



Vancouver Community College Education Council

Meeting Agenda

September 15, 2026

3:30–5:30 p.m. Videoconference

[Teams:](#)

Meeting ID: 221 385 757 956 82

Passcode: jh6pu6aQ

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		L. Dannhauer			
2. ACKNOWLEDGEMENT		A. Kaur Mangat			
3. ADOPT AGENDA	Approval	L. Dannhauer	1 min	✓	1-2
4. APPROVE PAST MINUTES	Approval	L. Dannhauer	1 min	✓	3-7
5. ENQUIRIES & CORRESPONDENCE	Info	L. Dannhauer	1 min		
6. BUSINESS ARISING					
i. College Update	Info	D. Wells	10 min		
ii. Program Suspensions: Business Management Post-Degree Diploma & Project Management Post-Degree Diploma	Approval	S. Lew, J. Kelly	15 min	✓	8
iii. Program Suspension: Medical Transcriptionist Certificate	Approval	M. Hayre, P. Fahim	10 min	✓	9-10
iv. Program Suspension: Executive Assistant Certificate	Approval	M. Hayre, P. Fahim	10 min	✓	11-12
v. Program Discontinuance: Legal Administrative Assistant Certificate (Part Time)	Approval	M. Hayre, P. Fahim	5 min	✓	13
vi. Notice of EdCo Elections	Info	L. Dannhauer	2 min		
vii. EdCo & Committees Meeting Schedule 2027	Approval	L. Dannhauer	2 min	✓	14
7. COMMITTEE REPORTS					
a. Curriculum Committee		L. Dannhauer			
i. Course Updates: ENSK 0716 & 0816	Approval	J. Kelly	5 min	✓	15-24

Topic	Action	Speaker	Time	Attachment	Page
ii. New Courses: MATH 0763 & 0773	Approval	N. Mohammad Taheri, A. Woods	5 min	✓	25-33
iii. New Courses: HSPT 1000, 1005, 1010	Approval	B. Mand, B. Kaplan, D. Simpson	5 min	✓	34-50
iv. Program Update: Supply Chain and Logistics Short Certificate	Approval	A. Sellwood	5 min	✓	51-57
v. Program Updates: Early Childhood Care and Education Diploma & Early Childhood Care and Education Certificate	Approval	D. Lindskog-Wilson	5 min	✓	58-156
vi. Program Update: Sign Language Interpretation Diploma	Approval	B. Mykle-Hotzon	5 min	✓	157-242
vii. Program Updates: 2D Animation Diploma & 3D Animation Diploma	Approval	A. Lipsett, A. Korens	5 min	✓	243-344
viii. Program Updates & Name Changes: Dental Assisting Certificate & Dental Assisting Certificate (Online); Dental Reception Certificate	Approval	E. Squires	5 min	✓	345-494
ix. Program Update: Occupational/Physical Therapist Assistant Diploma	Approval	C. Kimoto	5 min	✓	495-610
x. Program Updates: Practical Nursing & Access to Practical Nursing Diplomas	Approval	A. Murdock	5 min	✓	611-791
xi. Program Update: Health Unit Coordinator Certificate	Approval	K. Griffiths	5 min	✓	792-842
xii. Course Deactivations	Approval	L. Dannhauer	2 min	✓	843-844
b. Policy Committee	Info	E. Logan	2 min		
c. Education Quality Committee	Info	A. Sellwood	5 min		
8. CHAIR REPORT	Info	L. Dannhauer	2 min		
9. STUDENT REPORT	Info	M. Ng	2 min		
10. NEXT MEETING & ADJOURNMENT	Info	L. Dannhauer	1 min		

Next meeting:

October 13, 2026, 3:30-5:30 p.m.



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

June 9, 2026

3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

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

Regrets

Jessie Williams	Lisa Beveridge	Michael Weber
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Guests

Anastasiya Stolyarova	Kirsten Hagemoen	Pervin Fahim
Gary Franceschini	Kseniia Osipova	Sara MacFayden
Jennifer Kelly	Lucy Griffith	Sid Khullar
John Demeulemeester	Michael Yue	Tannis Morgan
Kelly Wightman	Pamela McDonald	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

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

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the June 9, 2026 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the May 12, 2026 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

Annual Contract Training Update

- M. Yue presented the Partnership Development Office's (PDO) annual update on contract training. A summary of 2025/26 contracts was included in the meeting package; 37 new contracts started within that timeframe.
- The importance of collaboration between the PDO and other College areas, and relationship-building within the community were emphasized. Contract training also provides an opportunity for departments to tell their stories and highlight the diversity of VCC's engagement with industry and community.

Annual Deans' and Directors' Presentations – Part 6

- T. Morgan, Associate Vice President Academic Innovation, presented the annual update on the Centre for Education Excellence, which includes the School of Instructor Education, Learning Centre, and Centre for Teaching, Learning & Research. There was a discussion about staffing in the Learning Centre, as well as the recent Provincial Instructor Diploma (PIDP) program renewal.

Academic Year 2026/27, 2027/28, 2028/29

MOTION: THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Academic 2026/2027, 2027/28, and 2028/29.

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

- D. McMullen presented the Academic Year dates for the next three years.

7. COMMITTEE REPORTS

Curriculum Committee

i) Program Updates School of Health Sciences – CSIH Courses

MOTION: 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.

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

- T. Rowlatt presented the proposal. Two Cultural Safety and Indigenous Health 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).
- The current proposal is to formally add the course(s) to the first group of programs. Eventually, students in all Health Sciences 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. Students will receive a badge for course completion, and the courses will be reflected on transcripts. CSIH 1010 has already run, with CSIH 1015 to be piloted soon.

ii) Program Update: IT Operations Professional Certificate & New ITOP Courses

MOTION: 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.

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

- S. Khullar presented proposed 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 (renamed Information Systems Security and Administration (ISSA) Post-Degree Diploma).
- ITOP program updates emphasize hands-on, applied learning intended to mirror real-world IT practice. The Short Certificate exit option was removed; instead, a micro-credential (Award of Achievement)

was embedded. Based on Curriculum Committee feedback, a suggested (not mandatory) minimum English level was added to admission requirements to provide guidance for students.⁵

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

iii) New Program: Bachelor of Applied ASL–English Interpretation (Wireframe)

MOTION: 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.

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

- K. Hagemoen and S. MacFayden presented the proposal for the new Bachelor of Applied ASL–English Interpretation, which has been submitted to BC’s Degree Quality Assessment Board (DQAB). The degree will combine the existing American Sign Language (ASL) and Deaf Studies Certificate and the Sign Language Interpretation Diploma, with an additional fourth year that allows students to expand and deepen their skills in ASL and interpretation.
- Students will have the option to exit after Year 1 with a Certificate in American Sign Language & Deaf Studies, or after Year 2 with a Diploma in Advanced American Sign Language & Deaf Studies. The plan is to continue offering the certificate as a standalone program as well, for those interested in learning ASL but not seeking interpreter training.
- The current proposal consists of a wireframe program content guide; full course outlines will be presented for approval at a later date. The Degree Quality Assessment Board (DQAB) requires VCC Board approval of the program as part of the Phase 1 application to allow for this degree to be established at VCC.
- Curriculum Committee discussed the admission requirement of English 12 with a minimum ‘B’ grade, which reflects the importance of higher-level English and overall critical thinking skills interpreters require. The department will continue discussing the minimum progression grade (‘B+’ proposed); this detail does not need to be finalized at this time.

iv) New Program: Construction Engineering Technician Diploma

MOTION: THAT Education Council approve, with changes approved 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.

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

- K. Wightman presented the proposal for the new Construction Engineering Technician Diploma. This program will replace the existing Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma. 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.
- 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, Education Council agreed to continue with the exemption in place for the predecessor program, since Year 2 includes 30 new credits, half of the minimum 60 credits required for diplomas.

- EdCo members requested only minor adjustments to consolidate some program learning outcomes, to be completed after the meeting. Regarding AI tools used in the program, it was recommended to conduct (or confirm) a Privacy Impact Assessment (PIA).⁶

v) Program Updates: Health & Wellness Professional - Cosmetology Diploma and Esthetics & Spa Therapy Certificate

MOTION: THAT Education Council approve, with the changes approved 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.

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

- G. Franceschini and P. MacDonald presented proposed revisions to align the Health & Wellness Professional – Cosmetology Diploma and the Esthetics & Spa Therapy Certificate with Qualifications Scotland (formerly Scottish Qualifications Authority, SQA). The revisions focus on strengthening foundational esthetics skills, while removing less in-demand content and accommodating increased assessment requirements. The updated structure provides students with both a VCC credential and the opportunity to obtain Qualifications Scotland unit certification, although these two remain separate.
- The current target date of January 2027 requires notification and consent of current diploma students to transition to the revised curriculum. The department is working on obtaining agreement from all affected students; otherwise, changes would need to be postponed to September 2027.
- Curriculum Committee requested some adjustments, including clarify and distinguish between requirements to pass the VCC course and Qualifications Scotland requirements in evaluation plans. These changes were completed.
- EdCo members suggested aligning the program considerations sections more closely with style guide language. It was agreed to complete these minor edits after the meeting.

vi) New Programs: 2D Animation Diploma & 3D Animation Diploma

MOTION: 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.

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

- A. Lipsett presented the proposal for the new 2D Animation Diploma and 3D Animation Diploma. VCC will be teaching out the programs to students who have started at another institution. The programs are intense, with about 70 credits completed in one year.
- As the programs are based on existing curriculum, the curriculum documentation does not fully reflect VCC's typical style and formatting standards. At this time, the focus is on maintaining alignment with the curriculum students were originally admitted to, in order to support continuity during the teach-out. Should VCC continue offering the programs in the future, the curriculum documentation would be reviewed for potential adjustments.
- It was agreed to seek provisional approval for these programs, which means an ad hoc committee will be formed to support the programs during the initial offering, with the ability to approve smaller curriculum adjustments.

vii) Minor Curriculum Updates Jan–May 2026

- The information note listing recent approvals by Curriculum Committee was included in the meeting package.

Education Policy Committee

- E. Logan reported that a working group is conducting a full review of the Academic Integrity policy (325). Policy and procedures drafts were discussed at the last committee meeting. The working group will incorporate committee feedback and aims to present an updated version in the late summer or fall.

Education Quality Committee

i) Chair Report

- A. Sellwood reported on the last committee meeting on May 20. F. Chong presented a framework for sustainable program and course redesign, developed by the CTLR. The committee also discussed follow-up items from the Annual Program Review discussion with the deans, including facilitating a session around educational quality at VCC in the fall.

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

- A. Sellwood provided an update from the working group, which aims to present its final report with recommendations for the Business Management and Project Management programs in mid July.

8. CHAIR REPORT

- L. Dannhauer reported on the latest meeting of the Academic Governance Council (AGC), which consists of Education Council Chairs and Vice-Chairs from post-secondary institutions across BC. The meeting provided an opportunity to share governance practices and discuss topics including Education Council roles and responsibilities, policy development, curriculum governance, and the impact of artificial intelligence on teaching and learning.
- VCC's 2025 [Strategic Innovation Plan Accomplishments Report](#) was presented to the Board of Governors in May and is now posted online.
- The launch of the revised Graphic Design Diploma was moved to September 2027.

a. EdCo Annual Report 2025

- The report was included in the meeting package.

b. Renamed Programs

- A number of programs have been renamed since 2024. New PCGs (program content guides) were created under the new names in CourseLeaf. L. Dannhauer reported that the previous PCGs will be deactivated for September 2026. Since these deactivations are just an administrative system clean-up, they were presented to EdCo for information only. There is no impact on students still completing the programs.

9. STUDENT REPORT

- A. Mangat Kaur conveyed concerns from students in the Health & Wellness Professional - Cosmetology Diploma regarding a lack of clarity around convocation eligibility. In addition, there were recommendations for earlier and clearer communication to students about tuition payment deadlines and cost of program kits, as well as provision of more affordable, healthy food options to support student well-being. L. Dannhauer recommended addressing these concerns with the department and other relevant College areas.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on September 15, 2026, 3:30–5:30 p.m.
- The meeting was adjourned at 5:08 p.m.

Louise Dannhauer, Chair, VCC Education Council



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Recommendation for Suspension of Business Management and Project Management Post-Degree Diploma programs

BACKGROUND:

The Business Management Post-Degree Diploma Program launched in 2017 (as the Canadian Business Management Post-Degree Diploma), and grew from an initial cohort of 50 students in 2017-18 to 350 new students in 2023-24. The Project Management Post-Degree Diploma Program began in 2019-20 (as the Business and Project Management Post-Degree Diploma) with about 80 students, and also grew to 350 new students in 2023-24. Both programs demonstrated strong enrolments, high completion rates, and financial sustainability driven by international tuition. However, changes to federal immigration policy beginning in late 2024 have substantially reduced the demand for Post-Degree Diploma (PDD) programs, and the last intake for both programs was in January 2025.

DISCUSSION:

As per Policy 414 Suspension and/or Discontinuance of Programs, Education Council formed a Program Feasibility Working Group in April 2026 to review both programs. The Working Group determined that continuing to offer either program in its current form is not viable due to low enrolments, heightened competition with other institutions and master's programs, and reduced attractiveness to international students due to changes in post-graduate work permit eligibility. The Working Group also emphasized the need to shift toward more flexible programming that aligns with domestic demand and evolving labour market needs, such as microcredentials and targeted upskilling opportunities.

RECOMMENDATION:

THAT Education Council recommend the Board of Governors suspend the Business Management and Project Management Post-Degree Diploma programs effective October 1, 2026.

PREPARED BY: Shirley Lew, Dean, Arts & Sciences
Jennifer Kelly, Associate Director, Arts & Sciences



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Suspension of the Medical Transcriptionist Certificate program

BACKGROUND:

The Medical Transcriptionist Certificate is a full time, 32-week program with a long history at VCC and a strong reputation among industry partners. Despite high educational quality and positive graduate outcomes, enrolment has been in long term decline, with no cohorts running in 2023 or 2024. The program completed a comprehensive renewal in 2022, including curriculum updates to reflect technological change; however, concerns related to tuition and costing arose after the curriculum was approved. As a result, the revised program has yet to receive Board approval. The renewed curriculum has not been implemented and the program remains inactive.

In response, Willy Aroca Aguirre, Interim Dean, School of Hospitality, Food Studies, and Applied Business and the department requested a feasibility review under Policy 414 Suspension and/or Discontinuance of Programs to assess the sustainability and relevance of the program.

DISCUSSION:

The feasibility review found that the Medical Transcriptionist program is not financially viable under current or projected enrolment scenarios. Historical data indicate significant annual deficits. Tuition levels required to approach cost recovery would represent a major increase for students, an unappetizing prospect for a moderate wage occupation. Enrolment challenges are compounded by rapid technological change in the field and declining visibility of the profession, despite continued employer interest in skilled professional preparation and editing of patient records. The Applied Business department was consulted in May 2026 and agree to proceed with the program suspension.

RECOMMENDATION:

THAT Education Council recommend the Board of Governors suspend the Medical Transcriptionist Certificate program effective October 1, 2026.

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

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

604.871.7000

vcc.ca



PREPARED BY: Mandy Hayre, Interim Dean, School of Health Sciences and Applied Business programs

DATE: September 9, 2026



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Suspension of the Executive Assistant Certificate program

BACKGROUND:

The Executive Assistant Certificate is a part-time, six-course program that has been offered at VCC since the mid 1990s. Enrolment has declined in the past decade. The last offering (2021—2023) averaged 9 students per course. No courses in this program have been offered since early 2023.

The review identified that there are no records of a program renewal in the past 20 years, though curriculum was updated in 2016. In its current form, it does not comply with VCC's credential policy. While student satisfaction and employment outcomes have been strong, low enrolment challenges result in the program running at a loss, with tuition revenue insufficient to cover even direct costs of delivery.

In response, Willy Aroca Aguirre, Interim Dean, School of Hospitality, Food Studies, and Applied Business and the department requested a feasibility review under Policy 414 Suspension and/or Discontinuance of Programs to assess the sustainability and relevance of the program.

DISCUSSION:

The feasibility report concluded that the current version of the Executive Assistant program is not viable for continuation. Enrolment levels are insufficient to support regular course offerings, and the program's structure is inconsistent with VCC credential policy. Although labour market demand for executive assistants remains strong, there is significant competition from programs at other institutions, particularly diploma-level or stacked credential models.

The Applied Business department was consulted in May 2026 and agree to proceed with the program suspension.

RECOMMENDATION:

THAT Education Council recommend the Board of Governors suspend the Executive Assistant Certificate program effective October 1, 2026.

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

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

604.871.7000

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PREPARED BY: Mandy Hayre, Interim Dean, School of Health Sciences and Applied Business programs

DATE: September 9, 2026



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Discontinuance of the online Legal Administrative Assistant Certificate (Part Time)

BACKGROUND:

The online part-time Legal Administrative Assistant (“LAA”) program was offered by a group of roughly 10 colleges (the number changed over time) and universities in British Columbia and the Yukon. It was hosted by BCcampus, along with the online Applied Business Technology (“ABT”) program. In June 2018, BCcampus stopped hosting the two programs and VCC stopped offering the program. While the ABT program at VCC has been de-activated; the online part-time LAA program is still shown as active.

DISCUSSION:

While the Applied Business Department hopes to offer an online part-time LAA program in the future, there are no plans at present to develop such a program. It is requested that the online part-time LAA program be de-activated. The Applied Business Department is in agreement.

RECOMMENDATION:

THAT Education Council recommend the Board of Governors discontinue the Legal Administrative Assistant Certificate (Part Time) program effective October 1, 2026.

PREPARED BY: Mandy Hayre, Interim Dean, School of Health Sciences and Applied Business programs

DATE: September 9, 2026

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

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

604.871.7000

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EDUCATION COUNCIL & STANDING COMMITTEES 2027 MEETING SCHEDULE - **DRAFT**

Education Council: generally meets on the second Tuesday of each month, 3:30–5:30 p.m.

January 12	July – No meeting
February 9	August – No meeting
March 9	September 14
April 13	October 12
May 11	November 9
June 8	December 7

Education Policy Committee: generally meets on the first Wednesday of each month, 2:30–4:30 p.m.

January 13	July – No meeting
February 4 (Thu)	August 4
March 3	September 8
April 7	October 6
May 5	November 3
June 2	December 2 (Thu)

Curriculum Committee: generally meets on the third Tuesday of each month, 2:30–4:30 p.m.

January 19	July – No meeting
February 16	August 17
March 16	September 21
April 20	October 19
May 18	November 16
June 15	December 14

Education Quality Committee: meets on the third or fourth Wednesday of each month, 2:00–4:00 p.m.

January 27	July – No meeting
February 24	August – No meeting
March 24	September 22
April 28	October 27
May 19	November 24
June 16	December – No meeting

Last Updated: September 8, 2026

This meeting schedule is subject to change. Please check [myVCC](#) for the most up-to-date information.



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: **ENSK 0716 and 0816**

BACKGROUND:

The Humanities department is proposing edits two skills courses: ENSK 0716 Reading and Study Skills 10 and ENSK 0816 Reading and Study Skills 11. These courses are used to support students who need some additional focus on reading while working to complete English Studies 10 and 11. The course outlines were incomplete and listed the wrong hours. After consultation with the Registrar's Office, course hours were corrected to 96 hours, reflecting how these longstanding courses are taught in practice. In addition, the course learning outcomes, course description and evaluation plan have been updated.

DISCUSSION:

Lisa Tremblay, Acting Department Head, presented the proposal. The Committee requested two changes:

1. Remove “instructor permission required” from the pre-requisites. While these courses do require instructor permission to register, this will be managed through Banner and should not be listed under pre-requisites, as per the RO.
2. Additional leveling and differentiation between the course learning outcomes of the two courses. The CLOs did not show student progression in the two courses.

All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to ENSK 0716 Reading and Study Skills 10 and ENSK 0816 Reading and Study Skills 11, including corrections to course hours.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 24, 2026

Course Change Request

Date Submitted: 08/11/26 3:55 pm

Viewing: **ENSK 0716 : Reading and Study Skills 10**

Last approved: 06/24/25 4:18 am

Last edit: 08/24/26 1:28 pm

Changes proposed by: ltremblay

Programs
referencing this
course

[177: Academic Upgrading Grades 10-12](#)

Course Name:

Reading and Study Skills 10

Effective Date: January 2027

School/Centre: Arts & Sciences

Department: CF - Humanities (2006)

Contact(s)

In Workflow

1. 2006 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 07/29/26 2:21 pm
Darija Rabadzija (drabadzija):
Rollback to Initiator
2. 08/06/26 9:36 am
Darija Rabadzija (drabadzija):
Approved for 2006 Leader
3. 08/11/26 11:46 am
Jennifer Kelly (jekelly): Rollback to 2006 Leader for SAS Dean
4. 08/11/26 11:51 am
Darija Rabadzija (drabadzija):
Rollback to Initiator
5. 08/11/26 3:30 pm
Darija Rabadzija (drabadzija):
Rollback to Initiator
6. 08/11/26 4:01 pm
Darija Rabadzija (drabadzija):

17
Approved for 2006
Leader

7. 08/11/26 4:14 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

8. 08/24/26 1:52 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee

History

1. Jun 7, 2022 by
Nicole Degagne
(ndegagne)
2. Jun 24, 2025 by
Michael Weber
(mweber)

Name	E-mail	Phone/Ext.
Humanities Department Head	ltremblay@vcc.ca humanities@vcc.ca	6048717644

Banner Course Reading and Study Skills 10
Name:

Subject Code: ENSK - English Skills

Course Number 0716

Year of Study Grade 10 Equivalency

Credits: 0

Bridge College Code AB

Bridge Billing Hours 0-3

Bridge Course Level 11

Course Description:

This is a Grade 9/10 non-credit course that focuses on improving reading comprehension and speed.

Students improve their ability to recognize implied meaning, inferences and organizational strategies in academic texts. Vocabulary development and study skills are included. ~~A book review is required.~~

Course Pre-Requisites (if applicable):

Grade 9 English recommended.

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	Improve reading comprehension and speed <u>to a Grade 10 level.</u>
<u>CLO #2</u>	<u>Identify main ideas, implied main ideas, inferences and vocabulary in context.</u>
<u>CLO #3</u>	<u>Identify rhetorical strategies being used in texts.</u>
<u>CLO #4</u>	<u>Expand vocabulary and use in sentences.</u>

Instructional

Strategies:

Students work through the material in a paper-based format (textbook and hand-outs provided) and access face-to-face support from an instructor as needed.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Quizzes/Tests</u>	<u>50</u>	<u>Reading for meaning and to identify various rhetorical devices in texts (main ideas, implied ideas, vocabulary in</u>

Type	Percentage	Brief description of assessment activity
		<u>context, inferences and argument). Five section tests worth 12.5% each.</u>
<u>Quizzes/Tests</u>	<u>25</u>	<u>5 vocabulary quizzes worth 5% each.</u>
<u>Final Exam</u>	<u>25</u>	<u>Exit Test (must get 75% to pass)</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: 96 ~~12~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Tutorial

Hours in Category 1: 48 ~~6~~

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: 48 ~~6~~

Course Topics

Course Topics:

Main ideas, Implied main ideas, inferences, vocabulary in context and improving vocabulary.

[Text book and worksheets \(not online\) available from instructor/library.](#)

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

This course previously had the wrong number of hours. Should be 96, not 12. This was never a 12 hour course.

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

No

Consultations

Additional Information

Provide any additional information if necessary.

75% needed for a passing grade.

Course is only available with instructor approval.

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?

No

Course Change Request

Date Submitted: 08/11/26 3:58 pm

Viewing: **ENSK 0816 : Reading and Study Skills 11**

Last approved: 09/10/25 4:03 am

Last edit: 08/24/26 1:30 pm

Changes proposed by: ltremblay

Programs
referencing this
course

[177: Academic Upgrading Grades 10-12](#)

Course Name:

Reading and Study Skills 11

Effective Date: January 2027

School/Centre: Arts & Sciences

Department: CF - Humanities (2006)

Contact(s)

In Workflow

1. 2006 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 07/29/26 2:21 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator
2. 08/06/26 9:36 am
Darija Rabadzija
(drabadzija):
Approved for 2006
Leader
3. 08/11/26 11:46 am
Jennifer Kelly
(jekelly): Rollback to
2006 Leader for SAS
Dean
4. 08/11/26 11:51 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
5. 08/11/26 4:01 pm
Darija Rabadzija
(drabadzija):
Approved for 2006
Leader
6. 08/11/26 4:14 pm
Jennifer Kelly

22
(jekelly): Approved
for SAS Dean
7. 08/24/26 1:52 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jun 7, 2022 by
Nicole Degagne
(ndegagne)
2. Sep 10, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Department Head, Humanities</u>	<u>ltremblay@vcc.ca</u>	<u>6048717644</u>

Banner Course Reading and Study Skills 11
Name:

Subject Code: ENSK - English Skills

Course Number 0816

Year of Study Grade 10 Equivalency

Credits: 0

Bridge College Code AB

Bridge Billing Hours 0-3

Bridge Course Level 11

Course Description:

This is a grade ~~Grade~~ 11 level, non-credit course that focuses on advanced study skills, improving reading efficiency, ~~summary writing~~, and vocabulary development for academic purposes. ~~development. One of the major assignments is a book review.~~

Course Pre-Requisites (if applicable):

Reading and Study Skills 10 or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<u>CLO #1</u>	<u>Improve reading comprehension and speed to a Grade 11 level.</u>
<u>CLO #2</u>	<u>Evaluate main ideas, implied main ideas, inferences, arguments and vocabulary in context.</u>
<u>CLO #3</u>	<u>Expand vocabulary used for academic purposes.</u>

Instructional

Strategies:

Students work through the material (textbook/hand-outs) and access face-to-face support from an instructor as needed.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Quizzes/Tests</u>	<u>50</u>	<u>Reading for meaning and to identify various rhetorical devices in texts (main ideas, implied ideas, vocabulary in context, inferences and argument). Five section tests worth 10% each.</u>
<u>Quizzes/Tests</u>	<u>25</u>	<u>5 vocabulary quizzes worth 5% each.</u>
<u>Final Exam</u>	<u>25</u>	<u>Exit Test (must get 80% to pass)</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: 96 ~~12~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Tutorial

Hours in Category 1: 48 ~~6~~

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

Check all that apply:

Hours in Category 2: 0

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Individual Learning

Hours in Category 3: 48 ~~6~~

Course Topics

Course Topics:

Main ideas, Implied main ideas, inferences, arguments, vocabulary in context and improving vocabulary.

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

Textbook and worksheets (not online) available from the instructor/library.

Rationale and Consultations



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: New courses: MATH 0763 and MATH 0773

BACKGROUND:

The Mathematics Department is proposing two new courses: MATH 0763 Workplace Math 10 Part 1 and MATH 0773 Workplace Math Part 2. These two courses provide a Math 10 option with less algebra for learners who are focused on high school graduation and do not require Pre-Calculus 11. These Workplace Math courses will ladder into the existing Business/Technical Math 11.

DISCUSSION:

Nahid Mohammad Taheri, Acting Department Head, presented the proposal. The Committee requested a minor edit to clarify the pre-requisites for MATH 0763.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, new course outlines for MATH 0763 and MATH 0773.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: July 28, 2026

Course Change Request

New Course Proposal

Date Submitted: 05/12/26 2:26 pm

Viewing: **MATH 0763 : Workplace Math 10 Part 1**

Last edit: 06/16/26 3:31 pm

Changes proposed by: awoods

Other Courses
referencing this
course

In The Catalog Description:

Course Name:

Workplace Math 10 Part 1

Effective Date: January 2027

School/Centre: Arts & Sciences

Department: CF - Mathematics (2007)

Contact(s)

In Workflow

1. 2007 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/12/26 2:27 pm
Alison Woods
(awoods): Approved
for 2007 Leader
2. 06/01/26 12:15 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 06/22/26 4:12 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Alison Woods	math@vcc.ca	7579

Banner Course Name: Workplace Math 10 Part 1

Subject Code: MATH - Mathematics

Course Number: 0763

Year of Study: Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students the background foundation in basic math skills, including estimating, measurement, perimeter, area, volume, ratios, proportion, percent, geometry, rational numbers and an introduction to algebra.

Both MATH 0763 and MATH 0773 are required for completion of ABE Intermediate Level Mathematics.

Course Pre-Requisites (if applicable):

VCC MATH 0665 with a C- or 60% on the VCC Basic Arithmetic Assessment or equivalent.

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcomes I: 1-6, 8 & 9 as outlined in the Adult Basic Education Articulation Handbook 2025-26 under Mathematics: Intermediate Level - Developmental: https://www.bctransferguide.ca/transfer-options/adult-basic-education/abe-handbook/

Instructional**Strategies:**

Self paced: one-to-one individualized instruction

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	70	
Assignments	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: 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 96

Course Topics

Course Topics:

1. Estimating Skills/Calculator Use
2. Measurement

Course Topics:

- 3. Perimeter, Area and Volume
- 4. Ratio and Proportion
- 5. Percent
- 6. Geometry
- 8. Signed (Rational) Numbers
- 9. Algebra

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

Department-developed workbooks

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

These courses are meant to provide a math 10 option with less algebra for learners who are focused on high school graduation/not requiring pre-calculus 11.

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

No

Consultations

Consulted Areas	Consultation Comments
Other Department(s)	Course developed at the request of Fundamentals Dept and the Upgrading Hub.

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/12/26 2:26 pm

Viewing: **MATH 0773 : Workplace Math 10 Part 2**

Last edit: 05/12/26 2:26 pm

Changes proposed by: awoods

Other Courses
referencing this
course

In The Catalog Description:

Course Name:

Workplace Math 10 Part 2

Effective Date: January 2027

School/Centre: Arts & Sciences

Department: CF - Mathematics (2007)

Contact(s)

In Workflow

1. 2007 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 05/12/26 2:27 pm
Alison Woods
(awoods): Approved
for 2007 Leader
2. 06/01/26 12:16 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 06/22/26 4:12 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Alison Woods	math@vcc.ca	7579

Banner Course Name: Workplace Math 10 Part 2

Subject Code: MATH - Mathematics

Course Number: 0773

Year of Study Grade 10 Equivalency

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students the background foundation in basic math skills: statistics, powers, roots, scientific notation, polynomials, trigonometry and graphing.

Both MATH 0763 and MATH 0773 are required for completion of ABE Intermediate Level Mathematics.

Course Pre-Requisites (if applicable):

VCC MATH 0763 with a C- or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcome I: 7 and II: 1-4 as outlined in the Adult Basic Education Articulation Handbook 2025-26 under Mathematics: Intermediate Level - Developmental: https://www.bctransferguide.ca/transfer-options/adult-basic-education/abe-handbook/

Instructional

Strategies:

Self paced: one-to-one individualized instruction

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	70	
Assignments	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: 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 96

Course Topics

Course Topics:

- I.
7. Statistics

Course Topics:

- II.
1. Powers, Roots and Scientific Notation
 2. Polynomials
 3. Trigonometry
 4. Graphing

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

Department-developed workbooks

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

MATH 0763

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? No



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: **New courses: Hospitality in Healthcare (HSPT)**

BACKGROUND:

The Hospitality Management department is proposing three new courses: HSPT 1000 Introduction to Nutrition; HSPT 1005 Professional Communication in Healthcare; and HSPT 1010 Client Service Management in Healthcare. These courses will be packaged together in a micro-credential that brings hospitality principles into healthcare settings and supports employees moving into supervisory roles. Developed in partnership with Fraser Health, Providence Health Care and Vancouver Coastal Health, these are the first courses, with a goal of more courses in the future.

The first course, developed with a dietician, will be taught asynchronously online, while the other two will be taught in a blended format. The expectation is that many students will be working professionals, in many cases sent by a health authority for additional training.

DISCUSSION:

Darren Simpson, Assistant Department Head, and Belinda Kaplan, lead developer, presented the proposal. The Committee had no concerns. There was a brief discussion about future collaborations with the First Nations Health Authority.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, three new course outlines for HSPT 1000, HSPT 1005 and HSPT 1010.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 26, 2026

Course Change Request

New Course Proposal

Date Submitted: 07/28/26 10:38 am

Viewing: **HSPT 1000 : Introduction to Nutrition**

Last edit: 08/13/26 1:52 pm

Changes proposed by: drabadzija

Course Name:

Introduction to Nutrition

Effective Date: September 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Hospitality (6034)

Contact(s)

In Workflow

1. **6034 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. 07/28/26 10:37 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
2. 07/28/26 10:40 am
Chelsea Hunter
(chunter): Approved
for 6034 Leader
3. 07/29/26 2:47 pm
Andrea Korens
(akorens): Approved
for Senior PC
4. 08/04/26 3:53 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
5. 08/26/26 12:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Bobbi Mand	bmand@vcc.ca	604-443-8574

Banner Course Introduction to Nutrition
Name:

Subject Code: HSPT - Hospitality Microcred

Course Number 1000

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to the basic principles of nutrition for healthy eating and how nutrition requirements change over the lifecycle. Students explore Canada's Food Guide, digestion, macro- and micronutrients, and nutritional needs from infancy to older adulthood. Students develop skills in critically evaluating nutrition claims, conducting basic nutritional analysis of recipes, and adapting healthcare menus to meet nutrition requirements identified by nutrition professionals. Learning activities include case studies, discussions, and applied exercises.

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 role eating patterns, socio-cultural connections, government guidelines, and nutrition science play in food choices and overall health.
CLO #2	Compare the structure, function, and food sources of macronutrients and apply this knowledge to create balanced food service menus.
CLO #3	Determine the structure, function, and food sources of micronutrients and identify populations at higher risk of deficiencies.
CLO #4	Differentiate nutritional needs across the lifecycle and evaluate whether food service menus meet the needs of various age groups.
CLO #5	Analyze and critically evaluate nutrition claims made on products (e.g., nutrition labeling) and social media.

Instructional

Strategies:

Includes: asynchronous lectures and interactive discussions; presentations and case study analyses; individual assignments that strengthen understanding through applied learning; and collaborative group projects focused on critical thinking about nutrition claims.

Evaluation and Grading

Grading System: Letter Grade (A-F)
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20 - 30	Individual Assignments
Quizzes/Tests	10 - 20	
Project	20 - 30	Group Assignments
Midterm Exam	15	
Final Exam	15	
Participation	5 - 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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Tutorial

Hours in Category 1: 45

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:

Overview of Nutrition and Eating for Health

Digestion, Absorption, and Energy Production

Carbohydrates, Proteins and lipids (structure, function and food sources)

Fluid and Electrolyte Balance

Bone Health (calcium, vitamin D and osteoporosis)

Metabolism and Blood Function (Iron, Vitamin B12, Folate, Anemia)

Pregnancy, Infancy and Toddlerhood (Key nutrients; Breastfeeding; Food introduction)

Course Topics:

Children and Adolescence (Growth, Nutrition, Healthy eating environments)

Nutrition through adulthood (Older adults; Healthcare food service)

Thinking Critically About Nutrition (Weight bias, Nutrition claims, Research; AI and nutrition trends)

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

This proposal forms part of a suite of submissions supporting the development of the first of four micro-credentials. These micro-credentials are derived from a concept paper outlining a proposed diploma program that the Hospitality Department plans to launch in the future. To support a phased approach to program development, we are beginning with the introduction of individual micro-credentials. Successful completion of this course, along with Client Service Management in Healthcare and Professional Communication in Healthcare, which are being submitted concurrently, will satisfy the requirements for the first micro-credential.

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

Consultations

Consulted Areas	Consultation Comments
Other	Partners at Fraser Health, Coastal Health and Providence Health but mainly Fraser Health

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Have collaborated with CTLR throughout the design process
Registrar's Office	Consulted with Dawn Cunningham Hall

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Bobbi Mand (bmand) (07/28/26 10:05 am): Also consulted with Dawn Cunningham, Assistant Registrar, Curriculum and Calendar of Registrar's Office and Darija Rabadzija, Education Council Assistant

Darija Rabadzija (drabadzija) (07/28/26 10:37 am): Rollback: rollback to change ORG code

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course? No

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 07/28/26 10:38 am

Viewing: **HSPT 1005 : Communication in Healthcare**

Last edit: 08/13/26 1:53 pm

Changes proposed by: drabadzija

Course Name:

Professional Communication in Healthcare

Effective Date:

September 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Hospitality (6034)

Contact(s)

In Workflow

1. **6034 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. 07/28/26 10:37 am

Darija Rabadzija

(drabadzija):

Rollback to Initiator

2. 07/28/26 10:40 am

Chelsea Hunter

(chunter): Approved

for 6034 Leader

3. 07/29/26 2:48 pm

Andrea Korens

(akorens): Approved

for Senior PC

4. 08/04/26 3:53 pm

Adrian Lipsett

(alipsett): Approved

for CCS Dean

5. 08/26/26 12:38 pm

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee

Name	E-mail	Phone/Ext.
Bobbi Mand	bmand@vcc.ca	604-443-8574

Banner Course Name: Communication in Healthcare

Subject Code: HSPT - Hospitality Microcred

Course Number: 1005

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students develop the oral, written, interpersonal, and professional communication skills required in healthcare environments. Students learn to communicate effectively with patients, families, colleagues, interdisciplinary teams, and other healthcare stakeholders. Through experiential learning and self-reflection, students develop communication strategies that support collaboration, professionalism, service excellence, and patient-centered care.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	Explain the principles of effective communication in healthcare settings, including intercultural communication, professionalism, and patient-centered communication practices.
CLO #2	Demonstrate professional written communication skills through emails, documentation summaries, shift reports, and other workplace correspondence used in healthcare environments.
CLO #3	Apply verbal and non-verbal communication techniques when interacting with patients, families, colleagues, interdisciplinary teams, and other healthcare stakeholders.
CLO #4	Evaluate communication challenges in healthcare workplaces using self-reflection, critical thinking, and conflict resolution strategies.
CLO #5	Demonstrate professionalism, workplace etiquette, appearance and dress code expectations, and communication standards that support effective collaboration within healthcare organizations.

