetics, health and wellness, ~~wellness~~ and complementary therapy. The course covers industry-specific ~~Topics include industry-specific~~ professional health and hygiene practices, an understanding of anatomy and physiology functions and structures, and the theory and practical application related to ~~within~~ skin health.

Students will learn to perform customized skin treatments and hand and foot treatments related to specific conditions. Instruction includes the safe and effective performance of epilation, lash, and brow treatments.

Students will ~~They~~ also learn to ~~safely and effectively conduct epilation, lash, and brow treatments, and~~ communicate with clients regarding ~~on~~ contraindications, contra-actions, ~~contra-actions,~~ and prescriptions.

Emphasis is placed on ~~Emphasizing~~ industry standards and safety protocols to prepare ~~protocols, this course~~ ~~ensures~~ students ~~are well-prepared~~ for success in the salon, spa, and health and wellness industries.

Students are introduced to the learning outcomes from Qualifications Scotland in order to work towards additional unit accreditations for Facial Therapies, Depilation, and Hand, Foot, and Nail Therapies.

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	Discuss the historical evolution of health and wellness and significant industry trends and cultural practices.
CLO #2	Apply health and hygiene practices in accordance with industry standards.
CLO #3	<u>Perform and evaluate facial treatment services including identifying</u> ~~Identify all~~ skin types and conditions, as well as common diseases and disorders, and advise on appropriate personalized skincare routines.
CLO #4	<u>Perform and evaluate</u> ~~Demonstrate~~ personalized hand and foot procedures, including nail shaping, cuticle maintenance, callus reduction and polish application.
CLO #5	Apply foundational skills in holistic massage by integrating relaxation massage, pressure point techniques, and paraffin therapy to promote balance, well-being, and address specific skin conditions.
CLO #6	<u>Evaluate</u> ~~Identify~~ and treat ~~specific~~ skin and nail conditions <u>of the hands and feet</u> , while providing recommendations and preventive care for diabetic clients.
CLO #7	Safely and effectively demonstrate eyelash and eyebrow treatments, considering client preferences and adhering to safety protocols.
CLO #8	<u>Apply</u> ~~Identify~~ principles of trichology to safely <u>perform</u> and <u>evaluate</u> ~~effectively perform~~ epilation <u>services</u> ~~services~~ .
CLO #9	Integrate mindfulness practice to enhance communication and professionalism in client consultations by focusing on active listening, presence, and responsiveness to client needs.
CLO #10	Describe the functions and structures of anatomy and physiology systems.

Instructional

Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services, ~~services~~ and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world ~~real-world~~ scenarios. To advance in the program, students must achieve a minimum 70% score in combined theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when failing in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages

Passing grade:

70% ~~70~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Presentations and independent research projects.
Assignments	15	Workbooks and independent study activities
Reflection	5	Reflective practice activities
Quizzes/Tests	10	<u>Topic Quizzes.</u> ~~Topic Quizzes:~~ ~~*Must achieve a minimum of 70% in all assessments.~~
<u>Lab Work</u> ~~Field Experience~~	30	<u>Hands on practice of course skills and techniques in VCC's public health and wellness spa, with competencies documented to show skill progression</u> <u>*Must attend 90%</u> <u>*Must achieve 70%</u> ~~Health and wellness centre attendance, performance, and sign-off sheets.~~ ~~*Must attend 90%~~ ~~*Must achieve 70%~~
Clinical Examination	25	<u>VCC examination for Facial Therapies</u> <u>Manicure and Tinting</u> <u>*must achieve 70%</u> ~~Practical exams~~

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: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Tutorial

Hours in Category 1: 100

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

Check all that apply:

Lab

Rehearsal

Simulation

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Individual Learning

Hours in Category 3: 150

Course Topics

Course Topics:

Historical Evolution of the Health and Wellness Industry

Bacteriology, Contraindications, Contra-actions and Safe Practices

Diseases and Disorders

Anatomy and Physiology: Structure and Function: Cells & Tissues, integumentary, ~~Skin~~, Osteology, Myology

Epilation and Trichology

Consultation, Skin Analysis, and Prescription Consultation and Evaluation

Natural Eyelash and Eyebrow Enhancements

Course Topics:Hand, Foot and Nail Treatments ~~Hand and Foot Treatments~~Customer Service and Advice in a Health and Wellness Setting

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

Students are required to purchase a kit from the VCC bookstore.

Student kit includes uniform, tools, product equipment and textbook.

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?

Provide

Consultations

Consulted Areas	Consultation Comments
International Education	In review
Registrar's Office	In review

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Badge Information

Course Change Request

Date Submitted: 05/06/26 9:55 am

Viewing: **ESTH 1020 : SBT Specialized Treatments**

Last approved: 09/03/25 4:00 am

Last edit: 06/02/26 3:48 pm

Changes proposed by: pmcdonald

Programs
referencing this
course

[209: Health & Wellness Professional - Cosmetology Diploma](#)
[85: Esthetics & Spa Therapy Certificate](#)

Course Name:
Skin & Body Therapy Specialized Treatments and Services

Effective Date: January 2027

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

In Workflow

1. **5221 Leader**

2. **CTT Dean**

3. **Curriculum
Committee**

4. Education Council

5. Records

6. Banner

Approval Path

1. 05/06/26 4:52 pm

Gary Franceschini

(gfranceschini):

Approved for 5221

Leader

2. 05/11/26 11:24 am

Lucy Griffith

(lgriffith): Approved

for CTT Dean

History

1. Aug 15, 2024 by

Louise Dannhauer

(ldannhauer)

2. Mar 14, 2025 by

Louise Dannhauer

(ldannhauer)

3. May 20, 2025 by

Darija Rabadzija

(drabadzija)

4. Sep 3, 2025 by

Darija Rabadzija

(drabadzija)

Name	E-mail	244 Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course Name: SBT Specialized Treatments

Subject Code: ESTH - Esthetics

Course Number 1020

Year of Study 1st Year Post-secondary

Credits: 16

Bridge College Code VO

Bridge Billing Hours 16

Bridge Course Level 01

Course Description:

In this course students continue to build on the foundational knowledge from ESTH 1010. Students ~~Building on the foundational knowledge from ESTH 1010, students~~ advance into specialized facial treatments using electrical equipment, including microdermabrasion, microcurrent, galvanic, LED, and ultrasonic technologies. Students ~~will~~ also explore the theory of medical-grade ~~medical-grade~~ laser therapies, including therapies such as IPL, laser, LED, and light therapy.

Incorporating professional-grade ~~professional-grade~~ products and chemical ingredients for corrective skin treatments, students enhance their understanding of ingredient technology. Students further develop ~~their~~ skills in face and body treatments, including holistic massage, stone therapy massage, aromatherapy using ~~with~~ essential oils, and lymphatic drainage. ~~drainage, exfoliation, and body wrap techniques.~~ Emphasis is placed on client comfort, proper draping, and therapist ergonomics to support ~~ensure~~ a professional and practical treatment experience.

In addition, ~~Additionally,~~ students are introduced to advanced nail techniques, light-curing ~~light-curing~~ technology, basic nail art techniques, ~~colour theory,~~ and luxury hand and foot treatments. ~~makeup principles.~~

Throughout the course, students learn in a professional health and wellness environment that provides real-life, hands-on ~~real-life, hands-on~~ experience. Students also participate in an offsite work experience, gaining insight into industry practices, business operations, and the daily running of a real-world setting. Students continue to build on outcomes from Qualifications Scotland to support progression toward unit accreditations.

Course Pre-Requisites (if applicable):

ESTH 1010.

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 function and structures of anatomy and physiology systems as they relate to skin and body therapy processes.
CLO #2	Use professional-grade products and chemical ingredients to perform corrective skin treatments and advanced skin techniques.
CLO #3	Perform specialized facial treatments using a range of electrical modalities while adhering to safety considerations and recognizing contraindications.
CLO #4	Advise clients on precautions and post-treatment care, tailored to various skin types and concerns.
CLO #5	Perform face and body massage treatments, including relaxation body massage, stone massage, aromatherapy, and lymphatic drainage massage to help improve body functions and promote wellness for a holistic and comprehensive spa experience, implementing proper body mechanics and client/therapist positioning.
CLO #6	<u>Perform luxury manicure and pedicure therapies while adhering to safety considerations and recognizing contra indications</u> ~~Perform body exfoliation, body wrap techniques, and moisturizing principles for overall health and wellness.~~
CLO #7	Apply techniques in natural nail <u>advancements, nail art</u> ~~advancements~~ and light-curing technology.
CLO #8	<u>Perform specialized holistic facial treatment techniques including scalp massage and cold modalities while adhering to safety considerations and recognizing contra indications</u> ~~Apply makeup principles, colour theory, and application to create versatile looks for different occasions.~~
CLO #9	Develop professional and personalized resumes and cover letters showcasing their key skills, unique strengths, and relevant experience in the health and wellness sector.

Instructional

Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services, ~~services~~ and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world ~~real-world~~ scenarios. To advance in the program, students must achieve a minimum 70% score in combined theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when failing ~~falling short~~ in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Students are given the opportunity to be assessed on their theoretical and practical knowledge and receive unit accreditation from Qualifications Scotland. To achieve the Qualifications Scotland units, students must obtain a minimum score of 70% on the theory written tests and be marked “successful” on all required practical tasks.

Evaluation and Grading

Grading System: Percentages

Passing grade:

70% ~~70~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	<u>25</u> ~~30~~	<u>Spa work experience and related assignments</u> ~~Spa work experience, lab attendance and completion of signature sheets.~~ *Must attend 90% *Must achieve 70%
Project	15	Presentations and independent research projects.
Assignments	15	Completion of workbooks and independent study activities.
Reflection	5	Reflective practice assignments.
Quizzes/Tests	10	<u>VCC Topic quizzes</u> ~~Topic quizzes.~~

Type	Percentage	Brief description of assessment activity
		~~*Must achieve a minimum of 70% in all assessments.~~
Clinical Examination	<u>10</u> ~~25~~	<u>VCC examination for Pedicure and Gel Polish</u> <u>*must achieve 70% Practical skills exams.</u> ~~*Must achieve a minimum of 70% in all assessments.~~
<u>Lab Work</u>	<u>20</u>	<u>Hands on practice of course skills and techniques in VCC's public health and wellness spa, with competencies documented to show skill progression</u> <u>*Must attend 90%</u> <u>*Must achieve 70%</u>

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Seminar
Tutorial

Hours in Category 1: 100

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

Check all that apply:

Clinical
Lab
Rehearsal
Simulation

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum
Self-Paced
Individual Learning

Hours in Category 3: 150

Course Topics

Course Topics:

Face and Body Wellness and Massage Modalities include Stone Therapy, Aromatherapy, Pressure Point, Lymphatic Drainage, and Holistic Facial Treatments

Anatomy and Physiology Structure and Function- Cardiovascular, Lymphatic, Endocrine, ~~and~~ Digestive, Nervous and Olfactory Body Systems

Natural Nail Enhancements and Light-Curing Technology for Hand and Foot

Advanced Skin Treatment with Electrotherapy

Resume Building and Self-branding

Basic Nail Art Techniques ~~Exfoliation and Body Wraps~~

Luxury Manicure and Pedicure Treatment Therapy ~~Make-up Principles~~

Customer Service through Public Health and Wellness Spa Experience

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

Rationale and Consultations

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

Course Change Request

Date Submitted: 05/06/26 9:56 am

Viewing: **ESTH 1030 : Health, Wellness & Career Dev**

Last approved: 05/20/25 8:24 am

Last edit: 06/02/26 3:49 pm

Changes proposed by: pmcdonald

In Workflow

- 1. 5221 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 05/06/26 4:53 pm
Gary Franceschini (gfranceschini):
Approved for 5221 Leader
- 2. 05/11/26 11:24 am
Lucy Griffith (lgriffith): Approved for CTT Dean

History

- 1. Aug 15, 2024 by Louise Dannhauer (ldannhauer)
- 2. Mar 14, 2025 by Louise Dannhauer (ldannhauer)
- 3. May 20, 2025 by Darija Rabadzija (drabadzija)

Programs referencing this course

[209: Health & Wellness Professional - Cosmetology Diploma](#)
[85: Esthetics & Spa Therapy Certificate](#)

Course Name:

Skin & Body Therapy: Health, Wellness and Career Development

Effective Date:

January 2027

School/Centre:

Trades, Technology & Design

Department:

Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course Health, Wellness & Career Dev

Name:

Subject Code: ESTH - Esthetics

Course Number 1030

Year of Study 1st Year Post-secondary

Credits: 9

Bridge College Code VO

Bridge Billing Hours 0-9

Bridge Course Level 01

Course Description:

In this course, students will build ~~Building~~ on the skills acquired in ESTH 1020 and ~~1020, students~~ develop advanced practical skills to facilitate enhanced ~~skills~~, client experiences ~~experiences, and business acumen~~ within the scope of practice. Students explore the role of nutrition in skin health, including macronutrients, micronutrients, and the benefits of vitamins for maintaining healthy skin.

Students participate in an offsite work experience in a health and wellness setting, where they gain insight into industry practices, business operations, and the daily running of a real-world ~~real-world~~ environment.

In addition, ~~Additionally,~~ students ~~complete a business project,~~ build a professional portfolio, conduct skincare case studies and projects, and undergo assessed practical observations ~~assessments~~ for body waxing, customized facials, ~~waxing~~ and hand, foot, and nail treatments. ~~customized facials.~~ Students are given the opportunity to successfully complete Qualifications Scotland theory assessments and practical observations to achieve Scottish unit accreditation.

Course Pre-Requisites (if applicable):

ESTH 1020.

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 advanced practical skills through customer service interactions in a professional environment, encompassing all practical skills learned in previous course levels.
CLO #2	Apply knowledge of macronutrients, micronutrients, and vitamins to assess their impact on skin health and integrate nutritional awareness into client consultations and skincare recommendations.
CLO #3	Analyze various skin conditions, design suitable treatment plans, and present comprehensive case studies showcasing advanced skincare knowledge.
CLO #4	Create a positive customer experience by actively listening to clients and offering professional recommendations for sustained satisfaction during treatments.
CLO #5	Apply comprehensive knowledge and skills to solve complex problems, make sound decisions, and communicate professionally in real-world contexts within the health and wellness industry.
CLO #6	Demonstrate professionalism and teamwork in collaboration with other industry professionals.
~~CLO #7~~	~~Develop a business plan for a health and wellness-related venture, including market analysis, target audience, competition, financial projections, ethical practices, and marketing strategies~~
CLO ~~#7~~ ~~#8~~	Create <u>and present</u> a visually appealing professional portfolio showcasing skills, customer service, projects, accomplishments, certifications, and industry <u>achievements</u> . ~~achievements.~~

Instructional

Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services, ~~services~~ and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world ~~real-world~~ scenarios. To advance in the program, students must achieve a minimum 70% score in combined theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when failing in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Students are given the opportunity to be assessed on their theoretical and practical knowledge and receive unit accreditation from Qualifications Scotland. To achieve the Qualifications Scotland units, students must obtain a minimum score of 70% on the theory written tests and be marked "successful" on all required practical tasks.

Evaluation and Grading

Grading System:

Percentages

Passing grade:

70% ~~70~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	<u>20</u> ~~15~~	Spa work experience and related assignments.
Project	<u>10</u> ~~20~~	<u>Independent</u> ~~Presentations and independent~~ research projects.
Assignments	<u>20</u> ~~10~~	In-class and independent learning activities.
<u>Exam</u> ~~Reflection~~	<u>10</u> ~~5~~	<u>VCC examination for Facial therapy and Depilation</u> <u>*Must achieve 70%</u> ~~Three reflective practice assignments:~~
Lab Work	<u>20</u> ~~30~~	<u>Hands on practice of course skills and techniques in VCC's public health and wellness spa, with competencies documented to show skill progression</u> <u>*Must attend 90%</u> <u>*Must achieve 70%</u> ~~Attendance in the public health & wellness spa and completion of signature sheets:~~ ~~*Must attend 90%~~ ~~*Must achieve 70%~~
~~Clinical Examination~~	~~20~~	~~Practical exams:~~ ~~*Must achieve 70%~~
<u>Portfolio</u>	<u>20</u>	<u>Professional portfolio presentation</u>

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 225

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 45

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

Check all that apply:

Clinical

Lab

Rehearsal

Simulation

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 30

Course Topics

Course Topics:

Advanced Practical Skills Application

Customer Service Excellence

Offsite Practicum Engagement

Evaluation and reflection of professional service results

~~Business Project Development and Analysis~~

Professional Portfolio Building

Course Topics:

Skincare Case Studies and Project Execution

Nutrition and Skin Health Essentials

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

ESTH 1010,1020,1030

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



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: **New Programs: 2D Animation Diploma and 3D Animation Diploma**

BACKGROUND:

Continuing Studies is proposing two new programs: the 2D Animation Diploma and 3D Animation Diploma. The driver of this development is the need to teach-out students who started these programs at another institution. Significant portions of the situation are still confidential and all details cannot be shared at this time. If approved by the Ministry, students would complete their studies at VCC. In addition, the College is exploring whether ongoing offerings of these programs would be viable.

The programs are intense, 70-credit programs completed by students in one year. The College has the computer infrastructure and only needs to acquire licensing for one additional required software.

Given the need to match the program curriculum that students initially signed onto, discussion at Curriculum Committee identified a number of issues with the curriculum documentation that would need to be addressed in the future to match VCC's institutional practices; but only limited changes were proposed at this time. The developers requested Education Council approve this curriculum on a provisional basis to allow for ongoing adjustments.

DISCUSSION:

Brett Griffiths, Dean of Trades, Technology and Design, and Adrian Lipsett, Dean of Continuing Studies, presented this proposal. The Committee requested some adjustments:

- Aligning program purpose statements for both programs to include job roles graduates will be prepared for and program duration
- Adding some details around the selection process for admission to both programs
- Adding some pre-requisites for courses with clear sequences, to enable easier course transfer for students

RECOMMENDATION:

THAT Education Council provisionally approve, in the form presented at this meeting, the program content guides for the 2D Animation Diploma and the 3D Animation Diploma, and new 28 course outlines, and recommend the Board of Governors approve the credentials, creation of 28 courses, and program implementation.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: June 1, 2026

Program Change Request

New Program Proposal

Date Submitted: 05/27/26 7:55 pm

Viewing: **2D Animation Diploma**

Last edit: 06/02/26 1:53 pm

Changes proposed by: bgriffiths

Program Name:

2D Animation Diploma

Credential Level: Diploma

Effective Date: September 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Continuing Studies

Department: 2D Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee
5. Education Council
6. Ministry Review
7. Board of Governors

Approval Path

1. 05/28/26 11:32 am
Claire Sauve
(csauve): Approved for 6557 Leader
2. 05/28/26 4:03 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/28/26 6:15 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 2:18 pm
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Program Content Guide

Purpose

The 2D Animation Diploma prepares students to become highly skilled character animators for careers in feature films, television, and commercials. Graduates will be prepared for entry-level roles such as Character Animator, Storyboard Artist, Character Designer, Build Artist, and Harmony Layout Artist.