Instructional

Strategies:

Lectures, presentations, role-play, individual and group work

Evaluation and Grading

Grading System: Letter Grade (A-F)
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Written Assignments
Reflection	5-10	
Quizzes/Tests	15-20	
Other	30-40	Oral Presentations/Communication 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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Tutorial

Hours in Category 1: 45

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:

Foundations of Professional Communication in Healthcare

Communication with Patients, Families, and Healthcare Stakeholders

Interprofessional Communication and Team Collaboration

Active Listening, Empathy, and Intercultural Communication

Professional Writing, Digital Communication, and Documentation

Workplace Professionalism, Accountability, and Confidentiality

Conflict Resolution, Feedback, and Service Recovery

Course Topics:

Critical Thinking and Problem Solving in Healthcare Communication

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

HSPT 1000: Introduction to Nutrition

Additional Information

Provide any additional information if necessary.

Also consulted with Dawn Cunningham, Assistant Registrar, Curriculum and Calendar of Registrar's Office and Darija Rabadzija, Education Council Assistant.

Supporting
documentation:

Reviewer

Comments

Bobbi Mand (bmand) (07/28/26 10:08 am): Also consulted with Dawn Cunningham, Assistant Registrar, Curriculum and Calendar of Registrar's Office and Darija Rabadzija, Education Council Assistant And the Primary Proposal is HSPT 1000: Introduction to Nutrition

Darija Rabadzija (drabadzija) (07/28/26 10:37 am): Rollback: rollback to change ORG code

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

No

Course Change Request

New Course Proposal

Date Submitted: 07/28/26 10:38 am

Viewing: **HSPT 1010 : Client Service Management**

Last edit: 08/13/26 1:53 pm

Changes proposed by: drabadzija

Course Name:

Client Service Management in Healthcare

Effective Date:

September 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Hospitality (6034)

Contact(s)

In Workflow

1. 6034 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. 07/28/26 10:37 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
2. 07/28/26 10:40 am
Chelsea Hunter
(chunter): Approved
for 6034 Leader
3. 07/29/26 2:50 pm
Andrea Korens
(akorens): Approved
for Senior PC
4. 08/04/26 3:54 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
5. 08/26/26 12:38 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	47 Phone/Ext.
Bobbi Mand	bmand@vcc.ca	604-443-8574

Banner Course Name: Client Service Management

Subject Code: HSPT - Hospitality Microcred

Course Number 1010

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course examines the principles and practices of client service excellence within healthcare environments. Students explore the relationship between service quality, patient and family experiences, client loyalty, and organizational success. Using a patient-centered approach, learners develop the skills required to anticipate needs, deliver exceptional service, resolve concerns, and contribute to positive healthcare experiences. Emphasis is placed on professionalism, communication, service recovery, cultural awareness, critical thinking, and the use of technology to support service delivery.

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	Review the principles of healthcare service management and interpret the role of patient and client experience within healthcare organizations, demonstrating professionalism and accountability.
CLO #2	Examine the patient and client experience and apply professional communication strategies across written, verbal, and digital formats to meet and exceed service expectations.
CLO #3	Perform service recovery skills to anticipate needs, resolve complaints and concerns, and deliver high-quality client experiences across healthcare environments.
CLO #4	Analyze trends in client service and technological innovations using critical thinking and evidence-based decision-making to evaluate operational and service challenges in healthcare.
CLO #5	Explain the relationship between client loyalty, trust, patient satisfaction, and long-term service value, demonstrating professionalism and accountability as key drivers of healthcare excellence.

Instructional

Strategies:

Includes: asynchronous lectures and interactive discussions: presentations and case study analyses; individual assignments that strengthen understanding through applied learning; and collaborative group projects focused on critical thinking.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	
Other	30-40	Service Recovery Simulations and Presentations
Participation	5-10	
Reflection	5-10	
Quizzes/Tests	10-15	

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

Seminar

Tutorial

Hours in Category 1: 45

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:

Introduction to healthcare service management and excellence

Patient-centered and family-centered care

Effective Communication in Healthcare

Cultural humility and inclusive service practices

Quality improvement and continuous service enhancement

Teamwork and collaboration in healthcare environments

Professionalism, Ethics and confidentiality in service delivery

Course Topics:

Service Recovery and Complaint Resolution

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

HSPT 1000: Introduction to Nutrition

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Darija Rabadzija (drabadzija) (07/28/26 10:37 am): Rollback: rollback to change ORG code

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



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Revised admission requirements for Supply Chain and Logistics Short Certificate

BACKGROUND:

The Business department is proposing changes to the admission requirements for the Supply Chain and Logistics Short Certificate. The department is planning a continuous enrolment approach to this program to facilitate students moving quickly from application to starting classes. After consultation with the Registrar's Office, the proposal is to make both English Studies 12 and Grade 12 graduation recommended instead of required. This is the same approach used by other continuous enrolment programs at VCC (such as the Digital Learning for Innovative Teaching Short Certificate).

DISCUSSION:

Andy Sellwood, Department Head, presented the proposal. The Committee discussed whether Grade 12 graduation (recommended) should be removed. The department is expecting interest from people who have worked in this field, and it was agreed that streamlining admission requirements would support this access. This change was made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements in the Supply Chain and Logistics Short Certificate program content guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 24, 2026

Program Change Request

Date Submitted: 08/06/26 10:28 am

Viewing: **Supply Chain and Logistics Short Certificate**

Last approved: 08/06/26 10:11 am

Last edit: 08/18/26 4:16 pm

Changes proposed by: asellwood

In Workflow

1. **4812 Leader**
2. **SHP Dean**
3. **SAS Dean**
4. **Curriculum Committee**
5. **Education Council**

Program Name:

Supply Chain and Logistics Short Certificate

Credential Level: Short Certificate

Effective Date: January 2027

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Global Supply Chain Management (4812)

Contact(s)

Approval Path

1. 08/06/26 10:30 am
Andy Sellwood (asellwood):
Approved for 4812 Leader
2. 08/06/26 10:44 am
Darija Rabadzija (drabadzija):
Approved for SHP Dean
3. 08/06/26 10:47 am
Shirley Lew (slew):
Approved for SAS Dean
4. 08/24/26 10:05 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. May 28, 2026 by
Andy Sellwood (asellwood)
2. May 28, 2026 by
Darija Rabadzija (drabadzija)

3. Jun 10, 2026 by
Darija Rabadzija
(drabadzija)
4. Jun 12, 2026 by
Dawn Cunningham
Hall (dahall)
5. Jun 30, 2026 by
Darija Rabadzija
(drabadzija)
6. Aug 6, 2026 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8312

Program Content Guide

Purpose

The Supply Chain and Logistics Short Certificate has been designed to develop the essential and in-demand skills needed to enable businesses to transform in alignment with shifting global realities. Particularly well-suited for employees working in warehousing, purchasing, shipping and inventory management, the program introduces the “bigger picture” of supply chain management and logistics and builds a deeper understanding of how supply chains and operations work on a global scale.

Students will develop a comprehensive understanding of supply chain and logistics systems, including how transportation, inventory, and distribution interact to optimize the flow of goods and services. They will apply quantitative and analytical methods to improve transportation efficiency, forecast demand, and optimize inventory levels while minimizing cost and risk. The courses emphasize integrated decision-making, enabling students to design coordinated supply chain solutions and evaluate strategic trade-offs among cost, service, sustainability, and operational resilience in real-world business contexts.

The program's goal is up-skilling and cross-skilling for working professionals who are:

Already working in the supply chain industry and want to further develop their knowledge and skills

Looking to build on experience gained outside of Canada to transition to the Canadian job market, and/or

Preparing for certifications in the supply chain industry

Grade 12 graduation, or equivalent

English Studies 12 with a minimum 'C' grade or equivalent recommended

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:

OPMT 1110 Fundamentals of Supply Chain and Logistics Management

A maximum of 65% of the total credits of the program may be completed through PLAR and/or transfer credit.

Tuition and fees apply to PLAR.

Methods of PLAR vary by course, and may include a challenge exam and/or an interview. Please contact the Department for details.

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

*International Students requesting PLAR, please contact VCC [International Education Advising](#) to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

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

Program Duration & Maximum Time for Completion

Eight months. Maximum time for completion is three years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Explain supply chain and logistics principles, including the roles of transportation, inventory, and distribution in optimizing the flow of goods and services.
PLO #2	Analyze and optimize transportation operations, applying principles of route planning, mode selection, and cost-efficiency.
PLO #3	Apply quantitative and analytical methods to inventory management, including demand forecasting, stock level optimization, and strategic materials planning to minimize costs and risks.
PLO #4	Develop integrated supply chain solutions, considering the interplay between logistics, inventory management, and transportation.

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

PLO #5	Evaluate supply chain decisions in a business context, assessing trade-offs between cost, service levels, sustainability, and risk.
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Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be delivered in an Online/Asynchronous mode that will include videos, discussion forums, teamwork, case studies, and presentations.

Evaluation of Student Learning

Evaluation of courses may include a combination of low-stakes quizzes, assignments, projects, authentic case studies, and reflection papers.

Students must receive a minimum grade of 'D' (1.00) in each course, and a minimum term grade point average of 2.00 ('C') 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

Learning activities and assignments in the program make considerable use of analytical and critical thinking skills. The program will utilize experience in word processing and spreadsheet skills and requires access to software and devices.

The program is delivered primarily asynchronous online, requiring students to manage their own study schedules and assignment completion. Most tasks will be completed independently, but in some cases students will be expected to work in groups.

Courses

<u>OPMT 1110</u>	Fundamentals of Supply Chain and Logistics Management	3
<u>OPMT 1130</u>	Transportation Management	3
<u>OPMT 2200</u>	Inventory Analytics and Strategic Materials Management	3
Total Credits		9

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	70 and above	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 Standing			
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.

After consultation with the RO regarding a continuous enrolment approach to this program, in order to facilitate students moving quickly from program application to starting classes, it makes sense to make the admission requirements recommended. This will allow the program to run in a similar way to the PIDP and D-LIT.

Are there any
expected costs to
this proposal.

None.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Meeting held on August 6th, 2026. RO recommended change.

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

Gain a comprehensive understanding of supply chain and logistics systems to improve transportation efficiency, forecast demand, and optimize inventory levels while minimizing cost and risk.



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Program Updates: Early Childhood Care and Education Diploma and Certificate

BACKGROUND:

The Early Childhood Care and Education (ECCE) Department is proposing significant revisions to the diploma and certificate programs. Currently, the department offers separate international and domestic programs. These revisions will enable both international and domestic students to take the same program, with the existing international diploma being phased out. The changes will make it easier for students to be reinserted to repeat courses and enable domestic certificate graduates to complete the diploma full-time, rather than through part-time evening studies, improving progression and reducing delays between program levels.

The number of credits is changing from 41 to 43 credits for the certificate, and from 74 to 76 credits for the (formerly domestic) diploma. (The existing international diploma consists of 76 credits).

Admission requirements were streamlined for both programs to prioritize volunteer/work experience with children, recognizing diverse backgrounds. Previously, all students were interviewed (a major administrative load on the department and a barrier to entry). Interviews will be offered as an option only for prospective students who do not have prior experience working with children.

Practicum courses were lengthened, which will give students more time to form relationships with children and integrate their learning into practice, as well as addressing requests from practicum sites for longer placements. As required by the ECE Registry, seminars are offered in conjunction with practicum courses.

Finally, the infant-toddler practicums were merged, as there are not many distinct infant-only centres. The special needs practicum courses were also combined and renamed inclusive practice to reflect changing language in the field. Previous terminology was retained only where required by the ministry.

DISCUSSION:

Daniel Lindskog-Wilson, Department Head, presented the proposal. The Committee praised the curriculum design and requested a few minor adjustments:

- Clarifying admission requirements: reference letter requirements and standardized immunization forms
- Some course learning outcome adjustments in ECED 1410 and ECED 3213
- Clarifications in the Program Duration and Maximum Time for Completion sections

All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Early Childhood Care and Education Diploma and Early Childhood Care and Education Certificate program content guides, including to program credits, nine revised and eight new course outlines, and recommend the Board of Governors approve creation of the new courses and implementation of the revised programs.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: July 28, 2026

Program Change Request

Date Submitted: 06/02/26 9:51 am

Viewing: **Early Childhood Care and Education**

Diploma

Last approved: 03/24/26 1:47 pm

Last edit: 08/27/26 10:01 am

Changes proposed by: esimpson

Catalog Pages Using
this Program

[Early Childhood Care and Education Diploma](#)

Program Name:

Early Childhood Care and Education Diploma

Credential Level: Diploma

Effective Date: September 2027 ~~January 2025~~

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE) (2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors

Approval Path

1. 06/04/26 6:04 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:26 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:01 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 8, 2019 by
Nicole Degagne
(ndegagne)
2. Aug 21, 2019 by
Nicole Degagne
(ndegagne)
3. Dec 11, 2019 by
Katarina Jovanovic
(kjovanovic)

4. Sep 11, 2020 by
Nicole Degagne
(ndegagne)
5. Sep 15, 2020 by
Nicole Degagne
(ndegagne)
6. Dec 9, 2021 by
Nicole Degagne
(ndegagne)
7. Dec 15, 2022 by
Nicole Degagne
(ndegagne)
8. Mar 22, 2023 by
Darija Rabadzija
(drabadzija)
9. Sep 12, 2024 by
Darija Rabadzija
(drabadzija)
10. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	<u>604.871.7680</u> 604.8710.7680

Program Content Guide

The purpose of the Early Childhood Care and Education (ECCE) Diploma is to prepare graduates to work in licensed infant toddler, preschool, and inclusive childcare settings. The first years of a child's care and education are some of the most important. ~~The Early Childhood Care and Education Diploma includes three components: the Basic ECCE, and the integrated Post-Basic ECCE Infant Toddler and Special Needs.~~

The ECCE Diploma provides graduates with an enriched and comprehensive knowledge of child development and inclusive practices in working with children, ages 0-6. The diploma includes three components: Early Childhood Education (Basic), Infant Toddler (IT) specialization and Special Needs-Inclusive Practice (INCL) specialization, which provides graduate with an advanced level of professional competence.

Successful graduates are eligible to apply for the **Early Childhood Educator Certification, Infant Toddler Educator Certification, and Special Needs Educator Certification** from the Ministry for Children and Family Development.

~~The Early Childhood Care and Education Diploma provides graduates with an enriched and comprehensive knowledge of typical and atypical child development and inclusive practices in working with children 0-6. Each course in the post-basic ECCE program will cover integrated competencies from both specialty areas (IT & SN), which will result in an advanced level of professional competence for graduates of the program.~~

There are two entry pathways into the Early Childhood Care and Education Diploma.

Year 1 Entry:

Grade 12 graduation, or equivalent

Minimum 18 years of age

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

40 hours of volunteer or paid work with children, ages 0-8 years, documented on the ECCE Work Experience Form OR

Interview with Selection Committee, in person or by video conference, AND

Two ECCE Reference Forms from people who have supervised the applicant in a relevant professional or academic environment. A supervisor filling out the ECCE Work Experience Form counts as one letter of reference.

~~Grade 12 graduation, or equivalent~~

~~Minimum 18 years of age~~

~~English Studies 12 with a minimum 'C' grade, or equivalent~~

~~Interview with Selection Committee, in person or by video conference~~

~~Two letters of recommendation from people who have worked with the applicant in a relevant professional or academic environment~~

~~40 hours of volunteering work in a licensed childcare facility in BC. Work experience must be verified by an official employer letter.~~

Year 2 Entry:

One of the Following:

Successful completion of VCC's Early Childhood Care and Education Certificate

Successful completion of an early childhood education program recognized by the Early Childhood Education Registry
OR

Valid Early Childhood Educator Certificate to Practice. Applicants who have been working professionals in the field have up to twenty years from receiving an ECE certificate to complete the diploma. Applicants must provide confirmation of ongoing employment within the last 5 years.

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

AND

Two ECCE Reference Forms from people who have supervised the applicant in a relevant professional or academic environment. A supervisor filling out the ECCE Work Experience Form counts as one letter of reference.

~~Successful completion of VCC's Early Childhood Care and Education Certificate, or other approved training program as per BC Ministry of Children and Family Development Early Childhood Education Registry~~

~~Grade 12 graduation or equivalent~~

~~English Studies 12 with a minimum 'C' grade, or equivalent~~

~~Interview with Selection Committee, in person or by video conference~~

~~Two letters of recommendation from people who have worked with the applicant in a relevant professional or academic environment~~

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.

Immunizations

An Early Childhood Education Student Immunization Record must be completed. Students may be declined placement in a field study site and/or practicum site if a completed immunization record is not provided.

~~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. If the TB skin test is positive, a negative TB chest x-ray is required.~~

~~Immunizations~~

~~A VCC Immunization Record must be completed. Immunizations in the following are *strongly recommended* and in some cases *may be required* for practicum placements:~~

~~Diphtheria/Tetanus/Pertussis~~

~~Polio~~

~~Measles, Mumps & Rubella~~

~~Varicella (chicken pox)~~

~~Hepatitis B~~

~~Influenza~~

~~COVID-19~~

Prior Learning Assessment & Recognition (PLAR)

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

The full-time diploma program is 24 months. The program can be completed over 4 years of part-time study. Students who do not exit the program with an Early Childhood Care and Education Certificate have a maximum of 5 years to complete the Early Childhood Care and Education Diploma.

Students who exit the program with an Early Childhood Care and Education Certificate have a maximum of 5 years from completing the certificate to enrolling in the Early Childhood Care and Education Diploma if they do not have ongoing employment in the field.

Students who have completed an Early Childhood Care and Education Certificate program at VCC or elsewhere have a maximum of 20 years to complete the Early Childhood Care and Education Diploma if they are working professionals in the field and have ongoing employment within the last 5 years.

Students who are admitted to year 2 entry have a maximum of 3 years to complete the Early Childhood Care and Education Diploma.

~~The maximum time for completion for the Early Childhood Care and Education Diploma is five years (1830 hours of combined lecture, field observations, and practicum).~~

Early Childhood Care and Education 1) ECCE Basic Certificate Exit: After successfully completing the first year, courses in the ~~ECCE Certificate program~~ students will have the option of exiting ~~the program~~ with the **ECCE Certificate**. This credential qualifies for the **Early Childhood Educator Certification** granted from the Ministry of Children and Family Development.

~~The duration of this program is two years of part-time or one year of full-time study (960 hours of combined lecture, field observation, and practicum). The maximum time for completion is three years.~~

~~2) Early Childhood Care and Education Diploma Program: Students continuing with advanced, post-basic education (Infant Toddler and Special Needs) will graduate with the Early Childhood Care and Education Diploma. This credential additionally qualifies for the Infant Toddler and Special Needs Educator Certifications granted from the Ministry of Children and Family Development.~~

~~The duration of the advanced, post-basic education program (Infant Toddler and Special Needs) is 15 months, part-time (830 hours of combined lecture, field observation, and practicum). The maximum time for completion is two years.~~

~~The maximum time between completion of the ECCE Certificate and enrolling to the Early Childhood Education Diploma is five years.~~

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children <u>of all abilities</u> with exceptionalities.
PLO #2	Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children

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

PLO #3	<u>Create and facilitate</u> Administer daily <u>play-based</u> experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives
PLO #4	Use pedagogical narrations to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children <u>of all abilities</u> who need extra support
PLO #5	Analyze variations in development among infants and toddlers, ages 0-6
PLO #6	Establish and maintain an open, cooperative relationship with each child's family
PLO #7	Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting
PLO #8	Establish and maintain collaborative relationships with other community service providers working with the child
PLO #9	Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change
PLO #10	Practice administrative and management skills as related to early care and learning settings
PLO #11	Practice ethical and professional behaviour when working in the early childhood and education industry
PLO #12	Advocate for high-quality, accessible, and comprehensive early care and learning settings

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students. Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Students are evaluated through a variety of methods including quizzes, tests, essays, assignments, projects, presentations, participation, and group work.

Students must receive a minimum cumulative grade point average of 'C' (2.00) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of 'C' (2.00) in each term to advance into subsequent courses/terms in the program.

Attendance of all classes, field studies and practicum experiences is required in order to gain competency in the theoretical and practical components behind the Early Childhood Educator role. The program requires 100% attendance for the field study and practicum experiences, and a minimum of 80% attendance for scheduled classroom experiences. Where students do not meet minimum attendance requirements, the College may withdraw the student from the program.

If a student withdraws from the ECE 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 maximum completion time for the program will not be exceeded

Program Considerations

Program tasks require frequent movement alternating between standing, bending, kneeling and reaching.

Some program courses involve engaging with sensitive and emotionally challenging content, including discussions of trauma, crisis situations, and distressing real-world scenarios.

Practicum courses require varying day-time shifts and may require travel to different locations/outside the lower mainland. Travel is at the student's own expense.

Program environment involves working with young children and regular interaction with the public during field study and practicum placements.

Field study and practicum courses include regular exposure to loud noises.

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

~~The Early Childhood Care and Education Diploma is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.~~

~~The following attributes are recommended:~~

~~Desire to work with children and families in early childhood programs and services~~

~~Previous experience in working with young children~~

~~Ability to communicate effectively in English~~

Plan of Study Grid

First Year

Term One	Credits
<u>ECED 1000Orientation to Early Childhood Education</u>	<u>1.5</u>
<u>ECED 1107Guiding and Caring</u>	<u>2</u>
<u>ECED 1301Foundations in ECCE</u>	<u>2.5</u>
<u>ECED 1302Early Childhood Care and Education Field Study 1</u>	<u>1</u>
<u>ECED 1303Communications</u>	<u>1.5</u>
<u>ECED 1304Observing and Recording</u>	<u>2</u>
<u>ECED 1305Child Growth 1</u>	<u>2</u>
<u>ECED 1306Early Childhood Care and Education Field Study 2</u>	<u>1</u>
Credits	13.5

Term Two

<u>ECED 1307The Learning Child</u>	<u>2</u>
<u>ECED 2102Music and Movement</u>	<u>2</u>
<u>ECED 2301Creative Art</u>	<u>2</u>
<u>ECED 2302Exploring Learning Environments</u>	<u>2</u>
<u>ECED 1410ECE Practicum 1</u>	<u>4</u>
Credits	12

Term Three

<u>ECED 1104Child Growth 2</u>	<u>2</u>
<u>ECED 2115Health, Safety and Nutrition</u>	<u>2</u>
<u>ECED 2304Integrated Program Planning</u>	<u>1</u>
<u>ECED 2308Language and Literature</u>	<u>2</u>
<u>ECED 2309Ecology of Family</u>	<u>2</u>
<u>ECED 2420ECE Practicum 2</u>	<u>7.5</u>
<u>ECED 2425ECE Practicum Seminar</u>	<u>1</u>
Credits	17.5

Second Year

Term Four

<u>ECED 2200Enhancing Family Relationships</u>	<u>2</u>
<u>ECED 2313Advanced Child Growth and Development IT/INCL</u>	<u>2</u>
<u>ECED 2315Advanced Health, Safety and Nutrition IT/INCL</u>	<u>2</u>
<u>ECED 2316Role of the Caregiver IT</u>	<u>3</u>
Credits	9

Term Five

<u>ECED 2317Role of the Caregiver INCL</u>	<u>3</u>
<u>ECED 2320Professional Perspectives</u>	<u>2</u>
<u>ECED 2430Infant-Toddler Practicum</u>	<u>7.5</u>

<u>ECED 2435</u> Infant-Toddler Practicum Seminar	<u>1</u>
Credits	13.5
Term Six	
<u>ECED 2300</u> Childcare Administration	<u>2</u>
<u>ECED 2440</u> Inclusive Practicum	<u>7.5</u>
<u>ECED 2445</u> Inclusive Practicum Seminar	<u>1</u>
Credits	10.5
Term One	
ECED 1301 Foundations in ECCE	2.5
ECED 1302 Early Childhood Care and Education Field Study 1	1
ECED 1303 Communications	1.5
ECED 1304 Observing and Recording	2
Credits	0
Term Two	
ECED 1305 Child Growth 1	2
ECED 1306 Early Childhood Care and Education Field Study 2	1
ECED 1307 The Learning Child	2
ECED 1308 Early Childhood Care and Education Field Study 3	1
Credits	0
Term Three	
ECED 1104 Child Growth 2	2
ECED 1107 Guiding and Caring	2
ECED 2305 Early Childhood Care and Education Practicum 1	2.5
Credits	0
Term Four	
ECED 2301 Creative Art	2
ECED 2302 Exploring Learning Environments	2
ECED 2303 Early Childhood Care and Education Field Study 4	1
ECED 2304 Integrated Program Planning	1
ECED 2306 Early Childhood Care and Education Practicum 2	2.5
Credits	0
Term Five	
ECED 2102 Music and Movement	2
ECED 2309 Ecology of Family	2
Credits	0
Term Six	
ECED 2308 Language and Literature	2
ECED 2106 Early Childhood Care and Education Field Study 5	1
ECED 2115 Health, Safety and Nutrition	2
ECED 2307 Early Childhood Care and Education Practicum 3	4
Credits	0

Term Seven

ECED-2313Advanced Child Growth and Development IT/INCL2	
ECED-2314Advanced Field Study IT/SN	1
ECED-2315Advanced Health, Safety and Nutrition IT/INCL	2
Credits	0

Term Eight

ECED-2200Enhancing Family Relationships	2
ECED-2300Childcare Administration	2
Credits	0

Term Nine

ECED-2320Professional Perspectives	2
ECED-2316Role of the Caregiver IT	3
ECED-2317Role of the Caregiver INCL	3
ECED-2235Infant Practicum	4
ECED-2230Special Needs Practicum 1	4
Credits	0

Term Ten

ECED-2330Special Needs Practicum 2	4
ECED-2335Toddler Practicum	4
Credits	0
Total Credits	76

Note: For students who began the program before January 2025, ECCE courses will be considered equivalent to the ECED courses with the same number. Equivalencies will be accepted through January 2030. Exceptions must be approved by the Registrar's Office in consultation with the department.

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 Progression	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

Rationale and Consultations

Provide a rationale for this proposal.

The ECCE Diploma is being updated. Key changes are:

- 1) Creating a diploma that will enroll both domestic and international students. As currently most domestic students take the program full-time, this will allow for more efficient course scheduling, and domestic and international students to more easily be inserted for repeat courses. As part of this change, the department had several consultations with IE and the RO about updating the admission requirements to both the certificate and diploma to prioritize volunteer/work experience with children, and only offer the interview as an option if a prospective student did not have prior experience working with children. This will reduce the administrative load on the department and continues to keep the diploma admission requirements reasonably low barrier. This international diploma will be retired on teach out of the last cohorts.
- 2) Reduce field study courses and lengthen/merge practicum courses. Rationale: to address pedagogical needs for lengthening practicum courses which will better enable students to form relationships with children in licensed childcare centres and integrate their learning into practice, as well as addressing the requests from practicum sites to have students present for a longer period (PAC and current host sites). Certain centres have already indicated they will no longer accept field studies placements. The infant-toddler practicums has been merged as there are not many distinct infant only or toddler only centres, and the Special Needs practicum courses were also combined and renamed as Inclusive Practice to reflect changing language of the field. The field study courses from terms two and four (ECED 2303, 1308, 2106, 2314) hours were reallocated into practicum courses to provide additional hours and used to create three new seminar courses (see below).
- 3) Three new seminar courses were created as ECE Registry requires seminars in conjunction with practicum courses.
- 4) The Orientation to ECCE Studies course is a shorter, more focused course than the previous version (ECED 1011 Intro to ECCE studies) as more credits are now coming from the practicum and seminar courses. It has also been added to the first term of the ECCE Certificate so that both program have the same first year experience.
- 5) Enhancing Family Relationships moved from Term 5 to Term 4 to ensure each term had a minimum of 9 credits.
- 6) Language is updated where possible to rename Special Needs as Inclusive Practice, with the exception of the Ministry credential name, which you will see in the term 6 practicum/seminar and some term 5 courses renamed from "IT/SN" to "IT/INCL"
- 7) Changes to ECED 1307, 2102, 2302, 2200, 2320, 2300 are to update pre-requisites and co-requisites so that the removed field study courses are not listed.
- 8) The overall diploma credits as 76 credits remains unchanged. The ECCE Certificate is being updated at the same time to stay in alignment with updates to admission requirements, program considerations, and evaluation plan to add language around attendance.

9) The program changes follow all requirements of the RFQ, with the exception of courses less than 2 credits as we were constrained by the need to keep diploma credits unchanged, and the amount of seminar hours required to be offered.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Consulted Jan-Apr 2026 around proposed program changes, identified new course numbers/pre-reqs, and the need for the seminar courses to be separate from practicum for workload reasons. RO also gave feedback on admission requirements which was incorporated. Consulted again May 2026 and RO provided additional admission language feedback.
Faculty/Department	The department met to support revisioning of the field studies into longer practicum courses in June 2025, and two faculty leads were involved in the redesign of the diploma.
International Education	Consulted and met with IE team in February 2026 to discuss making a single domestic/international diploma, updating admission requirements (expanding flexibility by offering option of using volunteer experience with children OR an interview), and their concerns that this diploma requires both specializations while other competitor diplomas only require a single specialization. However based on the high demand and waitlist, the program will maintain both specializations in the diploma at this time and work toward stackable credentials in the next redesign.
Centre for Teaching, Learning, and Research (CTLR)	Feedback on scaffolding of course learning outcomes through practicum and alignment with registry competency areas. Consultation on seminar courses at other ECE programs,
PAC/CEG	Information from PAC members that they turn down VCC field studies in favor of practicum placements, and support reducing the number of field studies. YMCA

Consultated Area	Consultation Comments
	stated that they will no longer accept VCC students for field study courses.

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

Gain the knowledge and skills to specialize in the inclusive care and development of children aged 0-6 and children with special needs. Graduates qualify for the Infant Toddler Educator (ITE) and Special Needs Educator (SNE) certifications from the B.C. Ministry of Children and Family Development.

Program Change Request

Date Submitted: 06/02/26 9:51 am

Viewing: **Early Childhood Care and Education Certificate**

Last approved: 03/24/26 1:46 pm

Last edit: 08/27/26 10:00 am

Changes proposed by: esimpson

Catalog Pages Using
this Program

[Early Childhood Care and Education Certificate](#)

Program Name:

Early Childhood Care and Education Certificate

Credential Level: Certificate

Effective Date: September 2027 ~~January 2025~~

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE) (2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors

Approval Path

1. 06/04/26 5:49 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:28 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:01 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

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

76
(kjovanovic)

5. Dec 12, 2019 by
Darija Rabadzija
(drabadzija)

6. Sep 11, 2020 by
Nicole Degagne
(ndegagne)

7. Dec 9, 2021 by
Nicole Degagne
(ndegagne)

8. Dec 15, 2022 by
Nicole Degagne
(ndegagne)

9. Mar 22, 2023 by
Darija Rabadzija
(drabadzija)

10. Sep 12, 2024 by
Darija Rabadzija
(drabadzija)

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

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Program Content Guide

Purpose

This program prepares graduates for employment in licensed preschool and childcare settings, working with children aged three to five. Through a combination of theory and practical learning, students develop the knowledge and skills needed to provide high-quality care and support for young children and their families.

Successful graduates are eligible to apply for the **Early Childhood Educator Certification** from the Ministry for Children and Family Development, Early Childhood Education Registry.

~~The purpose of the part-time Early Childhood Education and Care Program is to prepare graduates to work in licensed preschool and childcare centres with children three to five years of age. Our program offers students the knowledge and skills to provide high quality service for young children and their families.~~

~~On completion of the ECCE Certificate Program, students may continue their studies to obtain the ECCE Diploma.~~

Grade 12 graduation, or equivalent

Minimum 18 years of age

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

40 hours of volunteer or paid work with children, ages 0-8 years, documented on the ECCE Work Experience Form OR
Interview with Selection Committee, in person or by video conference

AND

Two ECCE Reference Forms from people who have supervised the applicant in a relevant professional or academic
environment. A supervisor filling out the ECCE Work Experience Form counts as one letter of reference.

~~Grade 12 graduation, or equivalent~~

~~Minimum 18 years of age~~

~~English Studies 12 with a minimum 'C' grade, or equivalent~~

~~Interview with Selection Committee, in person or by video conference~~

~~Two letters of recommendation from people who have worked with the applicant in a relevant professional or~~
~~academic environment~~

~~40 hours of volunteering work in a licensed childcare facility in BC. Work experience must be verified by an official~~
~~employer letter.~~

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.

Immunizations

An Early Childhood Education Student Immunization Record must be completed. Students may be declined
placement in a field study site and/or practicum site if a completed immunization record is not provided.

~~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. If the TB skin test is positive, a negative TB chest x-ray is~~
~~required.~~

~~Immunizations~~

~~A VCC Immunization Record must be completed. Immunizations in the following are *strongly recommended* and in~~
~~some cases *may be required* for practicum placements:~~

~~Diphtheria/Tetanus/Pertussis~~

Polio
 Measles, Mumps & Rubella
 Varicella (chicken pox)
 Hepatitis-B
 Influenza
 Covid-19

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The full-time certificate program is 1 year of study. The program can be completed over 2 years of part-time study.
The maximum time to complete the program is 3 years.
Graduates of the certificate program may apply for advanced entry into year 2 of the Early Childhood Care and Education Diploma. See the Early Childhood Care and Education Diploma for details.

~~Two years of part-time or one year of full-time study. Students have a maximum of three years to complete the program.~~

~~Successful graduates are eligible to apply for the **Early Childhood Educator Certification** from the Ministry for Children and Family Development, Early Childhood Education Registry.~~

~~Graduates who decide to upgrade their education can continue into the ECCE Post-Basic Diploma Program. The maximum time between completion of the ECCE Certificate and enrolling to the ECCE Post Basic Diploma is five years.~~

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Protect and promote the psychological and physical safety, health, and well-being of each child
PLO #2	Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills
PLO #3	Plan and provide daily experiences that support and promote each child's physical, emotional, social, communication, cognitive, ethical, and creative lives
PLO #4	Use pedagogical narrations to interpret and respond to children's skills, abilities, interests, and needs
PLO #5	Integrate knowledge of current child growth and development theory and research into work and child care settings
PLO #6	Establish and maintain an open, cooperative relationship with each child's family

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

PLO #7	Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication
PLO #8	Establish and maintain collaborative relationships with other community service providers working with the child
PLO #9	Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change
PLO #10	Contribute to the effective management and administration of early care and learning settings
PLO #11	Practice ethical and professional behaviour when working in the early childhood and education industry
PLO #12	Advocate for high-quality, accessible, and comprehensive early care and learning settings

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role, learning by observing early childhood programs during field trips and off-site field studies.

Practica students receive on-site support and supervision from program faculty ~~college instructors~~ and mentor educators ~~sponsors~~ who are qualified early childhood educators.

Students are evaluated through a variety of methods including quizzes, tests, essays, assignments, projects, presentations, participation, and group work.

Students must receive a minimum cumulative grade point average of 2.00 ~~'C' (2.00)~~ upon completion of all courses to successfully graduate and a minimum term ~~cumulative~~ grade point average of 2.00 ~~'C' (2.00) in each term~~ to advance into subsequent courses/terms in the program.

Attendance of all classes, field studies and practicum experiences is required in order to gain competency in the theoretical and practical components behind the Early Childhood Educator role. The program requires 100% attendance for the field study and practicum experiences, and a minimum of 80% attendance for scheduled classroom experiences. Where students do not meet minimum attendance requirements, the College may withdraw the student from the program.

If a student withdraws from the ECE 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 maximum completion time of the program will not be exceeded

Program Considerations

Program tasks require frequent movement alternating between standing, bending, kneeling and reaching.

Some program courses involve engaging with sensitive and emotionally challenging content, including discussions of trauma, crisis situations, and distressing real-world scenarios.

Practicum courses require varying day-time shifts and may require travel to different locations/outside the lower mainland. Travel is at the student's own expense.

Program environment involves working with young children and regular interaction with the public during field study and practicum placements.

Field study and practicum courses include regular exposure to loud noises.