With a strong emphasis on believable character movement and performance, this program builds the well-rounded foundation that professional animation studios expect. During the 12 months of study, students begin with foundational studies in life drawing, visual language, and animation history before progressing to advanced character animation and storyboarding using industry-standard software, including Toon Boom Harmony. The program culminates in the creation of an animated short film or a series of exercises — giving graduates an industry-ready body of work as they enter the field.

Admission Requirements

Admission to this program is through a selection process. Admission requirements include:

Grade 12 graduation or equivalent

English 11 or [equivalent](#)

Letter of intent (a one-page personal statement detailing educational/work background, career goals, passions, and reasons for choosing this program)

Portfolio consisting of 12 examples of best artwork (minimum 5 pieces of life drawing)

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees will still apply. Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

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

See [Prior Learning Assessment and Recognition](#) policy for more information.

This program can be completed in 1 year of full-time study (3 full terms). The maximum time to complete the program is 5 years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Showcase marketable skills as an entry-level animator for jobs in the feature film, television, and video game industries.
PLO #2	Showcase marketable skills as an entry-level storyboard artist for jobs in the feature film, television, and video game industries.
PLO #3	Create a 2D animated short film or series of exercises showcasing skills mastered in the program.
PLO #4	Explore visual concept options for communicating and delivering ideas, characters and stories.
PLO #5	Create strong cinematic imagery in support of story, through composition and editing.
PLO #6	Create engaging stories.
PLO #7	Use project management techniques to accurately plan, track, and complete complex projects on time.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Students gain hands-on experience in a classroom environment that replicates a professional animation studio, working within authentic production schedules and creative review processes. Instructional and learning activities include, but are not limited to, interactive lectures, demonstrations, hands-on labs, production simulations, problem solving exercises, and client projects. Students also engage in self-directed and collaborative team projects, field trips, guest speaker sessions, online learning activities, and reflective discussions. Technical animation training is complemented by supporting studies in life drawing, visual language, storytelling, and animation history, emphasizing the integration of artistic fundamentals with digital production skills.

Students are evaluated through a combination of practical assignments and projects, portfolio development, client project work, presentations, written assignments and lab work. Class participation and professional conduct are assessed throughout the program as a reflection of professional studio environments and industry standards. Students must receive a minimum grade of 'C' (2.00) or S in each course, and a minimum cumulative grade point average (CGPA) of 2.00 to advance into subsequent courses / terms in the program. Students must receive a minimum program grade point average of 2.00 to successfully graduate.

Program Considerations

Students should consider the following:

The program environment requires extended periods of computer use (6-8 hours per day) with sustained visual focus on digital displays, including Virtual Reality headsets.

Program tasks require precise hand-eye coordination and frequent keyboard and mouse use.

If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact disabilityservices@vcc.ca or 604.871.7500 to explore possible accommodations/supports.

Courses

<u>TDAN 1101</u>	Visual Language 1	1.5
<u>TDAN 1102</u>	Life Drawing 1	3.5
<u>TDAN 1103</u>	Harmony Workshops (Toon Boom)	1.5
<u>TDAN 1104</u>	Animation 1	8
<u>TDAN 1105</u>	Animation History 1	1.5
<u>TDAN 1201</u>	Story - Visual Language 2	1.5
<u>TDAN 1206</u>	Premiere Workshop	0
<u>TDAN 1202</u>	Life Drawing 2	2
<u>TDAN 1203</u>	Harmony 1	1.5
<u>TDAN 1204</u>	Animation 2	8.5
<u>TDAN 1205</u>	Animation History 2	2
<u>TDAN 2102</u>	Life Drawing 3	1.5
<u>TDAN 2101</u>	Story - Visual Language 3	4

		261	
<u>TDAN 2103</u>	Harmony 2		1.5
<u>TDAN 2104</u>	Animation 3		8
<u>TDAN 2106</u>	Audio Workshop		0
<u>TDAN 2201</u>	Story and Visual Language 4		11
<u>TDAN 2202</u>	Life Drawing 4		2
<u>TDAN 2204</u>	Animation 4		11
<u>TDAN 2206</u>	Demo Reel		0
Total Credits			70.5

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	61 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.
Complete teach-out

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	see attached feedback
Safety & Security	see attached feedback
Finance	see attached feedback
Assessment Centre	see attached feedback
Information Technology (IT)	see attached feedback
Student Services	see attached feedback
Centre for Teaching, Learning, and Research (CTLR)	see attached feedback
International Education	For the 2D animation diploma program, it sounds like it's going to be a 1-year, 70.5 credit diploma program. I'm not sure how that will work but that was what the private was doing so they're sticking with that. I'm not clear on how the VCC costing will work for the program but assuming it will be costed with VCC tuition, the tuition will be very high for 70.5 credits and if it's only 1 year and only 1 year PGWP eligible I'm thinking it will be very challenging to recruit any new students into the program. I'm thinking that the private was able to recruit into a 1 year diploma maybe because it was costed well or they had scholarships (or maybe they weren't even PGWP eligible so it didn't matter?) not sure but wanted to loop you in.

Additional Information

Program Change Request

New Program Proposal

Date Submitted: 05/28/26 8:03 am

Viewing: **3D Animation Diploma**

Last edit: 06/02/26 1:56 pm

Changes proposed by: bgriffiths

Program Name:

3D Animation Diploma

Credential Level: Diploma

Effective Date: September 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Continuing Studies

Department: 3D Animation (6558)

Contact(s)

In Workflow

1. 6558 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee
5. Education Council
6. Ministry Review
7. Board of Governors

Approval Path

1. 05/28/26 12:08 pm
Claire Sauve
(csauve): Approved for 6558 Leader
2. 05/28/26 4:03 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/28/26 6:15 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 2:18 pm
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Program Content Guide

Purpose

Character animation is an art form, a craft, a discipline of precision and exploration. It is a form of communication, an integral component of visual story telling. This art form can be realistic or stylized and interpretive. When an artist understands the source of an image the interpretation of it can be created with the skill of visual communication and creative expression.

The 3D Animation Diploma prepares highly skilled character animators for careers in feature films, television, and commercials. Graduates will be prepared for entry-level roles such as Character Animator, Storyboard Artist, and Character Designer and Build Artist.

With a strong emphasis on believable character movement and performance, this program builds the well-rounded foundation that professional animation studios expect. During the 12 months of study, students begin with foundational studies in life drawing, visual language, and animation history before progressing to advanced character animation and storyboarding. The program culminates in the creation of an animated short film or a series of exercises — giving graduates an industry-ready body of work as they enter the field.

Admission Requirements

Admission to this program is through a selection process. Admission requirements include:

Grade 12 graduation or equivalent

English 11 or equivalent

Letter of intent (a one-page personal statement detailing educational/work background, career goals, passions, and reasons for choosing this program)

Portfolio consisting of 12 examples of best artwork (minimum 5 pieces of life drawing)

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

PLAR is available for all courses. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees apply to PLAR. Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

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

See [Prior Learning Assessment and Recognition](#) policy for more information.

Program Duration & Maximum Time for Completion

This program can be completed in 1 year of full-time study (3 full terms). The maximum time to complete the program is 5 years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate industry-ready skills as an entry-level 3D animator for careers in the feature film, television, and video game industries.
PLO #2	Demonstrate industry-ready skills as an entry-level storyboard artist for the feature film, television and video game industries.
PLO #3	Create a 3D animated short film or series of exercises that showcase mastery of the technical and creative skills developed throughout the program.
PLO #4	Develop and explore visual concept options to effectively communicate and deliver ideas, characters and narratives.
PLO #5	Create compelling cinematic visuals that support storytelling through effective use of composition, lighting, and editing.
PLO #6	Develop and present engaging and cohesive stories through animation.
PLO #7	Apply project management strategies to plan, track, and successfully complete complex animation projects within deadlines.

Instructional Strategies, Design, and Delivery Mode

Students gain hands-on experience in a classroom environment that replicates a professional animation studio, working within authentic production schedules and creative review processes. Instructional and learning activities include, but are not limited to, interactive lectures, demonstrations, hands-on labs, production simulations, problem solving exercises, and client projects. Students also engage in self-directed and collaborative team projects, field trips, guest speaker sessions, online learning activities, and reflective discussions. Technical animation training is complemented by supporting studies in life drawing, visual language, storytelling, and animation history, emphasizing the integration of artistic fundamentals with digital production skills.

Evaluation of Student Learning

Students are evaluated through a combination of practical assignments and projects, portfolio development, client project work, presentations, written assignments and lab work. Class participation and professional conduct are assessed throughout the program as a reflection of professional studio environments and industry standards. Students must receive a minimum grade of 'C' (2.00) or S in each course, and a minimum cumulative grade point average (CGPA) of 2.00 to advance into subsequent courses / terms in the program. Students must receive a minimum program grade point average of 2.00 to successfully graduate.

Program Considerations

Students should consider the following:

The program requires extended periods of computer use (6-8 hours per day) with sustained visual focus on digital displays, including Virtual Reality headsets.

Program tasks involve precise hand-eye coordination and frequent keyboard and mouse use.

If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact disabilityservices@vcc.ca or 604.871.7500 to explore possible accommodations/supports.

Courses

<u>TDAN 1101</u>	Visual Language 1	1.5
<u>TRDN 1106</u>	Photoshop Workshop	1

<u>TRDN 1103</u>	Maya for Animation 1	1.5
<u>TRDN 1102</u>	Life Drawing 1 - 3D	1.5
<u>TDAN 1104</u>	Animation 1	8
<u>TDAN 1105</u>	Animation History 1	1.5
<u>TDAN 1201</u>	Story - Visual Language 2	1.5
<u>TDAN 1206</u>	Premiere Workshop	0
<u>TRDN 1203</u>	Maya for Animation 2	2
<u>TRDN 1202</u>	Life Drawing 2 - 3D	2
<u>TDAN 1204</u>	Animation 2	8.5
<u>TDAN 1205</u>	Animation History 2	2
<u>TDAN 2101</u>	Story - Visual Language 3	4
<u>TRDN 2103</u>	Maya for Animation 3	2
<u>TRDN 2102</u>	Life Drawing 3 - 3D	1.5
<u>TDAN 2106</u>	Audio Workshop	0
<u>TDAN 2104</u>	Animation 3	8
<u>TDAN 2201</u>	Story and Visual Language 4	11
<u>TRDN 2202</u>	Life Drawing 4 - 3D	2.5
<u>TDAN 2206</u>	Demo Reel	0
<u>TDAN 2204</u>	Animation 4	11
Total Credits		71

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	61 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.
Complete teach-out

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	see attached feedback
Safety & Security	see attached feedback
Finance	see attached feedback
Assessment Centre	see attached feedback
Information Technology (IT)	see attached feedback
Student Services	see attached feedback
Centre for Teaching, Learning, and Research (CTLR)	see attached feedback
International Education	see attached feedback

Additional Information

Provide any additional information if necessary.

Supporting
documentation:
[TRDN- Feedback and Comments- VCC.pdf](#)

Marketing Information

This program is for:

ⓘ 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.

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:19 pm

Viewing: **TDAN 1101 : Visual Language 1**

Last edit: 05/28/26 5:00 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Visual Language 1

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. Board of Governors

7. CS Associate

Registrar

8. Banner

Approval Path

1. 05/28/26 12:19 pm

Claire Sauve

(csauve): Approved

for 6557 Leader

2. 05/28/26 4:33 pm

Andrea Korens

(akorens): Approved

for Senior PC

3. 05/28/26 6:19 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

4. 06/02/26 2:19 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Visual Language 1
Subject Code:	TDAN - 2D Animation
Course Number	1101
Year of Study	1st Year Post-secondary
Credits:	1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to visually communicating through the presentation of character posture and pose, leading to storytelling through the creation of sequential images in later courses.

Lectures and assignments begin by exploring abstract visual esthetics through space, line, shape, tone, color, silhouette, movement, and rhythm. The use of shape, size, and artistic style are explored in creating dynamic imagery through implied perspective and the artist's interpretation of subject matter.

Visual implications of the abstract are applied to a character's posture, balance, and silhouette to create visually powerful and appealing character designs.

Assignments are designed to strengthen awareness of visual implication through composition and understanding the psychology of composition and shape juxtaposition.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify basic visual components and industry standard composition.
CLO #2	Identify ideas using visual language terminology.
CLO #3	Demonstrate the use of various character staging techniques.
CLO #4	Draw characters in poses that convey a story.
CLO #5	Create simple layouts which include elements such as compositions, background designs, and character staging.
CLO #6	Develop creative story ideas.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course courses may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Action Poses
Assignments	20	Silhouette
Assignments	20	Comic Strip
Assignments	20	Monster Hiding
Assignments	20	Depict body mechanics, e.g.: work, hit, fall backward

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: 33

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 22

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 11

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Simplified human anatomy for planning animation

Posture and pose

Balance

Applying simplified anatomy to characters poses

Storytelling through silhouette

Sequential movement analysis

Reference

Course Topics:

Initiating and altering forces

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation Diploma

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

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:20 pm

Viewing: **TDAN 1102 : Life Drawing 1**

Last edit: 05/28/26 6:20 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

Course Name:
Life Drawing 1

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 12:22 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 4:32 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 6:20 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:19 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Life Drawing 1
Subject Code:	TDAN - 2D Animation
Course Number	1102
Year of Study	1st Year Post-secondary
Credits:	3.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to basic drawing fundamentals that will help the student to observe, analyze and draw the human figure.

Students will first explore basic linear perspective tools, developing their ability to create 3 dimensional space and depth on a 2D surface. The artists will also study and sketch the basic 3D form vocabulary: the box, the cylinder and the sphere. This will help the students to break down complex subjects, as well as design and draw more effectively in perspective.

Observation skills such as visual relationships, positive and negative space, and proportion will be demonstrated, to assist the students in creating drawings with strong likeness of the subjects.

Students will be making a drawing portfolio of quick gesture studies, as well as long poses, to develop their understanding of weight, balance, and body mechanics, to improve the believability of their animations and designs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use observational skills to draw what they see.
CLO #2	Create drawings with believable depth and specific perspectives.
CLO #3	Illustrate balance, weight, stretch, compression, and movement in figure drawings.
CLO #4	Render images as three dimensional objects.
CLO #5	Design human characters with believable proportions and structure engaged in a variety of actions, attitudes, and movements.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course courses may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	15	First Self Portrait
Assignments	15	Basic Form Composition
Assignments	30	The Robot Design
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 66

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 33

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 33

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to life drawing and observation skills

Basics of perspective, including 1, 2, and 3-point perspective

Understanding shadow and light on basic forms

Thumbnailing procedures and combining forms

Introduction to figure drawing and basic body mechanics

Gesture drawing, ideal proportions, balance, and weight

Constructing the figure using basic geometry like "the bean"

Course Topics:

Drawing gestures from imagination and pushing the pose

Exaggeration, design, and photo observations

The basic form vocabulary, such as cylinders, spheres, and box forms

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation Diploma

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: 05/27/26 7:20 pm

Viewing: **TDAN 1103 : Harmony Workshops**

Last edit: 05/28/26 5:00 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

Course Name:

Harmony Workshops (Toon Boom)

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 12:25 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:00 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 6:22 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:19 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Harmony Workshops
Subject Code:	TDAN - 2D Animation
Course Number	1103
Year of Study	1st Year Post-secondary
Credits:	1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students study basic 2D “puppet” (character animation) in Toon Boom’s Harmony, in order to accomplish their 2D Animation projects as scenes animated through Harmony.

Topics include navigating and adapting the Harmony Workspace, hand-drawn art, planning of 2D animation, manipulating poses through a puppet’s Pivot Points, Motion and Stop-Motion Key-framing.

Understanding animation and scene timing through the manipulation of frames in the timeline, the use of a Drawing Layer’s library of Drawing Substitutions, manipulating the puppet’s hierarchy through the Network View, and applying the principles of character animation to 2D puppet animation help develop further, overall animation skills.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

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

CLO #1	Use Harmony as a scene planning tool for 2D character animation.
CLO #2	Animate a 2D puppet character in Harmony.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Regular submission of foundational scene planning and keyframe animation exercises, including the bouncing ball and pendulum swing tutorials.
Project	30	A mid-course animation project demonstrating proficiency in character builds, node view editing, and deformations.
Project	30	A final comprehensive project requiring students to build an articulated model and animate a complex cycle.
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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 18

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 18

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Keyframe animation fundamentals and workspace navigation.

Drawing tools and scene planning.

Animating character builds and drawing substitutions.

Creating basic layouts.

Navigating and editing in the Node View.

Animating with deformation chains.

Keyframing body-without-arms builds.

Course Topics:

Animating treadmill cycles.

Camera setup and panning background layers.

Character building and working from model sheets.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation Diploma

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: 05/27/26 7:21 pm

Viewing: **TDAN 1104 : Animation 1**

Last edit: 05/28/26 6:31 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Animation 1

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. Board of Governors

7. CS Associate

Registrar

8. Banner

Approval Path

1. 05/28/26 12:28 pm

Claire Sauve

(csauve): Approved

for 6557 Leader

2. 05/28/26 5:04 pm

Andrea Korens

(akorens): Approved

for Senior PC

3. 05/28/26 6:31 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

4. 06/02/26 2:19 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Animation 1
Subject Code:	TDAN - 2D Animation
Course Number	1104
Year of Study	1st Year Post-secondary
Credits:	8

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for students to gain a solid understanding of animation fundamentals. Assignments explain and explore the principles of motion based on physics. The principles studied include persistence of vision, path of action, timing, squash and stretch, lead and follow, all resulting from an initiating force.

Believable motion with implied force and weight can only be created through an understanding of these principles. Industry standard terms such as keys, break downs, in-betweens, timing, and layout are introduced in the first week, and remain a part of the student's production related vocabulary throughout the program. Animation technology, aesthetic planning, and workflow are also introduced.

Assignments begin with animating simple, passive objects of various weights and materials such as balls and pendulums. Moving to active characters, such as a ball with legs, allows for the introduction of personality through timing referred to as thinking time. The course concludes with animating a full bodied character, to deal with body mechanics and personality through posture, pose, and motion.

Workflow begins with assignment planning, which is reviewed by the instructor and must be approved before animating begins. Simplified structural drawing or short hand drawing is taught so that assignment planning emphasizes posture, pose, and force creating motion.

Creating or finding reference is essential and is supported by lectures on reference analysis and interpretation.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate the use of fundamental components of character animation.
CLO #2	Demonstrate the principles of initiating and altering force in simple animations.
CLO #3	Use persistence of vision, path of action, timing, squash and stretch, lead and follow, all resulting from an initiating force in simple animations.
CLO #4	Create drawings at a beginner level.
CLO #5	Animate a basic character through a simple scenario in a well-timed and entertaining way.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course courses may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Hop, Ball with Legs
Assignments	25	Selection List, Body, No Arms
Assignments	25	Biped Run Cycle
Assignments	25	Hit-Fall-Backward

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: 174

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 47

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 127

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Force vs. form.

Timing and spacing, including timing from spacing.

Persistence of vision.

Path of action and arcs.

Squash and stretch.

Weight and balance, including center of gravity.

Course Topics:

Extension, contact, and compression.

Posture and pose revealing a character's personality and energy.

Lead and follow, along with the successive breaking of joints.

Planning, reference, thumbnailing, and blocking.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation Diploma

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

New Course Proposal

Date Submitted: 05/27/26 7:21 pm

Viewing: **TDAN 1105 : Animation History 1**

Last edit: 05/28/26 5:02 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Animation History 1

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. Board of Governors

7. CS Associate

Registrar

8. Banner

Approval Path

1. 05/28/26 12:31 pm

Claire Sauve

(csauve): Approved

for 6557 Leader

2. 05/28/26 5:02 pm

Andrea Korens

(akorens): Approved

for Senior PC

3. 05/28/26 6:40 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

4. 06/02/26 2:19 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Animation History 1
Subject Code:	TDAN - 2D Animation
Course Number	1105
Year of Study	1st Year Post-secondary
Credits:	1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn the historical background leading up to the industry's present state and scale of production. Students will be made aware of animation's unique rich artistic legacy. Significant technical advancements, artistic achievements, and their impact on the industry as we know it today will also be covered.

Various individual films and filmmakers will be studied in detail in order to provide a context for the principles of character animation, character development, and storytelling taught in the 2D and 3D Character Animation programs. This will result in students developing their animation vocabulary and storytelling terms, which will be demonstrated through the creation of a 15-minute oral presentation. The presentation will be a project created outside of class time.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

	Upon successful completion of this course, students will be able to:
CLO #1	Classify major artistic styles throughout animation's history.
CLO #2	Apply professional terminology for animation principles and production techniques that are used within the animation industry.
CLO #3	Apply project management techniques to ensure project deliverables are timely.
CLO #4	Evaluate their own work samples using standard industry jargon.
CLO #5	Demonstrate the ability to work collaboratively.
CLO #6	Produce an accurate visual rendering of factual information.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course courses may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	Animation history written report
Assignments	30	Animation history presentation
Reflection	30	Animation history reflection

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: 27

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 27

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:

Early forms of animation that were developed before cinema.

The birth of the film industry and how early attempts at character animation led to the creation of animation studios.

The emergence and development of animation production studios.

How animation survived the arrival of the sound film and how sound allows the art of character animation to improve.

The origin of the principles of character animation and why they were developed at the Walt Disney studio.

The development of the animation production pipeline.

Course Topics:

The origin of standardized production techniques, such as storyboarding, layout, model sheets, exposure sheets, and animatics.

Expanding from short films to feature format and the lasting effect this had on character animation and storytelling.

The influence of Warner Brothers and MGM directors, such as Bob Clampett and Tex Avery, on the animation medium's style and pacing.

The revolutionary style of the U.P.A. studio and the differences between Limited Animation and Full Animation.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:21 pm

Viewing: **TDAN 1201 : Story - Visual Language 2**

Last edit: 06/02/26 1:57 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Story - Visual Language 2

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. Board of Governors

7. CS Associate

Registrar

8. Banner

Approval Path

1. 05/28/26 3:46 pm

Claire Sauve

(csauve): Approved

for 6557 Leader

2. 05/28/26 5:09 pm

Andrea Korens

(akorens): Approved

for Senior PC

3. 05/28/26 6:45 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

4. 06/02/26 2:19 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Story - Visual Language 2

Name:

Subject Code: TDAN - 2D Animation

Course Number 1201

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on applying industry standard storyboarding techniques to animation assignments and storytelling. Exercises emphasize the development of acting and character animation skills, including techniques to portray a character's thoughts and emotional changes, as well as effective animation lip-sync. Studying Acting introduces students to performance through body language and timing in the delivery of dialogue and gesture. Character animation students study what an actor goes through to prepare for a role. Acting students are used in reference video recordings, allowing animation students to study internal and external forces related to the emotional and physical components of body movement. Lectures are delivered in the theatre, with demonstrations and discussion exploring visual implications of editing choices, composition, and timing. Storyboarding assignments of increasing complexity are completed throughout the term.

The goal is to tell stories in a clear, understandable, and entertaining way, while exploring creative options for visual delivery. Story brainstorming sessions bring students together to work in a collaborative environment while staying open to receiving and giving input.

Course Pre-Requisites (if applicable):

TDAN 1101.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop story ideas.
CLO #2	Use industry standard format to story board a short story.
CLO #3	Create a storyboard animatic using music in Adobe Premiere.
CLO #4	Edit a storyboard animatic using music in Adobe Premier.
CLO #5	Dramatize acting performances in character animations.
CLO #6	Illustrate internal and external forces as emotional and physical components of body movement in a storyboard.
CLO #7	Illustrate body movement from live action performances to a storyboard.
CLO #8	Present a short film idea in front of an audience.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Comic Strip
Assignments	25	Opposing Forces
Assignments	25	Animatic
Assignments	25	Pantomime Planning

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: 33

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 22

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 11

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Simplified Structural Drawing: Techniques for drawing backgrounds and characters using simplified forms.
- Perspective and Point of View: Exploring the artistic and technical use of perspective in visual storytelling.
- Sequential Storytelling: Learning how to arrange images to tell a clear and cohesive story.
- Composition and Staging: Arranging elements within a frame to direct the audience's attention effectively.
- Acting and Performance: Studying body language, gestures, and facial expressions to portray character emotions.

Course Topics:

Opposing Forces: Analyzing physical components of movement, such as initiating forces, momentum, and compression.
Animatic Creation: Building a filmed version of a storyboard synchronized with music and sound effects.
Editing and Shot Selection: Exploring how different editing choices and shot types impact the story's delivery.
Timing and Pacing: Developing the speed and rhythm of actions and dialogue for maximum impact.
Pantomime Planning: Planning performances that rely on physical movement and staging rather than dialogue.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:23 pm

Viewing: **TDAN 1202 : Life Drawing 2**

Last edit: 06/02/26 1:58 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

Course Name:

Life Drawing 2

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 3:49 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:11 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 6:53 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:19 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Life Drawing 2
Subject Code:	TDAN - 2D Animation
Course Number	1202
Year of Study	1st Year Post-secondary
Credits:	2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course will introduce students to anatomy and techniques for drawing hands and portraits. By studying the underlying bones of the hand, as well as its specific shapes and proportions, students will be able to draw and design clear and believable looking hands in a variety of poses. A creative hand drawing assignment will allow the student to apply these techniques to stylized hand designs.

Through observation and study of the human skull, students will become familiar with the dominant, shape-creating structure of the human head. Exercises in head tilting, portrait proportions and feature anatomy will help the students to draw their portraits with strong believability and likeness.

Lastly, an exercise in caricature drawing will allow the student to experiment with exaggeration and design of the human head.

Course Pre-Requisites (if applicable):

TDAN 1102.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

	Upon successful completion of this course, students will be able to:
CLO #1	Construct three dimensional hands in clear action.
CLO #2	Design a three dimensional portrait drawing with believable proportions and a sense of underlying structure.
CLO #3	Create caricature designs with appeal and believability.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	20	
Assignments	25	Hand Drawing
Assignments	25	Robot Design
Assignments	30	Stylized or Caricatured Poses

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 25

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 11

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Hand Anatomy: Studying underlying bones, specific shapes, and proportions.

Hand Construction: Techniques for drawing and designing clear, believable hands in various poses.

Stylized Hand Design: Applying anatomical knowledge to creative and stylized hand assignments.

Skull Study: Observing the human skull to understand the dominant structure of the head.

Portrait Proportions: Learning the standard measurements and facial features for realistic portraiture.

Head Structure and Tilting: Exercises focused on drawing the head from various angles and tilts with structural integrity.

Simplified Anatomy: Breaking the human body down into underlying geometric structures.

Multi-Angle Drawing: Practicing drawing the human body from multiple angles.

Caricature Drawing: Experimenting with exaggeration, shape design, and appeal in human head drawings.

Gesture Drawing: Focusing on balance, weight, silhouette, and long pose drawing.

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:23 pm

Viewing: **TDAN 1203 : Harmony 1**

Last edit: 05/28/26 6:56 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

Course Name:

Harmony 1

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 12:30 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:29 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 6:56 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:19 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Harmony 1
Subject Code:	TDAN - 2D Animation
Course Number	1203
Year of Study	1st Year Post-secondary
Credits:	1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students study basic 2D “puppet” (character animation) in ToonBoom’s Harmony.

Topics include animating with Deformations, customizing a ball-joint limb with both a Bone and Curve-style Deformation, animating a fully rigged character, creating Drawing Substitutes to allow character rigs to hold props, customizing rigs to allow the limbs to “reach behind” and “reach in front” (accommodating changes in the Network Hierarchy for a character rig), importing sound files and editing sound files in the Timeline, applying Camera Moves, creating 3D sets and props within Harmony, and creating Harmony’s Multi-Plane effect.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

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

CLO #1	Create an articulated rig for a 2D puppet character including body and limbs.
CLO #2	Animate a 2D puppet character in Harmony.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Drawing Substitute
Assignments	20	Arm Swings side to side, picks up prop
Assignments	20	Opposing Forces Animation Scene Set-Ups
Assignments	20	Swing animation
Assignments	20	Pantomime animation

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 18

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 18

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Basic 2D Puppet Animation & Drawing Substitutes: Creating new drawings (like hands) and swapping them out to animate a fully rigged character.

Art Layer Separation: Understanding and utilizing the four distinct art layers (Overlay, Line Art, Colour Art, and Underlay Art).

Prop Handling & Syncing: Customizing character rigs to hold props and "syncing" those props to the character's hands for animation.

Rigging with Deformations: Rigging drawing layers by applying Bone, Curve, and Envelope style deformations.

Node View & Network Hierarchy: Managing the Network View with tools like Cutters and customizing rigs to allow limbs to reach behind or in front.

Limb Rigging & Joint Patching: Customizing ball-joint limbs, setting up Line and Colour art for joint patching, and adding Static Transformation constraints.

Animating with Constraints: Utilizing arm constraints to move arms and two-handed props together, specifically for opposing forces and swing exercises.

3D Environments & Camera Moves: Building 3D sets and props within the software and applying Harmony's Multi-Plane effect alongside camera movements.

Sound Integration: Importing audio files and editing them directly within the Harmony Timeline.

Course Topics:

Demo Reel Pre-Production: Reviewing project milestones and exploring strategies for creating effective demo reel content.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation Diploma

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

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:23 pm

Viewing: **TDAN 1204 : Animation 2**

Last edit: 06/02/26 2:02 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Animation 2

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. Board of Governors

7. CS Associate

Registrar

8. Banner

Approval Path

1. 05/28/26 3:51 pm

Claire Sauve

(csauve): Approved

for 6557 Leader

2. 05/28/26 5:13 pm

Andrea Korens

(akorens): Approved

for Senior PC

3. 05/28/26 6:59 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

4. 06/02/26 2:19 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Animation 2
Subject Code:	TDAN - 2D Animation
Course Number	1204
Year of Study	1st Year Post-secondary
Credits:	8.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to advanced body mechanics, while continuing to develop and apply the principles of animation. Exercises increase in complexity through believable motion derived from character effort and storytelling.

Assignments help to advance the animator's awareness of initiating and altering forces through the animated character's actions. Balance, lead and follow, and timing are the major components of each assignment and used to illustrate a believable physical performance.

Staging or the psychology of composition is explored, with regard to enhancing the visual impact of each shot.

The study of character awareness or thinking time is advanced from previous courses. Animation becomes more believable and entertaining when the audience identifies with the characters that they are watching. Students choose from a list of scenarios for each assignment and devise an entertaining way to animate their choice. The level of complexity increases with each assignment yet remains focused on the core principles of balance, lead and follow, and timing. Creating or finding reference is essential and is supported by lectures on reference analysis and interpretation.

Course Pre-Requisites (if applicable):

TDAN 1104.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the principles of initiating and altering force relating to motion in animations.
CLO #2	Demonstrate body mechanics in character animations.
CLO #3	Create an initiating force with realistic conveyance.
CLO #4	Create a character in a given scenario.
CLO #5	Create an animated character performance that is well-timed and entertaining.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Walk Cycle
Assignments	20	One Hand Throw
Assignments	20	Opposing Forces
Assignments	20	Two Handed Swing
Assignments	20	Pantomime

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: 177

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 57

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 120

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Posture Balance - Weight

Twist and Torque

Thumbnail planning

Blocking

Keys and breakdowns

Lead and Follow

Timing - Action and Acting

Course Topics:

Initiating and altering forces

Staging, cutting, Cameras

Body Mechanics

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation

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: 05/27/26 7:23 pm

Viewing: **TDAN 1205 : Animation History 2**

Last edit: 06/02/26 2:03 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Animation History 2

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. Board of Governors

7. CS Associate

Registrar

8. Banner

Approval Path

1. 05/28/26 3:57 pm

Claire Sauve

(csauve): Approved

for 6557 Leader

2. 05/28/26 5:15 pm

Andrea Korens

(akorens): Approved

for Senior PC

3. 05/28/26 7:01 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

4. 06/02/26 2:19 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Name:	Animation History 2
Subject Code:	TDAN - 2D Animation
Course Number	1205
Year of Study	1st Year Post-secondary
Credits:	2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will learn the historical background leading up to the industry's present state and scale of production. Students will be made aware of animation's unique rich artistic legacy. Significant technical advancements, artistic achievements, and their impact on the industry as we know it today will also be covered.

Various individual films and filmmakers will be studied in detail to provide a context for the principles of character animation, character development, and storytelling. This will result in students developing their animation vocabulary and storytelling terms, which will be demonstrated through the creation of a 15-minute oral presentation. The presentation will be a project created outside of class time.

Course Pre-Requisites (if applicable):

TDAN 1105.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

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

CLO #1	Classify major artistic styles throughout animation's history.
CLO #2	Apply professional terminology for animation principles and production techniques that are used within the animation industry.
CLO #3	Apply project management techniques to ensure project deliverables are timely.
CLO #4	Evaluate their own work samples using standard industry jargon.
CLO #5	Produce an accurate visual rendering of factual information.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	Animation history written report
Assignments	30	Animation history presentation
Assignments	30	Animation history reflection

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:

Educational Animation: The expansion of animation into WWII training films and post-war television.

Commercial Development: How wartime training films evolved into the development of animated television commercials.

Entertainment vs. Education: The ongoing debate regarding whether lessons are less educational if they are entertaining.

The Birth of TV Animation: The history and development of animation produced for television between the 1940s and 1980s.

The Modern TV Era: The expansion of the medium into cable and streaming from the 1990s to the present.

Production Management: Techniques for tracking production, quality control, and adapting to television's budget and schedule limitations.

Canadian Animation: The specific development of the animation industry within Canada and its influence on character animation.

International Perspectives: Comparisons between North American production methods and European and Asian approaches to the medium.

Course Topics:

Early 3D Animation: The birth of computer-generated character animation and its early development trends.

3D Feature Films: The influence of Disney and Pixar films on the evolution of 3D character animation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation Diploma

Prov

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: 05/27/26 7:23 pm

Viewing: **TDAN 1206 : Premiere Workshop**

Last edit: 05/28/26 7:02 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Premiere Workshop

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? Yes

Department: 2D Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee
5. Education Council
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 4:04 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:41 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:02 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:19 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Name	E-mail	321 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Premiere Workshop
Name:

Subject Code: TDAN - 2D Animation

Course Number 1206

Year of Study 1st Year Post-secondary

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to Video Editing in Premiere, understanding settings and importing and manipulating material. Through a series of basic exercises students learn how to set up and save a project file, import and adjust preferences for media files, as well as technically edit, create camera moves, and add transition to the media.

This workshop is delivered prior to the assignments in Story - Visual Language 2, when students will be creating story reels for assignments and a short film. The knowledge gained from this course will also be applied to student animatics, a history project, and their final demo reel.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

	Upon successful completion of this course, students will be able to:
CLO #1	Import assets into Adobe Premiere for use.
CLO #2	Use filmographic techniques such as pans, dollies, trucks, zooms, and transitions.
CLO #3	Manipulate existing sound levels within created movies.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Adding Material
Assignments	20	Editing Material
Assignments	20	Adding Motion
Assignments	20	Transitions
Assignments	20	Sound Levels

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: 3

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 1

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 2

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Intro to video in Premiere settings importing material
Adding material to a timeline
Editing material
Adding motion to footage
Adding transitions
Manipulating sound levels
Outputting movies

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

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:42 pm

Viewing: **TDAN 2101 : Story - Visual Language 3**

Last edit: 06/02/26 1:57 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
[266: 2D Animation Diploma](#)
[267: 3D Animation Diploma](#)

Course Name:
Story - Visual Language 3

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D Animation (6557)

Contact(s)

In Workflow

- 1. 6557 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Curriculum Committee
- 5. Education Council
- 6. Board of Governors
- 7. CS Associate Registrar
- 8. Banner

Approval Path

- 1. 05/27/26 7:41 pm
Brett Griffiths (bgriffiths): Rollback to Initiator
- 2. 05/28/26 4:59 pm
Claire Sauve (csauve): Approved for 6557 Leader
- 3. 05/28/26 5:44 pm
Andrea Korens (akorens): Approved for Senior PC
- 4. 05/28/26 7:04 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
- 5. 06/02/26 2:19 pm
Darija Rabadzija (drabadzija): Approved for Curriculum Committee

Name	E-mail	325 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Story - Visual Language 3
Name:

Subject Code: TDAN - 2D Animation

Course Number 2101

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is focused on storytelling and the development of future projects.

A major portion of the course is devoted to storyboarding final projects and creating an animatic or story-reel, which is the blueprint for production.

Assignments are geared toward creating the final project's artistic look. Time management through production scheduling of layouts, rough character blocking, and final animation is taught to support the successful completion of films.

Course Pre-Requisites (if applicable):

TDAN 1201.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate visual story ideas and designs for potential further development.
CLO #2	Construct appealing character model designs.
CLO #3	Create a storyboard for a short story.
CLO #4	Create Workbook folders to help organize technical and creative ideas for the senior film project.
CLO #5	Create layouts and props for a short story.
CLO #6	Produce a finished animatic with sound for a short story.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Character Design
Assignments	20	Characters Poses
Assignments	30	Performance 2 Character Dialogue Plan
Assignments	30	Reel Plan

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: 72

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 24

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 48

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Simplified Structural Drawing: Techniques for drawing backgrounds and characters using simplified forms.

Perspective and Point of View: Exploring the artistic and technical use of perspective in visual storytelling.

Sequential Storytelling: Learning how to arrange images to tell a clear and cohesive story.

Composition and Staging: Arranging elements within a frame to direct the audience's attention effectively.

Acting and Performance: Studying body language, gestures, and facial expressions to portray character emotions.

Opposing Forces: Analyzing physical components of movement, such as initiating forces, momentum, and compression.

Animatic Creation: Building a filmed version of a storyboard synchronized with music and sound effects.

Course Topics:

Editing and Shot Selection: Exploring how different editing choices and shot types impact the story's delivery.

Timing and Pacing: Developing the speed and rhythm of actions and dialogue for maximum impact.