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

~~The Early Childhood Care and Education Certificate is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.~~

~~The following attributes are recommended:~~

~~Desire to work with children and families in early childhood programs and services~~

~~Previous experience in working with young children~~

~~Ability to communicate effectively in English~~

Plan of Study Grid

Term One	Credits
<u>ECED 1000</u> Orientation to Early Childhood Education	<u>1.5</u>
ECED 1301 Foundations in ECCE	2.5
<u>ECED 1107</u> Guiding and Caring	<u>2</u>
ECED 1302 Early Childhood Care and Education Field Study 11	
ECED 1303 Communications	1.5
ECED 1304 Observing and Recording	2
<u>ECED 1305</u> Child Growth 1	<u>2</u>
<u>ECED 1306</u> Early Childhood Care and Education Field Study 21	<u>2</u>
Credits	13.5
Term Two	
ECED 1305 Child Growth 1	2
ECED 1306 Early Childhood Care and Education Field Study 21	
ECED 1307 The Learning Child	2
ECED 1308 Early Childhood Care and Education Field Study 31	
<u>ECED 2102</u> Music and Movement	<u>2</u>
<u>ECED 2301</u> Creative Art	<u>2</u>
<u>ECED 2302</u> Exploring Learning Environments	<u>2</u>
<u>ECED 1410</u> ECE Practicum 1	<u>4</u>
Credits	12
Term Three	
ECED 1104 Child Growth 2	2
ECED 1107 Guiding and Caring	2
ECED 2305 Early Childhood Care and Education Practicum 1	2.5
<u>ECED 2115</u> Health, Safety and Nutrition	<u>2</u>
<u>ECED 2304</u> Integrated Program Planning	<u>1</u>
<u>ECED 2308</u> Language and Literature	<u>2</u>
<u>ECED 2309</u> Ecology of Family	<u>2</u>
<u>ECED 2420</u> ECE Practicum 2	<u>7.5</u>
<u>ECED 2425</u> ECE Practicum Seminar	<u>1</u>
Credits	17.5
Term Four	
ECED 2301 Creative Art	2
ECED 2302 Exploring Learning Environments	2
ECED 2303 Early Childhood Care and Education Field Study 41	
ECED 2304 Integrated Program Planning	1
ECED 2306 Early Childhood Care and Education Practicum 2	2.5
Credits	0

Term Five

ECED-2102 Music and Movement	2
ECED-2309 Ecology of Family	2
Credits	0

Term Six

ECED-2308 Language and Literature	2
ECED-2106 Early Childhood Care and Education Field Study 51	5
ECED-2115 Health, Safety and Nutrition	2
ECED-2307 Early Childhood Care and Education Practicum 3	4
Credits	0
Total Credits	43

Note: For students who began the program before January 2025, ECCE courses will be considered equivalent to the ECED courses with the same number. Equivalencies will be accepted through January 2028. Exceptions must be approved by the Registrar's Office in consultation with the department.

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:

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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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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)

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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 certificate is being updated to align with the new diploma.

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
 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

Gain the knowledge and skills to specialize in the inclusive care and development of children ages 3-6 years ~~aged 2-6~~ in licensed early learning settings in British Columbia.

Course Change Request

New Course Proposal

Date Submitted: 06/02/26 9:52 am

Viewing: **ECED 1000 : Orientation to ECE**

Last edit: 06/02/26 9:52 am

Changes proposed by: esimpson

Programs
referencing this
course

132: Early Childhood Care and Education Diploma
37: Early Childhood Care and Education Certificate

Course Name:

Orientation to Early Childhood Education

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/26 6:05 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:28 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:01 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Name: Orientation to ECE

Subject Code: ECED - Early Childhood Care & Education

Course Number 1000

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course is designed to prepare students for Early Childhood Education studies. The course provides an overview of the ECE field, including professional expectations and foundational skills for academic success. Students will become familiar with available College services to support their academic and personal success.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the types of early childhood education programming and environments in BC.
CLO #2	Use foundational early childhood education language and terminology accurately in written and verbal communication.
CLO #3	Demonstrate basic academic research skills to locate, interpret and summarize an academic article relevant to early childhood development and practice.
CLO #4	Identify VCC student services and how to access them.

Strategies:

The course combines classroom lectures, presentations, discussions, individual and group work.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		Two or more assignments, including a research assignment
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: 25

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture

Hours in Category 1: 25

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:

1. Early Childhood Education programs in BC
2. Basic terminology and professional language in Early Childhood Education
3. Academic Success Skills - research, communication
4. Lab time: creating playful experiences

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

BC Early Learning Framework (2019)

ECEBC Code of Ethics

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 - Early Childhood Education Diploma

Prov

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

Date Submitted: 06/02/26 9:52 am

Viewing: **ECED 1307 : The Learning Child**

Last approved: 09/24/24 8:30 am

Last edit: 06/02/26 9:52 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:
The Learning Child

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 06/04/26 6:06 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:30 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:01 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 24, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course The Learning Child
 Name:

Subject Code: ECED - Early Childhood Care & Education

Course Number 1307

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course will focus on the attitudes, knowledge and skills needed for planning, implementing and promoting play-based learning for young children.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

~~ECED-1308:~~

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 value, characteristics and history of play based learning
CLO #2	Explain how learning occurs through play
CLO #3	Plan and implement and evaluate a developmentally appropriate program that meets the observed needs of children
CLO #4	Demonstrate awareness of diversity, physical needs, culture and gender when planning

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Program Presentation
Assignments	20	Pedagogical Narration of a learning child at play
Project	20	Learning Centre Presentation
Quizzes/Tests	10	Quiz 1
Quizzes/Tests	10	Quiz 2
Participation	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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
1. The value characteristics and history of play based learning
a. Importance and value of play to young children
b. Overview of the history of play-based learning
2. Explain how learning occurs through play
a. Categories of play
b. When and how play occurs
3. Plan and implement and evaluate a developmentally appropriate program that meets the observed needs of children
a. The role and purpose of different learning centres (e.g. unit blocks, music)
b. Observe and record children's interests
c. A learning centre based on children's interests and developmental needs
4. Explain how to integrate diversity, physical needs, culture and gender when planning play based learning
a. Observe a learning environment for inclusiveness
b. Analyze the play-based learning environment for inclusiveness using an environmental tool
c. Ways to integrate diverse needs into a play-based learning environment

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 06/02/26 9:52 am

Viewing: **ECED 1410 : ECE Practicum 1**

Last edit: 08/27/26 9:48 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)
[37: Early Childhood Care and Education Certificate](#)

Course Name:

ECE Practicum 1

Effective Date:

September 2027

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/26 6:07 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:30 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course

ECE Practicum 1

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number 1410

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

In this practicum, students will begin to apply foundational ECE theory and methodology from coursework in a licensed early learning centre. Students will participate in the dual role of "active observer," observing, documenting and participating in program experiences. Emphasis is placed on developing meaningful relationships with all children in the centre and positive relationships with mentor educators in the centre.

Course Pre-Requisites (if applicable):

ECED 1107, ECED 1302, ECED 1304, ECED 1306.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Engage in warm, caring, and supportive relationships with children and begin to foster emotional safety, mutual respect, and a sense of belonging.
CLO #2	Under supervision, follow the ECEBC Code of Ethics and the VCC ECE Student Handbook by maintaining confidentiality, demonstrating respectful conduct, and recording observations ethically.
CLO #3	Observe and describe how theoretical principles of early childhood education inform planning, implementation, and assessment of curricular experiences in early learning settings.
CLO #4	Observe and participate in co-constructing play-based learning experiences that support children's holistic development.

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

CLO #5	Observe and identify positive, responsive, and strengths-based strategies for emotional co-regulation and guidance, and begin to practice active supervision.
CLO #6	Observe and participate in maintaining a safe, healthy, and nurturing environment by following policies, meeting licensing requirements, and supporting children's safe exploration.
CLO #7	Under supervision, demonstrate professional conduct by interacting respectfully with children, families, and early childhood educators, and by meeting expectations for reliability, presentation, and workplace responsibility.
CLO #8	Begin to reflect on feedback to identify personal learning needs and goals for ongoing professional growth.

Instructional

Strategies:

Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the mentor educator teacher and faculty practicum advisor.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory (S) where S = 100%,

Students must achieve a

satisfactory grade on all

components to be successful in

course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Practicum Assessment by Instructor
Portfolio	S	Portfolio of Artifacts as listed in Practicum Booklet

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 120

Course Topics

Course Topics:

1. Ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular experiences and guide pedagogical practice in early childcare and education settings.
2. Guiding strategies to support children's learning and development
3. Responses to young children that facilitates their physical, emotional, social and cognitive development
4. ECEBC code of ethics
5. Developing positive professional relationships with other early childhood educators
 - a. Policies, procedures and philosophy of centres during practicum
 - b. Asking for feedback
6. Building warm, caring and supportive interactions with children
7. Reflective practice on areas of strength and areas for growth

Course Change Request

Date Submitted: 06/02/26 9:52 am

Viewing: **ECED 2102 : Music and Movement**

Last approved: 09/26/24 8:40 am

Last edit: 06/02/26 9:52 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Music and Movement

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 06/04/26 6:07 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:31 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 24, 2024 by
Darija Rabadzija
(drabadzija)
2. Sep 26, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	98 Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Music and Movement

Name:

Subject Code: ECED - Early Childhood Care & Education

Course Number 2102

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

The purpose of this course is to introduce the attitudes, knowledge base and skills for effectively integrating creative movement, drama, dance and music in curriculum and program planning for young children. The course highlights the importance of these experiences to the development of positive self-concept, confidence, creativity and learning in all domains of growth and development.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

~~ECED-2106.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain how music and movement affects children's physical, emotional, social and cognitive skills
CLO #2	Incorporate elements that represent culture in the music and movement curriculum

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

CLO #3	Plan and implement developmentally appropriate creative music and movement activities and experiences
--------	---

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources
(Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Cultural Presentation
Assignments	25	Making an Instrument
Assignments	30	Music Activity Plans
Project	10	Presentation
Participation	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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

40

100

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:

1. How music affects children's physical, emotional, social and cognitive skills.
 - a. Concepts of space, time, force and body movement in music and movement activities
 - b. Role of music in the holistic development of children
 - c. Movement and music develop imagination and creativity
2. What is appropriate creative music and movement activities and experiences
 - a. Appropriate music and movement activities
 - b. Range of props, music and movement activities
 - c. A repertoire of movement and music activities
 - d. Music, drama, movement and dance in daily routines

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

Rationale and Consultations

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

Yes

Course Change Request

Date Submitted: 06/02/26 9:53 am

Viewing: **ECED 2200 : Enhancing Family**

Relationships

Last approved: 09/26/24 8:40 am

Last edit: 06/02/26 9:53 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Enhancing Family Relationships

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 06/04/26 6:08 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:31 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 26, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Enhancing Family Relationships

Name:

Subject Code: ECED - Early Childhood Care & Education

Course Number 2200

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course develops student's knowledge and skill in building positive relationships with families in a childcare context. Students will deepen insight into family dynamics, community and cultural influences, anti-bias approaches and the critical role of family/caregiver partnerships.

Course Pre-Requisites (if applicable):

ECED 2313, ECED ~~2314~~, ~~ECED~~ 2315.

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	Analyze how specific characteristics of infants, toddlers and children needing extra support influence the relationship between the early childhood educator and the parent/guardian
CLO #2	Assess continuity of care and its impact on the relationship between the early childhood educator and the family
CLO #3	Evaluate challenging situations with families of infants, toddlers and children requiring extra support

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

CLO #4	Identify and access community resources for infants, toddlers and children requiring extra support
CLO #5	Design a maintenance framework for sustaining a positive relationship with families

Instructional

Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources
(Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Routine change plan
Assignments	20	Needs-based strategic plan
Project	25	Family resource
Quizzes/Tests	35	Quizzes based on course content

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Needs of infants, toddlers, and children needing extra support

Relationship between the caregiver and the parent/guardian of infants, toddlers, and children needing extra support

Continuity of care

Potentially challenging situations: culturally diverse families, divorce, blended family, single parent, teenage parents, family poverty, violence or abuse in home

Regulations, centre practice and family approaches to child rearing Community resources

Communication plans in childcare centres

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

Date Submitted: 06/02/26 9:53 am

Viewing: **ECED 2300 : Childcare Administration**

Last approved: 09/26/24 8:40 am

Last edit: 06/02/26 9:53 am

Changes proposed by: esimpson

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 06/04/26 6:08 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:32 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 26, 2024 by
Darija Rabadzija
(drabadzija)

Programs
referencing this
course

132: Early Childhood Care and Education Diploma

143: Early Childhood Care and Education Diploma (International

Course Name:

Childcare Administration

Effective Date:

September 2027

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Childcare Administration
 Name:

Subject Code: ECED - Early Childhood Care & Education

Course Number 2300

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course provides students with broad knowledge of the principles and practices involved in the administration and management of a childcare centre. Students will learn the necessary skills to fulfill the role of administrator of an early childhood education program.

Course Pre-Requisites (if applicable):

ECED 2313, ECED ~~2314~~, ~~ECED~~ 2315.

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 and incorporate early childhood education regulations in childcare programs
CLO #2	Articulate a childcare centre's philosophy of childcare and education
CLO #3	Develop inclusive policies and procedures for a childcare facility
CLO #4	Manage funding, finances, program schedules and staff
CLO #5	Assess and adapt a program according to needs of children

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

CLO #6 Reflect on the role of leadership in an administrative position

Instructional

Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources
(Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Childcare centre philosophy
Other	20	Self-reflection
Project	20	Financial scenario analysis
Project	30	Staff orientation guide

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Regulations and contractual obligations
Childcare operations and compliance
Philosophy of a childcare centre
Inclusive services
Policies and procedures for inclusive content
Grant and funding bodies for specific childcare program(s)
Financial management for childcare administrators
Staff orientation
Staff performance evaluation
Program assessment tools

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

Rationale and Consultations

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

Yes

Course Change Request

Date Submitted: 06/02/26 9:53 am

Viewing: **ECED 2302 : Explore Learning Environments**

Last approved: 09/26/24 8:40 am

Last edit: 06/02/26 9:53 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)
[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Exploring Learning Environments

Effective Date:

September 2027

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader

2. SAS Dean

3. Curriculum Committee

4. Education Council

5. Records

6. Banner

Approval Path

1. 06/04/26 6:08 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader

2. 06/08/26 10:32 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean

3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 24, 2024 by
Darija Rabadzija
(drabadzija)

2. Sep 26, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	110 Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Name: Explore Learning Environments

Subject Code: ECED - Early Childhood Care & Education

Course Number 2302

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

The purpose of this course is to introduce the knowledge base and skills for effectively integrating physical, life, social sciences and pre-mathematics skills into the curriculum and program planning for young children.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

~~ECED-2303.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define fundamental concepts related to pre-math, physical and life sciences in ways that are developmentally appropriate for young children
CLO #2	Define fundamental concepts related to self, family, community and diversity in developmentally appropriate ways for young children.

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

CLO #3 Plan and implement interactive and experiential pre-math and science activities

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Science Centre Observation
Assignments	25	Article Critique
Project	25	Field Trip Plan
Project	25	Resource Kit

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

1. Fundamental concepts related to pre-math, physical and life sciences in ways that are developmentally appropriate for young children
2. Fundamental concepts related to self, family, community, and diversity in developmentally appropriate ways for young children
3. Interactive and experiential pre-math and science activities
4. Developmentally appropriate materials and equipment that will enhance pre-math and science learning
5. Fostering children's natural curiosity and creativity in experiential learning environments

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 - ECE Diploma

Course Change Request

Date Submitted: 06/02/26 9:54 am

Viewing: **ECED 2313 : Adv Child Growth & Dev**

IT/INCL ~~IT/SN~~

Last approved: 09/25/24 9:30 am

Last edit: 08/27/26 9:50 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Advanced Child Growth and Development **IT/INCL ~~IT/SN~~**

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 06/04/26 6:08 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:32 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 25, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Adv Child Growth & Dev IT/INCL ~~IT/SN~~

Name:

Subject Code: ECED - Early Childhood Care & Education

Course Number 2313

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course focuses on current theories and research related to the growth and development of children from birth to three years of age (infants and toddlers) and the development of children with diverse abilities ~~exceptionalities~~ from prenatal to six years of age. Students will expand their understanding of internal and external influences on development of infants and toddlers with diverse abilities ~~exceptionalities~~ and learn theory-based practice in a child care context.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

~~ECED-2314:~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze the key developmental theories from prenatal to three years of age in a cross cultural context
CLO #2	Demonstrate an understanding of historical perspectives and current theory and research related to infant and toddler development and children with <u>diverse abilities</u> exceptionalities

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

CLO #3	Compare and contrast the domains and stages within each domain of development of infants and toddlers
CLO #4	Identify and assess typical and atypical development in infants and toddlers
CLO #5	Identify and evaluate the individual nature of development and associated needs in infants and toddlers
CLO #6	Describe atypical development from prenatal to six years of age
CLO #7	The learner is able to identify and articulate typical and atypical development in the key developmental domains including social, emotional, physical, cognitive and language
CLO #8	Apply theoretical knowledge of infants' and toddlers' developmental needs
CLO #9	Identify the individual nature of development and associated needs of children with <u>diverse abilities</u> exceptionalities

Instructional

Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources

(Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Project	30	
Quizzes/Tests	30	
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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2: 0

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 0

Course Topics

Course Topics:

1. The key developmental theories from prenatal to three years of age
2. Historical perspectives and current theory and research related to infant and toddler development and children with diverse abilities ~~exceptionalities~~
3. The domains and stages of development of infants/toddlers. Ways of identifying atypical development in infants and toddlers; ways of promoting inclusion as well as diverse ways individuals grow, develop and express themselves
4. Typical and atypical development in key developmental domains: physical, cognitive, language, social, emotional
5. The milestones of normal growth and development
6. The stages of development within each domain

Course Topics:

7. Concrete linkages between developmental theories and the ways of identifying and assessing of developmental needs in infants and toddlers

8. The individual nature of development and the associated needs of children with diverse abilities **exceptionalities**

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 ECE 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

Date Submitted: 06/02/26 9:54 am

Viewing: **ECED 2315 : Adv Hlth, Safety & Nutr**

IT/INC ~~IT/SN~~

Last approved: 09/25/24 9:30 am

Last edit: 08/27/26 10:08 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Advanced Health, Safety and Nutrition **IT/INCL ~~IT/SN~~**

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 06/04/26 6:09 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:32 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 25, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Adv Hlth, Safety & Nutr IT/INC ~~HT/SN~~

Name:

Subject Code: ECED - Early Childhood Care & Education

Course Number 2315

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course focuses on the advanced health, hygiene and safety of infants and toddlers and children who need extra support in childcare settings. Students will analyze children's rights including cultural and individual needs, abuse indicators and vulnerabilities of infants and toddlers and children with exceptionalities.

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Explain prevention, intervention and assessment strategies that promote health and hygiene, illness management and injury/accident mitigation specific to infants, toddlers and to children with exceptionalities
CLO #2	Incorporate children's rights regarding health, safety and nutrition in a childcare context

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

CLO #3	Practice food safe procedures in all meal planning and adapt meal plans for children with specific nutritional needs
CLO #4	Identify and report abuse or neglect in young children
CLO #5	Apply knowledge of health, safety and nutrition policies (assessing, managing and reporting illness and injuries) and practice with the focus on preventive practice related to infants, toddlers and children who need extra support

Instructional

Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources

(Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Case Study
Assignments	35	Adapted Meal Plan
Project	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:

40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2: 0

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 0

Course Topics

Course Topics:

1. Prevention, intervention, and assessment strategies to promote health, hygiene, illness management and injury/accident mitigation specific to infants, toddlers and children with extra support needs
2. Children's rights regarding health, safety, and nutrition in a child care context
3. Abuse and neglect in infants, toddlers and children requiring extra support: identification and report
4. Food Safe procedures in meal planning and adaptation of meal plans for children with specific nutritional needs
5. Ways of incorporating knowledge of health, safety and nutrition policies and practice into program planning

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 06/02/26 9:54 am

Viewing: **ECED 2317 : Role of the Caregiver** **INCL**
~~SN~~

Last approved: 09/26/24 8:40 am

Last edit: 08/27/26 10:08 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Role of the Caregiver **INCL** **~~SN~~**

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 06/04/26 6:09 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:33 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 26, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Role of the Caregiver INCL ~~SN~~

Name:

Subject Code: ECED - Early Childhood Care & Education

Course Number 2317

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course focuses on the role of the caregiver for children 0-5 years of age with special needs. Course content includes principles of family centered care, inclusion, cultural competence and developmentally appropriate practice for children with special needs.

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of the caregiver for children with special needs underlining the importance of developing a positive approach for guiding, caring and interacting with children with challenging behaviours
CLO #2	Identify concepts of care, the ethics of care and caring practices
CLO #3	Plan, implement and evaluate the curriculum for children with special needs and identify the issues that may be faced

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

CLO #4	Develop and implement group and individualized experiences based on observations of children with special needs
CLO #5	Evaluate and adapt environments to respond to observed experiences of children with special needs

Instructional

Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources

(Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	65	Reflective Journal:30%, Treasure Basket: 35%, Pedagogical Narrations: 35%
Field Experience	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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 60

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:

1. The role of the caregiver for children with special needs
2. Concepts of care, ethics of care and caring practices
3. Issues related to developing curriculum for children with special needs
4. Developing and implementing group and individualized experiences based on observations of children with special needs

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 ECE Diploma

Additional Information

Course Change Request

Date Submitted: 06/02/26 9:54 am

Viewing: **ECED 2320 : Professional Perspectives**

Last approved: 09/26/24 8:40 am

Last edit: 06/02/26 9:54 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:
Professional Perspectives

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 06/04/26 6:10 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:33 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Sep 26, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Name: Professional Perspectives

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2320

Year of Study: 2nd Year Post-secondary

Credits: 2

Bridge College Code: VO

Bridge Billing Hours: 2

Bridge Course Level: 01

Course Description:

This course provides students with an understanding of professional perspectives in the field of early childhood education. Students will identify principles of professional conduct and articulate supporting practices and ethics to implement in their own childcare context.

Course Pre-Requisites (if applicable):

~~ECED-2313, ECED-2314, ECED-2315:~~

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 professionalism and professional practice in early childhood education
CLO #2	Assess and evaluate personal practice and the effect of choices and actions on children, families and other professionals
CLO #3	Implement continuous quality improvement of own professional practice
CLO #4	Utilize standards of professional practice to guide decision-making and practice

Instructional

Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources
(Science of Early Child Development teaching resources for post secondary training institutions).

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Current issues article review
Project	20	Small group debate and advocacy forum attendance
Assignments	15	Standards of practice #1
	15	Standards of practice #2
	20	Standards of practice #3

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Professional practice in the field of early childhood education

Personal standards of professional practice

Assessment and evaluation of personal practice

Assessment of effect of choices and actions on children, families and other professionals Self-reflection

Early childhood education ethical practice

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 ECE Diploma

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 06/02/26 9:55 am

Viewing: **ECED 2420 : ECE Practicum 2**

Last edit: 06/02/26 10:18 am

Changes proposed by: esimpson

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/26 6:10 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:33 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Programs
 referencing this
 course
[132: Early Childhood Care and Education Diploma](#)
[37: Early Childhood Care and Education Certificate](#)

Course Name:
 ECE Practicum 2

 Effective Date: September 2027

 School/Centre: Arts & Sciences

 Department: Early Childhood Care & Education (ECCE)
 (2027)

 Contact(s)

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course ECE Practicum 2
 Name:

 Subject Code: ECED - Early Childhood Care & Education

Course Number 2420

Year of Study 1st Year Post-secondary

Credits: 7.5

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

Practicum 2 builds on earlier field experiences to expand student readiness to care for and support young children in licensed early learning settings. Students will apply theoretical knowledge from Guiding and Caring, Observing and Recording, and Child Growth 1 to deepen their observation and documentation skills, professional and ethical practice, and reflective integration. Emphasis is placed on active supervision , responsive and respectful interactions with children, communication with families and colleagues, and curriculum planning.

Course Pre-Requisites (if applicable):

ECED 1307, ECED 1410.

Course Co-requisites (if applicable):

ECED 2425.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Engage in warm, caring, and supportive relationships with children by responding sensitively to their cues, perspectives, and emerging competencies.
CLO #2	Demonstrate ethical practice by consistently following the ECEBC Code of Ethics and the VCC ECE Student Handbook, maintaining confidentiality, and documenting children respectfully.
CLO #3	Apply theoretical principles of early childhood education when planning, implementing, and assessing curricular experiences that make children's learning visible.

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

CLO #4	Participate and independently co-construct inclusive, play-based learning experiences that respond to children's interests and support their holistic development.
CLO #5	Use positive, responsive, and compassionate strategies for emotional co-regulation and guidance while maintaining active supervision.
CLO #6	Participate and maintain a safe, healthy, and nurturing environment by applying policies, meeting licensing requirements, and supporting children's safe exploration.
CLO #7	Communicate and conduct oneself professionally by engaging respectfully with children, families, and early childhood educators, and by consistently meeting expectations for reliability, presentation, and workplace responsibility.
CLO #8	Solicit and reflect on self-assessment and feedback from faculty and mentor educators, integrating insights to strengthen practice and refine professional learning goals.

Instructional

Strategies:

Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the mentor educator teacher and faculty practicum advisor.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory (S) where S = 100%,

Students must achieve a

satisfactory grade on all

components to be successful in

course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Practicum Assessment by Instructor
Portfolio	S	Portfolio of Artifacts as listed in Practicum Booklet

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 225

Course Topics

Course Topics:

1. Ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular experiences and guide pedagogical practice in early childcare and education settings.
2. Guiding strategies to support children's learning and development
3. Responses to young children that facilitates their physical, emotional, social and cognitive development
4. ECEBC code of ethics
5. Developing positive professional relationships with other early childhood educators
 - a. Policies, procedures and philosophy of centres during practicum
 - b. Asking for feedback
6. Building warm, caring and supportive interactions with children
- Partnership with families.

Course Topics:

7. Reflective practice on areas of strength and areas for growth

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 - Early Childhood Education 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: 06/02/26 9:55 am

Viewing: **ECED 2425 : ECE Practicum Seminar**

Last edit: 06/02/26 10:18 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)
[37: Early Childhood Care and Education Certificate](#)

Course Name:
ECE Practicum Seminar

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/26 6:11 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:34 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Name: ECE Practicum Seminar

Subject Code: ECED - Early Childhood Care & Education

Course Number 2425

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

This seminar course supports student success in practicum. Through guided discussion and analysis of student field notes, students will apply theoretical concepts, enhance interpersonal and professional skills required of early childhood educators, and deepen their reflective practice.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

ECED 2420.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Engage in collaborative dialogue and give feedback on early learning practices
CLO #2	Integrate theoretical concepts from coursework with practicum experiences
CLO #3	Reflect critically on their teaching practice and interactions with children to enhance their skills as an educator.
CLO #4	Use field notes, trace of practice, and peer feedback to inform planning and responsive curriculum.
CLO #5	Demonstrate culturally responsive and inclusive practice.

Instructional Strategies:

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory (S) where S = 100%,

Students must achieve a

satisfactory grade on all

components to be successful in

course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S	Per rubric
Assignments	S	Trace of practice

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: 20

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Seminar

Hours in Category 1: 20

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:

Collaborative Practice and Teamwork
 Connecting Theory to Practice
 Reflective Practice in Early Childhood Education
 Observation and Documentation from field notes:
 Running records, anecdotal records and traces of practice
 Observation and responsive, culturally inclusive practice
 Professional communication and relationships

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 - Early Childhood Education Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 06/02/26 9:55 am

Viewing: **ECED 2430 : IT Practicum**

Last edit: 06/04/26 6:12 pm

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

Course Name:

Infant-Toddler Practicum

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/26 6:13 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:34 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Name: IT Practicum

Subject Code: ECED - Early Childhood Care & Education

Course Number 2430

Year of Study 2nd Year Post-secondary

Credits: 7.5

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

This specialized practicum supports students pursuing Infant/Toddler certification. Students will integrate theory and methodology into their practice as pre-service educators in a licensed infant and/or toddler early learning setting. Students will expand their competence and independence in practical caregiving skills, observation and documentation, responsive curriculum planning, family engagement and collaboration with colleagues. Emphasis is placed on responsive, relationship-based practice; understanding the unique developmental needs of children under three years; and the creation of healthy, safe, nurturing, and engaging environments that support secure attachment and exploration.

Course Pre-Requisites (if applicable):

ECED 2313, ECED 2315, ECED 2316, and ECED 2420 or equivalents.

Course Co-requisites (if applicable):

ECED 2435.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Engage in warm, responsive, and attuned relationships with infants and toddlers by recognizing and responding to their individual cues and rhythms to support secure attachment and early emotional development.
CLO #2	Demonstrate ethical and respectful practice grounded in the ECEBC Code of Ethics and the VCC ECE Student Handbook, and reflect on the unique ethical considerations involved in protecting the privacy, dignity, and rights of infants and toddlers.

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

CLO #3	Apply theoretical principles of infant and toddler development when responding to children's needs through daily routines and interactions that reflect a pedagogy of care.
CLO #4	Independently co-construct responsive experiences for infants and toddlers that support their holistic growth and well-being.
CLO #5	Implement responsive strategies for emotional co-regulation and caring interactions by recognizing, interpreting, and responding to infants' and toddlers' cues.
CLO #6	Maintain a safe, healthy, and nurturing environment by applying responsive, developmentally appropriate practices that protect infants and toddlers and support secure exploration.
CLO #7	Demonstrate professional and responsive practice by collaborating with families, colleagues, and caregivers involved with infants and toddlers, while reliably meeting workplace expectations for conduct and responsibility.
CLO #8	Actively seek, reflect on, and integrate feedback to enhance practice with infants and toddlers while identifying focused learning goals as an emerging infant-toddler educator.

Instructional

Strategies:

This course takes place in a licensed early learning setting under the supervision of a licensed infant-toddler mentor educator. Experiential learning and consolidation of theory and practical skills are facilitated in this practicum

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory (S) where S = 100%,
Students must achieve a
satisfactory grade on all
components to be successful in
course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Practicum Assessment by Instructor
Portfolio	S	Portfolio of Artifacts as listed in Practicum Booklet

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 225

Course Topics

Course Topics:
Foundations of Infant and Toddler Practice
Current Best Practice Frameworks
Health, Safety, Nutrition, and Well-Being
Observation, Documentation, and Pedagogical Narration
Responsive Curriculum Planning
Inclusive and Responsive Environments
Relationships and Collaboration

Course Topics:

Policies, Procedures, and Program Philosophy

Professional Practice and Emerging Identity as an educator working with children under 36 months.

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 ECE 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: 06/02/26 9:55 am

Viewing: **ECED 2435 : IT Practicum Seminar**

Last edit: 06/02/26 10:19 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

Course Name:

Infant-Toddler Practicum Seminar

Effective Date:

September 2027

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/26 6:14 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:34 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course

IT Practicum Seminar

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number 2435

Year of Study 2nd Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

This seminar course supports student success in the infant-toddler practicum course. Students will further develop skills in reflective practice and the interpersonal and professional skills required of early childhood educators. Students will explore pedagogy of care in relation to their practicum. Through guided discussion and analysis of student field notes, students will apply theory to practice.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

ECED 2430.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Integrate theoretical concepts from coursework with practicum experiences, with particular attention to inclusive and equitable approaches that support the diverse developmental needs of infants and toddlers (under 36 months).
CLO #2	Reflect critically on their teaching practice and interactions with infants and toddlers to enhance their skills as an educator, including examining biases, assumptions, and their impact on inclusive caregiving.
CLO #3	Use traces of practice and peer feedback to inform planning and responsive curriculum that is inclusive, accessible, and responsive to the varied abilities, rhythms, and identities of infants and toddlers.

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

CLO #4	Discuss how culturally responsive and inclusive practice creates nurturing environments that promote belonging, secure relationships, and full participation for all infants and toddlers.
CLO #5	Discuss pedagogy of care and link to practice.

Instructional

Strategies:

Group discussion, guided reflective dialogue.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory (S) where S = 100%,

Students must achieve a

satisfactory grade on all

components to be successful in

course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S	Per rubric
Assignments	S	Traces of practice

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: 15

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Seminar

Hours in Category 1: 15

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:

Collaborative Practice and Teamwork
 Connecting Theory to Practice
 Reflective Practice in Early Childhood Education
 Observation and Documentation from field notes:
 Running records, anecdotal records and traces of practice
 Observation and responsive, culturally inclusive practice
 Professional communication and relationships

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 ECE Diploma

Prov

Course Change Request

New Course Proposal

Date Submitted: 06/02/26 9:55 am

Viewing: **ECED 2440 : Inclusive Practicum**

Last edit: 06/04/26 6:16 pm

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

Course Name:
Inclusive Practicum

Effective Date: September 2027

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/26 6:16 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:34 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:02 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course Name: Inclusive Practicum

Subject Code: ECED - Early Childhood Care & Education

Course Number 2440

Year of Study 2nd Year Post-secondary

Credits: 7.5

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

This course builds on the theoretical foundations of inclusive practice introduced in Advanced Child Growth and Development, Advanced Health, Safety and Nutrition, and Role of the Caregiver INLC. Students will extend and apply their knowledge through full participation as a pre-service educator in a licensed inclusive early learning setting. Students will have the opportunity to observe and support children with diverse abilities while collaborating as appropriate with families and interdisciplinary teams to plan inclusive curriculum.

Course Pre-Requisites (if applicable):

ECED 2313, ECED 2315, ECED 2317, and ECED 2420 or equivalents.

Course Co-requisites (if applicable):

ECED 2445.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Build and sustain warm, caring relationships with all children by responding thoughtfully to individual strengths, needs, and identities and fostering an inclusive community grounded in empathy, fairness, and diverse ways of being.
CLO #2	Apply ethical principles with integrity and respect by upholding the ECEBC Code of Ethics and the VCC ECE Student Handbook, maintaining confidentiality, and reflecting on the unique ethical responsibilities involved in ensuring equitable, rights-respecting practice with all children and families.

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

CLO #3	Apply theoretical principles of inclusive early childhood education when planning, implementing, and reflecting on curricular experiences that support meaningful participation and holistic development for all children.
CLO #4	Independently co-construct inclusive learning experiences that support children's holistic development and reflect multiple and diverse ways of knowing, learning, and being.
CLO #5	Apply inclusive, compassionate, and strengths-based strategies for emotional co-regulation and supportive guidance that respond to the diverse needs, identities, and ways of being of all children.
CLO #6	Independently maintain an inclusive, safe, healthy, and nurturing environment by applying regulatory expectations and adapting practices to support the safe and meaningful participation of all children.
CLO #7	Contribute professionally to collaborative work with families, colleagues, and other professionals, demonstrating reliable, respectful conduct and responsible participation within an inclusive learning community.
CLO #8	Engage in sustained reflective practice by integrating feedback, cycles of inquiry, and multiple ways of knowing to strengthen inclusive practice and identify ongoing professional learning priorities.

Instructional

Strategies:

This course takes place in a licensed early learning setting under the supervision of a licensed inclusive mentor educator. Experiential learning and consolidation of theory and practical skills are facilitated in this practicum.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory (S) where S = 100%,
Students must achieve a
satisfactory grade on all
components to be successful in
course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Practicum Assessment by Instructor

Type	Percentage	Brief description of assessment activity
Portfolio	S	Portfolio of Artifacts as listed in Practicum Booklet

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 225

Course Topics

Course Topics:

Full-Day Environment Responsibility
Professional Judgment and Ethical Decision-Making
Demonstrating Readiness for Employment
Inclusive Practice
Collaboration with Families, Colleagues, and Specialists

Course Topics:

Adaptation and Support Strategies

Ethical and Legal Responsibilities

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 ECE Diploma

Pro

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: 06/02/26 9:55 am

Viewing: **ECED 2445 : Inclusive Practicum Seminar**

Last edit: 06/02/26 10:19 am

Changes proposed by: esimpson

Programs
referencing this
course

[132: Early Childhood Care and Education Diploma](#)

Course Name:

Inclusive Practicum Seminar

Effective Date:

September 2027

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)
(2027)

Contact(s)

In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 06/04/26 6:16 pm
Daniel Lindskog
Wilson
(dlindskogwilson):
Approved for 2027
Leader
2. 06/08/26 10:34 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean
3. 08/27/26 3:03 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Daniel Lindskog-Wilson	dlindskogwilson@vcc.ca	604.8710.7680

Banner Course

Inclusive Practicum Seminar

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number 2445

Year of Study 2nd Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

This seminar course supports student success in the inclusive practicum course. Students will further develop skills in reflective practice and the interpersonal and professional skills required of early childhood educators. Students will also explore pedagogy of care in relation to their practicum. Through guided discussion and analysis of student field notes, students will apply theory to practice.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

ECED 2440.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Integrate theoretical concepts from coursework with practicum experiences, with particular attention to inclusive and equitable approaches that support diverse learners.
CLO #2	Reflect critically on their teaching practice and interactions with children to enhance their skills as an educator, including examining biases, assumptions, and their impact on inclusion.
CLO #3	Use observations and peer feedback to inform planning and responsive curriculum that is inclusive, accessible, and reflective of children's diverse identities, abilities, and experiences.
CLO #4	Demonstrate culturally responsive and inclusive practice by creating learning environments that promote belonging, respect, and participation for all children.