Pantomime Planning: Planning performances that rely on physical movement and staging rather than dialogue.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Brett Griffiths (bgriffiths) (05/27/26 7:41 pm): Rollback: Credits

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: 05/27/26 7:24 pm

Viewing: **TDAN 2102 : Life Drawing 3**

Last edit: 06/02/26 2:01 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

Course Name:

Life Drawing 3

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 5:04 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:46 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:09 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:20 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Name:	Life Drawing 3
Subject Code:	TDAN - 2D Animation
Course Number	2102
Year of Study	1st Year Post-secondary
Credits:	1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on foundational drawing skills, introducing sketchbook techniques for observing and drawing subjects on location, a practice that expands visual vocabulary and refines artistic judgment. Students study animal anatomy and drawing techniques through field trips, developing the ability to capture likeness, gesture, and believability in animal subjects. Facial mechanics are also explored, including head tilts and the movement of the mouth and eyes, to strengthen acting choices in animation. The course concludes with traditional figure drawing labs focused on gesture, silhouette, and form.

Course Pre-Requisites (if applicable):

TDAN 1202.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

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

CLO #1	Draw animal subjects on location with believable gesture, anatomy, and proportions.
CLO #2	Create clear and believable facial expressions, supported by body language.
CLO #3	Draw human gesture with strong life and a sense of movement.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	20	
Assignments	20	Facial Expressions
Assignments	30	6 Stylized Life Drawings
Assignments	30	Sequential Poses

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 18

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 18

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Animal anatomy and classifications: Studying animal skeletal and muscular structures, including the torso, skulls, and quadruped legs.

On-location animal sketching: Drawing live animal subjects during field trips to practice observation and capturing likeness.

Figurative gesture and movement: Capturing the energy, flow, and life of human poses during drawing labs.

Form and perspective: Understanding body volume, balance, weight, and proportions in space.

Silhouette and space: Analyzing positive and negative space to create clear, readable character shapes.

Facial mechanics: Studying how the head tilts, how the mouth and eyes move, and the mechanics of chewing.

Facial expressions: Creating believable emotional expressions to strengthen acting choices in animation.

Body language: Combining expressions with body posture to reinforce clear storytelling and character emotion.

Aquatic animal anatomy: Examining the structural anatomy of marine life and exploring common anatomical traits shared with humans.

Drawing the moving target: Developing techniques to quickly capture and imply texture on animals that are constantly in motion.

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:24 pm

Viewing: **TDAN 2103 : Harmony 2**

Last edit: 06/02/26 2:03 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

Course Name:

Harmony 2

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 5:07 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:49 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:10 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:20 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Name: Harmony 2

Subject Code: TDAN - 2D Animation

Course Number: 2103

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students learn advanced applications of the basic concepts taught in the previous Harmony course. Topics covered include rigging characters, animation demo projects, and animation techniques for Animation Acting and Dialogue assignments.

Course Pre-Requisites (if applicable):

TDAN 1203.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Animate dialogue with 2D puppet character animation.

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	
Assignments	25	Phase 1 character build
Assignments	30	Phase 2 character build
Assignments	30	Final character build

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 18

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 18

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Breaking down a dialog soundtrack and hitting audio accents.

Selecting mouth shapes for dialog animation.

Creating model sheet turnarounds and pose sheets using guidelines.

Understanding spatial relationships between front, profile, back, and 3/4 angle views.

Utilizing pose sheets in the Harmony Build creation process.

Designing character turnarounds with instructor work-in-progress reviews.

Building a 2D puppet character from model and pose sheets.

Rigging characters for animation demo projects.

Implementing technical accuracy and performance functionality into the character build.

Compiling and submitting finished character builds with required demo poses.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:24 pm

Viewing: **TDAN 2104 : Animation 3**

Last edit: 06/02/26 2:02 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Animation 3

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. Board of Governors

7. CS Associate

Registrar

8. Banner

Approval Path

1. 05/28/26 5:11 pm

Claire Sauve

(csauve): Approved

for 6557 Leader

2. 05/28/26 5:51 pm

Andrea Korens

(akorens): Approved

for Senior PC

3. 05/28/26 7:14 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

4. 06/02/26 2:20 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Name:	Animation 3
Subject Code:	TDAN - 2D Animation
Course Number	2104
Year of Study	1st Year Post-secondary
Credits:	8

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores character performance through body language and facial animation, with believability built through posture, pose, motion, gesture, mannerism, and thinking time. Beginning with pantomime and facial animation, students progress into full performance with dialogue, developing an understanding of how acting and action components combine to create memorable characters through emotional performance. Lip-sync assignments introduce the art of making facial animation believable, including the study of the "eye mask" and how inner force leads to facial expressions and body movement. The course culminates in either a short film or a series of exercises comprising a minimum of 40 seconds of polished character animation.

Course Pre-Requisites (if applicable):

TDAN 1204.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

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

CLO #1	Analyze performance and acting as it relates to character animation.
CLO #2	Integrate principles of internal force into character movement.
CLO #3	Direct an actor's performance as it relates to character animation.
CLO #4	Create animated characters with realistic characteristics like thought and emotion.
CLO #5	Create animations that use believable character scenarios which include interaction and exchange with other characters.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Facial Animation Workflow - Expression Change
Assignments	15	Face Only Dialogue
Assignments	15	4-Legged Run
Assignments	25	Dialogue Performance – 1 Character
Assignments	30	Dialogue Performance – 2 Characters

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: 174

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 53

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 121

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

How the Face Works – Understanding facial anatomy, the "eye mask," and facial animation workflows.

Dialogue Track Selection and Breakdown – Analyzing and breaking down audio tracks for performance timing.

Inner Force and External Performance – Conveying internal thought, emotion, and subtext through external expressions and body language.

Body Mechanics – Learning how to animate from the feet up to create solid physical movement.

Pose, Posture, and 'Thinking Time' – Using body language and specific timing to show a character processing thoughts.

Animal Anatomy Analysis – Studying quadruped physical structures to understand weight and balance.

Course Topics:

Four-Legged Locomotion – Mapping out the stages of a run cycle: extension, contact, compression, and push-off.

Planning and Blocking Animation – Developing and setting up solid body and facial animation before moving to the final polish.

Character Interaction and Scene Cutting – Structuring an animated scene where multiple characters interact and exchange dialogue.

Polishing Animation – Refining body movements and facial features to achieve a final, believable performance.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

2D Animation Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:24 pm

Viewing: **TDAN 2106 : Audio Workshop**

Last edit: 05/28/26 5:39 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Audio Workshop

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? Yes

Department: 2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 5:08 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:40 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:15 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:20 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

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

Name	E-mail	343 Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Audio Workshop
Name:

Subject Code: TDAN - 2D Animation

Course Number 2106

Year of Study 1st Year Post-secondary

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to Audio for Animation. Students learn how to approach layering in sound effects and music in Adobe Premiere, and where to find sounds and noises and best practices of how to record sounds.

This workshop is delivered prior to the assignments in Story and Visual Language when students will be creating story reels for assignments and short film that require audio tracks.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

	Upon successful completion of this course, students will be able to:
CLO #1	Add audio to their animatics using Premiere

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	Microphone & Recording Basics
Assignments	30	Audio Editing & Enhancement
Assignments	30	Premiere Pro Integration & Export

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: 3

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 1

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 2

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Digital audio basics
Recording audio
Using a microphone
Improving audio quality
File formats
Exporting/importing to Adobe Premier
Editing and affecting audio

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

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:24 pm

Viewing: **TDAN 2201 : Story and Visual Language 4**

Last edit: 06/02/26 1:58 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Story and Visual Language 4

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee
5. Education Council
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 5:18 pm
Claire Sauve
(csauve): Approved for 6557 Leader
2. 05/28/26 5:54 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 05/28/26 7:18 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 06/02/26 2:20 pm
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Story and Visual Language 4

Name:

Subject Code: TDAN - 2D Animation

Course Number 2201

Year of Study 1st Year Post-secondary

Credits: 11

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This production course guides students through the completion of a demo reel that showcases each artist's strengths in character animation. Building on three terms of study, students demonstrate an advanced understanding of body movement, performance, and entertainment through a series of exercises or a short film comprising a minimum of 35 seconds of polished character animation. Lectures, demonstrations, and in-class supervision allow faculty to focus on topics unique to individual projects, such as art direction, editing, and audio. Students who wish to pursue a more artistic final project rather than traditional character animation are fully supported in doing so.

Course Pre-Requisites (if applicable):

TDAN 2101.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

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

CLO #1	Create entertaining character movement and performance.
CLO #2	Create dynamic characters that engage their audience in interesting scenarios.
CLO #3	Implement professional skills throughout production that are indicative of industry standards.
CLO #4	Create a demo reel and portfolio that demonstrate their skills as an entry-level animator.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Work in progress review 1
Assignments	25	Work in progress review 2
Assignments	25	Work in progress review 3
Assignments	25	Work in progress review 4

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: 231

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 67

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 164

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Project Planning: Reviewing previous assignments and planning the workflow for the production cycle.

Animatic Development: Creating and reviewing the animatic to establish visual clarity, pacing, and flow.

Character Design and Build: Choosing or designing characters, focusing heavily on their functionality and appeal.

Animation Blocking: Outlining the initial staging and blocking out the first major phase of movement.

Animation Polishing: Refining the character movement through detailed, final polish passes.

Performance and Action: Crafting engaging, entertaining character movement and acting choices.

Audio and Sound Design: Integrating and mixing music, character dialogue, and rough sound effects (SFX).

Art Direction: Establishing, reviewing, and maintaining the overall visual style of the project.

Staging and Composition: Arranging characters, designing shot composition, and editing for maximum impact.

Technical Troubleshooting: Identifying and solving software, technical, and pipeline issues throughout production.

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

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:25 pm

Viewing: **TDAN 2202 : Life Drawing 4**

Last edit: 06/02/26 2:01 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

Course Name:

Life Drawing 4

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 5:23 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:56 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:19 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:20 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Life Drawing 4
 Name:

Subject Code: TDAN - 2D Animation

Course Number 2202

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds visual vocabulary and refines drawing skills through on-location sketching, taking students to multiple sites to capture a diverse array of subjects. Figure drawing warm-ups and drawing labs provide students a final opportunity to consolidate the figure drawing techniques and fundamentals developed throughout the program.

Course Pre-Requisites (if applicable):

TDAN 2102.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create clear and solid looking figure drawings with clear and believable gesture, anatomy and proportions.

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

CLO #2	Sketch subjects live on location.
CLO #3	Create and present a professional drawing portfolio.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	20	Sketchbook drawing assignment (Part 1)
Assignments	20	Sketchbook drawing assignment (Part 2)
Assignments	20	Sketchbook drawing assignment (Part 3)
Assignments	30	Final Drawing Portfolio

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 22

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 14

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Course introduction and overview of sketchbook drawing.

Review of basic drawing skills, including visual relationships, positive/negative space, and proportions.

Core figure drawing fundamentals, focusing on gesture, balance, and weight.

Advanced drawing techniques, including perspective, form, and anatomy.

Preparation for initial on-location field trips.

On-location sketching of diverse museum subjects to build visual vocabulary.

Anatomical studies of wildlife, specifically focusing on fish and bird structures.

On-location sketching of active and moving targets.

Introduction to quadruped anatomy and animal classification drawing techniques.

On-location sketching of domesticated animals and final portfolio preparation.

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

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:25 pm

Viewing: **TDAN 2204 : Animation 4**

Last edit: 06/02/26 2:07 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Animation 4

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**

2. **Senior PC**

3. **CCS Dean**

4. **Curriculum**

Committee

5. **Education Council**

6. Board of Governors

7. CS Associate

Registrar

8. Banner

Approval Path

1. 05/28/26 5:34 pm

Claire Sauve

(csauve): Approved

for 6557 Leader

2. 05/28/26 6:00 pm

Andrea Korens

(akorens): Approved

for Senior PC

3. 05/28/26 7:21 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

4. 06/02/26 2:20 pm

Darija Rabadzija

(drabadzija):

Approved for

Curriculum

Committee

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Name:	Animation 4
Subject Code:	TDAN - 2D Animation
Course Number	2204
Year of Study	1st Year Post-secondary
Credits:	11

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on prior terms of study, this production course guides students through the completion of a demo reel that showcases each artist's strengths in character animation. Students demonstrate an advanced understanding of body movement, performance, and entertainment through a series of exercises or a short film comprising a minimum of 35 seconds of polished character animation. Lectures, demonstrations, and in-class supervision allow faculty to focus on topics unique to individual projects, such as art direction, editing, and audio. Students who wish to pursue a more artistic final project rather than traditional character animation are fully supported in doing so.

Course Pre-Requisites (if applicable):

TDAN 2104.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

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

CLO #1	Create entertaining character movement and performance.
CLO #2	Create dynamic characters that engage their audience in interesting scenarios.
CLO #3	Implement professional skills throughout production that are indicative of industry standards.
CLO #4	Create a demo reel and portfolio that show your skills as an entry level animator.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Demo Reel Animation Review
Assignments	25	Demo Reel Animation Review
Assignments	25	Demo Reel Animation Review
Assignments	25	Final Demo Reel Animation Review

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: 231

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 67

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 164

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Production schedule review
Animation blocking
Performance and acting
Body mechanics and movement
Story development
Polishing animation
Art direction
Editing
Audio integration

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 05/27/26 7:25 pm

Viewing: **TDAN 2206 : Demo Reel**

Last edit: 05/28/26 5:59 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:

Demo Reel

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? Yes

Department: 2D Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 5:39 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 05/28/26 5:59 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:22 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:20 pm
Darija Rabadzija
(drabadzija):
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Curriculum
Committee

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Name	E-mail	359 Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Demo Reel
Name:

Subject Code: TDAN - 2D Animation

Course Number 2206

Year of Study 1st Year Post-secondary

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to the guidelines for professional business behavior and self-marketing practices.

The workshop shows students how to prepare their work for presentation to studios. They are shown guidelines for tailoring the demo reel to the needs of specific studios and industry sectors such as commercial work, television and feature films based on input from studios and by understanding the nature of their work.

In this workshop, students review and analyze examples of peer and professional portfolios and demo reels. Working with faculty guidance, students select their best animation and artwork and create a movie file to post on the internet or send to studios. Interview etiquette is discussed and resume writing is addressed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Critique professional, peer, and student created animation.
CLO #2	Distinguish levels of quality in their own work.
CLO #3	Employ the use of proper interview etiquette.
CLO #4	Construct animation industry-specific resume.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	
Assignments	25	Self critique
Assignments	30	Mock interview
Assignments	30	Resume

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:

3

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 1

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 2

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Review of successful, professional animation demo reels

Self-critique and selection of best quality work to represent skill set

Job portfolio preparation

Editing own demo reel

Interview etiquette

Creating an animation industry specific resume

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

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/28/26 7:46 am

Viewing: **TRDN 1102 : Life Drawing 1 - 3D**

Last edit: 05/28/26 7:23 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[267: 3D Animation Diploma](#)

Course Name:

Life Drawing 1 - 3D

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

3D Animation (6558)

Contact(s)

In Workflow

1. **6558 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 8:42 am
Brett Griffiths
(bgriffiths):
Approved for 6558
Leader
2. 05/28/26 5:07 pm
Andrea Korens
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4. 06/02/26 2:20 pm
Darija Rabadzija
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Committee

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Name	E-mail	363 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Life Drawing 1 - 3D

Name:

Subject Code: TRDN - 3D Animation

Course Number 1102

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to basic drawing fundamentals that will help them to observe, analyze and draw the human figure.

Students will first explore basic linear perspective tools, developing their ability to create 3 dimensional space and depth on a 2D surface. The artists will also study and sketch the basic 3D form vocabulary: the box, the cylinder, and the sphere. This will help the students to break down complex subjects, as well as design and draw more effectively in perspective.

Observation skills such as visual relationships, positive and negative space, and proportions will be demonstrated, to assist the students in creating drawings with strong likeness of the subjects.

Students will be making a drawing portfolio of quick gesture studies, as well as long poses, to develop their understanding of weight, balance, and body mechanics, to improve the believability of their animations and designs.

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	Apply observation skills to draw what they see.
CLO #2	Create drawings with believable depth and specific perspectives.
CLO #3	Illustrate balance, weight, stretch, compression, and movement in figure drawings.
CLO #4	Render images as three dimensional objects.
CLO #5	Design human characters with believable proportions and structure engaged in a variety of actions, attitudes, and movements.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course courses may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	15	First Self Portrait
Assignments	15	Basic Form Composition
Assignments	30	The robot design
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 18

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 18

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to life drawing and observation skills

Basics of perspective, including 1, 2, and 3-point perspective

The basic form vocabulary, such as cylinders, spheres, and box forms

Understanding shadow and light on basic forms

Thumbnailing procedures and combining forms

Introduction to figure drawing and basic body mechanics

Gesture drawing, ideal proportions, balance, and weight

Course Topics:

Constructing the figure using basic geometry like "the bean"

Drawing gestures from imagination and pushing the pose

Exaggeration, design, and photo observations

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

3D Animation Diploma

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: 05/28/26 7:46 am

Viewing: **TRDN 1103 : Maya for Animation 1**

Last edit: 05/28/26 5:22 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[267: 3D Animation Diploma](#)

Course Name:

Maya for Animation 1

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

3D Animation (6558)

Contact(s)

In Workflow

1. **6558 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 8:42 am
Brett Griffiths
(bgriffiths):
Approved for 6558
Leader
2. 05/28/26 5:22 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:25 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:20 pm
Darija Rabadzija
(drabadzija):
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Curriculum
Committee

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Name	E-mail	368 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Maya for Animation 1

Name:

Subject Code: TRDN - 3D Animation

Course Number 1103

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to the Autodesk Maya program and will utilize its tools and controls to build hard surface models.

Assignments include building props, furniture, appliances, and rooms with a theme, such as a science lab or a mechanic's shop.

Through course assignments students develop an understanding of the hierarchical parent to child structures that make a successful hard surface build. They also learn how to enhance the visual presentation of the models through the application of materials and textures.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the basic tools in the Maya interface and its modules
CLO #2	Use the necessary tools and techniques needed for hard surface modeling in Maya
CLO #3	Use UV to unwrap a model for export to Photoshop
CLO #4	Apply materials and textures to a model
CLO #5	Identify the hierarchical parent to child structures that should be present in a hard surface model
CLO #6	Create simple everyday objects using Maya
CLO #7	Create a basic realistic background with dynamic objects and textures using Maya

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Simple Object
Assignments	25	Invention
Assignments	25	Robot
Assignments	25	Simple Set

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 18

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 18

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Maya Interface & Scene Creation – Navigating viewports, cameras, UI elements, project/scene settings, and preferences.

Hierarchy Theory & Organization – Node creation through outliner/hypergraph windows, parenting, and grouping.

Introduction to Polygonal Modeling – Box vs. patch vs. sculpt modeling, and using tools like extrude, split poly, merge, and inserting edges.

NURBS Modeling Techniques – Utilizing tools for lofting, extruding, and revolving.

Materials & Texturing – Navigating the hypershade window and applying materials, textures, image planes, or reference grids to models.

Course Topics:

UV Mapping & Unwrapping – Using planar, cylindrical, spherical, automatic, and camera-based projection methods.

UV Texture Editor – Learning how to import and export UV maps for texturing.

Lighting & Shadows – Setting up and illuminating a scene using different types of lights and creating shadows.

Rendering Methods – Outputting final images using Maya software and mental ray methods.