Strategies:

Group discussion; guided reflective dialogue.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory (S) where S = 100%,
Students must achieve a
satisfactory grade on all
components to be successful in
course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S	Per rubric
Assignments	S	Traces of practice

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: 15

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Seminar

Hours in Category 1: 15

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:

Full-Day Environment Responsibility
 Professional Judgment and Ethical Decision-Making
 Demonstrating Readiness for Employment
 Inclusive Practice
 Collaboration with Families, Colleagues, and Specialists
 Adaptation and Support Strategies
 Ethical and Legal Responsibilities

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- ECE Diploma

Additional Information

Provide any additional information if necessary.



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Adding PLAR to Sign Language Interpretation Diploma

BACKGROUND:

The ASL & Deaf Studies department is proposing updates to the Sign Language Interpretation Diploma, making most of the courses in the program eligible for PLAR (prior learning assessment and recognition). The intent is to provide students with greater flexibility in meeting program requirements by recognizing prior learning and experience.

The department would like these PLAR options to be available to the cohort starting this September. While curriculum changes are typically approved several months in advance of their effective date, the request is for approval to be exceptionally backdated to September 1, 2026, to allow incoming students to access the PLAR option. There is currently at least one student who is likely to qualify and would benefit directly from this change.

DISCUSSION:

The Registrar's Office and EdCo Chair were consulted and agreed to bring this proposal straight to Education Council. Due to the tight timeline, the proposal has not been reviewed by Curriculum Committee.

Additional Note:

Some updates to the SLI Diploma program were approved in March 2026 with a September 2027 effective date (changes to admission requirements, progression language, and program considerations). These changes have been temporarily reversed, as the current proposal is for September 2026. These previously approved edits will be added back (for September 2027), after the PLAR changes have been reviewed and approved by EdCo.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Sign Language Interpretation Diploma and 15 revised course outlines.

PREPARED BY: Louise Dannhauer, Chair, Education Council

DATE: September 3, 2026

Program Change Request

Date Submitted: 08/17/26 11:47 am

Viewing: **Sign Language Interpretation Diploma**

Last approved: 03/24/26 2:47 pm

Last edit: 09/03/26 3:34 pm

Changes proposed by: bmyklehotzon

In Workflow

- 1. 1951 Leader
- 2. SAS Dean
- 3. Education Council

Approval Path

- 1. 08/10/26 3:23 pm
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1951 Leader
- 2. 08/11/26 10:53 am
Jennifer Kelly
(jekelly): Rollback to 1951 Leader for SAS Dean
- 3. 08/11/26 11:50 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
- 4. 08/17/26 11:48 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1951 Leader
- 5. 08/18/26 11:55 am
Jennifer Kelly
(jekelly): Approved for SAS Dean

History

- 1. May 19, 2023 by
Todd Rowlatt
(trowlatt)

Catalog Pages Using
this Program
[Sign Language Interpretation Diploma](#)

Program Name:
Sign Language Interpretation Diploma

Credential Level: Diploma

Effective Date: September 2026 ~~2027~~

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Arts & Sciences

Department Sign Language Studies (1951)

Contact(s)

2. May 23, 2023 by
Darija Rabadzija
(drabadzija)
3. Aug 10, 2023 by
Darija Rabadzija
(drabadzija)
4. Sep 12, 2024 by
Barbara Mykle-
Hotzon
(bmyklehotzon)
5. Sep 12, 2024 by
Darija Rabadzija
(drabadzija)
6. Feb 23, 2025 by
Barbara Mykle-
Hotzon
(bmyklehotzon)
7. Mar 4, 2025 by
Darija Rabadzija
(drabadzija)
8. May 15, 2025 by
Barbara Mykle-
Hotzon
(bmyklehotzon)
9. May 15, 2025 by
Darija Rabadzija
(drabadzija)
10. Dec 2, 2025 by
Darija Rabadzija
(drabadzija)
11. Mar 10, 2026 by
Barbara Mykle-
Hotzon
(bmyklehotzon)
12. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)

Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	/

Name	E-mail	160 Phone/Ext.
Barb Mykle-Hotzon	bmyklehotzon@vcc.ca	/604-308-0197

Program Content Guide

Purpose

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

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

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

Admission Requirements

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

Admission Requirements

ENGL 1100 with a minimum 'B' grade or equivalent

~~ASLD 1215 or equivalent, or department permission~~

~~INTR 1000 or equivalent, or department permission~~

An ASL and Deaf Studies Certificate or equivalent, or department permission

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

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

Upon Acceptance to the Program

Criminal Record Check

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

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.

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PLAR is available for all courses in the program except the following: ~~following courses:~~

=

INTR 3210 Sign Language Interpreting Practicum Readiness

INTR 3220 Sign Language Interpreting Practicum 1

INTR 3230 Sign Language Interpreting Practicum 2

Students may complete up to 65% of program credits through PLAR and/or transfer credit. Tuition and fees will still apply.

=

~~INTR 3140 Interpretation Theory and Practice 4~~

~~INTR 3150 Advanced American Sign Language for Interpreters~~

Methods for assessing prior learning of PLAR vary by course, and may include exams, ~~professional~~ portfolios, assignments, presentations, demonstrations, interviews, ~~performance assessments,~~ and other evaluations.

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

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

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

Program Duration & Maximum Time for Completion

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

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Construct and convey meaning via the interpreting process by applying comprehensive linguistic, cultural, and functional analysis in various communication settings.
PLO #2	Effectively monitor, assess and critique the quality of an interpretation, engaging with feedback and adjusting as needed.
PLO #3	Make appropriate decisions regarding the use of simultaneous and/or consecutive interpreting modes and the use of interaction management strategies.

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

PLO #4	Demonstrate fluency and versatility in American Sign Language across different topics, registers, and communication settings.
PLO #5	Comprehend and effectively produce spoken and written English within a variety of contexts and types of discourse.
PLO #6	Interact respectfully within the Deaf and Deaf-Blind communities, exhibiting cultural competence, reciprocity, and an understanding of Deaf identities and organizations.
PLO #7	Demonstrate allyship and an awareness of positionality, power, and the systemic effects of audism.
PLO #8	Use effective strategies and apply an awareness of self to managing stress and maintaining wellness.
PLO #9	Demonstrate professionalism, teamwork, and effective communication in diverse interpreting contexts, adhering to standards in the field.
PLO #10	Apply ethical principles, professional guidelines, and critical thinking to uphold integrity and accountability in interpreting practice.
PLO #11	Engage in ongoing professional development, reflective practice, and active contribution to the interpreting community of practice.

Additional PLO Information

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

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

In summary, the interpreting program consists of the following:

Year One:

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

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

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

Year Two:

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

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

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

Evaluation of Student Learning

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

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

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

Excellent interpersonal skills and ability to communicate assertively

Ability to mentally process information very quickly

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

Empathy and respect for people of diverse identities and experiences

Awareness of your positionality, power and privilege

Flexibility and adaptability

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

Determination, perseverance and ability to follow through

~~Off-campus learning environments may require navigating narrow and/or multi-level spaces to establish sightlines necessary to observe and/or use a visual language. Some activities may require navigating outdoor settings covering extended distances over several hours. Practicum courses can require early morning, evening or weekend shifts.~~

~~Travel to different locations/outside the Lower Mainland is required for at least one practicum placement.~~

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

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

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

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

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

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

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

Courses

Plan of Study Grid

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

<u>INTR 2220</u> Foundations of Practice 2	2
<u>INTR 2240</u> Interpretation Theory and Practice 2	3
<u>INTR 2250</u> Deaf Community Service Learning 2	2.5
<u>INTR 2260</u> Deafhood: Pathways to Identity & Diversity	2.5
<u>ASLD 2290</u> American Sign Language Level 9	3
<u>INTR 2340</u> Interpretation Theory and Practice 3: Community	3
<u>ASLD 2310</u> American Sign Language Level 10	3
Credits	35.5
Second Year	
<u>INTR 3110</u> Self and Community of Practice	3
<u>INTR 3120</u> Sign Language Interpretation in Educational Settings	3
<u>INTR 3140</u> Interpretation Theory and Practice 4	5
<u>INTR 3150</u> Advanced American Sign Language for Interpreters	3
<u>INTR 3210</u> Sign Language Interpreting Practicum Readiness	1.5
<u>INTR 3220</u> Sign Language Interpreting Practicum 1	4.5
<u>INTR 3230</u> Sign Language Interpreting Practicum 2	4.5
Credits	24.5
Total Credits	60

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The proposed change is to the Prior Learning Assessment and Recognition section, requesting to remove "PLAR is available for the following courses: INTR 3140 Interpretation Theory and Practice 4; INTR 3150 Advanced American Sign Language for Interpreters". The reason we are asking to remove this is so that we have the flexibility to use PLAR for other courses as well. We occasionally have applicants apply to our program who have not taken the typical pathway and may satisfy course/program outcomes without needing to take specific courses.

The department would like these PLAR options to be available to the cohort beginning the program Septemer 2026. While curriculum changes are typically approved several months in advance of their effective date, we are requesting that approval be backdated to September 1, 2026, to allow incoming students to access the PLAR option. There is currently at least one student who is likely to qualify and would benefit directly from this change.

In consultation with the RO and EdCo Chair, and due to the timeline, this proposal will be not go through Curriculum Committee first but will be brought straight to Education Council on September 15.

Some PCG changes were previously already approved for a September 2027 effective date: addition of bridging courses ASLD 1215 and INTRO 1000, updated progression language, program considerations. These changes will be rolled back temporarily to previous wording for Sep 2026, and will be added back later for Sep 2027.

Are there any
expected costs to
this proposal.

No.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Faculty understand the reason for the change and are unanimously in favour
Other	Discussed with Associate Director who is in favour of the change
Centre for Teaching, Learning, and Research (CTLR)	Met with Emily to discuss options and wording.

Course Change Request

Date Submitted: 08/18/26 10:19 am

Viewing: **ASLD 2180 : American Sign Language 8**

Last approved: 07/13/23 6:05 am

Last edit: 09/03/26 12:41 pm

Changes proposed by: bmyklehotzon

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 10:39 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 11:56 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jul 13, 2023 by Todd
Rowlatt (trowlatt)

Programs

referencing this

course

[180: Sign Language Interpretation Diploma](#)

Course Name:

American Sign Language Level 8

Effective Date:

September 2026

School/Centre:

Arts & Sciences

Department:

Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
<u>Barb Mykle-Hotzon</u> Mari Klassen	<u>bmyklehotzon@vcc.ca</u> mklassen@vcc.ca	/

Banner Course

American Sign Language 8

Name:

Subject Code:

ASLD - ASL & Deaf Studies

Course Number

2180

Year of Study

2nd Year Post-secondary

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course guides intermediate-advanced ASL users to focus on developing skills in comprehending and using ASL narrative techniques, classifiers and locatives, and ASL non-manual markers with the mouth. Students will advance their skills in creating cohesive ASL discourse using appropriate discourse topic and transition markers. Students will also apply skills related to discourse mapping of ASL texts and reconstruct ASL discourse from diagrams of their own design. This course is required for students in the Sign Language Interpretation program.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**Yes ~~No~~**Details of PLAR:**

Simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, a variety of language samples.

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate intermediate-advanced ASL narration skills to do the following: Incorporate appropriate use of non-manual markers in signed utterances; Use appropriate register when sharing and giving opinion; Construct cohesive narrative discourse with appropriate discourse markers and pauses for topic transition/maintenance; Appropriately incorporate the narrative techniques of constructed dialogue and constructed action; Use a wide variety of classifiers and locatives; Use appropriate number formats for particular contexts; and Maintain appropriate temporal aspect and use time/tense markers
CLO #2	Analyze and diagram ASL texts to determine main points and supporting detail

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

CLO #3	Identify the 7 techniques for expansion/contextualization in ASL
CLO #4	Reconstruct ASL texts working from one's own discourse map
CLO #5	Demonstrate versatility to produce ASL discourse in different genres

Instructional

Strategies:

Class activities may include lecture and language lab, demonstration/modelling, dialogue and small group conversational practice, course readings, videos, and shadowing language models, among others.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Evaluate factual knowledge of ASL & Deaf culture; receptive and expressive ASL skills; assigned dialogues and interactions
Assignments	40	2 video assignments
Midterm Exam	30	2 midterm exams
Final Exam	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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 60

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:

Sentence structures, vocabulary and narrative techniques:

- Non-manual markers made with the mouth
- Rhetorical questions
- Relative clauses
- Use of left/right space for comparisons
- Constructed dialogue and constructed action
- Time/tense markers and use of timelines
- Discourse genres: instructional, argumentative, informational, expository & persuasive
- 7 expansion/contextualization techniques

Building knowledge of ASL's numbering systems:

- Variations in context-specific ordinal number formats
- Variations in context-specific cardinal number formats
- Money-related numbers and vocabulary

Narrating about major decisions, accidents, money management:

- Discourse markers for sequencing, comparing, explaining
- Related verbs and other vocabulary
- Sharing and giving opinions

Course Topics:

Introduction to Deaf advocacy organizations and events:

- Local, provincial, national, international

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

Smith, Cheri. (2008). Signing Naturally 3. Student Workbook. San Diego, CA: DawnSignPress.

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

Sign Language Interpretation Program Content Guide is the primary proposal.

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

Date Submitted: 08/18/26 10:21 am

Viewing: **ASLD 2290 : American Sign Language 9**

Last approved: 07/13/23 6:05 am

Last edit: 09/03/26 12:41 pm

Changes proposed by: bmyklehotzon

In Workflow

- 1. 1954 Leader
- 2. SAS Dean
- 3. Education Council
- 4. Records
- 5. Banner

Approval Path

- 1. 08/18/26 10:40 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
- 2. 08/18/26 11:58 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

- 1. Jul 13, 2023 by Todd
Rowlatt (trowlatt)

Programs
referencing this
course
[180: Sign Language Interpretation Diploma](#)

Course Name:

American Sign Language Level 9

Effective Date:

September 2026

School/Centre:

Arts & Sciences

Department:

Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course Name:

American Sign Language 9

Subject Code:

ASLD - ASL & Deaf Studies

Course Number

2290

Year of Study

2nd Year Post-secondary

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course will guide students to develop advanced ASL skills while furthering their ability to analyze and critique their own narrative samples. Students will learn to make clear visual sense, using appropriate time sequence, use of space, facial grammar/affect, and visual detail. Ongoing skill development includes visualization of meaning, use of classifiers, locatives, ASL mouthing, and incorporating humour appropriately. This course is required for students in the Sign Language Interpretation program.

Course Pre-Requisites (if applicable):

ASLD 2180 or Assessment.

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**Yes ~~No~~**Details of PLAR:**

Simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, a variety of language samples.

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate advanced ASL narration skills to do the following: Incorporate appropriate use of non-manual markers in signed utterances; Fluently use all 7 expansion/contextualization techniques; Construct cohesive narrative discourse with appropriate discourse markers and pauses for topic transition/maintenance; Appropriately incorporate the narrative techniques of constructed dialogue and constructed action; Use a wide variety of classifiers and locatives; Use appropriate number formats for particular contexts; and Maintain appropriate temporal aspect and use time/tense markers
CLO #2	Analyze and critique their own recorded ASL narratives

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

CLO #3	Paraphrase sample narratives by native language models
CLO #4	Identify narrator's specific communication goals/intent, including humour
CLO #5	Demonstrate versatility to produce ASL discourse in different registers
CLO #6	Demonstrate versatility to produce ASL discourse in different genres

Instructional

Strategies:

Class activities may include lecture and language lab, demonstration/modelling, dialogue and small group conversational practice, course readings/videos, and shadowing language models, among others.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Evaluate factual knowledge of ASL & Deaf culture; evaluate receptive ASL skills and demonstration of expressive ASL skills; Assigned dialogues and interaction
	40	2 video assignments
Midterm Exam	30	2 midterm exams
Final Exam	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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 60

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:

Sentence structures, vocabulary and narrative techniques:

- Non-manual markers made with the mouth
- Facial grammar and emotive affect, including humour
- All question and statement types
- Constructed dialogue and constructed action
- Time/tense markers and use of timelines
- Discourse genres: instructional, argumentative, informational, expository & persuasive

Building knowledge of ASL's numbering systems:

- Variations in context-specific ordinal number formats
- Variations in context-specific cardinal number formats
- Introductory vocabulary for talking about math

Making clear visual sense:

- Topicalization and contextualization
- 7 expansion/contextualization techniques
- Consistency in use of referential space

Course Topics:

- Level of visual detail

- Discourse cohesion

Overall meaning and intent, including humour

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

Smith, Cheri. (2008). Signing Naturally 3. Student Workbook. San Diego, CA: DawnSignPress.

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

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

Date Submitted: 08/18/26 10:23 am

Viewing: **ASLD 2310 : American Sign Language 10**

Last approved: 05/21/25 8:27 am

Last edit: 09/03/26 12:41 pm

Changes proposed by: bmyklehotzon

Programs

referencing this

course

[180: Sign Language Interpretation Diploma](#)

Course Name:

American Sign Language Level 10

Effective Date:

September 2026

School/Centre:

Arts & Sciences

Department:

Sign Language Interpretation (1954)

Contact(s)

In Workflow

1. 1954 Leader

2. SAS Dean

3. Education Council

4. Records

5. Banner

Approval Path

1. 08/18/26 11:16 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader

2. 08/18/26 11:59 am
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jul 13, 2023 by Todd
Rowlatt (trowlatt)

2. Mar 27, 2024 by
Nicole Degagne
(ndegagne)

3. May 21, 2025 by
Barbara Mykle-Hotzon
(bmyklehotzon)

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

Banner Course American Sign Language 10

Name:

Subject Code: ASLD - ASL & Deaf Studies

Course Number 2310

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This intensive course is designed for advanced ASL students to continue increasing their ASL vocabulary and proficiency. Students will have many opportunities to practice using ASL and to continuously incorporate feedback from native ASL users, classmates and oneself. This course will also explore the difference in how English and ASL convey concepts in different settings (education, medical, community, etc). This course is required for students in the Sign Language Interpretation program.

Course Pre-Requisites (if applicable):

ASLD 2290 or Assessment.

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**Yes ~~No~~**Details of PLAR:**

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, a variety of language samples.

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate fluent, advanced ASL narration skills to do the following: - Incorporate appropriate use of non-manual markers in signed utterances

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

	- Fluently use all 7 expansion/contextualization techniques - Construct cohesive narrative discourse with appropriate discourse markers - Make clear visual sense - Use a rich, diverse, setting-specific ASL vocabulary - Use a variety of classifiers and locatives - Use 3D referential space consistently and effectively - Use appropriate number formats for particular contexts
CLO #2	Analyze and critique one's own recorded ASL narratives
CLO #3	Appropriately engage in effective peer-to-peer feedback
CLO #4	Identify one's own focus areas for development and intensified practice
CLO #5	Adapt ASL usage to communicate with a variety of signed language users

Instructional

Strategies:

Class activities may include lecture and language lab, demonstration/modelling, dialogue and small group conversational practice, course readings and videos, among others.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	Quizzes to evaluate factual knowledge of ASL & Deaf culture
Quizzes/Tests	20	Quizzes to evaluate receptive ASL skills
Quizzes/Tests	20	Demonstration of expressive ASL skills
Assignments	25	Assigned dialogues and interaction
Participation	10	Participation

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 60

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:

Sentence structures, vocabulary and narrative techniques:

- Non-manual markers made with the mouth
- Facial grammar and emotive affect, including humour
- Constructed dialogue and constructed action, and accompanying eye gaze
- Time/tense markers and use of timelines

Building ASL vocabulary in specific settings:

- Health/medical – talking about health and basic medical concerns/experiences
- Educational – talking about school and university/college
- Math – continuing to expand fluency in ASL number depictions
- Community – talking about current and local events, organizations, places and issues

Course Topics:

Increasing adaptability to diverse ASL users:

- Language use across the ASL-Contact-English continuum
- Variations due to demographics (age, background, geographical area)

Making clear visual sense:

- Topicalization and contextualization
- Consistency in use of referential space Level of visual detail
- Discourse markers, cohesion, prosody
- Overall meaning and intent, including humour

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

Smith, Cheri. (2008). Signing Naturally 3. Student Workbook. San Diego, CA: DawnSignPress.

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 08/18/26 10:03 am

Viewing: **INTR 2100 : Positionality Deaf Community**

Last approved: 06/21/23 8:19 am

Last edit: 09/03/26 12:41 pm

Changes proposed by: bmyklehotzon

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:17 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954 Leader
2. 08/18/26 12:00 pm
Jennifer Kelly
(jekelly): Approved for SAS Dean

History

1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Programs

referencing this

course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Positionality in the Deaf Community

Effective Date:

September 2026

School/Centre:

Arts & Sciences

Department:

Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
<u>Barb Mykle-Hotzon</u> Mari Klassen	<u>bmyklehotzon@vcc.ca</u> mklassen@vcc.ca	/

Banner Course

Positionality Deaf Community

Name:

Subject Code:

INTR - Interpreting

Course Number

2100

Year of Study 2nd Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This course will focus on the development of a professional interpreter identity through examination of one's positionality in the Deaf community. Students will use critical thinking to explore historical and current perspectives on the interpreting community of practice. Students will consider how to be agents of change toward social, economic and racial justice by examining issues of diversity, intersectionality, privilege, marginalization, self-determination and systemic inequities.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate critical thinking in written and oral forms
CLO #2	Describe various positions, different from their own, on a given issue
CLO #3	Examine the impact of intersectionality and positionality in personal interactions
CLO #4	Identify historical trends of systemic inequities and their impact on the role of the interpreter
CLO #5	Describe the human service systems impacting the lives of Deaf community members

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

CLO #6	Identify key organizations within the Deaf community, local and national
CLO #7	Apply a critical social justice perspective to the dynamics between interpreters and the Deaf community
CLO #8	Describe current inequity issues of concern to the interpreting community of practice
CLO #9	Recognize their own power, privilege, and potential for bias
CLO #10	Outline a personal plan for ongoing growth and development as a socially conscious interpreter

Instructional

Strategies:

Lecture/seminar, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Community Research Project, Summary
Project	15	Community Research Project, Presentation
Assignments	30	2 essays, 15% each
Quizzes/Tests	30	
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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 45

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:

Positionality as a professional sign language interpreter:

- One's own experiences of privilege and oppression and connection to social systems (family, education, health care, employment, justice, etc)
- How professional power and privilege interact with personal privilege and personal intersectional experiences of oppression
- Possibility and implications of using one's position of power to reinforce the status quo
- Examination of one's own positionality in a variety of professional and community settings

Impacts of oppression on Deaf-hearing interactions and the role of the interpreter:

- Power held by professional interpreters in systems
- Current practices in sign language interpreting as part of an evolution of historical perspectives
- Oppressive treatment by interpreters as experienced by persons who are D/deaf, hard of hearing, Deafblind
- Critical race theory and its application to interpreting
- Language deprivation and its relevance to interpreting
- Envisioning interpreters as agents of change toward social, economic and racial justice
- The interpreter as ally or accomplice or other

Course Topics:

Human service systems that impact the lives of Deaf, hard of hearing, Deafblind people:

- Component parts of the service systems and their interactive dynamics within our local and national community context
- Advocacy organizations and movements influencing the Deaf community and interpreters
- Living in an unjust society and working within unjust systems
- Inequity as systemic and self-sustaining
- Impact of social policies on social justice, considering decolonization, Truth & Reconciliation, anti-racism, gender diversity, intersectional Deaf experiences

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

Date Submitted: 08/18/26 10:26 am

Viewing: **INTR 2120 : Foundations of Practice 1**

Last approved: 06/21/23 8:19 am

Last edit: 09/03/26 12:41 pm

Changes proposed by: bmyklehotzon

Programs
referencing this
course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Foundations of Practice 1

Effective Date: September 2026

School/Centre: Arts & Sciences

Department: Sign Language Interpretation (1954)

Contact(s)

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:18 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 12:00 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course Name: Foundations of Practice 1

Subject Code: INTR - Interpreting

Course Number: 2120

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course provides students with an introduction to the profession of American Sign Language - English interpretation and will involve three significant areas: observation of interpreters at work in the field; development of pre-interpreting foundational skills; and an introduction to the decision-making framework known as the Demand Control Schema.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze the work of interpreters, based on observation in the field
CLO #2	Recognize their own personal filters and frame of reference
CLO #3	Apply techniques learned through observations to their own emerging professional practice
CLO #4	Apply the Demand Control Schema to decision-making as it pertains to the field of interpreting
CLO #5	Demonstrate pre-interpreting skills including closure techniques, discourse prediction skills, memory and multi-tasking

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

CLO #6	Analyze and diagram samples of discourse to determine the main points and supporting detail
CLO #7	Reconstruct English texts working from a diagram of their own design

Instructional

Strategies:

Lecture/seminar, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	25	Field Research Individual Project, Presentation
Project	25	Field Research Group Project, Presentation
Project	10	Field Research Group Project, Reflection
Assignments	30	Professional Reflection Journals
Other	10	Professional Accountability

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 45

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 15

Course Topics

Course Topics:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Professional interpreters' work:

Techniques for effective observation,

Skills for interpersonal interacting & questioning,

Reflective journals

Foundational skills for interpreting:

Listening for comprehension,

Speaking for clarity,

Identifying main points in spoken texts,

Discourse mapping,

Multi-tasking while listening and speaking

Ethical decision-making:

Ethical codes, Demand Control Schema

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

Course Change Request

Date Submitted: 08/18/26 10:13 am

Viewing: **INTR 2140 : Interpretation 1: Translation**

Last approved: 06/21/23 8:19 am

Last edit: 09/03/26 12:41 pm

Changes proposed by: bmyklehotzon

Programs
referencing this
course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Interpretation Theory and Practice 1: Translation

Effective Date: September 2026

School/Centre: Arts & Sciences

Department: Sign Language Interpretation (1954)

Contact(s)

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:19 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 12:00 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course Name: Interpretation 1: Translation

Subject Code: INTR - Interpreting

Course Number: 2140

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course provides opportunities to practically apply a cognitive model of interpreting in which the interpreter actively constructs meaning based on cues provided by others. Students will develop skills in analyzing and translating ASL and English texts, exploring multiple parameters of discourse and message analysis. These may include speaker/signer intent, implied and explicit content, emotional affect, culturally-bound elements, and the impact of contextual factors.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, a variety of interpretation samples.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use contextual cues to predict discourse content and intent
CLO #2	Use discourse mapping to represent meaning
CLO #3	Analyze English and ASL texts to identify speaker goals, linguistic register, emotional affect and culturally-linked elements
CLO #4	Prioritize text content, identifying main points and supporting details
CLO #5	Identify both implied and explicit propositions in source texts

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

CLO #6	Apply contextual factors to the process of meaning-based translation
CLO #7	Compose equivalent messages in the target language
CLO #8	Demonstrate the creation of culturally mediated translation texts
CLO #9	Explain the steps involved in the processes of discourse analysis and translation
CLO #10	Critically evaluate the relative success/effectiveness of a translation

Instructional

Strategies:

Lecture/seminars; small group work; translation practice tasks; course readings/videos

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	English to ASL Translation Assignment
Assignments	35	ASL to English Translation Assignment
Quizzes/Tests	15	
Assignments	15	Written Reflection/Analyses

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 60

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:

Key linguistic differences between English and ASL:

- Use of face and space;
- Common sentence types, syntactical structures and discourse markers;
- Time/tense markers;
- Pronominalization;
- Prepositional and adverbial information;
- Pluralization;
- Contextualization and topicalization

Analysis parameters in English and ASL texts:

- Variables of the cultural, situational, relational, psychological context(s);
- Implied and explicit propositions, main points and supporting details;
- Culturally-linked elements;
- Linguistic register;
- Speaker/signer characteristics and goals;
- Emotional affect and tone;
- Metanotative qualities/style of the speaker/signer;
- Contextual force relative to target audience characteristics and goals

Power and responsibility inherent in the tasks of translation/interpretation:

- Meaning-making as a shared process of co-construction;

Course Topics:

- Linguistic and cultural mediation;
- Awareness of positionality and bias;
- Challenges in aiming for dynamic equivalence and impartiality

Steps and sub-processes in translation/interpretation:

- Predicting what to expect from the discourse;
- Concentrating and attending to source message;
- Representing meaning, dropping source language form;
- Preparing to express meaning using target language form;
- Producing target message;
- Monitoring and critiquing one's own process and results

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

Date Submitted: 08/18/26 10:28 am

Viewing: **INTR 2150 : Deaf Comm. Service**

Learning 1

Last approved: 06/21/23 8:19 am

Last edit: 08/18/26 11:23 am

Changes proposed by: bmyklehotzon

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:23 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 12:00 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Programs

referencing this

course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Deaf Community Service Learning 1

Effective Date:

January 2027

School/Centre:

Arts & Sciences

Department:

Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
<u>Barb Mykle-Hotzon</u> Mari Klassen	<u>bmyklehotzon@vcc.ca</u> mklassen@vcc.ca	/

Banner Course

Deaf Comm. Service Learning 1

Name:

Subject Code:

INTR - Interpreting

Course Number

2150

Year of Study 2nd Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This course is the first of two courses designed to strengthen the interpreting student's ability to adapt to linguistic and cultural diversity within the Deaf community and to appropriately engage in the cultural norms of the Deaf community. Service learning provides authentic immersive experiences in a way not possible in the classroom. Through collaboration and volunteer service, students will participate in activities designed and led by Deaf community members. Guided by a Deaf instructor, students will participate in classroom seminars to reflect on their learning. The language of instruction will be ASL.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define Experiential Learning Theory
CLO #2	Identify the mutual benefits of service learning to students and community members
CLO #3	Recognize the value of Popular Education learning principles
CLO #4	Recognize the importance of reciprocity working within a marginalized community

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

CLO #5	Establish and maintain appropriate professional boundaries
CLO #6	Exhibit strong communication skills in both ASL and English
CLO #7	Maintain cohesive working relationships while using ASL and English with a variety of language users
CLO #8	Identify and reflect on their own biases
CLO #9	Use ASL to engage in seminar discussions about community learning experiences

Instructional

Strategies:

Lecture/seminar, field work, small group work, guest speakers, course readings/video

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Field Research Group Project, Summary
Project	15	Field Research Group Project, Presentation
Other	10	Service Learning Log
Assignments	20	Written Reflections
Assignments	20	Reflections in ASL
Other	20	Professional Accountability

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

Seminar

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:

Practicum

Hours in Category 3: 15

Course Topics

Course Topics:

Service Learning:

Experiential Learning Theory;

Popular Education

Networking in the Deaf Community:

Culturally appropriate communication;

Power, privilege and oppression working within marginalized populations;

Reciprocity – what it looks like and how to participate;

Collaborating with peers

Reflective Learning:

Journaling;

Goal setting for ongoing growth and development;

Personal values and impact on professional interpersonal relationships;

Personal biases – identifying them and what to do about them;

Sharing in reflective discussions with peers, in ASL

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Course Change Request

Date Submitted: 08/18/26 10:08 am

Viewing: **INTR 2210 : Ethics & Prof. Decision Making**

Last approved: 06/22/23 8:06 am

Last edit: 09/03/26 12:42 pm

Changes proposed by: bmyklehotzon

In Workflow

- 1. 1954 Leader
- 2. SAS Dean
- 3. Education Council
- 4. Records
- 5. Banner

Approval Path

- 1. 08/18/26 11:25 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954 Leader
- 2. 08/18/26 12:01 pm
Jennifer Kelly
(jekelly): Approved for SAS Dean

History

- 1. Jun 22, 2023 by
Todd Rowlatt
(trowlatt)

Programs
referencing this
course
[180: Sign Language Interpretation Diploma](#)

Course Name:
Ethics & Professional Decision Making

Effective Date: September 2026

School/Centre: Arts & Sciences

Department: Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course Ethics & Prof. Decision Making
Name:

Subject Code: INTR - Interpreting

Course Number 2210

Year of Study 2nd Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This course provides students with opportunities to clarify their own values and integrate that knowledge into the concept of sign language interpreters as cultural mediators within their professional role. Applying prior learning regarding power, privilege and oppression, students will discuss and analyze meta-ethical principles and the Code of Ethics and Guidelines for Professional Conduct espoused by sign language interpreters in Canada. Students will also further their understanding of the decision-making framework known as Demand Control Schema and its application to ethics.

Course Pre-Requisites (if applicable):

INTR 2100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify personal and professional values and their impact on professional decision-making
CLO #2	Examine the Canadian Association of Sign Language Interpreters (CASLI) Code of Ethics and Guidelines for Professional Conduct
CLO #3	Utilize the Demand-Control Schema framework for decision-making

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

CLO #4	Analyze the impact of positionality and power on interactions between interpreters and others
CLO #5	Recognize the ethical responsibility of the interpreter aiming to be anti-oppressive in their practice
CLO #6	Determine the difference between ethical and professional practice dilemmas
CLO #7	Develop a personal philosophy of practice
CLO #8	Specify their commitment to ongoing growth and exploration of values, privilege and positionality

Instructional

Strategies:

Lecture/seminar, small group work, guest speakers, course readings/video

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Field Research Group Project, Presentation
Project	25	Case Study Group Project, Presentation
Assignments	10	Article Review:
Other	20	Case Conference
Assignments	25	Personal Philosophy Paper

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

Seminar

Hours in Category 1: 45

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:

Values and ethics

Relationship between one's own personal and professional values and one's professional code of ethics

A code of ethics as an expression of values and guidelines

Critical thought and situational variables that impact the application of the code of ethics

Personal philosophy of practice

Professional governance

General purposes of professional codes of ethics

Canadian Association of Sign Language Interpreters (CASLI) Code of Ethics and Guidelines for Professional Conduct

Workplace guidelines and policies of employers of interpreters

Legislation that impacts the interpreting community of practice

Westcoast Association of Visual Language Interpreters (WAVLI) and Occupational Title Protection in BC

Conflict and/or tensions between professional, employer and legislated governance

Demand Control Schema

Course Topics:

Constellations of demands
 Controls on a liberal-conservative spectrum
 Positive and negative consequences
 Resulting demands
 Case studies and hypothetical dilemmas

Interpreter power, privilege, positionality

Possibility and implications of using one's position of power to reinforce the status quo
 Ongoing examination of one's own positionality in a variety of professional and community settings
 Envisioning oneself as an agent of change toward social, economic and racial justice

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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

Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Provide any additional information if necessary.

Supporting
 documentation:

Reviewer
 Comments

Course Change Request

Date Submitted: 08/18/26 10:27 am

Viewing: **INTR 2220 : Foundations of Practice 2**

Last approved: 06/21/23 8:19 am

Last edit: 09/03/26 12:42 pm

Changes proposed by: bmyklehotzon

Programs
referencing this
course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Foundations of Practice 2

Effective Date: September 2026

School/Centre: Arts & Sciences

Department: Sign Language Interpretation (1954)

Contact(s)

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:27 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 12:01 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course Name: Foundations of Practice 2

Subject Code: INTR - Interpreting

Course Number: 2220

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course provides students with opportunities to expand their understanding of the practice profession of sign language interpretation. Continued foundational learning focuses on development of pre-interpreting skills such as English vocabulary development, discourse mapping, discourse reconstruction, paraphrasing and cognitive multi-tasking. Students will be introduced to the Deafblind community and to the variety of setting types where interpreters typically work.

Course Pre-Requisites (if applicable):

INTR 2120.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate versatility in English vocabulary use
CLO #2	Use effective techniques for discourse mapping and paraphrasing
CLO #3	Perform advanced level listening and speaking skills
CLO #4	Describe the variety of Deafblind etiology and identities
CLO #5	Describe various communication methods used by Deafblind people

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

CLO #6	Define the role of intervenor
CLO #7	Contrast key features of setting types where interpreters work
CLO #8	Identify strategies for their own ongoing vocabulary development

Instructional

Strategies:

Lecture/seminar, demonstration/practice, small group work, guest speakers, course readings/video

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Field Research Group Project, Summary
Project	15	Field Research Group Project, Presentation
Assignments	30	2 essays, 15% each
Quizzes/Tests	30	
Other	10	Professional Accountability

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: 37.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 37.5

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:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Foundational skills for interpreting:

English vocabulary development

Listening for comprehension

Speaking for clarity

Identifying main points in spoken texts

Discourse mapping

Multi-tasking while listening and speaking

Introduction to the Deafblind community:

Etiology of Deafblindness

Significant organizations of, by and for Deafblind individuals

Various communication methods used by members of this population

Various mobility and orientation needs, and guiding techniques

Distinction between interpreters and intervenors working with individuals who are Deafblind

Introduction to interpreting setting types and their distinguishing features:

Course Topics:

Educational K-12
 Educational post-secondary
 Medical
 Legal
 Social services
 Community
 Video Relay
 Video Remote
 Performing arts

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Provide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

Date Submitted: 08/18/26 10:15 am

Viewing: **INTR 2240 : Interpretation 2**

Last approved: 06/21/23 8:19 am

Last edit: 09/03/26 12:42 pm

Changes proposed by: bmyklehotzon

Programs

referencing this

course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Interpretation Theory and Practice 2

Effective Date: September 2026

School/Centre: Arts & Sciences

Department: Sign Language Interpretation (1954)

Contact(s)

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:30 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 12:01 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course Name: Interpretation 2

Subject Code: INTR - Interpreting

Course Number: 2240

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This practical course provides opportunities to develop ASL-English interpreting skills during simulated practice in the classroom and while doing volunteer interpreting in the community. Students will integrate their learning in all settings and will participate in seminars to reflect upon their professional growth and to identify focus areas for ongoing development. They will learn interpreting theory, terminology and process models, and will practice strategies for both consecutive and simultaneous interpreting.

Course Pre-Requisites (if applicable):

INTR 2140.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, a variety of interpretation samples.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use preparatory materials and information to predict and prepare for an interpretation task
CLO #2	Apply contextual factors to the process of meaning-based interpretation
CLO #3	Produce interpretations that meet the goals of the particular speakers/ signers/ settings
CLO #4	Demonstrate interpretation into ASL that is syntactically correct and cohesive
CLO #5	Demonstrate interpretation into English that is syntactically correct and cohesive

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

CLO #6	Use rapid mental processing to manage the time constraints of simultaneous interpretation
CLO #7	Use effective interaction management strategies when doing consecutive interpretation
CLO #8	Demonstrate appropriate choice of simultaneous or consecutive mode
CLO #9	Describe the cognitive sub-steps in the process of interpreting meaning
CLO #10	Critically evaluate the relative success/effectiveness of an interpretation
CLO #11	Reflect on their own interpreting skills and identify focus areas for ongoing development
CLO #12	Demonstrate professional demeanour and effective communication in interactions with others

Instructional

Strategies:

Lecture/seminar; small group work; simulated interpretation practice; interpretation practice in community; course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Consecutive Interpreting Assignments
Assignments	30	Simultaneous Interpreting Assignments
Assignments	10	Written Analyses
Other	10	Self-reflections and Goal-setting
Quizzes/Tests	15	
Other	5	Volunteer Interpreting Log

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 60

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:

Cognitive model of the process of interpretation:

- Meaning-making as a shared social process of co-construction
- Variables of each cultural, situational, relational, psychological context
- Historically significant conduit models and terminology
- Linguistic and cultural mediation

Power and responsibility inherent in the task of interpretation:

- Social variables that impact meaning-making
- Awareness of privilege, intersecting identities, allyship, one's own positionality and bias
- Challenges in aiming for dynamic equivalence and impartiality

Course Topics:

Steps and sub-processes in interpretation:

- Predicting what to expect from the discourse
- Concentrating and attending to source message
- Representing meaning, dropping source language form
- Planning to express meaning using target language form
- Producing a clear and cohesive target message
- Monitoring and critiquing one's own process and results
- Strategies for managing the time constraints of simultaneous interpreting
- Strategies for using consecutive interpreting and interaction management
- Criteria for opting to use either simultaneous or consecutive interpreting
- Strategies for effective co-interpreting as a team

Analysis and assessment of interpretation:

- Features of a successful interpretation
- Think Aloud Protocol (TAP) as a learning tool
- Demand-Control framework as a learning tool
- Peer feedback and shared analysis
- Self-reflection and identification of focus areas/goals for one's own development

Professional demeanour and interaction, including:

- Clear, respectful, effective interpersonal communication
- Punctuality, effort, enthusiasm
- Patience with self, others, and circumstances
- Discretion, diplomacy, confidentiality
- Working collaboratively with peers, consumers, teachers, and others

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

Date Submitted: 08/18/26 10:30 am

Viewing: **INTR 2250 : Deaf Comm. Service**

Learning 2

Last approved: 06/21/23 8:19 am

Last edit: 09/03/26 12:42 pm

Changes proposed by: bmyklehotzon

Programs

referencing this

course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Deaf Community Service Learning 2

Effective Date:

September 2026

School/Centre:

Arts & Sciences

Department:

Sign Language Interpretation (1954)

Contact(s)

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:33 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 12:02 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
<u>Barb Mykle-Hotzon</u> Mari Klassen	<u>bmyklehotzon@vcc.ca</u> mklassen@vcc.ca	/

Banner Course

Deaf Comm. Service Learning 2

Name:

Subject Code:

INTR - Interpreting

Course Number

2250

Year of Study 2nd Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This course is the second of two courses designed to strengthen the interpreting student's ability to appropriately engage in the Deaf community. Students will participate in community volunteer service and they will also plan and host social events to complement monthly Practical Learning Days (PL Days). PL Days will comprise intense practice interpreting in simulated scenarios role-played by Deaf community members and non-signing hearing volunteers. Guided by a Deaf instructor, students will reflect on their experiential learning in classroom seminars. The language of instruction will be ASL.

Course Pre-Requisites (if applicable):

INTR 2150.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Support the value of reciprocity when working with the Deaf community
CLO #2	Establish and maintain appropriate professional boundaries
CLO #3	Exhibit strong communication skills in both ASL and English
CLO #4	Maintain cohesive working relationships while using ASL and English with a variety of language users

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

CLO #5	Demonstrate ability to appropriately introduce oneself, initiate and/or join conversations, make others feel comfortable
CLO #6	Identify and reflect on their own biases
CLO #7	Use ASL to engage in seminar discussions about community learning experiences
CLO #8	Use ASL to engage in reflections on learning related to interpreting role-played scenarios

Instructional

Strategies:

Lecture/seminar, field work, small group work, guest speakers, course readings/video

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	10	Field Research Group Project, Summary
Practicum	10	Field Research Group Project, Presentation
Other	10	Practical Learning Log
Other	10	Service Learning Log
Assignments	20	Written Reflections
Assignments	20	Reflections in ASL
Other	20	Professional Accountability

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

Seminar

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:

Practicum

Hours in Category 3: 15

Course Topics

Course Topics:

Service Learning:

Supporting Deaf people and organizations in the community

Collaborating with peers

Culturally appropriate communication

Positionality and its impact on student-community interaction

Participating in the reciprocity pool

Practical Learning Days:

Managing the demands of all-day intensive interpreting practice

Hosting Deaf community members at social gatherings on campus

Making appropriate choices for interacting as a bilingual bicultural hearing person

Reflective Learning:

Course Topics:

Journaling

Goal setting for ongoing growth and development

Personal biases – identifying them and what to do about them

Sharing in reflective discussions with peers, in ASL

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Plus

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Course Change Request

Date Submitted: 08/18/26 10:05 am

Viewing: **INTR 2260 : Deafhood Identity & Diversity**

Last approved: 06/21/23 8:19 am

Last edit: 09/03/26 12:42 pm

Changes proposed by: bmyklehotzon

In Workflow

- 1. 1954 Leader
- 2. SAS Dean
- 3. Education Council
- 4. Records
- 5. Banner

Approval Path

- 1. 08/18/26 11:36 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954 Leader
- 2. 08/18/26 12:02 pm
Jennifer Kelly
(jekelly): Approved for SAS Dean

History

- 1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Programs
referencing this
course
[180: Sign Language Interpretation Diploma](#)

Course Name:
Deafhood: Pathways to Identity & Diversity

Effective Date: September 2026

School/Centre: Arts & Sciences

Department: Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course Name: Deafhood Identity & Diversity

Subject Code: INTR - Interpreting

Course Number 2260

Year of Study 2nd Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This course provides opportunities for students to build on their understanding of what it means to be culturally Deaf. Students explore the complexities of Deafhood, considering what people who identify as Deaf have in common but also how they differ. Key themes are intersectionality, diverse life journeys, and Deafhood as a global concept. Students examine how these themes inform the work of interpreters. The language of instruction in this course is ASL.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Recognize the status, official and unofficial, of signed languages around the world
CLO #2	Recognize the varying realities around the world in terms of Deaf education, employment, and empowerment
CLO #3	Recognize variations among countries as to the state of professional sign language interpreting
CLO #4	Describe typical and atypical samples of life journeys/struggles into Deafhood

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

CLO #5	Recognize the implications of Deafhood's complexities for sign language interpreters
CLO #6	Explore the impact of technology and social media on the global profile of Deafhood
CLO #7	Describe the systemic effects of audism on Deaf people's access and inclusion, in different parts of the world
CLO #8	Recognize how the Deaf community reckons with issues of social, economic, race-based and gender-based inequity
CLO #9	Identify the successes and struggles of national and international Deaf organizations that focus on advocacy and culture

Instructional

Strategies:

Lecture/seminar, small group work, guest speakers, course readings/video

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Deaf Studies Research Group Project, Summary
Project	15	Deaf Studies Research Group Project, Presentation
Assignments	30	2 essays, 15% each
Quizzes/Tests	30	
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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 45

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:

Deafhood around the globe

Variations in societal acceptance, access to education and employment

Variations in recognition of signed languages

Variations in the provision of sign language interpreting

Deafhood and diversity

Life stories from diverse Deaf guest speakers

Shared and individual pathways/struggles to Deafhood

Course Topics:

Potentially lifelong impact of early language deprivation
 Intersectionality in the Deaf community (race, religion, sexual orientation, gender identity, etc.)

Deafhood and social justice

Systemic inequities (poverty, racism, gender-based discrimination, etc.)
 De/colonization and experiences of Indigenous Deaf people
 Experiences of Deaf immigrants and refugees to Canada

Impact of 21st century technology on Deafhood

Internet, digital information, social media
 Universal design, smart phones, video-based technology
 Video relay interpreting and video remote interpreting

Advocacy and advancements

Activities of the World Federation of the Deaf and the World Association of Sign Language Interpreters
 United Nations Conventions and activities
 Persistence of audism and medicalized view

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

A list of required and optional textbooks and materials is provided for students at the beginning of each semester.

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

Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Course Change Request

Date Submitted: 08/18/26 10:17 am

Viewing: **INTR 2340 : Interpretation 3: Community**

Last approved: 03/27/24 8:55 am

Last edit: 09/03/26 12:42 pm

Changes proposed by: bmyklehotzon

In Workflow

- 1. 1954 Leader
- 2. SAS Dean
- 3. Education Council
- 4. Records
- 5. Banner

Approval Path

- 1. 08/18/26 11:40 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
- 2. 08/18/26 12:02 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

- 1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)
- 2. Mar 27, 2024 by
Nicole Degagne
(ndegagne)

Programs
referencing this
course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Interpretation Theory and Practice 3: Community

Effective Date:

September 2026

School/Centre:

Arts & Sciences

Department:

Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course

Interpretation 3: Community

Name:

Subject Code:

INTR - Interpreting

Course Number 2340

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This practical course provides opportunities to build and enhance ASL-English interpreting skills during simulated practice in the classroom and while doing volunteer interpreting in the community. Students will gain versatility in meeting the needs of Deaf, hard of hearing, and Deafblind consumers across a spectrum of varied language use. The primary language of instruction will be ASL. The classes in May and June will be augmented by ongoing volunteering in the summer and a one-week practical learning experience at a Deafblind camp in August.

Course Pre-Requisites (if applicable):

INTR 2240.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, a variety of interpretation samples.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use preparatory materials and schema of the local Deaf, hard of hearing, Deafblind community to predict and prepare for an interpretation task
CLO #2	Engage with consumers to effectively determine appropriate target language variety
CLO #3	Describe the differences between acting as an interpreter or as an intervenor

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

CLO #4	Produce interpretations that meet the goals of the particular speakers/signers/settings
CLO #5	Communicate in a variety of close-up and/or tactile ways with people who are Deafblind
CLO #6	Critically evaluate the relative success/effectiveness of an interpretation
CLO #7	Engage with consumers to seek and incorporate their feedback
CLO #8	Participate in theoretical discussions and reflective seminars conducted in ASL
CLO #9	Reflect on their own interpreting skills and identify focus areas for ongoing development

Instructional

Strategies:

Lecture/seminars; small group work; simulated interpretation practice; interpretation practice in community; course readings/videos

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Interpreting Assignments
Assignments	15	Written analyses
Assignments	25	Self-reflections and goal-setting
Quizzes/Tests	20	
Other	10	Volunteer interpreting log

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 45

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 15

Course Topics

Course Topics:

Spectrum of (ASL) language use in the Deaf, hard of hearing, Deafblind community:

- Varieties of English-influenced Contact Sign
- Close-up ASL and/or hand-over-hand tracking
- Tactile ASL
- Pro-tactile signals
- Hand-to-hand fingerspelling with adapted British manual alphabet

Power and responsibility in the roles of interpreter and intervenor:

- Duties of an intervenor compared to those of an interpreter
- Ethical challenges in maintaining appropriate boundaries
- Social variables that impact meaning-making
- Awareness of privilege, intersecting identities, allyship, one's own positionality and bias

Ongoing skill enhancement for the steps and sub-processes in interpretation:

- Predicting what to expect from the discourse
- Concentrating and attending to source message
- Representing meaning, dropping source language form

Course Topics:

- Planning to express meaning using target language form
- Producing a clear and cohesive target message
- Monitoring and critiquing one's own process and results
- Strategies for managing the time constraints of simultaneous interpreting
- Strategies for using consecutive interpreting and interaction management
- Criteria for opting between simultaneous and consecutive mode
- Strategies for effective co-interpreting as a team

Analysis and assessment of interpretation:

- Features of a successful interpretation
- Think Aloud Protocol (TAP) as a learning tool
- Demand-Control framework as a learning tool
- Peer feedback and shared analysis
- Consumer feedback
- Self-reflection and identification of focus areas/goals for one's own development

Professional demeanour and interaction, including:

- Clear, respectful, effective interpersonal communication
- Punctuality, effort, enthusiasm
- Patience with self, others, and circumstances
- Discretion, diplomacy, confidentiality
- Working collaboratively with peers, consumers, teachers, and others

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Course Change Request

Date Submitted: 08/18/26 10:31 am

Viewing: **INTR 3110 : Self & Community of Practice**

Last approved: 06/21/23 8:19 am

Last edit: 09/03/26 12:42 pm

Changes proposed by: bmyklehotzon

Programs

referencing this
course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Self and Community of Practice

Effective Date:

September 2026

School/Centre:

Arts & Sciences

Department:

Sign Language Interpretation (1954)

Contact(s)

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:44 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 12:02 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jun 21, 2023 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
<u>Barb Mykle-Hotzon</u> Mari Klassen	<u>bmyklehotzon@vcc.ca</u> mklassen@vcc.ca	/

Banner Course

Self & Community of Practice

Name:

Subject Code:

INTR - Interpreting

Course Number

3110

Year of Study 3rd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course prepares students to take on the challenges of building a practice as a professional interpreter while maintaining physical and mental health. The emotional labour and potential for burnout inherent in interpreting work will be examined, along with strategies for time and stress management. Students will learn basic business skills for working freelance as well as how to utilize resources, mentorship and peer support within the community of practice.

Course Pre-Requisites (if applicable):

INTR 2210.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate ability to integrate wellness strategies into daily life
CLO #2	Set realistic goals for their own personal health, growth and development
CLO #3	Identify the factors that impact the emotional labour of interpreting work
CLO #4	Recognize potential causes and indicators of burnout
CLO #5	Define vicarious trauma and discuss strategies to deal with it

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

CLO #6	Examine the characteristics of work in the public sector versus the private sector
CLO #7	Describe the systems and agencies in BC that employ and/or contract with interpreters
CLO #8	Produce a list of business terms and a sample invoice for use as a freelance interpreter
CLO #9	Produce a resume and cover letter for use when applying for an interpreter position
CLO #10	Devise strategies for seeking mentorship and ongoing peer support
CLO #11	Describe plans to participate in and contribute to the interpreting community of practice

Instructional

Strategies:

Lecture/seminars; small group work; guest speakers; course readings/videos

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Mental Health and wellbeing
Assignments	25	Business practices
Assignments	15	Cover letter/resume
Other	10	Mentorship
Assignments	25	Personal wellness strategy paper

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 60

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:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Wellness and self-care

- Strategies and routines for maintaining physical health
- Techniques and habits for maintaining mental health
- Managing stress, time management, organizational skills
- Making effective plans and setting realistic goals
- Establishing a personal support network

Emotional labour of interpreting work

- Potential for burnout, vicarious trauma
- Maintaining appropriate personal/professional boundaries
- Balancing professional role and social participation in the Deaf community

Interpreters as business practitioners

- Contrasting public and private sector work

Course Topics:

- Employers, agencies, systems
- Understanding the marketplace for contract and freelance interpreting work
- Basic practices for a self-employed interpreter (business terms, invoicing, accounting, taxes, self-promotion)

The interpreting community of practice

- Participating, benefiting and contributing as a new practitioner
- Fostering mentoring relationships and peer support
- Working collegially to effect positive change
- Addressing issues of diversity, equity and inclusion

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

The Sign Language Interpretation Program Content Guide is the primary proposal.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

Date Submitted: 08/18/26 10:06 am

Viewing: **INTR 3120 : Interpreting in Educ Settings**

Last approved: 06/22/23 8:06 am

Last edit: 09/03/26 12:43 pm

Changes proposed by: bmyklehotzon

Programs
referencing this
course

[180: Sign Language Interpretation Diploma](#)

Course Name:

Sign Language Interpretation in Educational Settings

Effective Date: September 2026

School/Centre: Arts & Sciences

Department: Sign Language Interpretation (1954)

Contact(s)

In Workflow

1. 1954 Leader
2. SAS Dean
3. Education Council
4. Records
5. Banner

Approval Path

1. 08/18/26 11:52 am
Barbara Mykle-Hotzon
(bmyklehotzon):
Approved for 1954
Leader
2. 08/18/26 12:03 pm
Jennifer Kelly
(jekelly): Approved
for SAS Dean

History

1. Jun 22, 2023 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzon Mari Klassen	bmyklehotzon@vcc.ca mklassen@vcc.ca	/

Banner Course Name: Interpreting in Educ Settings

Subject Code: INTR - Interpreting

Course Number: 3120

Year of Study 3rd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course provides opportunities for students to explore historical and current sociopolitical influences that impact the pedagogical perspectives, goals and practices in the education of Deaf students. Learners will examine the interpreter's dynamic and adaptive responsibilities to accommodate various Deaf students' needs while applying ethical decision making appropriate for working in educational settings. Major emphasis will be on the characteristics of interpreting in a K-12 school environment and on developing strategies for communicating successfully as a member of an educational team.

Course Pre-Requisites (if applicable):

INTR 2340, ASLD 2310.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR is assessed through: simulation or actual presentation of a candidate's abilities, live and/or video-recorded. The demonstration may include, but is not limited to, challenge assignments, demonstrations and/or interviews.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify a wide range of educational interpreting settings across the life span
CLO #2	Compare use of interpreting strategies and ethical practices used in community interpreting with interpreting in educational settings
CLO #3	Consider the impact of their cognitive and linguistic development on interpretations

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

CLO #4	Demonstrate interpreting strategies to meet the cognitive and linguistic needs of individuals in learning environments
CLO #5	Discuss and explore ethical practices in educational settings
CLO #6	Examine their own responsibility to provide educational support
CLO #7	Describe and discuss the classroom interpreter's responsibilities while using appropriate professional discourse
CLO #8	Discuss components of the educational team and the interpreter's place within it
CLO #9	Discuss components of working within a system
CLO #10	Describe various stages of linguistic and cognitive development and the unique circumstances of Deaf students
CLO #11	Assess their own suitability/readiness for work in educational settings

Instructional

Strategies:

Lecture/seminars; small group work; guest speakers; course readings/videos

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Field research group project/presentation
Project	25	Case study group project/presentation
Assignments	10	Article review
Assignments	20	Case conference
Assignments	25	Research paper

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Seminar

Hours in Category 1: 60

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:

Course content will be guided by research, empirical knowledge, professional standards and best practice.

Interpreting in Educational Settings

- Spectrum of educational setting features
- Educational interpreting in contrast to community interpreting
- Provincial, district and systemic structures as they pertain to educational interpreting
- Diversity of populations and variety of perspectives

Linguistic and Cognitive Development

- Stages of development across the lifespan
- Impact of early language learning on student's cognitive and social development

Course Topics:

- Theory of mind and impact on Deaf child development
- Language deprivation and impact of trauma
- Pre-K options in BC

K-12

- Educational options for students
- Provincial decision-making regarding placement
- Characteristics of academically successful students
- Perspectives on the meaning of inclusion
- Understanding provincial curriculum
- Preparing to interpret

Educational Team

- Educational team participants and the interpreter's responsibility
- Individual Educational Plans
- Interpreter responsibility within the educational environment
- Pedagogical principles of teaching, learning, objectives, outcomes
- Communication with professionals

Interpreter Responsibilities

- Identifying Deaf students' needs and how to address them
- Ethical behaviour and decision making
- Professional development
- Interpreter wellness
- Determining one's own suitability for interpreting in this setting

Post Secondary

- Spectrum of interpreting in post-secondary educational settings
- Interpreter considerations, strategies and best practices
- Preparing to interpret
- How to find work

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

As assigned by the instructor.

Rationale and Consultations



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: **RECOMMENDATION FOR APPROVAL**
Revised Curriculum: New 2D and 3D Animation Diploma programs

BACKGROUND:

The 2D and 3D Animation Diplomas are new 12-month programs within Continuing Studies, approved by the Board of Governors in June 2026 at 70.5 and 71 credits respectively, with an anticipated start date of September 2026.

Upon receiving delivery schedules in July and consulting with program instructors, discrepancies were identified between the course outlines on record and actual course hours as delivered in practice. As a result, course hours and credits have been revised, reducing total program credits to 60 for both programs. Course learning outcomes remain unchanged as the course hours as initially submitted were erroneous. A summary of course and credit hour adjustments is included as Appendix A.

DISCUSSION:

The programs remain full-time, one-year diplomas delivered over sequential terms. The revisions ensure that scheduling and delivery accurately reflect practice at the source institution. These changes have costing implications currently being pursued through the Finance & Audit Committee for recommendation to the Board of Governors.

Due to the expedited nature of this implementation, these curriculum changes are being presented directly to Education Council rather than to Curriculum Committee. Courses are currently scheduled per actual delivery schedules, as reflected in the Revised columns in Appendix A, and started on September 8, 2026.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program content guides for the 2D Animation Diploma and 3D Animation Diploma, including to program credits, and 19 revised course outlines, and recommend the Board of Governors approve the implementation of the revised programs.

PREPARED BY: Adrian Lipsett, Dean of Continuing Studies
Claire Sauvé, Associate Director, Continuing Studies

ATTACHMENT: APPENDIX A - Summary of Course and Credit Hours Revisions

DATE: September 1, 2026

APPENDIX A: SUMMARY OF COURSE AND CREDIT HOURS REVISIONS

			Current (VCC)**				Revised 2D Animation*					Revised 3D Animation					
Course Code	Title	Program	CAT 1 hours	CAT 2 hours	Total hours	Credits	CAT 1 hours	CAT 2 hours	Total hours	Credits	CAT 1 hours	CAT 2 hours	Total hours	Credits			
TDAN 1101	Story - Visual Language 1	both	22	11	33	1.5	22	11	33	1.5	22	11	33	1.5			
TDAN 1102	Life Drawing 1	2D	33	33	66	3.5	18	18	36	1.5							
TDAN 1103	Harmony Workshops (Toon Boom)	2D	18	18	36	1.5	24	12	36	2							
TDAN 1104	Animation 1	both	47	127	174	8	58	116	174	8.5	58	116	174	8.5			
TDAN 1105	Animation History 1	both	27	0	27	1.5	30	0	30	2	30	0	30	2			
TRDN 1102	Life Drawing 1 - 3D	3D	18	18	36	1.5					18	18	36	1.5			
TRDN 1103	Maya for Animation 1	3D	18	18	36	1.5					24	12	36	2			
TRDN 1106	Photoshop Workshop	both	12	12	24	1	3	3	6	0	3	3	6	0			
TDAN 1201	Story - Visual Language 2	both	22	11	33	1.5	24	12	36	2	24	12	36	2			
TDAN 1202	Life Drawing 2	2D	25	11	36	2	18	18	36	1.5							
TDAN 1203	Harmony 1	2D	18	18	36	1.5	24	12	36	2							
TDAN 1204	Animation 2	both	57	120	177	8.5	58	116	174	8.5	58	116	174	8.5			
TDAN 1205	Animation History 2	both	30	0	30	2	30	0	30	2	30	0	30	2			
TDAN 1206	Premiere Workshop	both	1	2	3	0	2	4	6	0	2	4	6	0			
TRDN 1202	Life Drawing 2 - 3D	3D	25	11	36	2					18	18	36	1.5			
TRDN 1203	Maya for Animation 2	3D	24	12	36	2					24	12	36	2			
TDAN 2101	Story - Visual Language 3	both	24	48	72	4	24	12	36	2	24	12	36	2			
TDAN 2102	Life Drawing 3	2D	18	18	36	1.5	18	18	36	1.5							
TDAN 2103	Harmony 2	2D	18	18	36	1.5	24	12	36	2							
TDAN 2104	Animation 3	both	53	121	174	8	58	116	174	8.5	58	116	174	8.5			
TDAN 2106	Audio Workshop	both	1	2	3	0	1	2	3	0	1	2	3	0			
TRDN 2102	Life Drawing 3 - 3D	3D	18	18	36	1.5					18	18	36	1.5			
TRDN 2103	Maya for Animation 3	3D	24	12	36	2					24	12	36	2			
TDAN 2201	Story - Visual Language 4	both	67	164	231	11	24	12	36	2	24	12	36	2			
TDAN 2202	Life Drawing 4	2D	22	14	36	2	18	18	36	1.5							
TDAN 2204	Animation 4	both	67	164	231	11	67	164	231	11	67	164	231	11			
TDAN 2206	Demo Reel	both	1	2	3	0	1	2	3	0	1	2	3	0			
TRDN 2202	Life Drawing 4 - 3D	3D	27	18	45	2.5					18	18	36	1.5			
* Bold indicates change			Current 2D totals			1473	70.5	Revised totals			1224	60	Revised totals		1224	60	
** Based on VanArts Course Outlines			Current 3D totals			1476	71										

Program Change Request

Date Submitted: 08/25/26 3:57 pm

Viewing: **2D Animation Diploma**

Last approved: 06/25/26 5:07 pm

Last edit: 09/08/26 4:35 pm

Changes proposed by: akorens

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Education Council**
5. Board of Governors

Approval Path

1. 08/26/26 5:57 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 08/28/26 2:22 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 08/31/26 2:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

History

1. Jun 25, 2026 by
Brett Griffiths
(bgriffiths)
2. Jun 25, 2026 by
Darija Rabadzija
(drabadzija)

Program Name:	2D Animation Diploma	
Credential Level:	Diploma	
Effective Date:	<u>January 2027</u> September 2026	
Effective Catalog Edition:	2026-2027 Academic Calendar	
School/Centre:	Continuing Studies	
Department	2D & 3D Character Animation (6557)	
Contact(s)		

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>	Story - Visual Language 1	1.5
<u>TDAN 1102</u>	Life Drawing 1	1.5
<u>TDAN 1103</u>	Harmony Workshops (Toon Boom)	2
<u>TDAN 1104</u>	Animation 1	8.5
<u>TDAN 1105</u>	Animation History 1	2
<u>TRDN 1106</u>	<u>Photoshop Workshop</u>	<u>0</u>
<u>TDAN 1201</u>	Story - Visual Language 2	2
<u>TDAN 1206</u>	Premiere Workshop	0
<u>TDAN 1202</u>	Life Drawing 2	1.5
<u>TDAN 1203</u>	Harmony 1	2
<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

		250	
<u>TDAN 2101</u>	Story - Visual Language 3		2
<u>TDAN 2103</u>	Harmony 2		2
<u>TDAN 2104</u>	Animation 3		8.5
<u>TDAN 2106</u>	Audio Workshop		0
<u>TDAN 2201</u>	Story - Visual Language 4		2
<u>TDAN 2202</u>	Life Drawing 4		1.5
<u>TDAN 2204</u>	Animation 4		11
<u>TDAN 2206</u>	Demo Reel		0
Total Credits			60

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	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.

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Rationale and Consultations

Provide a rationale
for this proposal.

This program was acquired from VanArts; when we met with the VanArts instructors, received the schedule from, and started work on the schedule, we identified a number of discrepancies between the VanArts course outlines and the course hours on the schedule and in real practice.

A number of course hour & credit changes were made based on actual practice.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

[TDAN- 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.

Marketing Description

What you will learn

What to expect

Major Code

Program Change Request

Date Submitted: 08/25/26 3:58 pm

Viewing: **3D Animation Diploma**

Last approved: 07/27/26 3:54 pm

Last edit: 09/08/26 4:36 pm

Changes proposed by: akorens

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Education Council**
5. Board of Governors

Approval Path

1. 08/26/26 5:57 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 08/28/26 2:22 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 08/31/26 2:12 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

History

1. Jun 25, 2026 by
Brett Griffiths
(bgriffiths)
2. Jun 25, 2026 by
Darija Rabadzija
(drabadzija)
3. Jul 27, 2026 by
Darija Rabadzija
(drabadzija)

Program Name:		
3D Animation Diploma		
Credential Level:	Diploma	
Effective Date:	<u>January 2027</u> September 2026	
Effective Catalog Edition:	2026-2027 Academic Calendar	
School/Centre:	Continuing Studies	
Department	2D & 3D Character Animation (6557)	
Contact(s)		

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Name	E-mail	254 Phone/Ext.
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

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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>	Story - Visual Language 1	1.5
<u>TRDN 1106</u>	Photoshop Workshop	0

<u>TRDN 1103</u>	Maya for Animation 1	2
<u>TRDN 1102</u>	Life Drawing 1 - 3D	1.5
<u>TDAN 1104</u>	Animation 1	8.5
<u>TDAN 1105</u>	Animation History 1	2
<u>TDAN 1201</u>	Story - Visual Language 2	2
<u>TDAN 1206</u>	Premiere Workshop	0
<u>TRDN 1203</u>	Maya for Animation 2	2
<u>TRDN 1202</u>	Life Drawing 2 - 3D	1.5
<u>TDAN 1204</u>	Animation 2	8.5
<u>TDAN 1205</u>	Animation History 2	2
<u>TDAN 2101</u>	Story - Visual Language 3	2
<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	8.5
<u>TDAN 2201</u>	Story - Visual Language 4	2
<u>TRDN 2202</u>	Life Drawing 4 - 3D	1.5
<u>TDAN 2206</u>	Demo Reel	0
<u>TDAN 2204</u>	Animation 4	11
Total Credits		60

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	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.

This program was acquired from VanArts; when we met with the VanArts instructors, received the schedule from, and started work on the schedule, we identified a number of discrepancies between the VanArts course outlines and the course hours on the schedule and in real practice.

A number of course hour & credit changes were made based on actual practice.

Are there any
expected costs to
this proposal.

Consultations

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.

Marketing Description

Major Code

Course Change Request

Date Submitted: 08/25/26 12:14 pm

Viewing: **TDAN 1101 : Story - Visual Language 1**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:37 pm

Changes proposed by: akorens

Programs
referencing this
course

[266: 2D Animation Diploma](#)
[267: 3D Animation Diploma](#)

Course Name:
Story - Visual Language 1

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/25/26 12:33 pm
Brett Griffiths
(bgriffiths):
Approved for 6557
Leader

2. 08/28/26 2:25 pm
Andrea Korens
(akorens): Approved
for Senior PC

3. 08/31/26 2:09 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

History

1. Jul 15, 2026 by Brett
Griffiths (bgriffiths)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Story - Visual Language 1
Name:

Subject Code:	TDAN - 2D Animation
Course Number	1101
Year of Study	1st Year Post-secondary
Credits:	1.5

Bridge College Code	CO
Bridge Billing Hours	1.5
Bridge Course Level	30

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)
C

Passing grade:

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 / 3D Animation PCGs

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

Date Submitted: 08/25/26 12:15 pm

Viewing: **TDAN 1102 : Life Drawing 1**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:37 pm

Changes proposed by: akorens

Programs
referencing this
course
[266: 2D Animation Diploma](#)

Course Name:
Life Drawing 1

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/28/26 1:19 pm
Claire Sauve
(csauve): Approved
for 6557 Leader

2. 08/28/26 2:26 pm
Andrea Korens
(akorens): Approved
for Senior PC

3. 08/31/26 2:08 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

History

1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Life Drawing 1
Name:

Subject Code: TDAN - 2D Animation

Course Number 1102

Year of Study 1st Year Post-secondary

Credits: 1.5 3.5

Bridge College Code CO

Bridge Billing Hours 3.5

Bridge Course Level 30

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: 36 ~~66~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 18 ~~33~~

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 18 ~~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"

Drawing gestures from imagination and pushing the pose

Exaggeration, design, and photo observations

The basic form vocabulary, such as cylinders, spheres, and box forms

Course Change Request

Date Submitted: 08/25/26 12:20 pm

Viewing: **TDAN 1103 : Harmony Workshops**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:37 pm

Changes proposed by: akorens

In Workflow

- 1. 6557 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Education Council
- 5. CS Associate Registrar
- 6. Banner

Approval Path

- 1. 08/28/26 1:20 pm
Claire Sauve
(csauve): Approved for 6557 Leader
- 2. 08/28/26 2:26 pm
Andrea Korens
(akorens): Approved for Senior PC
- 3. 08/31/26 2:08 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

- 1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Programs
referencing this
course
[266: 2D Animation Diploma](#)

Course Name:
Harmony Workshops (Toon Boom)

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Harmony Workshops
Name:

Subject Code: TDAN - 2D Animation

Course Number 1103

Year of Study 1st Year Post-secondary

Credits: 2 ~~1.5~~

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

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.

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

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: 24 ~~18~~

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 12 ~~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.

Animating treadmill cycles.

Camera setup and panning background layers.

Character building and working from model sheets.

Course Change Request

Date Submitted: 08/25/26 12:25 pm

Viewing: **TDAN 1104 : Animation 1**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:37 pm

Changes proposed by: akorens

In Workflow

- 1. 6557 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Education Council
- 5. CS Associate Registrar
- 6. Banner

Approval Path

- 1. 08/28/26 1:19 pm
Claire Sauve
(csauve): Approved for 6557 Leader
- 2. 08/28/26 2:26 pm
Andrea Korens
(akorens): Approved for Senior PC
- 3. 08/31/26 2:08 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

- 1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Programs
referencing this
course

[266: 2D Animation Diploma](#)
~~[267: 3D Animation Diploma](#)~~

Course Name:
Animation 1

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Animation 1
Name:

Subject Code: TDAN - 2D Animation

Course Number 1104

Year of Study 1st Year Post-secondary

Credits: 8.5 8

Bridge College Code CO

Bridge Billing Hours 8

Bridge Course Level 30

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)

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	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) Passing grade:
C

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: 58 ~~47~~

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 116 ~~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.

Extension, contact, and compression.

Course Topics:

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 / 3D Animation PCGs

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: 08/25/26 12:26 pm

Viewing: **TDAN 1105 : Animation History 1**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:38 pm

Changes proposed by: akorens

In Workflow

- 1. 6557 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Education Council
- 5. CS Associate Registrar
- 6. Banner

Approval Path

- 1. 08/28/26 1:20 pm
Claire Sauve
(csauve): Approved for 6557 Leader
- 2. 08/28/26 2:26 pm
Andrea Korens
(akorens): Approved for Senior PC
- 3. 08/31/26 2:08 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

- 1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Programs
referencing this
course

[266: 2D Animation Diploma](#)
~~[267: 3D Animation Diploma](#)~~

Course Name:
Animation History 1

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Animation History 1
Name:

Subject Code: TDAN - 2D Animation

Course Number 1105

Year of Study 1st Year Post-secondary

Credits: 2 ~~1.5~~

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

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.

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	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)
C

Passing grade:

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: 30 ~~27~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30 ~~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.

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.

Course Topics:

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 / 3D Animation PCGs

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: 08/25/26 12:27 pm

Viewing: **TDAN 1201 : Story - Visual Language 2**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:38 pm

Changes proposed by: akorens

Programs
referencing this
course
[266: 2D Animation Diploma](#)
[267: 3D Animation Diploma](#)

Course Name:

Story - Visual Language 2

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/28/26 1:21 pm
Claire Sauve
(csauve): Approved for 6557 Leader

2. 08/28/26 2:27 pm
Andrea Korens
(akorens): Approved for Senior PC

3. 08/31/26 2:08 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

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: 2 ~~1.5~~

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

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: 36 ~~33~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 24 ~~22~~

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 12 ~~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.

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 / 3D Animation PCGs

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: 08/25/26 12:27 pm

Viewing: **TDAN 1202 : Life Drawing 2**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:38 pm

Changes proposed by: akorens

Programs
referencing this
course
[266: 2D Animation Diploma](#)

Course Name:
Life Drawing 2

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/28/26 1:21 pm
Claire Sauve
(csauve): Approved
for 6557 Leader

2. 08/28/26 2:27 pm
Andrea Korens
(akorens): Approved
for Senior PC

3. 08/31/26 2:08 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

History

1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Life Drawing 2
Name:

Subject Code: TDAN - 2D Animation

Course Number 1202

Year of Study 1st Year Post-secondary

Credits: 1.5 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

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.

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: 18 ~~25~~

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

Check all that apply:

- Lab
- Simulation

Hours in Category 2: 18 ~~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.