Hard Surface Set & Prop Design – Designing, building, and presenting themed interior spaces (such as rooms, labs, or shops) alongside various props and objects.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

3D Animation Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 05/28/26 7:46 am

Viewing: **TRDN 1106 : Photoshop Workshop**

Last edit: 05/28/26 7:27 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[267: 3D Animation Diploma](#)

Course Name:

Photoshop Workshop

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

3D Animation (6558)

Contact(s)

In Workflow

1. **6558 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 8:42 am
Brett Griffiths
(bgriffiths):
Approved for 6558
Leader
2. 05/28/26 5:24 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:27 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:20 pm
Darija Rabadzija
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Banner Course Photoshop Workshop
Name:

Subject Code: TRDN - 3D Animation

Course Number 1106

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to the basics of Adobe Photoshop – Production Edition.

This course grounds students in the artistic and technical fundamentals of manipulating images, providing a solid foundation for further study in the field.

Students learn to set up photoshop files, size images, working with brushes, layers and fundamental image manipulation techniques. This course also introduces matte painting and creating textures to import into Maya for use in their final projects.

These skills are required in all course assignments such as character design, life drawing, story reel layers and title cards for final demos.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use fundamental Photoshop tools and systems.
CLO #2	Apply paint techniques to create simple landscapes and still life images using Adobe Photoshop.
CLO #3	Apply textures and bump maps to objects in Maya software.
CLO #4	Apply weathered, worn, and aging techniques to objects using Adobe Photoshop.
CLO #5	Create textures and bump maps using Adobe Photoshop.
CLO #6	Create seamless textures for walls and floors using Adobe Photoshop.
CLO #7	Create final processed images that are flattened and sized to needs.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	5	
Assignments	20	Landscape Painting
Assignments	20	Seamless Pattern
Assignments	20	Map textures onto a can or bottle
Assignments	30	Design and apply seamless Pearbot skin
Assignments	5	Final Evaluation and Critique

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: 24

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 12

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

Check all that apply:

Lab
Simulation

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Interface & Workspace Overview – Getting familiar with the Adobe Photoshop layout, tools, palettes, rulers, and guides.

Image Sizing & Resolution – Understanding file setups, image sizes, colour modes, and resolution.

Photoshop Painting System – Working with brushes and paint techniques to create landscapes and still life images.

Layering & Blending Modes – Selecting, manipulating, and organizing layers, as well as applying blending modes.

Course Topics:

Image Retouching – Utilizing the healing and cloning tools to retouch and manipulate images.

Patterns & Tiling – Creating tileable, repeatable, and seamless textures for surfaces like walls and floors.

Channels & Alpha Channels – Working with channels to manage transparency and image data.

Bump Maps & UV Layouts – Creating bump maps to simulate depth and utilizing UV layouts for 3D applications.

Maya Integration – Importing custom textures and maps to apply them to 3D models in Autodesk Maya.

Texture Aging & Optimization – Applying dirt, wear, and aging techniques to objects, and optimizing final output by flattening and downsizing files.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

3D Animation Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 05/28/26 7:46 am

Viewing: **TRDN 1202 : Life Drawing 2 - 3D**

Last edit: 06/02/26 2:05 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[267: 3D Animation Diploma](#)

Course Name:

Life Drawing 2 - 3D

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

3D Animation (6558)

Contact(s)

In Workflow

1. **6558 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 8:42 am
Brett Griffiths
(bgriffiths):
Approved for 6558
Leader
2. 05/28/26 5:33 pm
Andrea Korens
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for Senior PC
3. 05/28/26 7:28 pm
Adrian Lipsett
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for CCS Dean
4. 06/02/26 2:21 pm
Darija Rabadzija
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Curriculum
Committee

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Name	E-mail	378 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Life Drawing 2 - 3D

Name:

Subject Code: TRDN - 3D Animation

Course Number 1202

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course will introduce students to anatomy and techniques for drawing hands and portraits.

By studying the underlying bones of the hand, as well its specific shapes and proportions, students will be able to draw and design clear and believable looking hands in a variety of poses. A creative hand drawing assignment will allow the student to apply these techniques to stylized hand designs.

Through observation and study of the human skull, students will become familiar with the dominant, shape-creating structure of the human head. Exercises in head tilting, portrait proportions and feature anatomy will help the students to draw their portraits with strong believability and likeness.

Lastly, an exercise in caricature drawing will allow the student to experiment with exaggeration and design of the human head.

Course Pre-Requisites (if applicable):

TRDN 1102.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Construct three dimensional hands in clear action.
CLO #2	Design a three dimensional portrait drawing with believable proportions and a sense of underlying structure.
CLO #3	Create caricature designs with appeal and believability.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	20	
Assignments	25	Hand drawing
Assignments	25	Robot design
Assignments	30	Stylized or Caricatured Poses

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 25

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 11

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Hand Anatomy: Studying underlying bones, specific shapes, and proportions.

Hand Construction: Techniques for drawing and designing clear, believable hands in various poses.

Stylized Hand Design: Applying anatomical knowledge to creative and stylized hand assignments.

Skull Study: Observing the human skull to understand the dominant structure of the head.

Portrait Proportions: Learning the standard measurements and facial features for realistic portraiture.

Head Structure and Tilting: Exercises focused on drawing the head from various angles and tilts with structural integrity.

Simplified Anatomy: Breaking the human body down into underlying geometric structures.

Multi-Angle Drawing: Practicing drawing the human body from multiple different angles.

Caricature Drawing: Experimenting with exaggeration, shape design, and appeal in human head drawings.

Gesture Drawing: Focusing on balance, weight, silhouette, and long pose drawing.

Course Change Request

New Course Proposal

Date Submitted: 05/28/26 7:46 am

Viewing: **TRDN 1203 : Maya for Animation 2**

Last edit: 06/02/26 2:04 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
[267: 3D Animation Diploma](#)

Course Name:
Maya for Animation 2

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 3D Animation (6558)

Contact(s)

In Workflow

- 1. 6558 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Curriculum Committee
- 5. Education Council
- 6. Board of Governors
- 7. CS Associate Registrar
- 8. Banner

Approval Path

- 1. 05/28/26 8:42 am
Brett Griffiths (bgriffiths):
Approved for 6558 Leader
- 2. 05/28/26 6:02 pm
Andrea Korens (akorens): Approved for Senior PC
- 3. 05/28/26 7:29 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
- 4. 06/02/26 2:21 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Name	E-mail	382 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Maya for Animation 2

Name:

Subject Code: TRDN - 3D Animation

Course Number 1203

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students are introduced to the subdivision and topology components of modeling by building a hand and head based on existing or original designs.

Other areas of study covered include low/high resolution switching, symmetrical modeling, understanding pole vertices and box vs. patch modeling techniques.

Using available character models as a base, students learn to build clothing, hair, and other props for use in their animation assignments.

Course Pre-Requisites (if applicable):

TRDN 1103.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

	Upon successful completion of this course, students will be able to:
CLO #1	Use surface topology correctly to infer the movement and deformation of a model.
CLO #2	Incorporate smooth organic shapes, pole vertices as well as box and patch modeling techniques in animation using Maya.
CLO #3	Create an organic character hand using Maya with associated skeleton rig and controls.
CLO #4	Build props such as clothing, hair, for animation using Maya.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Organic Hand Model
Assignments	25	Skeleton Rig Controls
Assignments	25	Patch Head Model
Assignments	25	Character Prop Design

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online

Hours in Category 1: 24

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

Check all that apply:

- Lab
- Simulation

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Surface Topology: Learning the importance of surface topology in animation production.
Edge and Face Loops: Identifying and creating various edge loops, such as C-loops, T-loops, and spiral loops.
Soft Surface Modeling: Developing techniques specifically tailored for organic and soft-surface models.
Pole Vertices: Identifying and manipulating 3-poles and 5-poles to control edge flow, alongside 6-edged pole removal.
Box Modeling: Modeling an organic character hand using polygons and the box modeling method.
Hand Rigging and Controls: Creating a skeleton for the hand model, binding, weighting, and adding controls to drive the rig.
Facial Topology Exploration: Examining face and edge loops using Maya scene examples, including C-topology versus X-topology.
Patch Modeling: Modeling a character head using polygons and the patch modeling method.
Prop and Character Customization: Building clothing, hair, and other props based on existing character designs.

Course Topics:

Topology Evaluation: Reviewing model progress and edge flow through a dedicated topology quiz.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

3D Animation

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

Course Change Request

New Course Proposal

Date Submitted: 05/28/26 7:46 am

Viewing: **TRDN 2102 : Life Drawing 3 - 3D**

Last edit: 06/02/26 2:11 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[267: 3D Animation Diploma](#)

Course Name:

Life Drawing 3 - 3D

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

3D Animation (6558)

Contact(s)

In Workflow

1. **6558 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 8:42 am
Brett Griffiths
(bgriffiths):
Approved for 6558
Leader
2. 05/28/26 6:04 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:31 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:21 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Name	E-mail	387 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Life Drawing 3 - 3D
 Name:

 Subject Code: TRDN - 3D Animation

 Course Number 2102

 Year of Study 1st Year Post-secondary

 Credits: 1.5

Bridge College Code

 Bridge Billing Hours

 Bridge Course Level

Course Description:

This course will introduce sketchbook drawing techniques that help the student to observe and draw subjects on location; a practice that builds visual vocabulary and refines drawing skills.
 Animal anatomy and drawing techniques will help the students to study and draw animal subjects with strong likeness and believability. Students will practice these techniques on three field trips.
 Students will also explore facial mechanics and expression; head tilts, and movements of the mouth and eyes will be studied to help strengthen the students' acting choices in their animation.
 Lastly, students will practice figurative gesture, silhouette, and form through a few traditional figure drawing labs.

Course Pre-Requisites (if applicable):

TRDN 1202.

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	Draw animal subjects on location with believable gesture, anatomy and proportions.
CLO #2	Create clear and believable facial expressions, supported by body language.
CLO #3	Draw human gesture with strong life and a sense of movement.

Instructional

Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	20	
Assignments	20	Sketches from field trip
Assignments	30	Sketches from field trip
Assignments	30	Sketches from field trip

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 18

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 18

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Animal anatomy and classifications: Studying animal skeletal and muscular structures, including the torso, skulls, and quadruped legs.

On-location animal sketching: Drawing live animal subjects during field trips to practice observation and capturing likeness.

Figurative gesture and movement: Capturing the energy, flow, and life of human poses during drawing labs.

Form and perspective: Understanding body volume, balance, weight, and proportions in space.

Silhouette and space: Analyzing positive and negative space to create clear, readable character shapes.

Facial mechanics: Studying how the head tilts, how the mouth and eyes move, and the mechanics of chewing.

Facial expressions: Creating believable emotional expressions to strengthen acting choices in animation.

Body language: Combining expressions with body posture to reinforce clear storytelling and character emotion.

Aquatic animal anatomy: Examining the structural anatomy of marine life and exploring common anatomical traits shared with humans.

Drawing the moving target: Developing techniques to quickly capture and imply texture on animals that are constantly in motion.

Course Change Request

New Course Proposal

Date Submitted: 05/28/26 7:46 am

Viewing: **TRDN 2103 : Maya for Animation 3**

Last edit: 06/02/26 2:04 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
[267: 3D Animation Diploma](#)

Course Name:

Maya for Animation 3

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

3D Animation (6558)

Contact(s)

In Workflow

- 1. 6558 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Curriculum Committee
- 5. Education Council
- 6. Board of Governors
- 7. CS Associate Registrar
- 8. Banner

Approval Path

- 1. 05/28/26 8:42 am
Brett Griffiths (bgriffiths):
Approved for 6558 Leader
- 2. 05/28/26 6:03 pm
Andrea Korens (akorens): Approved for Senior PC
- 3. 05/28/26 7:33 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
- 4. 06/02/26 2:21 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Name	E-mail	391 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Maya for Animation 3

Name:

Subject Code: TRDN - 3D Animation

Course Number 2103

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students focus on assembling a production pipeline and transitioning a story or project design and layout into a 3D computer environment.

Students are directed to begin building their assets in preparation for the final project.

Any characters, set pieces, or props will be completed along with preliminary lighting and camera set-ups for each scene.

Students pursue advancing their skills and work toward creating character set model builds for their demo reels.

Course Pre-Requisites (if applicable):

TRDN 1203.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

	Upon successful completion of this course, students will be able to:
CLO #1	Assemble a production pipeline from set construction to camera placement and use within a scene.
CLO #2	Integrate pre-lighting in sets for the purposes of workflow efficiency.
CLO #3	Integrate lighting using demonstrated methods.
CLO #4	Transition a story or project design and layout into a 3D computer environment.

Instructional
Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Tracking Shot Animation
Assignments	25	Camera Sequencer Edit
Assignments	25	Cine Lighting Setup
Assignments	25	Mental Ray Simulation

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: 36

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 24

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 12

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Cameras and their usage in Maya

Camera functions and types of cameras

Animating a tracking shot

Introduction to the camera sequencer

Research, analysis, and alteration of a rollercoaster scene's camera order

Lighting and rendering exploration using the efficient cine technique method

Mental Ray shaders

Hardware render vs. Mental Ray in simulations

Plug-in lights, including rim, ambient, and spot lights

Term end critiques and project assessments

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

Course Change Request

New Course Proposal

Date Submitted: 05/28/26 7:47 am

Viewing: **TRDN 2202 : Life Drawing 4 - 3D**

Last edit: 06/02/26 2:06 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[267: 3D Animation Diploma](#)

Course Name:

Life Drawing 4 - 3D

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

3D Animation (6558)

Contact(s)

In Workflow

1. **6558 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors
7. CS Associate Registrar
8. Banner

Approval Path

1. 05/28/26 8:42 am
Brett Griffiths
(bgriffiths):
Approved for 6558
Leader
2. 05/28/26 6:05 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 05/28/26 7:34 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 06/02/26 2:21 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Name	E-mail	395 Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Life Drawing 4 - 3D

Name:

Subject Code: TRDN - 3D Animation

Course Number 2202

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course will introduce the students to sketching on location; a means to build visual vocabulary and refine their drawing skills when a figure drawing class is unavailable. Using their present observation and drawing skills, students will be taken to 3 locations to sketch a diverse array of subjects.

Lastly, figure drawing warm-ups and 2 drawing labs will allow the student a final opportunity to review the figure drawing techniques and fundamentals demonstrated throughout the year.

Course Pre-Requisites (if applicable):

TRDN 2102.

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	Create clear and solid looking figure drawings with clear and believable gesture, anatomy and proportions.
CLO #2	Sketch subjects live on location.
CLO #3	Create and present a professional drawing portfolio.

Instructional

Strategies:

A combination of lecture, demonstration, simulations, problem solving, practical activities and reflective discussion will be used throughout this course. This course may be offered face-to-face, fully online, or blended.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	20	Sketchbook drawing assignment (Part 1)
Assignments	20	Sketchbook drawing assignment (Part 2)
Assignments	20	Sketchbook drawing assignment (Part 3)
Assignments	30	Final Drawing Portfolio

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 27

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 18

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Course introduction and overview of sketchbook drawing

Review of basic drawing skills, including visual relationships, positive/negative space, and proportions

Core figure drawing fundamentals, focusing on gesture, balance, and weight

Advanced drawing techniques, including perspective, form, and anatomy

Preparation for initial on-location field trips

On-location sketching of diverse museum subjects to build visual vocabulary

Anatomical studies of wildlife, specifically focusing on fish and bird structures

On-location sketching of active and moving targets

Introduction to quadruped anatomy and animal classification drawing techniques

On-location sketching of domesticated animals and final portfolio preparation



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jan–May 2026)

From January to May 2026, Curriculum Committee approved the following minor curriculum changes:

- Updates to the Certified Dental Assisting Certificate program content guide, including to admission requirements wording and program considerations
- Revisions to the following course outlines, including to pre-requisites, learning outcomes, course name, descriptions and evaluation plans:
 - DENT 1500 Certified Dental Assistant Refresher
 - HRCA 1291 Cognitive and/or Mental Health Challenges
 - MATH 0862 Foundations of Mathematics 11 Part 1
 - MATH 0872 Foundations of Mathematics 11 Part 2
 - MATH 1200 Calculus 2
 - PSYC 2300 Psychological Disorders and Treatment

PREPARED BY: Todd Rowlatt, Chair, VCC Curriculum Committee

DATE: June 1, 2026



VANCOUVER COMMUNITY COLLEGE

Education Council Annual Report 2025

Prepared by: Louise Dannhauer, Chair Education Council

June 2, 2026

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Message from the Chair

This past year has been marked by continued change and uncertainty within the post-secondary sector. Policy changes by Immigration, Refugees and Citizenship Canada (IRCC), including increased study permit refusals and related declines in international enrolment across Canada and in BC, have significantly impacted enrolment planning and institutional priorities.

Another important development is the provincial public post-secondary system review led by Don Avison, with the final report expected later this year. Together, these factors underscore the evolving environment in which VCC operates and the need for responsive and strategic academic planning.

In this context, Education Council (EdCo) has continued to play an important role in supporting academic quality, providing advice on institutional priorities, and ensuring that curriculum, policy, and educational planning remain aligned with the needs of students, communities, and the labour market.

Planning Days and Institutional Priorities: EdCo's bi-annual Planning Days provided important context for our work within the broader institutional and sector landscape. Presentations highlighted VCC's mandate, funding realities, and key academic priorities, including educational technology and program development approaches such as co-design with industry and community partners. Additional sessions addressed domestic enrolment, admissions, and pathways from K–12.

These discussions helped inform EdCo's understanding of emerging opportunities and challenges facing the College and strengthened our ability to provide informed academic governance and advice.

Throughout the year, EdCo and its standing committees engaged with several institutional and system-wide initiatives including:

Curriculum Review and Development: EdCo reviewed new and revised programs, curriculum changes, and credential proposals, while continuing to support innovation and responsiveness in program development.

Educational Quality: EdCo and committees engaged with annual program reviews, program renewals, and education services renewals to support continuous improvement and student success.

Artificial Intelligence in Teaching and Learning: EdCo continued to explore the opportunities and challenges presented by AI-enabled technologies and their implications for curriculum, assessment, academic integrity, and educational quality.

As academic governance becomes increasingly important in a rapidly changing environment, EdCo remains committed to collaboration, thoughtful decision making, and supporting VCC's mission of providing accessible, high-quality education.

My sincere thanks to all members of Education Council, its committees, and working groups for their dedication, expertise, and contributions over the past year.

Sincerely,

Louise Dannhauer

VCC Education Council Chair

2025 Year at a Glance

58 Members of the VCC community served on Education Council or a Standing Committee in 2025.

Curriculum – Programs & Courses

7 Concept Papers

9 New Programs

5 Significantly Revised Programs

264 New Courses

Policies

4 Policies Approved

2 Policies Rescinded

4 Policies Under Review

Education Quality

4 Program Renewals Completed

5 Education Service Renewals Completed

28 Curriculum Development Projects & Program Renewals Funded

Program & Curriculum Highlights

Summary of educational matters presented to Education Council and/or the Board of Governors for approval or information:

Concept Papers for New or Significantly Revised Programs:

- Automotive Electronics Repair Certificate
- Automotive Parts, Service Advising and Collision Estimating Certificate
- Construction Electrician Foundation Certificate
- Information Systems Security and Administration Post-Degree Diploma
- Refrigeration and Air Conditioning Mechanic Foundation Certificate
- Virtual Environment and Simulation Design Diploma
- Wind Turbine Technician Certificate

New Degree Proposal

- Bachelor of Applied ASL–English Interpretation (DQAB Application Stage 1)

New Programs:

- Automotive Electronics Repair Certificate (Board approved February 2026)
- Construction Electrician Foundation Certificate
- Digital Communication, Social Media and Multimedia Post-Degree Diploma
- Digital Learning for Innovative Teaching Short Certificate
- Pharmacy Technician Diploma (Board approved March 2026)
- Refrigeration and Air Conditioning Mechanic Foundation Certificate
- UI/UX Design Diploma (pending Board approval)
- Virtual Environment and Simulation Design Diploma
- Wind Turbine Technician Certificate

Significantly Revised Programs:

- Bachelor of Applied Music (pending DQAB review)
- Computer Systems Technology Diploma
- Dental Hygiene Diploma
- Graphic Design Diploma (Board approved May 2026)
- Information Systems Security and Administration Post-Degree Diploma (Wireframe)

Renamed Programs:

- Automotive Collision and Refinishing Foundation Certificate (Online Youth) (formerly Automotive Collision and Refinishing Foundation Certificate (E-pprentice))
- Automotive Logistics and Service Operations – Zero Emission Diploma (formerly Automotive Parts and Service Management Diploma)

- Bachelor of Hospitality Management (formerly Bachelor of Hospitality and Food Service Systems Management)
- Culinary Arts Diploma (formerly Culinary Arts and Food Service Management Diploma)
- Hospitality Management Post-Degree Diploma (formerly Hospitality and Food Service Systems Management Post-Degree Diploma)
- Information Systems Security and Administration Post-Degree Diploma (formerly Network Technology Administration and Security Post-Degree Diploma)

Program Renewals:

- Auto Collision & Refinishing Foundation Certificate
- Culinary Arts
- Fashion Merchandising
- Music Diploma & Bachelor of Applied Music

Education Services Renewals:

- Academic Advising
- Continuing Studies (CS) Office & Registrar
- Disability Services
- International Education
- Student Conduct & Judicial Affairs Office

Discontinued Programs:

- ABE Graduation Program Certificate (January 2026)
- ABE Intermediate Program Certificate (January 2026)
- Acute Care for Health Care Assistants Short Certificate (May 2025)
- Addictions Counselling Skills Advanced Certificate (January 2026)
- Applied Technology for the Visually Impaired Certificate (January 2026)
- Business Leadership and Management Certificate (January 2026)
- Community Counselling Skills Certificate (January 2026)
- Health Care Assistant Certificate (EAL Cohort) (May 2025)
- Leadership Certificate (January 2026)
- Leadership Coaching Associate Certificate (January 2026)
- Leadership Coaching Certificate (January 2026)
- Management Skills for Supervisors Certificate (January 2026)
- Networking Technology Certificate (January 2026)
- Office Administration for the Visually Impaired Certificate (January 2026)
- VR/AR Design and Development Diploma (January 2026)
- Wedding and Event Management Certificate (January 2026)

Affiliation Agreements:

- Canadian College Vancouver (CCV)
- Cornerstone International Community College of Canada (CICCC)
- Greystone College
- ILAC Education Group (ILAC International College and Tamwood College)
- VanWest College

Other Approvals by Education Council and/or the Board of Governors:

- 2025–2026 Enrolment Plan
- Academic Year 2025/26, 2026/27, 2027/28
- Revised Duolingo scores for placement into EAL/ESL Pathways courses
- Replacing the “Recommended Characteristics of Students” section of the program content guide curriculum document with a “Program Considerations” section and supporting the Style Guide for Program Considerations

Standing Committees

Curriculum Committee

Chair: Todd Rowlatt

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The committee provides quality assurance to help ensure College curricula reflect sound pedagogical practices. This committee is the first stage in the curriculum approval governance process, as its recommendations are formally considered by EdCo for approval or for advice to the Board of Governors.

Curriculum Proposals: The committee reviewed and approved 32 proposals for new and revised curriculum and recommended 48 proposals to EdCo for further consideration. For a detailed account of these proposals, please refer to Appendix A.

Provisional Approval of New Programs Committees

The provisional approval process supports new or significantly revised programs, allowing for minor curriculum adjustments during their initial implementation. The Electronics Repair Technology Diploma program successfully completed the provisional period and received final approval from Education Council.

New Provisionally Approved Programs:

- Construction Electrician Foundation Certificate
- Refrigeration and Air Conditioning Mechanic Foundation Certificate
- Wind Turbine Technician Certificate

Education Policy Committee

Chair: Louise Dannhauer; from September 2025: Emily Logan

Education Policy Committee is responsible for checking that all educational policies and procedures are thoroughly reviewed during the policy development and approval process. The committee reviews existing policies on a five-year cycle and supports the creation of new policies. Education Policy Committee acts in an advisory role to EdCo on all policy review-related matters.

Policy Review: The committee reviewed ten policies and recommended four policies to EdCo for approval, and two policies for rescission. The committee established a working group to revise the Academic Integrity (325) policy.

Planning Session: Education Policy Committee, Curriculum Committee, and Education Quality Committee participated in a joint session on EdCo Planning Day around Indigenizing curriculum and policy, followed by a discussion of neurodiversity and academic integrity.

Policies approved by Education Council and/or the Board of Governors:

- Revised Academic Year (402)
- Revised Admissions (301) & Flexible Admissions (302)
- New Contract Administration (132)

Rescinded policies:

- Education Service Contract (406)
- Educational Affiliations (407)

Policies under Review:

- Academic Integrity (325)
- Lending and Borrowing College Equipment (416)
- Qualifications for Faculty and Instructors (205) (merged with Qualifications for Continuing Studies Instructors (206))
- Selection of Library Materials (511)

Education Quality Committee

Chair: Louise Dannhauer; from September 2025: Andy Sellwood

Education Quality Committee guides fundamental aspects of educational quality at VCC, such as program review, program renewal, and Curriculum Development (CD) Fund allocation. Members of the committee ensure these processes are clearly defined, and are dedicated to continuous improvement and innovation in educational quality at VCC.

Mental Health and Well-being Working Group: This group includes broad membership across the College and aims to integrate mental health and well-being into curriculum design and delivery.

Feasibility Working Group: The working group submitted a feasibility report for the Executive Assistant and Medical Transcriptionist Certificate programs, which were proposed for suspension.

Curriculum Development Fund 2025/2026

VCC sets aside an annual budget of \$400,000 to fund curriculum development (CD) projects. This funding aims to support new ideas and foster creativity and innovation. Education Quality Committee provides advice to the Vice President, Academic & Applied Research, in allocating the funds.

A total of about \$900,000 in funding was requested. As a result, the committee gave priority to: 1) projects currently in progress needing additional funds for completion; 2) projects arising from program reviews or renewals; and 3) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least \$5,000.

In 2025/26, 24 curriculum development projects and 4 program renewals received CD funding.

CD Funded Projects:

- Associate of Arts Degree in Psychology – Course Development & Planning
- Associate of Science (Data Science) – Course Development
- Auto Service Technology Tuner Course
- Automotive Parts and Service Management – Course Development
- Chemistry for Engineering Course Development
- Course Development (EVSC 2010, BIOL 2105, BIOL 2204)
- Culinary Arts Renewal Action Plan
- Dental Hygiene – New Clinical Software
- Early Childhood Care & Education Curriculum Update
- Esthetics & Spa Therapy Certificate Alignment with SQA
- Fashion Merchandising Revisions
- Global Supply Chain Management Year 2 Course Development
- Graphic Design Program Redesign
- Hospitality & Food Service System Management Diploma Revisions
- Intermediate & Advanced Developmental Math 10
- International Automotive Service Tech Diploma Program
- IT Project Management Post-Degree Diploma Course Development
- Music Degree Program Revision
- Online Learning Supports for Practicum
- OPTA Program Update
- Pharmacy Technician Program Revision for Accreditation
- Retail & Service Careers Post-Renewal Curriculum Development
- Summer Camps
- Visually Impaired

Automatically Funded Program Renewals:

- Administrative Professional
- EASD (formerly CACE) Career Awareness & Food Services
- Medical Device Reprocessing Technician
- Provincial Instructor Diploma (PIDP)

Appendix A – Approved Curriculum Proposals

Minor Program & Course Changes

Revised Programs:

Access to Practical Nursing Diploma
 Associate of Science Degree
 Automotive Service Technician Harmonized Foundation Certificate
 Certified Dental Assisting Certificate (Online)
 Dental Hygiene Diploma
 Dental Reception Certificate
 Digital Learning for Innovative Teaching Short Certificate
 First-year University Transfer Environmental Studies Certificate
 Health Care Assistant Diploma (International Cohort)
 High Performance and Custom Engine Technician Diploma
 Medical Device Reprocessing Technician Certificate
 Practical Nursing Diploma
 Professional Cook 1 Plus Certificate
 Sign Language Interpretation Diploma

Revised Courses:

ACAP 2002 Auto Body and Collision Technician Apprentice Level 2	Technician Apprentice Level 2
ACAP 2003 Auto Body and Collision Technician Apprentice Level 2 (E-pprentice)	ASLD 1130 Social Justice Perspective of Societal Systems and the Deaf
ACAP 3002 Auto Body and Collision Technician Apprentice Level 3	ASLD 1220 Deafhood: Journey of the Deaf
ACAP 3003 Auto Body and Collision Technician Apprentice Level 3 (E-pprentice)	ASLD 1230 Allyship and Accountable Collaboration
ACAP 4002 Auto Body and Collision Technician Apprentice Level 4	ASLD 2310 American Sign Language Level 10
ACAP 4003 Auto Body and Collision Technician Apprentice Level 4 (E-pprentice)	AUTO 1130 Workplace Safety
ACED 0707 Job Search Techniques	AUTO 1131 Employability Skills
ACED 0711 Communications	AUTO 1132 Tools and Equipment
ACRP 1101 Automotive Collision and Refinish Common Core Apprentice Level 1	AUTO 1133 General Automotive Maintenance
ACRP 1102 Automotive Collision & Refinish Common Core Apprentice Lvl 1 (E-pprentice)	AUTO 1134 General Automotive Practice
AGAP 1011 Automotive Glass Technician (Apprentice)	AUTO 1235 Brake Systems
APAP 2002 Automotive Refinishing	AUTO 1236 Steering Systems
	AUTO 1237 Suspension Systems
	AUTO 1238 Electrical-Electronic Systems
	AUTO 1239 Drive-line Systems
	AUTO 1240 Body Components, Accessories and Trim
	CLFE 0311 Career Literacy Foundations
	CULI 2515 Chefs Table Gastronomy
	CYBR 2301 Cloud Security Principles
	CYBR 2402 Governance of Enterprise IT

CYBR 2403 Professional Development in Cybersecurity	and Support Systems
DAST 1515 Dental Radiography	HPAS 2230 Automotive Heating and Air Conditioning
DAST 1517 Dental Radiography in Clinical Practice	HPAS 2240 Vehicle Trim
DENT 2510 Dental Technology Practicum	HPAS 2250 Hybrid and Electric Vehicles and ADAS
DHYG 3324 Clinical Practice 2	HPAS 2260 High Performance Engine Tuning and Dynamometers
DHYG 3424 Clinical Practice 3	HRCA 1135 Clinical 1
ECON 1100 Microeconomics	HRCA 1181 Personal Care & Assistance 1
ECON 1200 Macroeconomics	HRCA 1182 Common Health Challenges 1
ENGL 0750 English 10 Part 1	HRCA 1183 Concepts for Practice
ENGL 1001 Integrated Language Support 1	HRCA 1184 Clinical 1
ENGL 1100 Academic Writing	HRCA 1192 Introduction to Practice
ENGL 1101 Academic Writing for EAL Students	HRCA 1291 Cognitive and/or Mental Health Challenges
ENGL 1102 Introduction to Literature for EAL Students	HRCA 1293 Personal Care & Assistance 2
ENGL 1200 Introduction to Literature	HRCA 1294 Clinical 2
ENSK 0716 Reading and Study Skills 10	HRCA 2135 Clinical 2
HMTD 1120 Shop Tooling and Equipment	HRCA 2235 Clinical 3
HMTD 1125 Lubricants, Bearings and Equipment Operation	HSAP 1200 Hairstylist Level 2 Apprenticeship
HMTD 1130 Machine Structure	INTR 3140 Interpretation Theory and Practice 4
HMTD 1135 Truck Structure	INTR 3150 Advanced American Sign Language for Interpreters
HOSP 3860 Capital and Asset Management	MGMT 1019 Introduction to the Canadian Business Workplace
HPAS 1000 Automotive Workplace Safety	MGMT 2010 Fundamentals of Business Law
HPAS 1010 Automotive Employability Skills	MGMT 2012 Human Resources Management
HPAS 1020 Automotive Tools and Equipment	MGMT 2019 Preparation for the Canadian Business Workplace
HPAS 1030 General Automotive Maintenance	MUSC 1041 Preparatory Performance Techniques 1
HPAS 1210 Engine Repair and Custom Engine	MUSC 1042 Preparatory Performance Techniques 2
HPAS 1220 Manual Drivetrain and Axles	SOCI 1100 Sociology 1: Intro to Sociology
HPAS 1230 Automatic Transmission and Transaxle	SOCI 1200 Sociology 2: Canadian Society
HPAS 1240 Brake Systems and High Performance Brake	VOVI 0740 Windows 1 with JAWS
HPAS 2110 Suspension Systems and High Performance Suspension	VOVI 0741 Windows 1 with NVDA
HPAS 2120 Steering Systems and High Performance Steering	VOVI 0742 Windows 2 with Screen Reader
HPAS 2130 Electrical and Electronic Systems	VOVI 0751 iOS 1 with VoiceOver
HPAS 2210 Engine Management and Performance Systems	VOVI 0752 iOS 2 with VoiceOver
HPAS 2220 Light Vehicle Diesel Engines	VOVI 0761 Browser 1 With Screen Reader
	VOVI 0762 Browser 2 with Screen Reader

VOVI 0811 Outlook 1 with Screen Reader	VOVI 0832 Excel 2 with Screen Reader
VOVI 0812 Outlook 2 with Screen Reader	VOVI 0841 PowerPoint 1 with Screen Reader
VOVI 0821 Word 1 with Screen Reader	VOVI 0842 PowerPoint 2 with Screen Reader
VOVI 0822 Word 2 with Screen Reader	
VOVI 0831 Excel 1 with Screen Reader	

New Programs and Major Program & Course Changes

New Programs & Specializations:

Associate of Arts (Psychology) Degree
 Associate of Science (Data Science) Degree
 Associate of Science (Environmental Science) Degree
 Automotive Electronics Repair Certificate
 Construction Electrician Foundation Certificate
 Digital Communication, Social Media and Multimedia Post-Degree Diploma
 Digital Learning for Innovative Teaching Short Certificate
 Health & Wellness Professional - Cosmetology Diploma*
 IT Project Management Post-Degree Diploma*
 Pharmacy Technician Diploma (Board approved March 2026)
 Refrigeration and Air Conditioning Mechanic Foundation Certificate
 UI/UX Design Diploma (pending Board approval)
 Virtual Environment and Simulation Design Diploma
 Wind Turbine Technician Certificate
 * EdCo approved program content guides following wireframe approval by the Board of Governors

Significantly Revised Programs:

Bachelor of Applied Music (pending DQAB review)
 Computer Systems Technology Diploma
 Dental Hygiene Diploma
 Graphic Design Diploma (Board approved May 2026)
 Information Systems Security and Administration Post-Degree Diploma (Wireframe)

Revised Programs:

Accounting Diploma
 Architectural Technician Certificate
 Automotive Collision and Refinishing Foundation Certificate
 Automotive Collision and Refinishing Foundation Certificate (Online Youth)
 Automotive Logistics and Service Operations – Zero Emission Diploma
 Automotive Repair and Refinishing Diploma
 Bachelor of Science in Nursing (Advanced Entry)
 Bachelor of Science in Nursing (First Year Entry)
 Building Manager Short Certificate
 Career Awareness Certificate
 Clean Energy Technology Diploma
 Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma
 Culinary Arts Diploma
 Fashion Design & Production Diploma
 First-year University Transfer Engineering Certificate

Food Service Careers Certificate
 Health Care Assistant Diploma (International Cohort)
 Health Unit Coordinator Certificate
 Heavy Mechanical Trades Certificate
 High Performance and Custom Engine Technician Diploma
 Hospitality and Food Service Systems Management Diploma
 IT Project Management Post-Degree Diploma
 Pharmacy Technician Certificate
 Professional Cook 2 Advanced Certificate
 Provincial Instructor Diploma
 Sign Language Interpretation Diploma

New Course Content Guide:

Construction Electrician Apprenticeship

Revised Courses:

ACRD 1100 Workplace Skills and Safety	ACRF 1116 Shop Experience (Online Youth)
ACRD 1105 Tools and Equipment	ACRF 1121 Construction and Components (Online Youth)
ACRD 1130 Communication Skills 1	ACRF 1131 Tools and Equipment (Online Youth)
ACRD 1135 Detailing 1	ACRF 1141 Welding, Heating and Cutting Steel (Online Youth)
ACRD 1150 Construction and Components 1	ACRF 1151 Metal Panels and Components (Online Youth)
ACRD 1155 Estimating, Planning and Scheduling 1	ACRF 1161 Plastic Panels and Components (Online Youth)
ACRD 1200 Sheet Metal Repair	ACRF 1171 Organize, Document and Communicate (Online Youth)
ACRD 1205 Advanced Sheet Metal Repairs	ACRF 1181 Refinish Preparation (Online Youth)
ACRD 1210 Plastics and Composites	ACRF 1186 Refinish Application (Online Youth)
ACRD 1220 Construction and Components 2	ACRF 1191 Interior and Exterior Detailing (Online Youth)
ACRD 1230 Communication Skills 2	APSM 1102 Warehousing Tasks and Parts Catalogues
ACRD 1240 Welding, Cutting & Heating Steel 2	APSM 1204 Automotive Service Systems and Shop Safety
ACRD 1255 Estimating, Planning and Scheduling 2	APSM 2102 Introduction to Management
ACRD 2130 Trade Practice 1	APSM 2202 Service Advising
ACRD 2135 Detailing 2	APSM 2203 Emerging Transportation Technologies 2
ACRD 2140 Refinishing Tools and Equipment	APSM 2204 Merchandising & Inventory Management
ACRD 2145 Surface Preparation and Masking	
ACRD 2150 Using Refinishing Materials and Equipment	
ACRD 2230 Trade Practice 2	
ACRD 2236 Auto Glass Repair and Replacement	
ACRD 2255 Estimating, Planning and Scheduling 4	
ACRF 1101 Occupational Safety (Online Youth)	
ACRF 1110 Industry Readiness	