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

Course Change Request

Date Submitted: 08/25/26 12:28 pm

Viewing: **TDAN 1203 : Harmony 1**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:38 pm

Changes proposed by: akorens

In Workflow

- 1. 6557 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Education Council
- 5. CS Associate Registrar
- 6. Banner

Approval Path

- 1. 08/28/26 1:21 pm
Claire Sauve
(csauve): Approved for 6557 Leader
- 2. 08/28/26 2:27 pm
Andrea Korens
(akorens): Approved for Senior PC
- 3. 08/31/26 2:08 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

- 1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Programs
referencing this
course
[266: 2D Animation Diploma](#)

Course Name:

Harmony 1

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D & 3D Character Animation (6557)

Contact(s)

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: 2 ~~1.5~~

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

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: 24 ~~18~~

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 12 ~~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.

Demo Reel Pre-Production: Reviewing project milestones and exploring strategies for creating effective demo reel content.

Course Change Request

Date Submitted: 08/25/26 12:29 pm

Viewing: **TDAN 1204 : Animation 2**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:38 pm

Changes proposed by: akorens

Programs
referencing this
course
[266: 2D Animation Diploma](#)
~~[267: 3D Animation Diploma](#)~~

Course Name:

Animation 2

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/28/26 1:22 pm
Claire Sauve
(csauve): Approved
for 6557 Leader

2. 08/28/26 2:27 pm
Andrea Korens
(akorens): Approved
for Senior PC

3. 08/31/26 2:07 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

History

1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Animation 2
Name:

Subject Code:	TDAN - 2D Animation
Course Number	1204
Year of Study	1st Year Post-secondary
Credits:	8.5

Bridge College Code	CO
Bridge Billing Hours	8.5
Bridge Course Level	30

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.

	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) Passing grade:
C

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: 174 ~~177~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 58 ~~57~~

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 116 ~~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 / 3D Animation PCGs

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: 08/25/26 12:30 pm

Viewing: **TDAN 1206 : Premiere Workshop**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:38 pm

Changes proposed by: akorens

Programs
referencing this
course

[266: 2D Animation Diploma](#)
[267: 3D Animation Diploma](#)

Course Name:

Premiere Workshop

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

Yes

Department:

2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/28/26 1:22 pm
Claire Sauve
(csauve): Approved for 6557 Leader

2. 08/28/26 2:27 pm
Andrea Korens
(akorens): Approved for Senior PC

3. 08/31/26 2:07 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
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 CO

Bridge Billing Hours 0

Bridge Course Level 35

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.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Import assets into Adobe Premiere for use.

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

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)
C

Passing grade:

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: 6 3

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 2 1

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 4 ~~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.):

Per

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 08/25/26 12:31 pm

Viewing: **TDAN 2101 : Story - Visual Language 3**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:40 pm

Changes proposed by: akorens

Programs
referencing this
course

[266: 2D Animation Diploma](#)
~~[267: 3D Animation Diploma](#)~~

Course Name:
Story - Visual Language 3

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/28/26 1:31 pm
Claire Sauve
(csauve): Approved for 6557 Leader

2. 08/28/26 2:28 pm
Andrea Korens
(akorens): Approved for Senior PC

3. 08/31/26 2:07 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Name	E-mail	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: 2 ~~4~~

Bridge College Code CO

Bridge Billing Hours 4

Bridge Course Level 30

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.

Course Learning

Outcomes (CLO):

	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.

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

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) Passing grade:
C

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: 36 ~~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: 12 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.

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.):

Course Change Request

Date Submitted: 08/25/26 12:31 pm

Viewing: **TDAN 2103 : Harmony 2**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:41 pm

Changes proposed by: akorens

In Workflow

- 1. 6557 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Education Council
- 5. CS Associate Registrar
- 6. Banner

Approval Path

- 1. 08/28/26 1:24 pm
Claire Sauve (csauve): Approved for 6557 Leader
- 2. 08/28/26 2:28 pm
Andrea Korens (akorens): Approved for Senior PC
- 3. 08/31/26 2:07 pm
Adrian Lipsett (alipsett): Approved for CCS Dean

History

- 1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Programs referencing this course

[266: 2D Animation Diploma](#)

Course Name: Harmony 2

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

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: 2 ~~1.5~~

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

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.

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

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	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: 24 18

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 12 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

Primary Proposal

2D / 3D Animation PCGs

Course Change Request

Date Submitted: 08/25/26 12:32 pm

Viewing: **TDAN 2104 : Animation 3**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:42 pm

Changes proposed by: akorens

In Workflow

- 1. 6557 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Education Council
- 5. CS Associate Registrar
- 6. Banner

Approval Path

- 1. 08/28/26 1:25 pm
Claire Sauve
(csauve): Approved for 6557 Leader
- 2. 08/28/26 2:28 pm
Andrea Korens
(akorens): Approved for Senior PC
- 3. 08/31/26 2:07 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

- 1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Programs
referencing this
course

[266: 2D Animation Diploma](#)
~~[267: 3D Animation Diploma](#)~~

Course Name:
Animation 3

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Animation 3
Name:

Subject Code: TDAN - 2D Animation

Course Number 2104

Year of Study 1st Year Post-secondary

Credits: 8.5 8

Bridge College Code CO

Bridge Billing Hours 8

Bridge Course Level 30

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.

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

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: 58 53

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

Check all that apply:

- Lab
- Simulation

Hours in Category 2: 116 121

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.
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.

Course Topics:

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 / 3D Animation PCGs

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: 08/25/26 12:33 pm

Viewing: **TDAN 2201 : Story ~~and~~ Visual Language 4**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:42 pm

Changes proposed by: akorens

Programs
referencing this
course
[266: 2D Animation Diploma](#)
[267: 3D Animation Diploma](#)

Course Name:
Story ~~and~~ Visual Language 4

Effective Date:

January 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/28/26 1:25 pm
Claire Sauve
(csauve): Approved for 6557 Leader

2. 08/28/26 2:28 pm
Andrea Korens
(akorens): Approved for Senior PC

3. 08/31/26 2:07 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	7012
Claire Sauve	csauve@vcc.ca	6044438679

Banner Course Name: Story ~~and~~ Visual Language 4

Subject Code: TDAN - 2D Animation

Course Number 2201

Year of Study 1st Year Post-secondary

Credits: 2 ~~11~~

Bridge College Code CO

Bridge Billing Hours 11

Bridge Course Level 30

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.

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

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: 36 ~~231~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 24 67**Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio**

Check all that apply:

Lab

Simulation

Hours in Category 2: 12 164**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.):

Rationale and Consultations

Course Change Request

Date Submitted: 08/25/26 12:33 pm

Viewing: **TDAN 2202 : Life Drawing 4**

Last approved: 07/15/26 3:06 am

Last edit: 09/08/26 4:42 pm

Changes proposed by: akorens

Programs
referencing this
course
[266: 2D Animation Diploma](#)

Course Name:
Life Drawing 4

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. 6557 Leader

2. Senior PC

3. CCS Dean

4. Education Council

5. CS Associate Registrar

6. Banner

Approval Path

1. 08/28/26 1:28 pm
Claire Sauve
(csauve): Approved
for 6557 Leader

2. 08/28/26 2:28 pm
Andrea Korens
(akorens): Approved
for Senior PC

3. 08/31/26 2:03 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

History

1. Jul 15, 2026 by Brett Griffiths (bgriffiths)

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: 1.5 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

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.
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:

18 ~~22~~**Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio**

Check all that apply:

Lab

Simulation

Hours in Category 2:

18 ~~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.):

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: 08/26/26 1:56 pm

Viewing: **TRDN 1103 : Maya for Animation 1**

Last approved: 08/26/26 10:34 am

Last edit: 09/08/26 4:42 pm

Changes proposed by: akorens

Programs
referencing this
course

[267: 3D Animation Diploma](#)

Course Name:

Maya for Animation 1

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Education Council**
5. CS Associate Registrar
6. Banner

Approval Path

1. 08/28/26 1:28 pm
Claire Sauve
(csauve): Approved for 6557 Leader
2. 08/28/26 2:29 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 08/31/26 2:03 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

1. Jul 16, 2026 by Brett Griffiths (bgriffiths)
2. Aug 26, 2026 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name: Maya for Animation 1

Subject Code: TRDN - 3D Animation

Course Number: 1103

Year of Study: 1st Year Post-secondary

Credits: 2 ~~1.5~~

Bridge College Code: CO

Bridge Billing Hours: 1.5

Bridge Course Level: 30

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.

Course Learning

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: 24 ~~18~~

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 12 ~~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.

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.

Course Topics:

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

2D/3D Animation PCGs

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: 08/26/26 1:57 pm

Viewing: **TRDN 1106 : Photoshop Workshop**

Last approved: 08/26/26 10:54 am

Last edit: 09/08/26 4:42 pm

Changes proposed by: akorens

Programs
referencing this
course

[266: 2D Animation Diploma](#)

[267: 3D Animation Diploma](#)

Course Name:
Photoshop Workshop

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? Yes No

Department: 2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Education Council**
5. CS Associate Registrar
6. Banner

Approval Path

1. 08/28/26 1:29 pm
Claire Sauve
(csauve): Approved for 6557 Leader
2. 08/28/26 2:30 pm
Andrea Korens
(akorens): Approved for Senior PC
3. 08/31/26 2:03 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean

History

1. Jul 16, 2026 by Brett Griffiths (bgriffiths)
2. Aug 26, 2026 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name:	Photoshop Workshop
Subject Code:	TRDN - 3D Animation
Course Number	1106
Year of Study	1st Year Post-secondary
Credits:	<u>0</u> 1

Bridge College Code	CO
Bridge Billing Hours	1
Bridge Course Level	30

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.

	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.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

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: 6 ~~24~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 3 ~~12~~

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 3 ~~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.

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.

Course Topics:

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.):

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria

Course Change Request

Date Submitted: 08/26/26 1:58 pm

Viewing: **TRDN 1202 : Life Drawing 2 - 3D**

Last approved: 08/26/26 10:32 am

Last edit: 09/08/26 4:43 pm

Changes proposed by: akorens

Programs
referencing this
course

[267: 3D Animation Diploma](#)

Course Name:

Life Drawing 2 - 3D

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: 2D & 3D Character Animation (6557)

Contact(s)

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Education Council**
5. CS Associate Registrar
6. Banner

Approval Path

1. 08/28/26 1:29 pm
Claire Sauve
(csauve): Approved
for 6557 Leader
2. 08/28/26 2:30 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 08/31/26 2:03 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

History

1. Jul 16, 2026 by Brett Griffiths (bgriffiths)
2. Aug 26, 2026 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name: Life Drawing 2 - 3D

Subject Code: TRDN - 3D Animation

Course Number: 1202

Year of Study: 1st Year Post-secondary

Credits: 1.5 ~~2~~

Bridge College Code: CO

Bridge Billing Hours: 2

Bridge Course Level: 30

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.

	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: 18 ~~25~~

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

Check all that apply:

Lab

Simulation

Hours in Category 2: 18 ~~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

Date Submitted: 08/26/26 2:35 pm

Viewing: **TRDN 2202 : Life Drawing 4 - 3D**

Last approved: 07/16/26 2:39 am

Last edit: 09/08/26 4:43 pm

Changes proposed by: akorens

Programs
referencing this
course
[267: 3D Animation Diploma](#)

Course Name:
Life Drawing 4 - 3D

Effective Date: January 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: [2D & 3D Character Animation \(6557\)](#) ~~3D Animation (6558)~~

Contact(s)

In Workflow

- 1. 6558 Leader
- 2. 6557 Leader
- 3. Senior PC
- 4. CCS Dean
- 5. Education Council
- 6. CS Associate Registrar
- 7. Banner

Approval Path

- 1. 08/26/26 11:58 am
Azeez Alabdulhassan (aalabdulhassan): Rollback to Initiator
- 2. 08/26/26 4:50 pm
Darija Rabadzija (drabadzija): Approved for 6558 Leader
- 3. 08/28/26 1:31 pm
Claire Sauve (csauve): Approved for 6557 Leader
- 4. 08/28/26 2:30 pm
Andrea Korens (akorens): Approved for Senior PC
- 5. 08/31/26 2:02 pm
Adrian Lipsett (alipsett): Approved for CCS Dean

History

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
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: 1.5 ~~2.5~~

Bridge College Code CO

Bridge Billing Hours 2.5

Bridge Course Level 30

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: 36 ~~45~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 18 ~~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

Course Topics:

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.):

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/3D Animation PCGs

Provisional

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Azeez Alabdulhassan (aalabdulhassan) (08/26/26 11:58 am): Rollback: this is stuck on Banner Bridge, we need to implement additional changes and get approval so I am rolling back to the earliest step.

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: **Name change: Certified Dental Assisting to Dental Assisting**

BACKGROUND:

The Dental Assisting/Dental Reception department is proposing a name change to the Certified Dental Assisting Certificate and Certified Dental Assisting Certificate (Online) programs. The proposal is to remove the word "certified." The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026; this Act changed the professional designation from certified dental assistant (CDA) to licensed dental assistant (LDA). The name has been changed in both Dental Assisting program content guides, along with references in the Dental Reception Certificate program content guide and 29 course outlines.

DISCUSSION:

Ellen Squires, department head, presented the proposal. The Committee had no concerns. A few additional changes were made:

- Removed PLAR from three courses: DAST 1403, 1405, and 1510
- Adjusted a course learning outcome in DAST 1518 to align with a change of professional scope

Per policy, a program name change is required to go to the Board for approval. As this change is quite minor, the Chair of Education Council consulted with the Board Chair; the Board agreed to delegate authority to Education Council for this name change.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program content guides for the Dental Assisting Certificate and Dental Assisting Certificate (Online), including changes to the program names; revisions to the Dental Reception Certificate program content guide; and 29 revised course outlines.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 25, 2026

Program Change Request

Date Submitted: 07/29/26 2:37 pm

Viewing: ~~Certified~~ Dental Assisting Certificate

Last approved: 04/22/26 11:16 am

Last edit: 08/20/26 11:27 am

Changes proposed by: esquires

Catalog Pages Using
this Program

[Certified Dental Assisting Certificate](#)

Program Name:

~~Certified~~ Dental Assisting Certificate

Credential Level:

Certificate

Effective Date:

September ~~2026~~ 2027

Effective Catalog Edition:

2025-2026 Academic Calendar

School/Centre:

Health Sciences

Department

Dental Assisting (5102)

Contact(s)

In Workflow

1. 5102 Leader

2. SHS Dean

3. Curriculum Committee

4. Education Council

Approval Path

1. 07/29/26 2:42 pm
Ellen Squires (esquires):
Approved for 5102 Leader

2. 08/04/26 2:00 pm
Mandy Hayre (mhayre): Rollback to 5102 Leader for SHS Dean

3. 08/04/26 2:09 pm
Ellen Squires (esquires):
Approved for 5102 Leader

4. 08/04/26 2:12 pm
Mandy Hayre (mhayre): Approved for SHS Dean

5. 08/26/26 3:09 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 15, 2017 by
clmig-jwehrheim

16. Mar 22, 2023 by
Darija Rabadzija
(drabadzija)
17. Dec 3, 2024 by Pik
Ling Lo Yan (lloyan)
18. Dec 3, 2024 by
Darija Rabadzija
(drabadzija)
19. May 28, 2025 by
Darija Rabadzija
(drabadzija)
20. Jul 23, 2025 by
Darija Rabadzija
(drabadzija)
21. Jan 30, 2026 by
Darija Rabadzija
(drabadzija)
22. Mar 18, 2026 by Pik
Ling Lo Yan (lloyan)
23. Mar 19, 2026 by
Darija Rabadzija
(drabadzija)
24. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)
25. Apr 16, 2026 by
Darija Rabadzija
(drabadzija)
26. Apr 22, 2026 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Program Content Guide

The accredited ~~Certified~~ Dental Assistant program provides students with opportunities to develop the knowledge, skills, and values necessary for a successful career as a Licensed ~~Certified~~ Dental Assistant (LDA). ~~{CDA}~~: LDAs ~~CDAs~~ are health professionals who make unique contributions to the dental team. They perform selective skills, support patients of all ages and needs throughout dental procedures, and promote effective oral health practices in clinical and community environments while respecting and honouring ~~honoring~~ diverse cultural backgrounds. In preparation for a career as a LDA, ~~CDA~~, students will acquire comprehensive knowledge related to LDA ~~CDA~~ practice, with a commitment to cultural safety and humility, and will be expected to demonstrate employment qualities such as self-awareness, competence, effective communication, and professional integrity. Students have opportunities to develop effective strategies for teamwork, dental career development, adapting to change within the dental profession, and continuing their education while fostering a culturally inclusive environment.

Graduates of this accredited Dental Assisting Program are eligible to apply for the National Dental Assisting Examining Board (NDAEB) Written Examination, which is the national certification examination for dental assistants in Canada. Upon successful completion of the program and passing the NDAEB examination, graduates may apply for licensure as a Licensed Dental Assistant (LDA) with the British Columbia College of Oral Health Professionals (BCCOHP).

~~Successful completion of the National Dental Assisting Examination Board (NDAEB) examination is required prior to practicing as a registered and licensed CDA in British Columbia.~~ Once qualified, LDAs ~~CDAs~~ will work independently within their scope of practice as members of a dental health team and with the supervision and/or direction of a dentist.

Following graduation, LDAs ~~CDAs~~ may choose to pursue further experience and education in order to perform specialized skills, utilize their knowledge in administrative roles such as dental treatment coordinators, office managers, and serve the community in public dental health settings.

Grade 12 graduation or equivalent*

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

One of:**

Anatomy and Physiology 12, or equivalent (recommended),

or

Life Sciences 11, or equivalent

* Students who have completed the Vancouver Community College Dental Reception program are exempt from this admission requirement.

** Students who have completed the BC College of Oral Health Professionals (BCCOHP) Provincial Radiography credential are exempt from this admission requirement.

UPON ACCEPTANCE TO THE PROGRAM:

Criminal Record Check

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 may not be able to complete the requirements of the program (e.g. practicums) or graduate.

Note: BCCOHP is the regulatory body for Certified Dental Assistants. They require each applicant to undergo another criminal records search prior to registration and certification. Registration and certification to practice is mandatory in BC.

Valid [Standard or Emergency First Aid and CPR-C](#)

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 [Certified Dental Assisting and Dental Reception 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)

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:

DENT 1190 Dental Office Management

Tuition and fees will still apply to PLAR candidates. Methods of assessment include test and demonstration. Please contact the Department for details.

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

Program Duration & Maximum Time for Completion

The **Certified** Dental Assisting Program is 10 months (41 weeks) in length, divided into 3 terms, and it should be completed in one (1) year. Students have two years to complete the program.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Safely and competently perform <u>Licensed</u> Certified Dental Assistant skills to address patient needs and support the dental team.
PLO #2	Apply theoretical knowledge of dental sciences to dental assisting practice.
PLO #3	Promote oral health and support patients to make informed choices.
PLO #4	Communicate effectively, concisely, and correctly with patients, team members, and external partners.
PLO #5	Use critical thinking processes for problem-solving and decision-making in dental assisting practice.
PLO #6	Use effective time management and organizational skills to facilitate the comfort and safety of the patient and to contribute to the efficient functioning of the dental office.
PLO #7	Support and promote the effective functioning of the dental team.
PLO #8	Function as a <u>LDA</u> CDA in a professional manner within the dental setting.
PLO #9	Demonstrate cultural safety and humility in their interactions with patients and colleagues.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The **Certified** Dental Assisting program is offered on a full time basis, over three terms. Each term consists of both theory and clinical courses.

Theory courses are presented through online activities, lectures, seminars, small group discussions, assigned readings and self-study. Clinical skills are presented in the dental clinic and laboratory. The clinical competencies are developed on manikins, peers, and patients. Acquisition of clinical skills is enhanced through partnerships with the University of British Columbia (UBC) Dental Clinic Program, Community partners and practica rotations to dental practices.

Theory courses are evaluated by assignments, group projects and presentations, quizzes and examinations. The acquired knowledge from the theory courses is integrated into clinical practice. Clinical competencies are evaluated using manikins, peers and patients.

Attendance of all classes and clinical experiences is highly recommended for success in the program. Students must maintain 100% attendance for community presentations, UBC Dental Clinic/Community Clinic rotations, and practica. Students who do not attend all scheduled classes, may be unsuccessful in their courses/program.

Students must receive a minimum grade of 'C+' in each theory course and a grade of satisfactory (S) in each clinical course to advance into subsequent courses/terms in the program. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation. Students must receive a minimum program grade point average of 2.33 and a grade of satisfactory (S) in each clinical course to successfully graduate.

Program Considerations

Program tasks require sitting for extended periods and maintaining proper body positioning.

Program activities involve continuous, repetitive hand, wrist, and arm movements such as passing instruments, oral evacuation, and reaching for instruments and materials.

Learning environment involves exposure to bright lights, high-pitched sounds from dental equipment, and vibrations from dental handpieces.

Program environment involves regular exposure to chemical products such as disinfectants and dental materials.

Program environment involves regular exposure to aerosols.

It is highly recommended that applicants spend a minimum of two days observing in a dental practice prior to entering the program.

Courses

Plan of Study Grid

Term One	Credits
<u>DENT 1105</u> Dental Assisting Professionalism 1	1
<u>DENT 1115</u> Applied Dental Sciences 1	2.5
<u>DENT 1125</u> Clinical Support Theory 1	2.5
<u>DENT 1135</u> Preventive Approaches for Dental Health	11.5
<u>DENT 1145</u> Dental Assisting Practice 1	9.5
<u>DENT 1190</u> Dental Office Management	1
Credits	18
Term Two	
<u>DENT 1205</u> Dental Assisting Professionalism 2	1
<u>DENT 1215</u> Applied Dental Sciences 2	2.5

<u>DENT 1225</u>	Clinical Support Theory 2	2
<u>DENT 1235</u>	Preventive Approaches for Dental Health 22.5	
<u>DENT 1245</u>	Dental Assisting Practice 2	8.5
<u>DENT 1255</u>	Dental Assisting Practicum 1	3
	Credits	19.5
Term Three		
<u>DENT 1345</u>	Dental Assisting Practice 3	2.5
<u>DENT 1390</u>	Patient Care Clinic	2
<u>DENT 1355</u>	Dental Assisting Practicum 2	3
	Credits	7.5
	Total Credits	45

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	Minimum Progression	2.33
C	61-65		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)

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 Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

--
Governance Process: The Board Chair agreed to delegate approval of the name change to EdCo.

Are there any
expected costs to
this proposal.
No

Consultations

Consultated Area	Consultation Comments
Registrar's Office	We were advised to obtain Board of Governors approval by September 29, following the required governance process, so the change is approved before recruitment for September 2027 begins on October 1.

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: 07/29/26 8:52 pm

Viewing: ~~Certified~~ Dental Assisting Certificate
(Online)

Last approved: 04/22/26 10:24 am

Last edit: 08/20/26 11:28 am

Changes proposed by: esquires

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council

Approval Path

- 1. 07/29/26 9:24 pm
Ellen Squires (esquires):
Approved for 5115 Leader
- 2. 08/04/26 2:00 pm
Mandy Hayre (mhayre): Rollback to 5115 Leader for SHS Dean
- 3. 08/04/26 2:07 pm
Ellen Squires (esquires):
Approved for 5115 Leader
- 4. 08/04/26 2:12 pm
Mandy Hayre (mhayre): Approved for SHS Dean
- 5. 08/26/26 3:09 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

- 1. Dec 15, 2017 by clmig-jwehrheim

Catalog Pages Using
this Program
Certified Dental Assisting Certificate (Online).

Program Name:
~~Certified~~ Dental Assisting Certificate (Online)

Credential Level: Certificate

Effective Date: September 2027 ~~2026~~

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Health Sciences

Department Distance Dental Assisting (5115)

Contact(s)

Name	E-mail	356 Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	---

Program Content Guide

Purpose

The accredited **Certified** Dental Assistant Online program delivers a comprehensive and flexible educational experience, aiming to equip students with essential knowledge, skills, and competencies for a successful career in dental assisting.

LDAs **CDAs** are health professionals who make unique contributions to the dental team. They perform selective skills, support clients of all ages and needs throughout dental procedures, and promote effective oral health practices in clinical and community environments while respecting and honoring diverse cultural backgrounds.

In preparation for a career as a LDA, **CDA**, students will acquire comprehensive knowledge related to LDA **CDA** practice, with a commitment to cultural safety and humility, and will be expected to demonstrate employment qualities such as self-awareness, competence, effective communication, and professional integrity. Students have opportunities to develop effective strategies for teamwork, dental career development, adapting to change within the dental profession, and continuing their education while fostering a culturally inclusive environment.

Graduates of this accredited Dental Assisting Program are eligible to apply for the National Dental Assisting Examining Board (NDAEB) Written Examination, which is the national certification examination for dental assistants in Canada. Upon successful completion of the program and passing the NDAEB examination, graduates may apply for licensure as a Licensed Dental Assistant (LDA) with the British Columbia College of Oral Health Professionals (BCCOHP).

~~Successful completion of the National Dental Assisting Examination Board (NDAEB) examination is required prior to practicing as a registered and licensed CDA in British Columbia.~~ Once qualified, LDAs **CDAs** will work independently within their scope of practice as members of a dental health team and with the supervision and/or direction of a dentist.

Following graduation, LDAs **CDAs** may choose to pursue further experience and education in order to perform specialized skills, utilize their knowledge in administrative roles such as dental treatment coordinators, office managers, and serve the community in public dental health settings.

Grade 12 graduation or equivalent.*

English Studies 12 with a minimum 'C' grade or equivalent *

One of:**

Anatomy and Physiology 12, or equivalent (recommended)

or

Life Sciences 11, or equivalent

* Students who have completed the Vancouver Community College Dental Reception Certificate program are exempt from these admission requirements.

** Students who have completed the BC College of Oral Health Professionals (BCCOHP) Provincial Radiography credential are exempt from this admission requirement.

Applicants who submitted a BC College of Oral Health Professionals (BCCOHP) Provincial Radiography credential and letter from employer confirming student's use of dental radiographs within the past 3 years may be eligible to receive credit for DAST 1515 and DAST 1517.

UPON ACCEPTANCE TO THE PROGRAM:

A signed [Sponsoring Dentist Agreement](#) verifying a minimum of 2 days (14 hours) per week clinical dental assisting experience in a general dentistry practice for the duration of the program. **Note:** This must be submitted to cdaonline@vcc.ca before the start of class in order to maintain registration.

Criminal Record Check

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 may not be able to complete the requirements of the program (e.g. practicums) or graduate.

Valid [Standard or Emergency First Aid and CPR-C](#)

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 [Certified Dental Assisting and Dental Reception Immunization Record](#) must be completed. Students may be declined placement in a clinical or practicum site if a completed immunization record is not provided.

Students may request formal recognition of prior learning attained through formal education, or work experience. 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:

~~DAST 1403 Basic Dental Assisting~~

~~DAST 1405 Dental Office Emergencies~~

~~DAST 1510 Laboratory Procedures~~

DAST 1513 Dental Reception

DAST 1515 Dental Radiography

DAST 1517 Dental Radiography in Clinical

*Methods of PLAR will include evaluation by examination, verified documents.

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

See [VCC Policy 316 Prior Learning Assessment](#) for more information.

Program Duration & Maximum Time for Completion

The ~~Certified~~ Dental Assisting Online Program is 20 months of part-time study.

Maximum time for completion is 3 years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Provide patient-centred dental care in a safe, competent manner.
PLO #2	Practice using a unique body of knowledge that is evidence-based.
PLO #3	Competently assess, plan, treat and reflect on outcomes of clinical care.
PLO #4	Practice in accordance with the ethical guidelines for the profession.
PLO #5	Apply professional standards of the regulatory body for <u>Licensed</u> Certified Dental Assisting (<u>LDA</u>) (CDA) practice.
PLO #6	Apply principles that support cultural safety and humility in <u>LDA</u> CDA practice.

Additional PLO Information

The **Certified** Dental Assisting Online program is offered on a part-time basis.

Theory courses are presented asynchronously through online activities, lectures, small group discussions, assigned readings and self-study. Clinical skills are presented in the dental clinic and laboratory onsite at the VCC downtown campus. The clinical competencies are developed on manikins, peers, and patients. Acquisition of clinical skills is enhanced through in-office clinical experiences which reinforce and enhance the course content. Students must be working/volunteering clinically for a minimum of two days (14 hours) per week as a clinical dental assistant in a general practice dental office for the duration of the program.

Evaluation of Student Learning

Theory courses are evaluated by assignments, presentations, and a final examination. Clinical competencies are evaluated using manikins, peers and patients. Students must receive a minimum program grade point average of 'C+' (2.33) in each theory course and a grade of satisfactory (S) in each clinical course to advance into subsequent courses/terms in the program. A student who is unsuccessful in a final clinical evaluation is offered a supplemental evaluation. Students must receive a minimum grade point average of 'C+' (2.33) and a grade of satisfactory in each clinical course to successfully graduate.

Exam sessions will be offered and proctored online.

Course outlines are provided to the students on the learning management system.

Clinical dental assisting workplace hours and attendance of clinical on-site courses are required in order to truly understand and meet requirements of the theoretical and practical components of the Licensed **Certified** Dental Assistant role.

Program Considerations

Program tasks require sitting for extended periods and maintaining proper body positioning.

Program activities involve continuous, repetitive hand, wrist, and arm movements such as passing instruments, oral evacuation, and reaching for instruments and materials.

Learning environment involves exposure to bright lights, high-pitched sounds from dental equipment, and vibrations from dental handpieces.

Program environment involves regular exposure to chemical products such as disinfectants and dental materials.

Program environment involves regular exposure to aerosols.

Courses

<u>DAST 1400</u>	Professionalism in Dental Assisting	2.0
<u>DAST 1402</u>	Microbiology and Infection Control	1.5

<u>DAST 1403</u>	Basic Dental Assisting	2
<u>DAST 1404</u>	Patient Assessment	2
<u>DAST 1405</u>	Dental Office Emergencies	1.5
<u>DAST 1406</u>	Preventive Dentistry	3
<u>DAST 1407</u>	Restorative Dental Assisting	2.5
<u>DAST 1408</u>	Clinical Dental Assisting Practice 1	3
<u>DAST 1510</u>	Laboratory Procedures	1.5
<u>DAST 1511</u>	Dental Specialties	3
<u>DAST 1512</u>	Community Dental Health	3
<u>DAST 1513</u>	Dental Reception	2.5
<u>DAST 1514</u>	Patient Care Procedures	2.5
<u>DAST 1515</u>	Dental Radiography	2.5
<u>DAST 1517</u>	Dental Radiography in Clinical Practice	1.5
<u>DAST 1518</u>	Clinical Dental Assisting Practice 2	5
Total Credits		39

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	Minimum Progression	2.33
C	61-65		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	

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 Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

Remove PLAR for DAST 1403 Basic Dental Assisting, DAST 1405 Dental Office Emergencies, DAST 1510 Laboratory Procedures from the program PCG. Going forward we would like the only PLAR to be Radiography theory and clinical and Dental reception.

Governance Process: The Board Chair agreed to delegate approval of the name change to EdCo.

Are there any
expected costs to
this proposal.
No

Consultations

Consultated Area	Consultation Comments
Registrar's Office	We were advised to obtain Board of Governors approval by September 29, following the required governance process, so the change is approved before recruitment for September 2027 begins on October 1.

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: 07/28/26 5:17 pm

Viewing: **Dental Reception Certificate**

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

Last edit: 08/06/26 11:25 am

Changes proposed by: esquires

Catalog Pages Using
this Program

[Dental Reception Certificate](#)

Program Name:

Dental Reception Certificate

Credential Level:

Certificate

Effective Date:

September ~~2026~~ 2027

Effective Catalog
Edition:

2025-2026 Academic Calendar

School/Centre:

Health Sciences

Department

Dental Reception Coordinator (5104)

Contact(s)

In Workflow

1. **5104 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 07/28/26 8:38 pm
Ellen Squires
(esquires):
Approved for 5104
Leader
2. 07/29/26 1:06 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/26/26 3:09 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. May 14, 2018 by
cdeans
3. Aug 21, 2019 by
Nicole Degagne
(ndegagne)
4. Apr 20, 2020 by
Darija Rabadzija
(drabadzija)
5. Sep 29, 2020 by
Nicole Degagne

364
(drabadzija)

20. Aug 8, 2025 by
Darija Rabadzija
(drabadzija)

21. Dec 3, 2025 by Ellen
Squires (esquires)

22. Dec 3, 2025 by
Darija Rabadzija
(drabadzija)

23. Jan 6, 2026 by
Darija Rabadzija
(drabadzija)

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

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling To Yan	<u>esquires@vcc.ca</u> ltoyan@vcc.ca	<u>604.443.8548</u> 604.443.8492

Program Content Guide

Purpose

The Dental Reception program provides students with the knowledge, skills, and practical experience to enter a career as a Dental Receptionist. Graduates will work as a member of the dental health team in an interrelated and independent roles.

Grade 12 graduation or equivalent

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

OR

Completion of a Level II Dental Assisting program accredited by the Commission on Dental Accreditation of Canada

Notes:

It is highly recommended that applicants spend a minimum of two days observing in a dental practice prior to entering the program.

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. 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 Certified Dental Assisting and Dental Reception 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 Dental Reception program is fifteen weeks in length. Students must complete the program within two years. Please refer to the Student Handbook for conditions for re-admission to the program.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply the Standards of Practice and bylaws of the provincial regulatory authority in the dental practice to provide safe and competent patient care.
PLO #2	Use problem-solving strategies and decision-making processes when dealing with challenges in the dental health care setting.
PLO #3	Integrate ethics and professionalism when working with patients and the dental health care team.

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

PLO #4	Demonstrate professional responsibility and accountability when working as a dental receptionist.
PLO #5	Demonstrate the use of self-reflection to enhance office management and ensure quality practice.
PLO #6	Integrate effective communication strategies when interacting with patients and team members.
PLO #7	Integrate strategies that support cultural safety and humility in the dental practice setting.
PLO #8	Employ administrative and dental software skills to effectively coordinate office business.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Dental Reception program is offered on a full-time basis, over one term.

The courses are delivered in an online format through lectures, small group discussions, seminars, group activities, assigned readings, reflection, self-studies, and dental management software. Acquisition of dental reception and software skills are enhanced through practicum in a dental practice.

Evaluation of Student Learning

The courses are organized within the context of a dental office management model and delivered in a sequential order to build on acquired knowledge. A practicum in a dental office is scheduled at the end of term.

Attendance of all classes and practicum experiences is strongly recommended as practical demonstrations, collaborative peer support and work are essential to truly understand and master the theoretical and practical components of the dental reception role.

Theory courses are evaluated by assignments, group projects, presentations, quizzes and examinations. ~~A maximum of one comprehensive re-write exam is offered within the program for final grades below 66%.~~

Students must receive a minimum grade of 'C+' (66%) or 'S' as indicated on each course outline, and a minimum program cumulative grade point average of 2.33 upon completion of all program courses to successfully graduate.

Program tasks require extended periods in fixed sitting positions while performing detailed administrative and clerical work.

Program activities involve continuous, repetitive hand, wrist, and arm movements, such as keyboarding and handling office materials.

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

Program tasks require sustained visual focus for extended periods, such as reading digital screens, reviewing dental records, and navigating dental software.

Program environment involves exposure to potential skin and respiratory irritants commonly present in dental offices, including disinfectants, dental materials, and aerosols.

Courses

Plan of Study Grid

Term One	Credits
<u>DREC 1111</u> Dental Practice Theory	2.5
<u>DREC 1112</u> Dental Practice Communication and Professionalism	3
<u>DREC 1113</u> Dental Practice Administration	5
<u>DREC 1114</u> Dental Practice Software	7.5
<u>DREC 1121</u> Dental Practice Practicum	2
Credits	20
Total Credits	20

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	Minimum Pass	2.33
C	61-65		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 Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	

Grade Point Average (GPA)

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

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Removed Certified from the title of the SHS Immunization form as the designation changed under the HPOA.

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:

ⓘ 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

Learn dental terminology, specialized software, and the full set of skills needed to coordinate a dental office.

Major Code

DRCO

CS D1 Program ID

Course Change Request

Date Submitted: 07/29/26 8:53 pm

Viewing: **DAST 1400 : Professionalism in Dental Asst**

Last approved: 12/03/25 3:07 am

Last edit: 07/29/26 8:53 pm

Changes proposed by: esquires

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:
Professionalism in Dental Assisting

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/29/26 9:25 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
- 2. 08/04/26 2:03 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:09 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)
- 2. Jul 19, 2024 by
Nicole Degagne
(ndegagne)
- 3. Sep 24, 2024 by
Nicole Degagne
(ndegagne)

4. Dec 3, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Name: Professionalism in Dental Asst

Subject Code: DAST - Dental Assisting

Course Number 1400

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

This course introduces the learner to the profession of dentistry. Course topics are focused on the history of dentistry, the role of dental team members, legalities, ethics, continued competency, and dental terminology. Additionally, cultural safety and humility, equity diversity and inclusion (EDI) in relation to professional communication and practice. The history and impact of colonialism on the Indigenous Peoples of Canada are also introduced in this course.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the dental team, including goals, structure, delivery systems and dental specialties.
CLO #2	Describe professional responsibilities of a dental health care professional, including legalities, ethics, and professional attributes.
CLO #3	Discuss professionalism of the <u>LDA</u> . CDA .
CLO #4	Define basic dental terminology.
CLO #5	Identify and describe intra-oral landmarks.
CLO #6	Discuss the principles of cultural safety and humility in health care settings.
CLO #7	Discuss concepts of equity, diversity, and inclusion. in health care settings.
CLO #8	Describe the historical and contemporary impacts of colonization on Indigenous Peoples' health.

Instructional

Strategies:

This online course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

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

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Case study, written assignments, video assignments
Quizzes/Tests	15	
Final Exam	40	

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 60

Course Topics

Course Topics:

The Dental Team

Delivery of Care

Professionalism

Legalities and Ethics

Dental Terminology

Head and Neck Anatomy

Equity, Diversity and Inclusion ~~Inclusion:~~

Impacts of Colonialism on the health of Indigenous Peoples ~~Peoples:~~

Course Change Request

Date Submitted: 07/29/26 8:54 pm

Viewing: **DAST 1402 : Microbiology & Infection**

Contr

Last approved: 12/03/25 3:06 am

Last edit: 07/30/26 10:47 am

Changes proposed by: esquires

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:

Microbiology and Infection Control

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Distance Dental Assisting (5115)

Contact(s)

In Workflow

1. **5115 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/29/26 9:26 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
2. 08/04/26 2:03 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/26/26 3:13 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jun 12, 2021 by
Darija Rabadzija
(drabadzija)
2. Nov 30, 2021 by
Darija Rabadzija
(drabadzija)
3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

4. Dec 3, 2025 by ³⁷⁵
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Name: Microbiology & Infection Contr

Subject Code: DAST - Dental Assisting

Course Number 1402

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code VO

Bridge Billing Hours 1.5

Bridge Course Level 01

Course Description:

This course introduces the learner to the fundamentals and principles of microbiology and the responsibility of the Licensed ~~Certified~~ Dental Assistant (LDA) (~~CDA~~) for infection control. Office experience and a detailed research project assist in the assimilation of the critical concepts.

Course Pre-Requisites (if applicable):

DAST 1400.

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 fundamentals of microbiology.
CLO #2	Define terminology related to microbiology and infection prevention and control in dentistry.
CLO #3	Describe the levels of infection prevention and control.
CLO #4	Describe diseases of concern to dentistry.
CLO #5	Describe asepsis, including use and function of sterilization equipment and processes.

Instructional

Strategies:

This online, asynchronous course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

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

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Research paper, case studies, videos assignment.
Quizzes/Tests	15	
Final Exam	40	

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 45

Course Topics

Course Topics:

Oral Microbiology

Infection Prevention and Control

Diseases of Concern to Dentistry

Sterilization, Equipment and Biological Monitoring

Aseptic Techniques

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 07/29/26 8:55 pm

Viewing: **DAST 1403 : Basic Dental Assisting**

Last approved: 12/03/25 3:06 am

Last edit: 08/18/26 4:25 pm

Changes proposed by: esquires

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/29/26 9:26 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
- 2. 08/04/26 2:03 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:09 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
- 2. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)
- 3. Dec 3, 2025 by
Darija Rabadzija
(drabadzija)

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:
Basic Dental Assisting

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

Name	E-mail	379 Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Basic Dental Assisting
 Name:

Subject Code: DAST - Dental Assisting

Course Number 1403

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

This introduces the learner to the supporting role of the Licensed ~~Certified~~ Dental Assistant (LDA). ~~(CDA)~~.
 Concepts and principles related to the preparation and the assisting phase of patient care are discussed.
 Dental equipment, instruments and armamentaria for a variety of dental procedures are introduced.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No ~~Yes~~

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the basic components, operation, and maintenance of dental operatory equipment.
CLO #2	Describe dental health hazards and potential injuries in the dental office environment.

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

CLO #3	Discuss protocols and roles of dental team members to increase safety for patients and staff.
CLO #4	Apply professional communication skills with cultural sensitivity and awareness to effectively obtain patient health histories.
CLO #5	Explain principles of four and six handed dentistry, dental team positioning, instrumentation and instrument transfer.
CLO #6	Describe the clinical dental assistant's role in maintaining the operating field.

Instructional

Strategies:

This online course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+; completed clinical
assignments graded S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Assignments
Quizzes/Tests	15	
Final Exam	40	

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 60

Course Topics

Course Topics:

Dental Operator Equipment and maintenance

Dental Operator supplies ~~supplies:~~

Professional Communication

Patient Health Histories

Ergonomics

Basic Instrumentation

Clinical Dental Assisting

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: 07/29/26 8:56 pm

Viewing: **DAST 1404 : Patient Assessment**

Last approved: 12/03/25 3:06 am

Last edit: 07/29/26 8:56 pm

Changes proposed by: esquires

Programs
referencing this
course
[32: Dental Assisting Certificate \(Online\)](#)

Course Name:
Patient Assessment

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Distance Dental Assisting (5115)

Contact(s)

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/29/26 9:27 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
- 2. 08/04/26 2:12 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
- 2. Aug 17, 2022 by
Nicole Degagne
(ndegagne)
- 3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

4. Dec 3, 2025 by ³⁸³
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Patient Assessment
Name:

Subject Code: DAST - Dental Assisting

Course Number 1404

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course introduces the learner to an overview of body systems, head and neck anatomy, dental morphology and tooth development. Intra-oral effects of medical conditions and pharmaceuticals and the modification to dental treatment are explored. The Licensed ~~Certified~~ Dental Assistant's (LDA) ~~(CDA)~~ role in determining and interpreting vital signs is also introduced.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

CLO #1	Describe general, extraoral inspection including related bones and landmarks of the head and neck.
CLO #2	Describe intraoral soft tissues including muscles and landmarks.
CLO #3	Describe the assessment and inspection of dentition including tooth development and dental morphology.
CLO #4	Describe periodontal inspection and assessment including characteristics of healthy periodontium.
CLO #5	Annotate patient assessment data.
CLO #6	Describe diseases of the oral cavity including the collection of diagnostic information.
CLO #7	Assess and interpret vital signs.
CLO #8	Explain principles of instrument use in dental procedures.
CLO #9	Describe occlusion and the temporomandibular joint.

Instructional

Strategies:

This online course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
C+; completed clinical
assignments graded S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Written assignments
Quizzes/Tests	15	
Final Exam	40	

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 60

Course Topics

Course Topics:

General Assessment, Intraoral/Extraoral anatomy

Vital Signs

Anatomy and Physiology

Intraoral Soft Tissues

Dentition

Occlusion and the Temporomandibular Joint

Annotation

Diseases of the Oral Cavity

Oral Biopsies

Course Topics:

Dental Photography

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

Dental Assisting Certificate (Online)

Additional Information

Provide any additional information if necessary.

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

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

Date Submitted: 07/29/26 8:57 pm

Viewing: **DAST 1405 : Dental Office Emergencies**

Last approved: 12/03/25 3:06 am

Last edit: 08/18/26 4:25 pm

Changes proposed by: esquires

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/29/26 9:28 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
- 2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
- 2. Aug 17, 2022 by
Nicole Degagne
(ndegagne)
- 3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:
Dental Office Emergencies

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

4. Dec 3, 2025 by ³⁸⁸
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Name: Dental Office Emergencies

Subject Code: DAST - Dental Assisting

Course Number 1405

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code VO

Bridge Billing Hours 0-1.5

Bridge Course Level 01

Course Description:

This course introduces the learner to health hazards in dentistry. Protocols and procedures to assist in the prevention of medical emergencies for staff and patients are explored in this course. The role of the Licensed ~~Certified~~ Dental Assistant (LDA) (~~CDA~~) in dental office medical emergencies is also examined.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No ~~Yes~~

Course Learning
Outcomes (CLO):

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

CLO #1	Describe dental office emergency situations and procedures for their prevention.
CLO #2	Explain the roles of the individual dental team members during an emergency.
CLO #3	Discuss drug use in dentistry.
CLO #4	Discuss drug dispensing protocols.
CLO #5	Discuss emergency kits and the protocols for maintenance in the dental office.
CLO #6	Discuss pharmaceutical safety practices.

Instructional

Strategies:

This online course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Written assignment, Case study
Quizzes/Tests	15	
Final Exam	40	

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 45

Course Topics

Course Topics:

Dental Office Emergencies, prevention and procedures

Drug use in Dental Treatment

Drug Dispensing Protocols

Emergency Kits

Drug Management

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 07/29/26 8:57 pm

Viewing: **DAST 1406 : Preventive Dentistry**

Last approved: 12/03/25 3:06 am

Last edit: 07/29/26 8:57 pm

Changes proposed by: esquires

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:

Preventive Dentistry

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

In Workflow

1. **5115 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/29/26 9:28 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
2. Aug 17, 2022 by
Nicole Degagne
(ndegagne)
3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

4. Dec 3, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Name: Preventive Dentistry

Subject Code: DAST - Dental Assisting

Course Number 1406

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course introduces the learner to the causes and contributing factors of dental disease. Preventive materials, procedures and techniques and the role of the Licensed ~~Certified~~ Dental Assistant (LDA) (~~CDA~~) in the delivery of preventive therapies are emphasized.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

CLO #1	Explain concepts of preventive dentistry.
CLO #2	Discuss periodontal disease.
CLO #3	Discuss hard and soft deposits.
CLO #4	Discuss dental diseases.
CLO #5	Discuss oral self-care devices and demonstrate their use.
CLO #6	Discuss therapeutic agents and explain their use.
CLO #7	Discuss fluoride therapy and application methods.
CLO #8	Apply the principles of teaching oral hygiene.

Instructional

Strategies:

This online course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Case study assignments, research assignment, teaching assignment
Quizzes/Tests	15	
Final Exam	40	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 90

Course Topics

Course Topics:

Preventive Dentistry

Health and Disease

Periodontal Disease

Hard and Soft Deposits

Dental Diseases

Oral Self Care Devices

Therapeutic Agents

Fluoride Therapy

Course Change Request

Date Submitted: 07/29/26 8:59 pm

Viewing: **DAST 1407 : Restorative Dental Assisting**

Last approved: 12/03/25 3:06 am

Last edit: 07/29/26 8:59 pm

Changes proposed by: esquires

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/29/26 9:29 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
- 2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
- 2. Aug 17, 2022 by
Nicole Degagne
(ndegagne)
- 3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:
Restorative Dental Assisting

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

4. Dec 3, 2025 by ³⁹⁶
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Name: Restorative Dental Assisting

Subject Code: DAST - Dental Assisting

Course Number 1407

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 0-2.5

Bridge Course Level 01

Course Description:

This course introduces the learner to procedures directly related to restorative dentistry and the Licensed Certified Dental Assistant's (LDA) (~~CDA~~) role. Dental equipment, instruments and armamentaria as well as the properties and manipulation of restorative dental materials are discussed.

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	Identify basic anatomical structures related to pain management.
CLO #2	Explain of methods for pain and anxiety management, incorporating a culturally diverse perspective to ensure inclusive and culturally sensitive approaches in addressing the diverse needs of individuals.
CLO #3	Describe isolation techniques for operative dentistry.
CLO #4	Describe restorative dental materials and their uses.
CLO #5	Describe basic restorative and cosmetic procedures.
CLO #6	Describe use and classification of restorative instruments.

Instructional

Strategies:

This online course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+; completed clinical
assignments graded S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Assignments and case studies
Quizzes/Tests	15	
Final Exam	40	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 75

Course Topics

Course Topics:

Anatomical Structures Related to Pain Management

Pain and Anxiety Management

Isolation

Restorative Dental Materials

Restorative and Cosmetic Procedures

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

Rationale and Consultations

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

Yes

Course Change Request

Date Submitted: 07/29/26 9:00 pm

Viewing: **DAST 1408 : Clinical DA Practice 1**

Last approved: 02/17/24 8:08 am

Last edit: 07/29/26 9:00 pm

Changes proposed by: esquires

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/29/26 9:29 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
- 2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
- 2. Aug 17, 2022 by
Nicole Degagne
(ndegagne)
- 3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

Programs
referencing this
course

32: Dental Assisting Certificate (Online)

Course Name:
Clinical Dental Assisting Practice 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

Name	E-mail	400 Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Clinical DA Practice 1

Name:

Subject Code: DAST - Dental Assisting

Course Number 1408

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This clinical course provides an opportunity for the learner to integrate theory with clinical practice through online pre-clinical preparation and in the dental clinic/laboratory setting. The course takes place onsite at the Vancouver Community College downtown clinic and focuses on the role of the Licensed ~~Certified~~ Dental Assistant (LDA). ~~(CDA)~~. Competencies are met through simulated manikin (SIM) and peer practice (PR).

Course Pre-Requisites (if applicable):

DAST 1400, DAST 1402, DAST 1403, DAST1404, DAST 1405, DAST 1406, DAST 1407.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate professional standards in the clinic setting.
CLO #2	Perform extra/intra oral inspection and identify landmarks.

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

CLO #3	Apply topical anesthetic.
CLO #4	Apply and remove dental dam.
CLO #5	Assess, implement and evaluate oral self care/oral hygiene instruction.
CLO #6	Apply topical fluoride techniques.
CLO #7	Fabricate bleaching trays and apply whitening systems.
CLO #8	Assist for restorative procedures.

Instructional

Strategies:

Small group clinical demonstrations and instructor guided feedback practice sessions in a simulated (SIM) or peer clinical environment (PR).

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S = satisfactory completion of all course components.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	100	Satisfactory completion as per rubrics - clinical skills (operator)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 40

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 50

Course Topics

Course Topics:

Dental Assessment/Inspection ~~Assessment/inspection~~

Vital Signs

Topical Anesthetic

Oral Self Care/Oral hygiene Instructions

Isolation Techniques

Whitening Systems

Restorative Procedures

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

Rationale and Consultations

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

Yes

Course Change Request

Date Submitted: 07/29/26 9:00 pm

Viewing: **DAST 1510 : Laboratory Procedures**

Last approved: 12/03/25 3:06 am

Last edit: 08/18/26 4:26 pm

Changes proposed by: esquires

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/29/26 9:30 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
- 2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
- 2. Aug 17, 2022 by
Nicole Degagne
(ndegagne)
- 3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:
Laboratory Procedures

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

404
4. Dec 3, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Laboratory Procedures
Name:

Subject Code: DAST - Dental Assisting

Course Number 1510

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code VO

Bridge Billing Hours 0-1.5

Bridge Course Level 01

Course Description:

This course introduces the learner to laboratory materials and techniques used in both commercial laboratories and dental offices. The fabrication of dental prosthetics, appliances and trays and the Licensed ~~Certified~~ Dental Assistant's (LDA) ~~(CDA)~~ role in their fabrication is discussed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No ~~Yes~~

Course Learning
Outcomes (CLO):

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

CLO #1	Explain the assembly and maintenance of dental laboratory equipment.
CLO #2	Explore the manipulation of dental laboratory materials.
CLO #3	Describe fixed prosthetics and procedures for fabrication.
CLO #4	Describe removable prosthetics and procedures for fabrication.
CLO #5	Discuss tooth whitening systems.
CLO #6	Describe custom appliances and procedures for fabrication.

Instructional

Strategies:

This online course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Case studies, written assignments, video
Quizzes/Tests	15	
Final Exam	40	

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:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 45

Course Topics

Course Topics:

Laboratory Equipment

Laboratory Materials

Gypsum Products

Fixed Prosthetics

Removable Prosthetics

Whitening Systems

Custom Appliances

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

Rationale and Consultations

Course Change Request

Date Submitted: 07/29/26 9:01 pm

Viewing: **DAST 1511 : Dental Specialties**

Last approved: 12/03/25 3:06 am

Last edit: 07/29/26 9:01 pm

Changes proposed by: esquires

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:
Dental Specialties

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

In Workflow

1. **5115 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/29/26 9:31 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
2. Aug 17, 2022 by
Nicole Degagne
(ndegagne)
3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

408
4. Dec 3, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Name: Dental Specialties

Subject Code: DAST - Dental Assisting

Course Number 1511

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course introduces the learner to the dental specialties and considerations for geriatric dentistry. The role of the Licensed ~~Certified~~ Dental Assistant (LDA), (~~CDA~~), related dental equipment, instruments and armamentaria for dental specialty procedures are introduced. Patient management considerations are emphasized.

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 endodontic dentistry as it relates to procedures, equipment, instruments, and patient management.
CLO #2	Discuss orthodontic dentistry as it relates to procedures, equipment, instruments, and patient management.
CLO #3	Discuss periodontic dentistry as it relates to procedures, equipment, instruments, and patient management.
CLO #4	Discuss oral and maxillofacial surgery and hospital dentistry as it relates to procedures, equipment, instruments, and patient management.
CLO #5	Discuss pediatric dentistry as it relates to procedures, equipment, instruments, and patient management.
CLO #6	Discuss considerations for geriatric procedures as it relates to procedures, equipment, instruments, and patient management.
CLO #7	Discuss prosthodontic dentistry as it relates to procedures, equipment, instruments, and patient management.

Instructional

Strategies:

This online course is offered with instructor support via web-based communications, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Case study, research, written assignments
Quizzes/Tests	15	
Final Exam	40	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 90

Course Topics

Course Topics:

Endodontic dentistry procedures

Orthodontic dentistry procedures

Periodontic dentistry procedures

Oral and maxillofacial surgery and hospital dentistry procedures

Pediatric dentistry procedures

Considerations for geriatric dentistry.

Prosthodontic dentistry procedures

Course Change Request

Date Submitted: 07/29/26 9:02 pm

Viewing: **DAST 1514 : Patient Care Procedures**

Last approved: 12/03/25 3:06 am

Last edit: 07/29/26 9:02 pm

Changes proposed by: esquires

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:

Patient Care Procedures

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

In Workflow

1. **5115 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/29/26 9:31 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/26/26 3:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jun 25, 2021 by
Nicole Degagne
(ndegagne)
2. Aug 17, 2022 by
Nicole Degagne
(ndegagne)
3. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)

412
4. Dec 3, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Name: Patient Care Procedures

Subject Code: DAST - Dental Assisting

Course Number 1514

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This introduces the learner to the theoretical foundation for the direct patient care clinical procedures.

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 dental diagnostic procedures in relation to <u>LDA</u> CDA practice.

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

CLO #2	Discuss restorative procedures in relation to <u>LDA</u> CDA practice.
CLO #3	Explain coronal polishing procedures.
CLO #4	Explain preventive procedures in relation to <u>LDA</u> CDA practice.
CLO #5	Describe post-surgical procedures in relation to <u>LDA</u> CDA practice.

Instructional

Strategies:

This online course is offered with instructor support via web-based communication, email and a learning management system (LMS). Instructional strategies include but are not limited to case studies, research and online activities.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Case study assignment
Quizzes/Tests	15	
Final Exam	40	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 75

Course Topics

Course Topics:

Diagnostic Procedures

Restorative Procedures

Extrinsic Stain Removal

Preventive Procedures

Post-Surgical Procedures

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Dental Assisting Certificate (Online)

Course Change Request

Date Submitted: 07/29/26 9:06 pm

Viewing: **DAST 1518 : Clinical DA Practice 2**

Last approved: 07/19/24 9:46 am

Last edit: 08/27/26 9:29 am

Changes proposed by: esquires

In Workflow

- 1. 5115 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/29/26 9:32 pm
Ellen Squires
(esquires):
Approved for 5115
Leader
- 2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Feb 17, 2024 by
Heidi Parisotto
(hparisotto)
- 2. Jul 19, 2024 by
Nicole Degagne
(ndegagne)

Programs
referencing this
course

[32: Dental Assisting Certificate \(Online\)](#)

Course Name:
Clinical Dental Assisting Practice 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Distance Dental Assisting (5115)

Contact(s)

Name	E-mail	416 Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	1

Banner Course Name: Clinical DA Practice 2

Subject Code: DAST - Dental Assisting

Course Number 1518

Year of Study 1st Year Post-secondary

Credits: 5

Bridge College Code VO

Bridge Billing Hours 0-5

Bridge Course Level 01

Course Description:

This on-site clinical course builds upon acquired skills and knowledge from Clinical Dental Assisting 1. Clinical Dental Assisting 2 provides an opportunity for the student to do online preparation and integrate theory with clinical practice in the dental clinic and laboratory settings at Vancouver Community College. The course focuses on the role of the Licensed ~~Certified~~ Dental Assistant (LDA). ~~(CDA)~~. Competencies are met through simulated manikin (SIM) peer practice (PR) and patient care (PC).

Course Pre-Requisites (if applicable):

DAST 1408, DAST 1510, DAST 1511, DAST 1512, DAST 1514.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate professional standards in the clinic setting.

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

CLO #2	Demonstrate application of liner to a cavity preparation.
CLO #3	Assess patient oral self care and implement oral hygiene instructions.
CLO #4	Demonstrate obtaining impressions and inter occlusal records.
CLO #5	Demonstrate polishing of clinical crowns.
CLO #6	Demonstrate application of topical fluoride techniques and desensitizing agents.
CLO #7	Demonstrate application of fissure sealants.
CLO #8	Demonstrate pulp vitality testing.
CLO #8 #9	Demonstrate removal of retraction cord, sutures and periodontal dressings.
CLO #9 #10	Demonstrate the application and removal of matrix systems.
CLO #10 #11	Demonstrate laboratory procedures related to <u>LDA</u> CDA practice.

Instructional

Strategies:

Small group clinical demonstrations and instructor guided feedback practice sessions in a simulated (SIM) , peer practice (PR) and patient care (PC).

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S = satisfactory completion of all course components.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	100	Satisfactory completion as per rubrics - clinical skills (Operator)

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:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 80

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 70

Course Topics

Course Topics:

Oral Hygiene Instruction ~~Oral hygiene instruction~~

Matrix Systems

Impressions and Interocclusal Records

Extrinsic Stain Removal

Topical Fluoride Techniques

Desensitizing Agents

Periodontal Dressings, sutures and retraction cord ~~cord.~~

Fissure Sealants

Pulp Vitality

Course Topics:

Pouring/trimming of models, fabrication of single unit provisional ~~provisional~~.

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

Dental Assisting Certificate (Online)

Additional Information

Provide any additional information if necessary.

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

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

Date Submitted: 07/29/26 9:09 pm

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

Last approved: 04/29/26 2:35 am

Last edit: 07/29/26 9:09 pm

Changes proposed by: esquires

In Workflow

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

Approval Path

1. 07/29/26 9:34 pm
Ellen Squires
(esquires):
Approved for 5120
Leader
2. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jun 7, 2022 by
Nicole Degagne
(ndegagne)
2. Aug 3, 2023 by Todd
Rowlatt (trowlatt)
3. Apr 29, 2026 by
Heidi Parisotto
(hparisotto)

Course Name:

DA ~~CDA~~ Directed Studies

Effective Date: September 2027

School/Centre: Health Sciences

Department: CDA Directed Studies DAST 1600 (5120)

Contact(s)

Name	E-mail	421 Phone/Ext.
Heidi Parisotto	hparisotto@vcc.ca	---

Banner Course Name: DA ~~CDA~~ Directed Studies

Subject Code: DAST - Dental Assisting

Course Number 1600

Year of Study 1st Year Post-secondary

Credits: 0

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

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

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

For NDAEB candidates completing education in lieu of the CPE, eligibility criteria include:

A minimum of one attempted NDAEB CPE, and remediation required in no more than five (5) clinical skills.

Upon successful completion, candidates will receive a letter of completion, which will be forwarded to the NDAEB or the BCCOHP, as applicable, to support progression in the licensure or registration process.

Course Pre-Requisites (if applicable):

Department permission required.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S

Evaluation Plan:

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

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 7

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 7

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Outstanding NDAEB clinical skills

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Course Change Request

Date Submitted: 07/28/26 7:33 pm

Viewing: **DENT 1105 : DA Professionalism 1**

Last approved: 02/14/25 7:08 am

Last edit: 07/29/26 2:51 pm

Changes proposed by: esquires

In Workflow

- 1. 5102 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/28/26 8:40 pm
Ellen Squires
(esquires):
Approved for 5102 Leader
- 2. 07/29/26 1:14 pm
Mandy Hayre
(mhayre): Rollback to 5102 Leader for SHS Dean
- 3. 07/29/26 2:52 pm
Ellen Squires
(esquires):
Approved for 5102 Leader
- 4. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved for SHS Dean
- 5. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

Programs
referencing this
course

31: Dental Assisting Certificate

Course Name:
Dental Assisting Professionalism 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

History

1. Feb 14, 2025 by Pik
Ling Lo Yan (lloyan)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course DA Professionalism 1

Name:

Subject Code: DENT - Dental

Course Number 1105

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

Students are introduced to the dental profession, the fundamental principles of professionalism, and the evolving scope of practice for the Licensed ~~Certified~~ Dental Assistant in relation to the dental team and client management. Concepts of equity, diversity and inclusion along with principles of cultural safety and humility are explored. ~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate, at an introductory level, professional communication skills that are appropriate to the audience and purpose.
CLO #2	Demonstrate the ability to contribute to and promote the effective functioning of the team.
CLO #3	Apply critical thinking skills to problem solving and decision making within the practice of dentistry.
CLO #4	Identify and reflect on own learning style and needs as they pertain to ongoing professional development.
CLO #5	Report on a dental issue using evidence-based materials and research.
CLO #6	Discuss concepts of equity, diversity, and inclusion in health care settings.
CLO #7	Discuss the principles of cultural safety and humility in health care settings.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

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

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35-50	Assignments
Quizzes/Tests	10-25	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

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: 21

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 21

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:

The Dental Profession

Licensed ~~Certified~~ Dental Assisting & Professionalism

Working with Others & Communication

Equity, Diversity, and Inclusion

Cultural Safety and Humility

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

Course Change Request

Date Submitted: 07/28/26 7:35 pm

Viewing: **DENT 1115 : Applied Dental Sciences 1**

Last approved: 02/05/25 7:11 am

Last edit: 07/29/26 2:53 pm

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:

Applied Dental Sciences 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/28/26 8:41 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 07/29/26 1:14 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean
3. 07/29/26 2:54 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
4. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 8, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Applied Dental Sciences 1
Name:

Subject Code: DENT - Dental

Course Number 1115

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

Students will develop a basic understanding of anatomy, physiology and radiography for application in dental assisting practice. Students will apply knowledge of head and neck anatomy, body systems, nerve innervation, tooth morphology, supporting structures, and common anomalies of the teeth in preparation for practice in the clinical setting.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the dentition, associated anatomical landmarks, supporting structures, occlusion, anomalies and pathology for dental assisting practice.
CLO #2	Explain the function of oral dentition, associated anatomical landmarks, supporting structures, occlusion, anomalies and pathology for dental assisting practice.
CLO #3	Apply knowledge of the anatomical and physiological structures of the head, neck, and oral cavity to dental assisting practice.
CLO #4	Explain basic concepts of radiation to support clients in making educated decisions on radiographic recommendations.
CLO #5	Describe and recognize radiographic techniques and imaging equipment for appropriate application in the clinical setting.
CLO #6	Explain safe radiation practices as they pertain to the protection of both the dental team and clients.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-25	Assignments
Quizzes/Tests	20-35	Quizzes/Tests

Type	Percentage	Brief description of assessment activity
Exam	15-30	Exam
Final Exam	20-35	Final exam

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

Online

Hours in Category 1: 42

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:

Dental Anatomy, Physiology and Anomalies

Oral Anatomy and Physiology

Dental Radiography 1

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

Dental Assisting Certificate

Additional Information

Provide any additional information if necessary.

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

The acknowledgment of Camosun College curriculum was intended for the first two years of the program only and should now be removed from PCG and COs.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (07/29/26 1:14 pm): Rollback: Please remove this statement: Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.

Badge Information

Course Change Request

Date Submitted: 07/28/26 7:37 pm

Viewing: **DENT 1125 : Clinical Support Theory 1**

Last approved: 02/05/25 7:12 am

Last edit: 07/29/26 2:55 pm

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:

Clinical Support Theory 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/28/26 8:42 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 07/29/26 1:14 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean
3. 07/29/26 2:56 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
4. 08/04/26 2:04 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 8, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Clinical Support Theory 1
Name:

Subject Code: DENT - Dental

Course Number 1125

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This course focuses on the theory and concepts associated with general dentistry. The psychomotor skills and equipment that are required for the practice of dental assisting will be introduced. Students will also learn the fundamentals of infection and pain control, restorative dentistry, chairside assisting, and record keeping.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the principles of infection control in a dental assisting practice.
CLO #2	Identify clinical armamentarium and describe its preparation, use and maintenance in the dental office.
CLO #3	Identify basic concepts of working effectively and safely in the dental setting.
CLO #4	Describe the basic principles of restorative dentistry as it applies to dental assisting.
CLO #5	Describe the rights of clients and how to address their concerns at an introductory level.
CLO #6	Demonstrate accurate record keeping practices.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-35	Assignments
Quizzes/Tests	20-35	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

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

Online

Hours in Category 1: 42

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:

Infection control

Four-handed dentistry

Basic restorative materials

Pain control

Dental chart, examinations and charting

Course Change Request

Date Submitted: 07/28/26 7:39 pm

Viewing: **DENT 1145 : Dental Assisting Practice 1**

Last approved: 02/05/25 7:12 am

Last edit: 07/29/26 2:56 pm

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:

Dental Assisting Practice 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/28/26 8:43 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 07/29/26 1:15 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean
3. 07/29/26 2:57 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 8, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	604-443-8492

Banner Course Dental Assisting Practice 1
Name:

Subject Code: DENT - Dental

Course Number 1145

Year of Study 1st Year Post-secondary

Credits: 9.5

Bridge College Code VO

Bridge Billing Hours 9.5

Bridge Course Level 01

Course Description:

This course provides practice opportunities for clinical support, laboratory procedures, basic restorative procedures, and direct client care. Students integrate the concepts of professional conduct, safe practice, and effective communication with their theoretical knowledge of dental science and preventive dental health during dental assisting practice.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the principles of infection control in dental assisting practice.
CLO #2	Demonstrate appropriate professional conduct in the clinical setting.
CLO #3	Apply critical thinking skills to problems and decision-making during clinical practice.
CLO #4	Demonstrate effective communication skills with clients and the dental team.
CLO #5	Prepare, utilize and maintain dental armamentarium for basic dental assisting practice.
CLO #6	Perform basic dental assisting skills effectively and safely.
CLO #7	Manage basic dental records.

Instructional
Strategies:

Videos, demos, simulation practice on mannequins, OSCEs and practice on student partners.

Evaluation and Grading

Grading System:

Satisfactory/Unsatisfactory

Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	Clinical Examination
Assignments		Clinical based 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: 225

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 21

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 204

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Clinical Support Procedure

Clinical Care Procedure

Laboratory Procedure

Dental Office Management

Radiography 1

Course Change Request

Date Submitted: 07/28/26 7:42 pm

Viewing: **DENT 1190 : Dental Office Management**

Last approved: 02/05/25 7:12 am

Last edit: 07/29/26 2:57 pm

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:

Dental Office Management

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/28/26 8:45 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 07/29/26 1:15 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean
3. 07/29/26 2:57 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 8, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Dental Office Management
Name:

Subject Code: DENT - Dental

Course Number 1190

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

In this course, students are introduced to the fundamental principles of dental office management. Students will focus on the retention of dental records, client management, dental insurance, financial systems, and computer software used in the dental clinic.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Standardized test and demonstration of computer skills relevant to course learning objective.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate the preparation of dental records, treatment plans and estimates, and the processing of dental insurance claims within the dental practice.
CLO #2	Describe confidentiality and legal standards in the management and maintenance of dental records, insurance, and financial information.
CLO #3	Demonstrate appointment scheduling and recall systems in the dental office.
CLO #4	Demonstrate the use of dental office management software at an introductory level.
CLO #5	Utilize effective verbal, written, and electronic communication skills appropriate to the intended audience.
CLO #6	Apply critical thinking to problems and decision-making in office management situations.

Instructional

Strategies:

Lecture, case study, group work, simulation, and guest speakers.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35-50	Assignments
Quizzes/Tests	10-25	Quizzes/Tests

Type	Percentage	Brief description of assessment activity
Exam	15-30	Exam
Final Exam	25-35	Final Exam

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: 18

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:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Communication

Business Operations

Financial Management

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Dental Assisting Certificate

Additional Information

Provide any additional information if necessary.

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

The acknowledgment of Camosun College curriculum was intended for the first two years of the program only and should now be removed from PCG and COs.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (07/29/26 1:15 pm): Rollback: Please remove this statement: Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.

Badge Information

Course Change Request

Date Submitted: 08/06/26 2:51 pm

Viewing: **DENT 1205 : DA Professionalism 2**

Last approved: 08/06/26 2:40 pm

Last edit: 08/06/26 2:51 pm

Changes proposed by: drabadzija

In Workflow

- 1. 5102 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 08/06/26 3:48 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
- 2. 08/07/26 7:02 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
- 3. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

- 1. Aug 6, 2026 by Pik
Ling Lo Yan (lloyan)

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:
Dental Assisting Professionalism 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

Name	E-mail	Phone/Ext.
Ellen Squires Ling Lo Yan	esquires@vcc.ca lloyan@vcc.ca	604-443-8492

Banner Course DA Professionalism 2

Name:

Subject Code: DENT - Dental

Course Number 1205

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

In this course, students will build on concepts of DENT 1105, with a focus on the use of professional interpersonal skills when interacting with clients, teams, community, and regulatory and licensing bodies. Students are introduced to current issues and trends in dentistry, principles of teaching and learning, and preparation for employment. ~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

DENT 1105.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate appropriate professional conduct through respectful interactions with dental clients, team members and members of the community.
CLO #2	Explain the responsibilities of a <u>LDA</u> CDA as a self-directed and cooperative adult learner in the context of life-long learning and ongoing professional development.
CLO #3	Report on the membership, rules, and regulations of governing bodies and licensure requirements as it applies to dental assisting practice.

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

CLO #4	Demonstrate independent problem solving and decision making within dental assisting practice.
CLO #5	Apply principles of teaching and learning to client education on oral health care.
CLO #6	Identify strategies to prepare for employment in the dental field.
CLO #7	Describe the historical and contemporary impacts of colonization on Indigenous Peoples' health in Canada.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45-60	Assignments
Quizzes/Tests	10-25	Quizzes/Tests
Final Exam	20-35	Final Exam

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: 19.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 19.5

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:

Relationships with Clients

Principles of Teaching/Learning

The Dental Professional II

Current Issues in Dentistry

Preparation for Employment.

Impacts of Colonialism on the health and well-being of Indigenous Peoples of Canada

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Course Change Request

Date Submitted: 07/28/26 7:47 pm

Viewing: **DENT 1215 : Applied Dental Sciences 2**

Last approved: 02/05/25 7:12 am

Last edit: 07/30/26 10:49 am

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:

Applied Dental Sciences 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/28/26 8:47 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 07/29/26 1:15 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean
3. 07/29/26 3:04 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 9, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Applied Dental Sciences 2
Name:

Subject Code: DENT - Dental

Course Number 1215

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This course introduces students to oral pathology, basic concepts of pharmacology, and nutrition within the scope of dental assisting practice and client care. Radiography knowledge and skills related to client care and management are further developed.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

DENT 1115.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify etiology of oral pathology conditions.
CLO #2	Describe etiology, diagnosis, and treatment of select oral pathology findings.
CLO #3	Describe basic pharmacology concepts and agents used in dentistry as they relate to the scope of dental assisting practice.
CLO #4	Describe the role of nutrition as it relates to oral health.
CLO #5	Apply knowledge of radiography to interpret quality imaging in dental assisting practice.
CLO #6	Describe extra and intra oral radiographic techniques and the management of clients to achieve a quality image.
CLO #7	Use knowledge of radiographic imaging to analyze image quality and image findings.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-25	Assignments
Quizzes/Tests	20-35	Quizzes/Tests
Exam	15-30	Exam

Type	Percentage	Brief description of assessment activity
Final Exam	20-35	Final Exam

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

Online

Hours in Category 1: 42

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:

Oral pathology etiology, diagnosis, and treatment.

Pharmacology.

Nutrition as it relates to oral health.

Course Topics:

Dental Radiography 2.

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

Dental Assisting Certificate

Drr

Additional Information

Provide any additional information if necessary.

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

The acknowledgment of Camosun College curriculum was intended for the first two years of the program only and should now be removed from PCG and COs.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (07/29/26 1:15 pm): Rollback: Please remove this statement: Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.