CSTP 1101 Communication and Workplace Behaviour	FSHN 2109 Computer Aided Drafting
CSTP 1106 Website Development	FSHN 2205 Overseas Production
CSTP 1202 Data Communication and Networking	FSHN 2321 Work Experience for Fashion Design
CSTP 1204 Software Analysis and Design	HAIR 1010 Fundamentals of Professional Practice
CSTP 1206 Internet Programming and Web Applications	HAIR 1020 Specialized Hair Services and Client Care
CSTP 2104 Windows Interactive Application Programming	HAIR 1030 Technical Skills and Career Development
CULI 1528 Short Order Cafe 2	HOSP 1360 Food and Beverage Operations
CULI 2505 Advanced Cookery	HOSP 2102 Catering, Meetings and Event Management
CULI 2507 Advanced Baking	HOSP 2360 Restaurant Operations
DHYG 2110 Dental Hygiene Clinical Practice 1	HRCA 1140 Common Health Challenges 1
DHYG 2210 Dental Hygiene Clinical Practice 2	HRCA 1161 Communications for Health Care Assistants 1
DHYG 3110 Dental Hygiene Clinical Practice 3	HRCA 1163 Impacts of Colonization on the Health and Wellbeing of Indigenous People
DHYG 3210 Dental Hygiene Clinical Practice 4	HRCA 1197 Foundations
DLIT 3050 Advancing Information Literacy in Digital Learning	HRCA 1240 Common Health Challenges 2
DRFT 1200 Single Family Residential 2	HRCA 1261 Communications for Health Care Assistants 2
ESTH 1010 Skin & Body Therapy Professional Practice	HRCA 1291 Cognitive and/or Mental Health Challenges
ESTH 1020 Skin & Body Therapy Specialized Treatments and Services	HRCA 1293 Personal Care & Assistance 2
ESTH 1030 Skin & Body Therapy: Health, Wellness and Career Development	HRCA 2161 Communications for Health Care Assistants 3
EVSC 1100 Introduction to Environmental Science	HRCA 2261 Communications for Health Care Assistants 4
FSHN 1101 Fashion Cycle 1	HRCA 2265 Community Practicum
FSHN 1103 Fashion Cycle 2	HRCA 2291 Advanced Communication Skills for Cognitive and Mental Health Challenges
FSHN 1107 Illustration and Design 1	MATH 1100 Calculus 1
FSHN 1109 Pattern Drafting 1	MSKL 1104 Interpersonal Communications – Health
FSHN 1111 Sewing Techniques 1	MUSC 1104 Performance Techniques 1
FSHN 1113 Draping	MUSC 1155 Class Piano 1
FSHN 1201 Fashion Cycle 3	MUSC 1204 Performance Techniques 2
FSHN 1203 Fashion Cycle 4	MUSC 1255 Class Piano 2
FSHN 1205 Fashion History	MUSC 1301 Musicianship 1
FSHN 1207 Illustration and Design 2	MUSC 1303 Theory and Practice of Music 1
FSHN 1209 Pattern Drafting 2	MUSC 1305 Music in Context 1
FSHN 1211 Sewing Techniques 2	MUSC 1310 Individual Instruction 1
FSHN 1215 Tech Fashion Illustration 1	
FSHN 1301 Fashion Cycle 5	
FSHN 1313 Fabric and Textile Studies	
FSHN 1315 Tech Fashion Illustration 2	
FSHN 1319 Textile Surface Design	

MUSC 1399 Minor Individual Instruction 1	PHAR 1104 Communications for Pharmacy Technicians 1
MUSC 1401 Musicianship 2	PHAR 1105 Management for Pharmacy Technicians 1
MUSC 1405 Music in Context 2	PHAR 1106 Community Pharmacy
MUSC 1410 Individual Instruction 2	PHAR 1206 Hospital Pharmacy
MUSC 1499 Minor Individual Instruction 2	PHAR 1207 Sterile Products
MUSC 2104 Performance Techniques 3	VCDP 1111 Technical Foundation
MUSC 2204 Performance Techniques 4	VCDP 1115 Digital Design Tools
MUSC 2301 Musicianship 3	VCDP 1120 Digital Image
MUSC 2305 Musicology 1	VCDP 1130 Typography
MUSC 2310 Individual Instruction 3	VCDP 1135 Design Research
MUSC 2317 Improvisation 1	VCDP 1242 Composition 2
MUSC 2401 Musicianship 4	VCDP 1251 Print Production
MUSC 2405 Musicology 2	VCDP 1260 Brand Identity 2
MUSC 2410 Individual Instruction 4	VCDP 2313 Design Project Management
MUSC 2417 Improvisation 2	VCDP 2315 UI/UX Strategy and Design 1
MUSC 3104 Performance Techniques 5	VCDP 2345 Web Development
MUSC 3107 Career Opportunities 2	VCDP 2350 UI/UX Strategy and Design 2
MUSC 3109 Performance Concentration 5	VCDP 2351 Content Strategy and Information Architecture
MUSC 3113 Conducting 1	VCDP 2430 Editorial Design
MUSC 3204 Performance Techniques 6	VCDP 2455 Studio: Special Topics
MUSC 3209 Performance Concentration 6	VCDP 2465 Studio: Specialization
MUSC 3213 Conducting 2	VCDP 2475 Studio: Design and Development
MUSC 4204 Performance Techniques 7	VCDP 2490 Graphic Design Portfolio
MUSC 4209 Performance Concentration 7	VCDP 2500 Graphic Design Work Experience
MUSC 4304 Performance Techniques 8	VOVI 0311 Uncontracted Unified English Braille (UEB) Reading and Writing
MUSC 4309 Performance Concentration 8	VOVI 0312 Contracted Unified English Braille Reading and Writing
NURS 3263 Multiple Transitions	
NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult	
NURS 3266 Focused Practice: Preceptorship Preparation	
NURS 3370 Clinical Consolidation 3	
NURS 4064 Population and Public Health Clinical	
NURS 4163 Community Health	
NURS 4165 Ethics and Law in Health Care	
NURS 4166 Canadian Health Care System	
NURS 4264 Focused Preceptorship	
PGMT 1004 Project Schedule and Cost Management	
PGMT 2020 Project Management Technology	
PHAR 1102 Pharmacology for Pharmacy Technicians 1	
PHAR 1103 Pharmaceutical Calculations 1	

New Courses

ACCT 2004 Data Analysis and Databases	DCOM 1205 Writing for Digital Media
ACRD 1145 Welding, Cutting & Heating Steel 1	DCOM 1210 Digital Video Production
ACRD 2165 Estimating, Planning & Scheduling 3	DCOM 1215 Digital Commerce Strategies
ACRD 2170 Advanced Automotive Refinishing	DCOM 2105 Social Media Marketing Strategies
ACRD 2260 Automotive Mechanical Systems	DCOM 2110 Advanced Digital Media Production
ACRD 2270 Automotive Electrical Systems	DCOM 2120 Campaign Strategy
ACRD 2280 Welding and Repairing Aluminum	DCOM 2200 Advanced Design Studio: Emerging Technologies and Client Projects
APSM 2107 Automotive Transportation Management	DCOM 2205 Professional Portfolio Development
APSM 2206 Automotive Procurement, Contracts & Supply Management	DLIT 3010 Digital Literacy and Learning
APSM 2207 Automotive Supply Chain Finance and Cost Accounting	DLIT 3020 Assessing Digital Learning
ASLD 1215 American Sign Language Level 7B	DLIT 3030 Curating Digital Learning
BIOL 2105 Introductory Ecology	DLIT 3040 Creating Digital Learning
CSTP 1120 Introduction to Computer Systems	DLIT 3050 Facilitating Digital Learning
CSTP 1130 Python Programming	DRFT 1105 Single Family Residential 1
CSTP 1150 Applied Mathematics for Programmers	DRFT 1111 Principles of Architecture
CSTP 1210 Database Systems	ELCO 1001 Construction Electrician Apprenticeship Level 1
CSTP 1230 C++ Programming	ELCO 1100 Applied Mechanics
CSTP 2120 Client-Server Computing	ELCO 1110 Fundamentals of Electricity
CSTP 2130 AI Technologies	ELCO 1120 Principles of Magnetism
CSTP 2140 Algorithms and Data Structures	ELCO 1130 Wiring Methods 1
CSTP 2150 UI/UX Development	ELCO 1135 Wiring Methods 2
CSTP 2210 Cloud Computing	ELCO 1200 Electrical Code, Plans and Specifications
CSTP 2220 Computer Security	ELCO 1210 AC Circuit Analysis
CSTP 2230 Advanced Web Application Development	ELCO 1220 Electronic Devices
CSTP 2240 Capstone Software Development Project	ELCO 1230 Basic Motor Control
CSTP 2250 Android Mobile Application Development	ELCO 1240 Computer Skills and Job Preparation
CULI 1515 Global Cuisine Production Kitchen	ELCO 2001 Construction Electrician Apprenticeship Level 2
CULI 2522 Nutrition and Dietary Alternatives	ELCO 3001 Construction Electrician Apprenticeship Level 3
CULP 1101 Cook Apprentice Level 1	ELCO 4001 Construction Electrician Apprenticeship Level 4
CULP 2101 Cook Apprentice Level 2	ELRT 1110 Automotive Electronic Control Module Repair
CULP 3101 Cook Apprentice Level 3	ELRT 1120 Python Programming for Automotive Repair
DCOM 1100 Advanced Image Practices	
DCOM 1105 Digital Marketing Strategy	
DCOM 1110 Design Foundation for Marketing	
DCOM 1200 Digital Design Technologies	

ELRT 1130 EV Electronics Lab	HPAS 2110 Suspension Systems and High Performance Suspension
ELRT 1140 Electric Vehicle Motor Rebuilding	HPAS 2120 Steering Systems and High Performance Steering
ELRT 1150 Automotive High Voltage Battery Repair	HPAS 2130 Electrical and Electronic Systems
ELSK 0580 EAL for Health Care Intermediate	HPAS 2210 Engine Management and Performance Systems
ELSK 0780 EAL for Health Care Advanced	HPAS 2220 Light Vehicle Diesel Engines and Support Systems
EVSC 2010 Environmental Science Research and Communication	HPAS 2230 Automotive Heating and Air Conditioning
FSHN 1115 Fashion Portfolio 1	HPAS 2240 Vehicle Trim
FSHN 1309 Introduction to Pattern Grading	HPAS 2250 Hybrid and Electric Vehicles and ADAS
FSHN 1317 Fashion Exploration	HPAS 2260 High Performance Engine Tuning and Dynamometers
FSHN 2117 Project Final 1	HRCA 1110 Common Health Challenges 1: Anatomy and Physiology
FSHN 2217 Project Final 2	HRCA 1210 Common Health Challenges 2: Pathophysiology
FSHN 2309 3D Pattern Making	HRCA 1220 Clinical 1: Intermediate Care
FSHN 2315 Fashion Portfolio 2	HRCA 2110 Common Health Challenges 3: Older Adults
FSHN 2320 Business of Fashion	HRCA 2120 Clinical 2: Dementia Care
HMEC 1000 Operational Skills	HRCA 2210 Common Health Challenges 4: Specialized Areas
HMEC 1005 Heavy Equipment Operation	HRCA 2220 Clinical 3: Extended Care
HMEC 1010 Shop Resources	INTR 1000 Introduction to Sign Language Interpreting
HMEC 1015 Undercarriage and Final Drives	ITPM 1100 IT and Technology Essentials for Project Managers
HMEC 1020 Frames, Suspension and Steering	ITPM 1200 Principles of Cloud Infrastructure
HMEC 1025 Heavy Equipment Hydraulics	ITPM 1210 Data Analytics and Visualization for IT Projects
HMEC 1030 Electrical, Electronics and EV	ITPM 1220 Data Security, Privacy, and Risk
HMEC 1035 Truck and Heavy Equipment Brakes	ITPM 2210 ITIL Essentials for Project Managers
HMEC 1040 Trailers, Body Structure and HVAC	ITPM 3100 IT Systems and Infrastructure for Project Managers
HMEC 1045 Heavy Equipment Powertrain	ITPM 3200 Cloud Operations and Integration for Project Managers
HMEC 1050 Heavy Mechanical Exam and Employment Preparation	ITPM 3210 Data Analytics in IT Project Environments
HOSP 1120 Guest Service Management	
HOSP 1220 Principles of Food Production and Nutrition	
HOSP 2225 Trends in Global Hospitality and Food Service	
HPAS 1000 Automotive Workplace Safety	
HPAS 1010 Automotive Employability Skills	
HPAS 1020 Automotive Tools and Equipment	
HPAS 1030 General Automotive Maintenance	
HPAS 1210 Engine Repair and Custom Engine	
HPAS 1220 Manual Drivetrain and Axles	
HPAS 1230 Automatic Transmission and Transaxle	
HPAS 1240 Brake Systems and High Performance Brake	

ITPM 3220 Managing Privacy, Security, and Risk in Technology Projects	MUSC 3088 New Music Ensemble – Upper
ITPM 3230 ITIL Foundations for Project Execution	MUSC 3101 Music and Culture 1
MATH 1001 Calculus Connections Lab	MUSC 3102 Academic Music 5
MATH 2230 Introduction to Operations Research with Excel	MUSC 3108 Materials of Music
MATH 2705 Introduction to Data Science	MUSC 3114 Creative Music Improv
MATH 2710 Introduction to R for Data Science	MUSC 3118 Performance Health for Musicians
MUSC 1080 Special Topics Ensemble - Lower	MUSC 3201 Music and Culture 2
MUSC 1081 VCC Concert Choir - Lower	MUSC 3202 Academic Music 6
MUSC 1082 Indigenous Vocal Ensemble - Lower	MUSC 3207 Advanced Rhythm Studies
MUSC 1083 Gamelan Ensemble - Lower	MUSC 3218 Studio Teaching for Musicians
MUSC 1084 Jazz Repertory Ensemble - Lower	MUSC 4102 Academic Music 7
MUSC 1085 Bigger Band - Lower	MUSC 4103 Special Topics in Music – Academic
MUSC 1086 Mount Pleasant Brass Ensemble - Lower	MUSC 4104 Special Topics in Music – Skills
MUSC 1087 Great Northern Way Ensemble - Lower	MUSC 4108 Music Practicum
MUSC 1088 New Music Ensemble - Lower	MUSC 4115 Directed Studies in Music
MUSC 1304 Indigenous Music in Canada	MUSC 4202 Academic Music 8
MUSC 1318 Music and Technology	NURS 3252 Pathophysiology of Complex Disease
MUSC 1414 Theory and Practice of Music - Jazz and Popular Music Harmony	NURS 3261 Leadership in Nursing
MUSC 2308 Electronic Music 1 - Commercial Music	PGMT 1010 Business Analysis and Project Scope Management
MUSC 2314 Theory and Practice of Music - Diatonic Harmony	PGMT 2100 Agile Project Management and Product Development
MUSC 2399 Chamber Music	PGMT 2200 IT Procurement and Contracts
MUSC 2406 Electronic Music – Composition	PGMT 2215 IT Project Integration and Capstone
MUSC 2408 Career Skills	PGMT 3105 Principles of Project Management
MUSC 2414 Theory and Practice of Music - Chromatic Harmony	PGMT 3115 Project Scope Planning and Business Requirements
MUSC 3080 Special Topics Ensemble - Upper	PGMT 3125 Project Stakeholder Management and Business Communication
MUSC 3081 VCC Concert Choir - Upper	PGMT 3205 Project Schedule, Cost, and Quality Management
MUSC 3082 Indigenous Vocal Ensemble - Upper	PGMT 3215 Technology Integration in Project Management Practice
MUSC 3083 Gamelan Ensemble - Upper	PGMT 3240 IT Resource, Procurement, and Contracts
MUSC 3084 Jazz Repertory Ensemble - Upper	PGMT 4105 Agile Methodologies for Product Innovation
MUSC 3085 Bigger Band - Upper	PGMT 4115 Leadership and Organizational Change in Projects
MUSC 3086 Mount Pleasant Brass Ensemble - Upper	
MUSC 3087 Great Northern Way Ensemble - Upper	

PGMT 4205 IT Project Management Capstone and Integration	VCDP 1225 Digital Brand Experiences
PHAR 1100 Professional Practice for Pharmacy Technicians 1	VCDP 2200 Content Management Systems
PHAR 2100 Professional Practice for Pharmacy Technicians 2	VCDP 2215 Studio: UI/UX Specialization
PHAR 2110 Pharmacology for Pharmacy Technicians 2	VCDP 2225 UI/UX Portfolio
PHAR 2115 Pharmaceutical Calculations 2	VESD 1100 Introduction to Animation and Simulation Design
PHAR 2120 Communications for Pharmacy Technicians 2	VESD 1105 Vector Illustration
PHAR 2130 Management for Pharmacy Technicians 2	VESD 1110 Graphic Editing for Simulation
PHAR 2230 Non-Prescription Medications and Complementary Therapies	VESD 1115 Game Theory and Mechanics
PHAR 2240 Career Development and Licensing Preparation	VESD 1120 Introduction to 3-D Modelling
PHAR 2250 Non-Sterile Compounding Lab	VESD 1200 Intermediate 3-D Modelling
PHAR 2260 Pharmacy Practicum Preparation	VESD 1205 3D Game Engine
PHAR 2265 Pharmacy Technician Practicum	VESD 1210 Video Game Programming
PHIL 1100 Introduction to Philosophy	VESD 1215 Animation and Design Portfolio
PHIL 2100 Philosophy of Science	VESD 1220 Virtual Environment and Simulation Design Career Development 1
PSYC 2100 Developmental Psychology	VESD 2100 Advanced 3D Modelling
PSYC 2110 Cognitive Psychology	VESD 2105 Business and Marketing for Simulation Design
RACM 1110 Trade Safety Practices and Learning Techniques	VESD 2110 Integrated 3D Production Pipeline
RACM 1120 Technical Information	VESD 2115 Virtual Environment and Simulation Design Career Development 2
RACM 1130 High Temperature Welding	VESD 2200 Extended Reality (XR) Content Production
RACM 1140 Trade Tools and Fasteners	VESD 2205 Extended Reality (XR) Environment Production
RACM 1151 Fundamentals of Refrigeration 1	VESD 2210 Audio Design and Production for Animation and Simulation
RACM 1162 Fundamentals of Refrigeration 2	VESD 2215 Virtual Environment and Simulation Design Career Development 3
RACM 1171 Service Procedures 1	VOVI 0301 Uncontracted Unified English Braille (UEB) Part 1
RACM 1212 Service Procedures 2	VOVI 0302 Uncontracted Unified English Braille (UEB) Part 2
RACM 1220 Electrical Fundamentals	VOVI 0303 Uncontracted Unified English Braille (UEB) Part 3
RACM 1230 Electrical Diagrams	VOVI 0304 Uncontracted Unified English Braille (UEB) Part 4
RACM 1240 Electrical Test Equipment	VOVI 0305 Contracted Unified English Braille Part 1
RACM 1250 Electrical and Mechanical Equipment	VOVI 0306 Contracted Unified English Braille Part 2
SOCI 2250 Sociology of Families	VOVI 0307 Contracted Unified English Braille Part 3
VCDP 1100 UI/UX Foundation	
VCDP 1105 UI/UX Technical Foundation	
VCDP 1125 Screen Typography	
VCDP 1145 Digital Asset Creation	
VCDP 1200 Digital Layout Principles	
VCDP 1215 UI/UX Design Thinking	

VOVI 0308 Contracted Unified English Braille Part 4
 WTEC 1100 Introduction to Wind Turbine Systems and Safety
 WTEC 1105 Electrical Fundamentals and Safety
 WTEC 1110 Power Electronics and Measurement
 WTEC 1115 Turbine Construction and Tower Systems
 WTEC 1120 Mechanical Systems

WTEC 1200 Advanced Mechanical Systems and Gearboxes
 WTEC 1205 Hydraulic and Cooling Systems
 WTEC 1210 Control and Monitoring Systems
 WTEC 1215 Blade Systems and Maintenance
 WTEC 1220 Advanced Maintenance and Project Management

Course Deactivations

APAP 2003 Automotive Refinishing Technician Apprentice Level 2 (E-pprentice)
 CCAC 1084 Communications for Health Sciences
 CCED 0604 Computer Applications
 CNSK 2502 Foundations of Addiction Counselling Skills
 CNSK 2503 Introduction to Trauma Informed Practice
 CNSK 2504 Introduction to Concurrent Disorders
 CNSK 2506 Addiction and Human Behaviour Across the Lifespan
 CNSK 2507 Addiction and Public Policy
 CNSK 2508 Addiction Assessment Skills
 CNSK 2509 Group Facilitation Skills
 CNSK 2510 Indigenous Perspectives and Addiction
 CNSK 2511 Practicum
 COMP 0982 Word Processing 12
 COMP 0983 Computer Science 12 Part 1
 COMP 0984 Spreadsheet Management 12
 COMP 0985 Database Management 12
 COMP 0986 Digital Art and Graphics
 COMP 0987 Computer Programming
 COMP 0993 Computer Science 12 Part 2
 CULI 1508 Short Order Cafe
 CULI 1511 Kitchen Orientation
 CULI 1516 Cook Chill Product Kitchen
 CULI 1517 Flavour Principles & Menus IE
 CULI 1518 Short Order Cafe

CULI 2501 Kitchen Management
 CULI 2502 Purchasing & Receiving
 CULI 2508 Restaurant Line Cooking
 CULI 2509 Appetizers & Platters
 ELSK 0701 English Language Skills 1
 ELSK 0702 English Language Skills 2
 ELSK 0703 English Language Skills 3
 ENSK 0916 Reading and Study Skills 12
 EVNT 1107 Destination Weddings
 EVNT 1108 Wedding Planning
 EVNT 1109 Event Planning
 FASH 2111 Designer Patterns and Toiles
 FASH 2112 Couture Sewing
 FASH 2113 Collection Design 2
 FASH 2210 Portfolio Design 1
 FASH 2303 Fashion Show Preparation
 FASH 2310 Collection
 Manufacture/Studio
 FASH 2313 Studio Lab D
 HAIR 1109 Salon and Spa Business 1
 HAIR 1216 Salon and Spa Business 2
 HLTH 1101 Foodsafe Level 1
 HRCA 1103 Lifestyle and Choices
 HRCA 1105 Interpersonal Communications
 HRCA 1120 Introduction to Practice
 HRCA 1122 Personal Care and Assistance 1
 HRCA 1130 Health & Healing 1
 HRCA 1224 Cognitive or Mental Challenges

HRCA 1227 Clinical 2	LEAD 1115 Coaching for High Performance
HRCA 1230 Health and Healing 2	LEAD 1116 Essential Lead Coach Skills
HRCA 1232 Personal Care and Assistance 2	LEAD 1117 Skill Coaching
HRCA 1320 Working in Acute Care	LEAD 1118 Coaching Next Level
HRCA 1325 Acute Personal Care & Assistance	LEAD 1119 Science and Art of Leadership
HRCA 1328 Community Practicum	LEAD 1120 The Coach's Toolkit
HRCA 1329 Clinical 3	LEAD 1121 Team Coaching
HRCA 1331 Acute Care Clinical	LEAD 1138 Business Comm for Leaders
ICST 1120 Safety, Sanitation & Equipment	LEAD 1150 Introduction to Business*
ICST 1121 Basic Kitchen Skills	LEAD 1151 Human Resource Management*
ICST 1122 Hot and Cold Sandwiches	LEAD 1152 Finance*
ICST 1124 Hot & Cold Breakfast Cooking	LEAD 1153 Sales and Marketing Management*
ICST 1125 Kitchen Mgmt & Health Care	LEAD 1154 Business Ethics*
ICST 1126 Stocks, Soups & Sauce Cooking	LEAD 1169 Challenging Personalities
ICST 1127 Cold Kitchen	LEAD 1171 Training for High Performance
ICST 1130 Vegetable and Starch Cooking	MSKL 1101 Interpers Communication Skills*
ICST 1131 Meat and Poultry Cooking	MSKL 1102 Team Skills
ICST 1132 Seafood Cooking	MTSK 0750 Math 10 Skills Part 1
ICST 1133 Veg Entrees, Pastas & Soups	MTSK 0760 Math 10 Skills Part 2
ICST 1134 Culinary Practicum 1	MTSK 0877 Mathematics Skills 11
INTD 1305 Design Basics	MUSC 1010 Preparatory Individual Instruction 1
INTD 1310 Basic Drafting Concepts	MUSC 1030 Preparatory Individual Instruction 2
INTD 1315 Design Drawing	MUSC 1098 Jazz Orchestra
INTD 1320 Colour Theory and Application	MUSC 1193 Wind Ensemble
INTD 1325 History of Furniture	MUSC 1202 Electronic Music
INTD 1330 Materials and Finishes	MUSC 1203 Materials of Music
INTD 1335 Textiles	MUSC 1210 Applied Music Composition
INTD 1340 Design Today	MUSC 1217 Improvisation
INTD 1345 Lighting	MUSC 1220 Applied Music Contemporary Voice
INTD 1350 AutoCAD for Interior Designers	MUSC 1239 Classical Voice Minor Study
INTD 1355 Residential Design	MUSC 1253 Class Piano II
INTD 1360 Design for Small Spaces	MUSC 1259 Classical Keyboarding Minor Study
INTD 1365 Design Specifications	MUSC 1269 Contemporary Keyboard Minor Study
INTD 1370 Presentation	MUSC 1279 Minor Instrument Orchestral
LEAD 1101 Critical Thinking	MUSC 1280 Applied Music Trumpet
LEAD 1102 Managing Change	MUSC 1285 Applied Music Contemporary
LEAD 1104 Problem Solving Action Plan	
LEAD 1105 From Conflict to Collaboration	
LEAD 1108 Facilitation Skls Team Leader	
LEAD 1109 Speak Up	
LEAD 1110 Creative Thinking at Work	
LEAD 1111 Stepping Up to Leadership	
LEAD 1112 Using Leadership Language	
LEAD 1113 Building a Productive Team	
LEAD 1114 Finding Time for Results	

Guitar	MUSC 2280 Applied Music Trumpet
MUSC 1286 Applied Music Contemporary Bass	MUSC 2285 Applied Music Contemporary Guitar
MUSC 1289 Minor Instrument Contemporary	MUSC 2286 Applied Music Contemporary Bass
MUSC 1290 VCC Concert Choir	MUSC 2289 Minor Instrument Contemporary
MUSC 1292 Orchestra	MUSC 2290 VCC Concert Choir
MUSC 1293 Wind Ensemble	MUSC 2293 Wind Ensemble
MUSC 1294 New Music Ensemble	MUSC 2294 New Music Ensemble
MUSC 1299 Jazz Ensemble	MUSC 2298 Jazz Orchestra
MUSC 2100 Commercial Ear Training	MUSC 2299 Jazz Ensemble
MUSC 2101 Kodaly Solfege	MUSC 3239 Classical Voice Minor Study 6
MUSC 2103 Materials of Music	MUSC 4500 Intro to Orff Teacher Training
MUSC 2105 History and Literature	MUSC 4501 Orff Teacher Training Level 1
MUSC 2109 Composition Minor Study	MUSC 4502 Orff Teacher Training Level 2
MUSC 2110 Applied Music Composition	MUSC 4503 Orff Teacher Training Level 3
MUSC 2115 Jazz Theory	NETT 2104 MTA Networking Fundamentals
MUSC 2117 Improvisation	NETT 2105 Security Fundamentals
MUSC 2118 Arranging	NETT 2107 Active Directory
MUSC 2120 Applied Music Contemporary Voice	NETT 2113 Server Fundamentals
MUSC 2139 Classical Voice Minor Study	NETT 2119 A+ Hardware
MUSC 2150 Applied-Classical Keyboard III	NETT 2122 Project+ Management
MUSC 2163 Class Jazz Piano	NETT 2206 Directive Studies
MUSC 2169 Contemporary Keyboard Minor Study	SIGN 1000 American Sign Language Level 1
MUSC 2179 Minor Instrument Orchestral	SIGN 2000 American Sign Language Level 2
MUSC 2180 Applied Music Trumpet	SPRT 1110 Intro to Sport and Rec Mgt*
MUSC 2185 Applied Music Contemporary Guitar	SPRT 1120 Sport and Recreation Planning*
MUSC 2186 Applied Music Contemporary Bass	SPRT 1130 Sport and Rec Media & PR*
MUSC 2200 Commercial Ear Training	SPRT 1140 Sport and Rec Event Mgmt*
MUSC 2201 Kodaly Solfege	SPRT 1150 Sport and Recreation Practicum*
MUSC 2203 Materials of Music	STAC 0101 Skills for College Success
MUSC 2205 History and Literature	VCDP 2120 Brand Identity Design 1
MUSC 2207 Career Opportunities Music 1	VCDP 2360 Brand Identity Design 2
MUSC 2210 Applied Music Composition	WRSK 0802 Writing Skills 11 for Health Sciences
MUSC 2215 Jazz Theory	WRSK 1076 Writing Skills
MUSC 2217 Jazz Improvisation	
MUSC 2218 Arranging	
MUSC 2220 Applied Music Contemporary Voice	
MUSC 2230 Applied Music Classical Voice	
MUSC 2239 Classical Voice Minor Study	
MUSC 2250 Applied Music Classical Keyboard	
MUSC 2263 Class Jazz Piano	

**pending program discontinuance*

Appendix B – Elections & Memberships 2025

Education Council Elections

Education Council held its chair elections for this year at its December 2024 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2025:

- Chair of Education Council: Natasha Mandryk
- Vice-Chair of Education Council: Louise Dannhauer
- EdCo Executive Members: Andy Sellwood and Emily Simpson
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Louise Dannhauer
- Chair of Education Quality Committee: Louise Dannhauer

Natasha Mandryk accepted a new position at VCC as Associate Director, Academic Planning, Policy & Analysis and resigned from the EdCo Chair position and the elected faculty seat. As a result, interim chair elections were held at the September 2025 EdCo meeting.

Louise Dannhauer was elected interim Education Council Chair and stepped down from her other offices. The following members were elected to interim terms: Emily Logan (EdCo Vice-Chair and Education Policy Committee Chair); Andy Sellwood (Education Quality Committee Chair).

A by-election for a student seat was held in February/March 2025; Marcus Ng was elected.

Education Council Membership

Chair: Natasha Mandryk; from September 2025: Louise Dannhauer

Vice-Chair: Louise Dannhauer; from September 2025: Emily Logan

Executive: Andy Sellwood and Emily Simpson

Ajay Patel, President & CEO	Ex officio
Andy Sellwood, Faculty, Hospitality, Food Studies & Applied Business	Nov 2024–Oct 2026
Anik Joy Varghese, Student, College-at-Large.....	Nov 2024–Aug 2025
Brianna Higgins, Faculty, Student Success	Nov 2024–Oct 2026
Dave McMullen, Registrar	Jan 2025–Dec 2025
David Kirk, Dean, Curriculum & Pedagogy.....	Jan 2024–Aug 2025
Jessie Williams, Dean, Indigenous Initiatives	Sep 2025–Dec 2025
David Wells, Vice President, Academic & Applied Research.....	Jan 2025–Dec 2025
Dennis Innes, Dean, School of Hosp., Food Studies & Appl. Business.....	Jan 2025–Aug 2025
Emily Logan, Faculty, Arts & Sciences	Nov 2024–Oct 2026
Emily Simpson, Faculty, CTLR/ School of Instructor Education.....	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027
Jingwei (Matt) Xu, Student, College-at-Large	Nov 2025–Jan 2026

Kseniia Osipova, Support Staff, College-at-Large	Nov 2023–Oct 2025
Lisa Beveridge, Faculty, Health Sciences	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027
Louise Dannhauer, Faculty, Trades, Technology & Design	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027
Mandy Hayre, Interim Dean, School of Health Sciences	Sep 2025–Dec 2025
Marcus Ng, Student, College-at-Large	Mar 2025–Oct 2025
.....	Nov 2025–Oct 2026
Michael Weber, Faculty, Arts & Sciences	Nov 2025–Oct 2027
Nafiseh Tohidi, Faculty, College-at-Large	Nov 2024–Oct 2026
Natasha Mandryk, Faculty, Arts and Sciences	Nov 2023–Aug 2025
Nelba Garcia, Student, College-at-Large	Nov 2025–Oct 2026
Poorna Karthikeya Balachandar, Student, College-at-Large	Nov 2024–Oct 2025
Rahul Ranwa, Student, College-at-Large	Nov 2024–Apr 2025
Rosie Gosling, Faculty, Health Sciences	Nov 2025–Oct 2026
Shirley Lew, Dean, School of Arts and Sciences	Jan 2025–Dec 2025
Stephanie Callaghan, Faculty, Health Sciences	Nov 2024–Aug 2025
Todd Rowlatt, Faculty, Library & Learning Centre	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027
Vivian Munroe, Support Staff, College-at-Large	Nov 2023–Oct 2025
.....	Nov 2025–Oct 2027

Curriculum Committee Membership

Alison Rudko, Associate Registrar, International Education
 Andrea Korens, Senior Program Coordinator, Continuing Studies
 Anik Joy Varghese, Student Representative (to August 2025)
 Louise Dannhauer, Faculty, Music, Dance & Design/Chair, Education Council (ex officio)
 Bruce McGarvie, Faculty, Trades & Technology
 David Wells, Vice President, Academic & Applied Research
 Dawn Cunningham Hall, Assistant Registrar
 Fionna Chong, Faculty, Centre for Teaching, Learning & Research/Instructor Education
 Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research
 Jessie Williams, Dean, Indigenous Initiatives (to September 2025)
 Kseniia Osipova, Support Staff
 McKenzie Young, Faculty, Library & Learning Centre
 Michael Weber, Faculty, Arts & Sciences
 Natasha Mandryk, Chair, Education Council (ex officio; to August 2025)
 Nigel Scott, Student Success
 Radhika Kumar, Faculty, Health Sciences
 Tannis Morgan, Associate Vice President, Academic Innovation
 Tanya O'Neill, Manager, Indigenous Education Initiatives (from September 2025)

Todd Rowlatt, Faculty, Library & Learning Centre
 Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business

Education Policy Committee Membership

Andy Sellwood, Faculty, Hospitality, Food Studies & Applied Business
 Celine Huang, Manager, International Education (to June 2025)
 Chelsea Hunter, Operations Manager, Centre for Continuing Studies
 Christina Carnacete, Student Representative (from Nov 2025)
 Clay Little, Associate Director, Indigenous Education & Community Engagement
 David Wells, Vice President, Academic & Applied Research
 Doug Mauger, Faculty, Instructor Education
 Emily Logan, Faculty, Music, Dance & Design
 Fionna Chong, Faculty, Centre for Teaching, Learning & Research (to Jan 2025)
 James Fournie, Faculty, Library & Learning Centre
 Jaskaran Singh, Student Representative (to Jun 2025)
 Kamal Chaudhry, Manager, International Education (from Jul 2025)
 Lisa Beveridge, Faculty, Health Sciences (from Sep 2025)
 Louise Dannhauer, Faculty, Trades, Technology & Design/EdCo Chair (ex officio)
 Lucy Griffith, Dean, Trades, Technology & Design
 Margaret Buxton, Faculty, Arts & Sciences
 Marnie Findlater, Assistant Registrar
 Michael Coard, Faculty, Trades
 Natasha Mandryk, Chair, Education Council (ex officio) (to Aug 2025)
 Radhika Kumar, Faculty, Centre for Teaching, Learning & Research (from Feb 2025)
 Reba Noel, Student Success
 Robyn Wood, Support Staff
 Sara Yuen, Faculty, Language Studies
 Stephanie Callaghan, Faculty, Health Sciences (to Aug 2025)
 Tanny Marks, Arbiter of Student Issues (ex officio)

Education Quality Committee Membership

Andy Sellwood, Faculty, Hospitality, Food Studies & Applied Business (from Sep 2025)
 Claire Sauvé, Associate Director, Continuing Studies
 Clay Little, Associate Director, Indigenous Education & Community Engagement
 David Wells, Vice President, Academic & Applied Research
 Fionna Chong, Faculty, Centre for Teaching, Learning & Research
 Heidi Parisotto, Faculty, Health Sciences
 Louise Dannhauer, Faculty, Trades, Technology & Design/EdCo Chair (ex officio)
 Mandy Hayre, Interim Dean, Health Sciences
 Michael Weber, Faculty, Arts & Sciences
 Natasha Mandryk, Chair, Education Council (ex officio) (to Aug 2025)
 Patris Aghakian, Associate Director, Institutional Research
 Pervin Fahim, Associate Director, School of Health Sciences

Poorna Karthikeya Balachandar, Student Representative
 Tannis Morgan, Associate Vice President, Academic Innovation
 Todd Rowlett, Faculty, Library & Learning Centre
 Vivian Munroe, Support Staff

Appendix C – 2025 Meeting Dates

Education Council

January 14	June 10	November 12
February 11	June 17 (Planning Day)	December 8 (Planning Day)
March 11	September 9	December 9
April 8	September 17	
May 13	October 14	

Curriculum Committee

January 21	May 20	September 16
February 18	June 17	October 21
March 18	August 19	November 18
April 15	August 25	December 16

Education Policy Committee

March 5	June 4	October 8
May 14	September 3	November 5

Education Quality Committee

January 29	May 21	October 29
March 6	June 18	November 19
March 13 (CD Fund)	September 17	December 15



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 9, 2026

ISSUE: Renamed Programs – Deactivating PCGs

BACKGROUND:

A number of programs have been renamed since late 2024, mostly to better reflect their content and alignment with relevant CIP codes. These name changes were approved by the Board of Governors.

DISCUSSION:

Due to the name changes, new PCGs (program content guides) were created under the new names in CourseLeaf. The previous PCGs will be deactivated for September 2026.

As these PCG deactivations are just an administrative system clean-up, they are presented to EdCo for information only. There is no impact on students still completing the programs.

PCGs to be deactivated:

- Automotive Parts and Service Management Diploma
- Auto Collision and Refinishing Diploma
- Automotive Collision and Refinishing Foundation Certificate (E-pprentice)
- Automotive Service Technology Diploma
- Business and Project Management Post Degree Diploma
- Culinary Arts and Food Service Management Diploma
- Hospitality Management Diploma
- Marketing Technology Diploma
- Network Technology Administration and Security Post-Degree Diploma

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: June 1, 2026