Badge Information

Course Change Request

Date Submitted: 07/28/26 7:51 pm

Viewing: **DENT 1225 : Clinical Support Theory 2**

Last approved: 02/05/25 7:12 am

Last edit: 07/30/26 10:49 am

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:
Clinical Support Theory 2

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Dental Assisting (5102)

Contact(s)

In Workflow

1. 5102 Leader

2. SHS Dean

3. Curriculum Committee

4. Education Council

5. Records

6. Banner

Approval Path

1. 07/28/26 8:48 pm
Ellen Squires
(esquires):
Approved for 5102
Leader

2. 07/29/26 1:15 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean

3. 07/29/26 3:06 pm
Ellen Squires
(esquires):
Approved for 5102
Leader

4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean

5. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 9, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Clinical Support Theory 2
Name:

Subject Code: DENT - Dental

Course Number 1225

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course is a continuation of DENT 1125 focusing on the theory and concepts of assisting for advanced restorative and specialized dental procedures. The psychomotor skills required for the practice of dental assisting and direct client care will be introduced.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

DENT 1125.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify clinical armamentarium for the advanced restorative procedure.
CLO #2	Describe the preparation, use and maintenance of the advanced restorative procedure.
CLO #3	Identify clinical armamentarium for specialty dental procedures.
CLO #4	Describe the preparation, use and maintenance of specialty dental procedures.
CLO #5	Describe the concepts of advanced restorative and specialty practices in dentistry.
CLO #6	Demonstrate accurate documentation and record keeping practices for advanced restorative and specialty procedures.

Instructional

Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-35	Assignments
Quizzes/Tests	20-35	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

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: 34

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 34

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:

Advanced restorative procedure.

Dental specialties such as Periodontics, Prosthodontics, Endodontics, Orthodontics, Oral Surgery, Pediatric Dentistry and emerging specialties.

Armamentarium for advanced restorative and dental specialty procedures.

Procedural steps for assisting with advanced restorative and dental specialty procedures.

Charting and record keeping for advanced restorative and dental specialty procedures.

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

Dental Assisting Certificate

Additional Information

Provide any additional information if necessary.

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

The acknowledgment of Camosun College curriculum was intended for the first two years of the program only and should now be removed from PCG and COs.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (07/29/26 1:15 pm): Rollback: Please remove this statement: Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.

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: 07/28/26 7:54 pm

Viewing: **DENT 1235 : Preventive Approaches for DH 2**

Last approved: 02/05/25 7:12 am

Last edit: 07/30/26 10:49 am

Changes proposed by: esquires

Programs
referencing this
course
[31: Dental Assisting Certificate](#)

Course Name:
Preventive Approaches for Dental Health 2

Effective Date:September 2027

School/Centre:Health Sciences

Department:Dental Assisting (5102)

Contact(s)

In Workflow

1. 5102 Leader

2. SHS Dean

3. Curriculum Committee

4. Education Council

5. Records

6. Banner

Approval Path

1. 07/28/26 8:49 pm
Ellen Squires
(esquires):
Approved for 5102
Leader

2. 07/29/26 1:15 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean

3. 07/29/26 3:07 pm
Ellen Squires
(esquires):
Approved for 5102
Leader

4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean

5. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 9, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Preventive Approaches for DH 2
Name:

Subject Code: DENT - Dental

Course Number 1235

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

In this course, students continue to acquire the knowledge necessary to perform direct client care as it pertains to oral health, care for persons with disabilities, and development of individual, group or community oral health education plans.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

DENT 1135.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe preventive intraoral skills, techniques, and products used to attain optimal oral health.
CLO #2	Discuss management of care of persons with disabilities including adaptations of oral hygiene techniques.
CLO #3	Discuss the role of the <u>Licensed</u> Certified Dental Assistant in community dental health.
CLO #4	Deliver oral health education projects in the community.
CLO #5	Develop learning resources for community presentations.

Instructional Strategies:

Lecture, case study, group work, simulation and guest speakers.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-45	Assignments
Quizzes/Tests	10-25	Quizzes/Tests
Exam	15-30	Exam
Final Exam	20-35	Final Exam

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: 39

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 39

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:

Anticariogenic Agents

Extrinsic Stain Removal and Tooth Whitening

Sealants

Community Dental Health

Management of care for persons with disabilities

Professional Approach to Dental Clinic

Course Change Request

Date Submitted: 07/28/26 7:57 pm

Viewing: **DENT 1245 : Dental Assisting Practice 2**

Last approved: 02/05/25 7:12 am

Last edit: 07/30/26 10:50 am

Changes proposed by: esquires

Programs
referencing this
course
[31: Dental Assisting Certificate](#)

Course Name:
Dental Assisting Practice 2

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Dental Assisting (5102)

Contact(s)

In Workflow

1. 5102 Leader

2. SHS Dean

3. Curriculum Committee

4. Education Council

5. Records

6. Banner

Approval Path

1. 07/28/26 8:51 pm
Ellen Squires
(esquires):
Approved for 5102
Leader

2. 07/29/26 1:15 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean

3. 07/29/26 3:08 pm
Ellen Squires
(esquires):
Approved for 5102
Leader

4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean

5. 08/26/26 3:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 9, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Dental Assisting Practice 2
Name:

Subject Code: DENT - Dental

Course Number 1245

Year of Study 1st Year Post-secondary

Credits: 8.5

Bridge College Code VO

Bridge Billing Hours 8.5

Bridge Course Level 01

Course Description:

This course provides continued practice opportunities for clinical support, direct patient care, and laboratory and restorative procedures. Practice related to dental office management and dental assisting for specialty procedures are introduced. Students integrate the concepts of professional conduct, safe practice, and effective communication with their theoretical knowledge of dental science, preventive dental health, and dental assisting in the clinical setting.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

DENT 1145.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the principles of infection control in dental assisting practice.
CLO #2	Demonstrate appropriate professional conduct in the clinical setting.
CLO #3	Apply critical thinking skills to problems and decision making while dental assisting for advanced restorative, specialty procedures, and direct client care.
CLO #4	Demonstrate effective communication skills with clients and the dental team.
CLO #5	Demonstrate effective use of dental armamentarium for advanced dental assisting practice.
CLO #6	Perform advanced clinical skills competently and safely.
CLO #7	Manage dental records accurately and in compliance with the Dental Recordkeeping Guidelines.

Instructional
Strategies:

Videos, demos, simulation practice on mannequins, OSCEs and practice on student partners.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	Clinical Examination
Assignments		Clinical based 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: 207

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 21

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 186

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Clinical Support Procedure

Clinical Care Procedure

Laboratory Procedure

Dental Office Management

Radiography 2

Course Change Request

Date Submitted: 07/28/26 8:20 pm

Viewing: **DENT 1255 : DA Practicum 1**

Last approved: 02/05/25 7:12 am

Last edit: 07/29/26 3:09 pm

Changes proposed by: esquires

In Workflow

- 1. 5102 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Records
- 6. Banner

Approval Path

- 1. 07/28/26 8:52 pm
Ellen Squires
(esquires):
Approved for 5102 Leader
- 2. 07/29/26 1:16 pm
Mandy Hayre
(mhayre): Rollback to 5102 Leader for SHS Dean
- 3. 07/29/26 3:09 pm
Ellen Squires
(esquires):
Approved for 5102 Leader
- 4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved for SHS Dean
- 5. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

Programs
referencing this
course

31: Dental Assisting Certificate

Course Name:
Dental Assisting Practicum 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

History

1. Jan 9, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course DA Practicum 1
Name:

Subject Code: DENT - Dental

Course Number 1255

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This course provides opportunities for dental assisting practice in a general dentistry office and with community partners' dental clinics, enabling the student to integrate skills and knowledge into practice.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

DENT 1205, DENT 1215, DENT 1225, DENT 1235, DENT 1245.

Course Co-requisites (if applicable):

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate <u>Licensed</u> Certified Dental Assistant skills that address client needs and support the dental team with mentor guidance.
CLO #2	Apply theoretical knowledge of dental sciences to dental assisting practice.
CLO #3	Determine clients' oral health needs and promotion strategies.
CLO #4	Apply effective communication skills with clients, team members, and external partners.
CLO #5	Demonstrate critical thinking processes for problem-solving and decision-making in dental assisting practice with mentor guidance.
CLO #6	Employ effective time management and organizational skills to facilitate safe, efficient functioning of the dental office with mentor guidance.
CLO #7	Practice <u>LDA</u> CDA professional conduct within the dental setting with mentor guidance.

Instructional

Strategies:

This course takes place in a Dental Office setting and with community partners. Experiential learning and consolidation of theory and clinical skills are facilitated in this practicum.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Satisfactory/unsatisfactory completion of practicum as per rubric.

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 94

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 94

Course Topics

Course Topics:

Hands-on dental assisting practice

Patient interaction and cultural competency application

Ethical and legal considerations

Reflection and self-evaluation

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

Rationale and Consultations

Course Change Request

Date Submitted: 07/28/26 8:23 pm

Viewing: **DENT 1345 : Dental Assisting Practice 3**

Last approved: 02/05/25 7:12 am

Last edit: 07/30/26 10:50 am

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:

Dental Assisting Practice 3

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/28/26 8:53 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 07/29/26 1:16 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean
3. 07/29/26 3:11 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 9, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Dental Assisting Practice 3
Name:

Subject Code: DENT - Dental

Course Number 1345

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code VO

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

This course builds on the skills gained in Dental Assisting Practice 1 and 2 with continued practice opportunities for clinical support, and direct patient care. Students will be integrating all the LDA ~~CDA~~ clinical skills, concepts of professional conduct, safe practice, and effective communication in preparation for Patient Care Clinic.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

DENT 1245.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the principles of infection control in dental assisting practice.
CLO #2	Demonstrate appropriate professional conduct in the clinical setting.
CLO #3	Apply critical thinking skills to problems and decision making while dental assisting for advanced restorative, specialty procedures, and direct client care.
CLO #4	Demonstrate effective communication skills with clients and the dental team.
CLO #5	Demonstrate effective use of dental armamentarium for advanced dental assisting practice.
CLO #6	Perform advanced clinical skills competently and safely.
CLO #7	Manage dental records accurately and in compliance with the Dental Recordkeeping Guidelines.

Instructional
Strategies:

Videos, demos, simulation practice on mannequins, OSCEs and practice on student partners.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	Clinical Examination
Assignments		Clinical based 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: 66

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 66

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Clinical Support Procedure

Clinical Care Procedure

Dental Office Management

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

Rationale and Consultations

Course Change Request

Date Submitted: 07/28/26 8:30 pm

Viewing: **DENT 1355 : DA Practicum 2**

Last approved: 02/05/25 7:12 am

Last edit: 07/29/26 3:14 pm

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:

Dental Assisting Practicum 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/28/26 8:55 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 07/29/26 1:16 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean
3. 07/29/26 3:15 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 9, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course DA Practicum 2
Name:

Subject Code: DENT - Dental

Course Number 1355

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This practicum provides students with the opportunity to engage in dental assisting practice in the general dentistry office. Integrating the knowledge and skills acquired within the program, students continue building their skills and breadth of practice to achieve clinical competency in the practice setting.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

DENT 1390, DENT 1345.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate Certified Dental Assistant skills safely and competently to address client needs and support the dental team.
CLO #2	Apply theoretical knowledge of dental sciences to dental assisting practice.
CLO #3	Support clients' oral health promotion.
CLO #4	Evaluate effective communication skills with clients, families, colleagues, team members, and external partners.
CLO #5	Demonstrate critical thinking processes for problem-solving and decision-making in dental assisting practice.
CLO #6	Employ effective time management and organizational skills to facilitate the comfort and safety of the client and to contribute to the efficient functioning of the dental office.
CLO #7	Support the effective functioning of the dental team.
CLO #8	Practice <u>LDA</u> CDA professional conduct within the dental setting.
CLO #9	Demonstrate cultural safety and humility in their interactions with patients and colleagues.

Instructional

Strategies:

This course takes place in a Dental Office setting and with community partners. Experiential learning and consolidation of theory and clinical skills are facilitated in this practicum.

Evaluation and Grading

Grading System:

Satisfactory/Unsatisfactory

Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	S	Satisfactory/unsatisfactory completion of practicum as per rubric.

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 96

Course Topics

Course Topics:

Hands-on dental assisting practice

Patient interaction and cultural competency application

Ethical and legal considerations

Course Topics:

Reflection and self-evaluation

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

Dental Assisting Certificate

Additional Information

Provide any additional information if necessary.

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

The acknowledgment of Camosun College curriculum was intended for the first two years of the program only and should now be removed from PCG and COs.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (07/29/26 1:16 pm): Rollback: Please remove this statement: Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.

Badge Information

Course Change Request

Date Submitted: 07/28/26 8:26 pm

Viewing: **DENT 1390 : Patient Care Clinic**

Last approved: 02/05/25 7:12 am

Last edit: 07/29/26 3:12 pm

Changes proposed by: esquires

Programs
referencing this
course

[31: Dental Assisting Certificate](#)

Course Name:

Patient Care Clinic

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Assisting (5102)

Contact(s)

In Workflow

1. **5102 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/28/26 8:55 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
2. 07/29/26 1:16 pm
Mandy Hayre
(mhayre): Rollback
to 5102 Leader for
SHS Dean
3. 07/29/26 3:13 pm
Ellen Squires
(esquires):
Approved for 5102
Leader
4. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 9, 2025 by Pik
Ling Lo Yan (lloyan)
2. Feb 5, 2025 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 604-443-8492

Banner Course Patient Care Clinic
Name:

Subject Code: DENT - Dental

Course Number 1390

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

In this course students will provide direct client care and perform dental office management procedures related to dental assisting practice in a clinical setting.

~~Vancouver Community College gratefully acknowledges the invaluable contribution of Camosun College for sharing their curriculum for the new Certified Dental Assisting program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the principles of infection control in dental assisting practice.
CLO #2	Demonstrate appropriate professional conduct in the clinical setting.
CLO #3	Apply critical thinking skills to problems and decision-making during clinical practice.
CLO #4	Perform basic dental reception procedures.
CLO #5	Demonstrate effective verbal and written communication skills with clients and the dental team.
CLO #6	Develop and implement appropriate care plans for individual client needs.
CLO #7	Perform preventive intraoral skills for dental assisting practice during client care.
CLO #8	Perform prescribed dental assisting skills effectively and safely.
CLO #9	Manage dental records accurately and in compliance with the Dental Recordkeeping Guidelines.
CLO #10	Comply with confidentiality and legal standards in the management and maintenance of dental records.

Instructional

Strategies:

This course takes place in the Dental Clinic at VCC. Students will be working on external patients.

Experiential learning and consolidation of theory and clinical skills are facilitated in this Patient Care Clinic.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	S	Clinical Examination

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: 51

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 51

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

CDA clinical skills.

Professional conduct.

Critical thinking.

Records management.

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

Rationale and Consultations

Course Change Request

Date Submitted: 07/29/26 9:14 pm

Viewing: **DENT 1500 : DA ~~CDA~~ Refresher**

Last approved: 05/05/26 2:42 am

Last edit: 07/29/26 9:14 pm

Changes proposed by: esquires

In Workflow

1. **5124 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 07/29/26 9:34 pm
Ellen Squires
(esquires):
Approved for 5124
Leader
2. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Aug 7, 2020 by
Nicole Degagne
(ndegagne)
2. Dec 15, 2021 by
Darija Rabadzija
(drabadzija)
3. Dec 17, 2021 by
Darija Rabadzija
(drabadzija)

Course Name:

~~Certified~~ Dental Assistant Refresher

Effective Date: September 2027

School/Centre: Health Sciences

Department: CDA Refresher (5124)

Contact(s)

486
4. Feb 5, 2026 by
Darija Rabadzija
(drabadzija)
5. May 5, 2026 by Pik
Ling Lo Yan (lloyan)

Name	E-mail	Phone/Ext.
<u>Ellen Squires</u> Ling Lo Yan	<u>esquires@vcc.ca</u> lloyan@vcc.ca	<u>604-443-8548</u> 8492

Banner Course DA ~~CDA~~ Refresher
Name:

Subject Code: DENT - Dental

Course Number 1500

Year of Study 1st Year Post-secondary

Credits: 0

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

The ~~Certified~~ Dental Assisting (~~CDA~~) Refresher course is designed for individuals who were previously licensed as Dental Assistants in Canada and have been recommended by the British Columbia College of Oral Health Professionals (BCCOHP). It provides an opportunity for those who need additional clinical practice hours to demonstrate their competency and meet the requirements for licensure in British Columbia.

The course includes a three-month online theory component followed by a five-day, in-person clinical session.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe professionalism as it relates to BC <u>LDA</u> CDA regulation
CLO #2	Describe practice standards and ethics as they relate to <u>LDA</u> CDA practice
CLO #3	Expose dental radiographs
CLO #4	Apply and removes dental dam
CLO #5	Perform selective coronal polishing
CLO #6	Obtain preliminary impressions
CLO #7	Apply treatment liners (no pulpal involvement)
CLO #8	Apply and remove matrixes and wedges
CLO #9	Apply fluoride
CLO #10	Apply pit and fissure sealant
CLO #11	Apply desensitizing agents
CLO #12	Apply topical anaesthetic
CLO #13	Perform tooth whitening using trays
CLO #14	Remove periodontal dressing
CLO #15	Remove sutures

Instructional

Strategies:

Interactive learning theory components, assignments, clinical practice, live demonstrations, and individualized clinical guidance.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

'S' is required on all assessments
to successfully complete this
course

Type	Percentage	Brief description of assessment activity
Assignments		Assignment completion - S/U
Clinical Examination		Clinical Examination - S/U A 'S' Satisfactory grade must be achieved for each clinical competency.

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
Seminar

Hours in Category 1: 12

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

Check all that apply:

Clinical
Lab

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Professionalism
 Practice Standards and Ethics
 Microbiology and Infection Control
 Patient Care
LDA ~~Care~~
~~CDA~~ Clinical Competencies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

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

Consultations

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 07/29/26 9:10 pm

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

Last approved: 01/23/26 2:50 am

Last edit: 07/29/26 9:10 pm

Changes proposed by: esquires

Course Name:

Dental Radiography Module

Effective Date: September 2027

School/Centre: Health Sciences

Department: Dental Radiography (5106)

Contact(s)

In Workflow

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

Approval Path

1. 07/29/26 9:35 pm
Ellen Squires
(esquires):
Approved for 5106
Leader
2. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/26/26 3:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jan 23, 2026 by
Darija Rabadzija
(drabadzija)

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

Banner Course
Name:

Dental Radiography Module

Subject Code:	DNTL - Dental
Course Number	1108
Year of Study	1st Year Post-secondary
Credits:	4

Bridge College Code	VO
Bridge Billing Hours	4
Bridge Course Level	01

Course Description:

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

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

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

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the history and current applications of radiation in dentistry.
CLO #2	Describe the components of the dental x-ray machine.
CLO #3	Explain principles of radiation safety and protection.
CLO #4	Explain dental radiography technologies and exposure techniques.
CLO #5	Describe the appearance of extra/intra-oral radiographic landmarks.
CLO #6	Explain dental radiography prescription requirements and chart entries.
CLO #7	Explain dental radiography exposure and technique errors and corrective measures.
CLO #8	Describe supplemental, pedodontic, edentulous and extra-oral dental radiographic imaging.
CLO #9	Demonstrate professional standards.
CLO #10	Expose dental radiographic images.
CLO #11	Demonstrate scanning of dental radiographic images.
CLO #12	Demonstrate patient management.
CLO #13	Demonstrate quality assurance.

Instructional

Strategies:

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

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S= 64% theory+ S completion of
radiography competencies

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	Multiple assignments. (Weighting aligned with <u>DA</u> CDA Online Program)
Exam	40	Final exam. (Weighting aligned with <u>DA</u> CDA Online Program)
Clinical Examination		Satisfactory completion as per clinical rubrics.
Participation		Mandatory attendance (clinical) as per departmental requirements (100%).

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 95

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Hours in Category 1: 50

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

Check all that apply:

Clinical

Hours in Category 2: 45

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

X-ray Production

Radiation Hygiene

Equipment and Supplies

Characteristics of Radiographs

Patient Management

Exposure Techniques

Landmarks

Quality Assurance

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

The Health Professions and Occupations Act (HPOA) came into effect on April 1, 2026, at which time the professional designation changed from Certified Dental Assistant (CDA) to Licensed Dental Assistant (LDA).

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

Consultations



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Revisions to Occupational/Physical Therapist Diploma

BACKGROUND:

The Occupational/Physical Therapist (OPTA) department is proposing revisions to its program, including 20 new course outlines. The proposal aligns the overall program length, content and credits with other programs across BC and Canada. It updates the curriculum to align with new accreditation standards and national competencies and includes additional content for Speech-Language Pathology Assistants (SLPA). Additional work has gone into Indigenizing the curriculum and updating content for Universal Design for Learning opportunities and incorporating EDI principles. The number of program credits is changing from 94 to 81 credits.

DISCUSSION:

Carmen Kimoto, Department Head for OPTA, presented the proposal. The Committee discussed two elements:

- 1) With the inclusion of Speech-Language Pathology content, was there consideration of changing the name of the program. Ms Kimoto explained that while some of the graduates will go into Speech-Language Pathology and the additional knowledge will be useful to all students, the overall program alignment remains focused on OPTA. There are full diploma programs available for Speech-Language Pathology that these additions will not equate.
- 2) The course evaluation plans do not have as much detail as in previous versions. Ms Kimoto explained that this was a conscious decision to create more flexibility for instructors. The accreditation body still looks at all course syllabi and evaluation plans.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Occupational/Physical Therapist Diploma program content guide, including to program credits, 5 revised and 20 new courses outlines, and recommend the Board of Governors approve the creation of the new courses and program implementation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 25, 2026

Program Change Request

Date Submitted: 08/04/26 2:04 pm

Viewing: **Occupational/Physical Therapist**

Assistant Diploma

Last approved: 06/10/26 3:39 pm

Last edit: 08/18/26 4:39 pm

Changes proposed by: ckimoto

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 ~~2026~~ 2027

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
5. Board of Governors

Approval Path

1. 08/04/26 2:36 pm
Carmen Kimoto (ckimoto):
Approved for 5076 Leader
2. 08/05/26 7:31 am
Mandy Hayre (mhayre): Approved for SHS Dean
3. 08/25/26 9:25 am
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)

- 497
(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)
26. Jun 10, 2026 by
Radhika Kumar
(rakumar)
27. Jun 10, 2026 by
Darija Rabadzija
(drabadzija)

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

Program Content Guide

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. The program also provides foundational knowledge of the role of the Speech-Language Pathology Assistant (SLPA) within the rehabilitation team, emphasizing inter-professional collaboration in supporting communication and swallowing needs.

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.

Admission Requirements

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.

The Occupational/Physical Therapist Assistant (OPTA) Program is 68 ~~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 <u>Assistant</u> , Assistant or Physical Therapist Assistant <u>or Speech-Language Pathology Assistant</u> 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 <u>Therapy</u> , <u>Physical</u> Therapy or <u>Speech-Language Pathology</u> Physical Therapy interventions.
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 <u>Assistant</u> , Assistant and Physical Therapist <u>Assistant or Speech-Language Pathology</u> Assistant.
PLO #9	Promote, support and encourage health and wellness for self and others.

Additional PLO Information

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.

Evaluation of Student Learning

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 tasks require frequent movement alternating between standing, bending, crouching, reaching and lifting (moving equipment, various body types, etc).

Program tasks require fine motor control, strength, balance and endurance.

The program involves engaging with sensitive and emotionally challenging content, including discussions of trauma, crisis situations and distressing real-world scenarios. Practicum placements may involve working with individuals experiencing significant personal or emotional challenges.

Practicum courses require travel to a variety of clinical locations, which may be located outside their immediate community and may require access to reliable transportation. Travel is at the student's own expense.

Practicum courses require varying clinical schedules, including daytime, evening, and occasional weekend placements, depending of site availability and clinical learning requirements.

Pogram tasks require access to the internet, a camera, speakers and microphone.

~~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
OPTA 1131 Anatomy and Physiology for OTAs and PTAs	6
<u>OPTA 1000</u> Anatomy and Physiology in Rehabilitation	<u>2.5</u>
<u>OPTA 1010</u> Therapeutic Communication 1	<u>2</u>
<u>OPTA 1020</u> Speech Language Pathology Assistant 1: Introductory Principles and Practice	<u>1.5</u>
<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
OPTA 1135 Communications 1	3
OPTA 1136 Introduction to Professional Practice	1.5
<u>CSIH 1010</u> Introduction to Cultural Safety and Indigenous Holistic Health Equity	0
Credits	17

Term Two

OPTA 1235Communications-2	2
OPTA 1236Professional Practice 1	1.5
OPTA 1241Musculoskeletal Conditions	3
OPTA 1242MSK Principles and Practice – PTA	3.5
OPTA 1243MSK Principles and Practice – OTA	3.5
OPTA 1244Cardio-Respiratory Conditions	3
OPTA 1245Acute Care Principles and Practice – PTA	3
OPTA 1246Acute Care Principles and Practice – OTA	3
<u>OPTA 1030Conditions 1: Musculoskeletal, Neurological, and Cardiorespiratory</u>	<u>3.5</u>
<u>OPTA 1040Physiotherapist Assistant 1: Introductory Principles and Practice</u>	<u>5.5</u>
<u>OPTA 1050Occupational Therapist Assistant 1: Introductory Principles and Practice</u>	<u>5.5</u>
<u>OPTA 1060Foundations of Professional Practice</u>	<u>3</u>
<u>OPTA 1170Functional Development Across the Lifespan</u>	<u>1.5</u>
Credits	19

Term Three

OPTA 1234Lifespan Development	3
OPTA 1351Group Principles and Practice – PTA	1
OPTA 1352Group Principles and Practice – OTA	1
OPTA 1354OPTA Practicum 1	5
OPTA 1353Professional Practice 2 – Practicum Preparation	1
<u>OPTA 1081OTA/PTA Practicum 1</u>	<u>6</u>
<u>OPTA 1180Rehabilitation Group Implementation</u>	<u>3.5</u>
Credits	9.5

Second Year

Term Four

OPTA 2434Professional Practice 3	2
OPTA 2461Neurological and Mental Health Conditions	3
OPTA 2462Neuro Principles and Practice – PTA	4
OPTA 2463Neuro/Mental Health Principles and Practice – OTA	4
OPTA 2464OPTA Practicum 2	6.5
CSIH 1015 Enhancing Cultural Safety and Indigenous Health Equity	0
<u>OPTA 2010Therapeutic Communication 2</u>	<u>1.5</u>
<u>OPTA 2020Speech-Language Pathology Assistant 2: Advanced Principles and Practice</u>	<u>1.5</u>
<u>OPTA 2030Conditions 2: Mental Health, Neurological and Cardiorespiratory</u>	<u>2.5</u>
<u>OPTA 2040Physiotherapist Assistant 2: Advanced Principles and Practice</u>	<u>2.5</u>
<u>OPTA 2050Occupational Therapist Assistant 2: Advanced Principles and Practice</u>	<u>2.5</u>
<u>OPTA 2060Applied Professional Practice</u>	<u>1.5</u>
<u>OPTA 2082OTA/PTA Practicum 2</u>	<u>6</u>
Credits	18

Term Five

<u>OPTA 2532</u> Inter-Professional Practice	5
OPTA 2533 Professional Practice 4	4.5
<u>OPTA 2571</u> Paediatric and Complex Conditions	2
OPTA 2534 OPTA Practicum 3	8
<u>OPTA 1190</u> Introduction to Audiology	<u>1.5</u>
<u>CSIH 1015</u> <u>Enhancing Cultural Safety and Indigenous Health Equity</u>	<u>0</u>
<u>OPTA 2065</u> Integrated Professional Practice	<u>3</u>
<u>OPTA 2083</u> OTA/PTA Practicum 3	<u>6</u>
Credits	17.5
Total Credits	81

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 Progression	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.

This proposal seeks to align the overall program length, content and credits with other programs across BC and Canada. The proposal will include additional content for Speech-Language Pathology Assistants, update curriculum to align with new accreditation standards and national competencies. Additionally, this proposal continues to programs goal to decolonize and Indigenize the curriculum, review and update content for UDL opportunities and incorporate JEDI principles.

Are there any expected costs to this proposal.

Curriculum development funds to develop new structure and content.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	CTLR has been instrumental in supporting and providing feedback on this proposal
Registrar's Office	RO assisted and supported this project with guidance on course naming, credit policy and course numbers.
Faculty/Department	Faculty met numerous time throughout the project to provide input.
Department Support Staff	Lab demonstrator provided feedback on the new structure and implementation of new labs.
Disability Services	DS provided feedback on Program Considerations.
Indigenous Education & Community Engagement (IECE)	IECE provided feedback on proposed CLO's
International Education	No barriers noted for admission
PAC/CEG	PAC provided feedback on new structure and course content.
Other	Focus groups with clinicians and graduates assisted in the development of CLO's.

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:07 pm

Viewing: **OPTA 1000 : A&P in Rehabilitation**

Last edit: 08/04/26 2:07 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Anatomy and Physiology in Rehabilitation

Effective Date:

September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:39 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:31 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:25 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course
Name:

A&P in Rehabilitation

Subject Code:

OPTA - Occup/Phys Therapist Asst

Course Number

1000

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on the functional anatomy and applied physiology of the body systems most pertinent to Occupational Therapy, Physical Therapy and Speech-Language Pathology practices. The systems emphasized include the skeletal, muscular, nervous, cardiovascular and respiratory. An overview of the sensory, integumentary, immune, digestive and endocrine systems is also discussed.

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	Review cell structure, function and human tissue.
CLO #2	Define general anatomical directional terms, anatomical body movements and movements at joints.
CLO #3	Identify selected bones, joints, ligaments and muscles.
CLO #4	Describe the anatomy and physiology of bones, joints, ligaments and muscles.
CLO #5	Palpate skeletal and muscular landmarks through surface anatomy.
CLO #6	Describe the anatomy and physiology of the central and peripheral nervous system.
CLO #7	Describe the anatomy and physiology of the cardiovascular and respiratory systems.
CLO #8	Describe the anatomy and physiology of the senses.

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

CLO #9	Describe the basic anatomy and physiology of the following body systems: immune, integumentary, endocrine and digestive.
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Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Lab activities will comprise a portion of this course.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40-50	
Lab Work	25-35	
Clinical Examination	15-25	
Participation	5	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Lab

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 45

Course Topics

Course Topics:

Cell structure, function and human tissue.

Directional terminology, anatomical body movements, and joint movements.

Skeletal system.

Muscular system.

Surface anatomy.

Nervous system.

Cardiovascular system.

Respiratory system.

Senses.

Immune, integumentary, vestibular, endocrine and digestive systems.

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:07 pm

Viewing: **OPTA 1010 : Therapeutic**

Communication 1

Last edit: 08/04/26 2:07 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Therapeutic Communication 1

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:39 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:31 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:25 am
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Therapeutic Communication 1

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1010

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students with the foundational knowledge and skills required to communicate effectively as Occupational Therapy Assistants and Physical Therapy Assistants within diverse healthcare environments. Using an experiential and self-reflective approach, students will develop self-awareness, confidence, and professional communication skills necessary for interacting with clients, caregivers, and members of the healthcare team. The course also introduces concepts of cultural safety, Indigenous history and perspectives, informed consent, and respectful, client-centered care to support inclusive and ethical professional practice.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the fundamental elements involved in the communication process.
CLO #2	Develop self-awareness and understanding of self-concept.
CLO #3	Use strategies to effectively communicate with others, including clients, caregivers, family members, and colleagues.
CLO #4	Use strategies to give and receive feedback professionally.
CLO #5	Demonstrate professional behaviours when communicating with others.
CLO #6	Apply the definition of consent when providing safe, competent, culturally safe and ethical care.

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

CLO #7	Explain the principles of confidentiality within a health care setting.
CLO #8	Connect Indigenous culture, history and current health inequities to the importance of culturally safe health care

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations will also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10-20	
Clinical Examination	10-20	
Assignments	20-30	
Lab Work	35-45	

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

Hours in Category 1: 15

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

Check all that apply:

Lab

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Barriers to effective communication.

Self-awareness.

Active listening.

Clarifying.

Empathy.

Informed consent.

Confidentiality.

Assertiveness.

Giving and receiving feedback.

Cross cultural communication.

Cultural safety and Indigenous Holistic Health Equity.

Study skills.

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

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:08 pm

Viewing: **OPTA 1020 : SLPA 1: Intro**

Principles&Prac

Last edit: 08/04/26 2:08 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Speech Language Pathology Assistant 1: Introductory Principles and Practice

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:39 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:31 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:25 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: SLPA 1: Intro Principles&Prac

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1020

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This introductory course provides students with foundational knowledge of pediatric speech and language disorders commonly encountered in Speech-Language Pathology Assistant (SLPA) practice. Students will explore typical speech and language development, characteristics of communication disorders in children, and the impact of these disorders on learning, social participation, and daily functioning. Emphasis is placed on supporting therapeutic activities and implementing intervention strategies under the supervision of the Speech-Language Pathologist within child-centered and family-focused practice environments.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the role and scope of practice of a Speech-Language Pathologist.
CLO #2	Explain the duties and responsibilities of an Speech-Language Pathology Assistant.
CLO #3	Discuss the basic anatomy and physiology of the vocal mechanism.
CLO #4	Summarize key developmental language milestones.
CLO #5	Accurately identify the characteristics of paediatric speech, language and cognitive-communication disorders.
CLO #6	Identify common screening and assessment tools in Speech Language Pathology. intervention

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

CLO #7	Apply current therapy techniques for those with fluency and voice disorders.
CLO #8	Describe the function and use of various low-tech augmentative communication systems.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40-50	
Assignments	30-40	
Lab Work	25-35	

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: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15

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:

Individual Learning

Hours in Category 3: 15

Course Topics

Course Topics:

Basic speech anatomy and physiology

Speech and Language Developmental Milestones

Speech (articulation, phonology)

Language (receptive/expressive)

Fluency

Voice and resonance

Common Speech Disorders

Stuttering

Low-tech Augmentative Communication

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:10 pm

Viewing: **OPTA 1030 : Cond 1: MSK, Neuro & CR**

Last edit: 08/04/26 2:10 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Conditions 1: Musculoskeletal, Neurological, and Cardiorespiratory

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:39 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:31 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:25 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Cond 1: MSK, Neuro & CR

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1030

Year of Study 1st Year Post-secondary

Credits: 3.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on conditions that affect the musculoskeletal, cardiorespiratory, and neurological systems. The causes, risk factors, signs, symptoms, disease processes, and medical management of a variety of conditions are explored, including orthopaedic disorders involving bone, joint, and soft-tissue structures, as well as common acute respiratory and neurological conditions.

Course Pre-Requisites (if applicable):

OPTA 1000.

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	Define key medical terms and abbreviations associated with disorders of the musculoskeletal, respiratory, cardiovascular and neurological systems.
CLO #2	Describe how inflammation and tissue healing affects orthopaedic injuries.
CLO #3	Describe the cause, risk factors, types, signs, symptoms, disease processes and medical management of selected bone, joint and soft tissue disorders.
CLO #4	Explain the indications, post operative protocols and rehabilitation process for joint replacement surgeries and hip fractures.
CLO #5	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected acute respiratory conditions.

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

CLO #6	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected central nervous system conditions.
--------	--

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning activities, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	60-70	
Assignments	10-20	
Lab Work	15-25	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 35

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:

Individual Learning

Hours in Category 3: 40

Course Topics

Course Topics:

Medical terms and abbreviations associated with disorders of the musculoskeletal, respiratory, cardiovascular and neurological systems.

Inflammation and tissue healing.

Bone and soft tissue disorders.

Joint disorders.

Orthopaedic surgeries.

Acute respiratory conditions.

Neurological disorders.

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

OPTA PCG

Pro

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:11 pm

Viewing: **OPTA 1040 : PTA 1: Intro**

Principles&Pract

Last edit: 08/04/26 2:11 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Physiotherapist Assistant 1: Introductory Principles and Practice

Effective Date: September 2027

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
5. Board of Governors
6. Records
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Approval Path

1. 08/04/26 2:39 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:31 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:25 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: PTA 1: Intro Principles&Pract

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1040

Year of Study 1st Year Post-secondary

523

Credits: 5.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on the practical skills required to assist the Physical Therapist in delivering client-centered care across a range of practice areas. Emphasis is placed on introductory physiotherapy interventions for clients with musculoskeletal, neurological and cardio-respiratory conditions, with a focus on promoting functional mobility, balance, strength, and overall physical function to support safe and effective practice across diverse populations and complex clinical settings.

Course Pre-Requisites (if applicable):

OPTA 1133.

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 role of the physiotherapist and the physiotherapist assistant (PTA) in health care settings.
CLO #2	Perform common physiotherapy treatment interventions for clients with musculoskeletal, neurological and acute conditions.
CLO #3	Use strategies to optimize functional mobility and address common complications for clients with musculoskeletal injuries neuro and cardio-resp conditions.
CLO #4	Demonstrate introductory knowledge and effective use of physiotherapy equipment.
CLO #5	Respond to changes in client status during simulated treatment sessions.
CLO #6	Implement common outcome measures used in musculoskeletal, neurological and acute conditions.

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

CLO #7 Complete accurate health record documentation based on a simulated client's physiotherapy session.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

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

B- (68%) in both written and practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40-50	
Clinical Examination	40-50	
Lab Work	10-20	

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: 120

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: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Gait.

Ambulation and ambulatory devices.

Mobilization post orthopaedic surgeries.

Vital Signs and emergency situations.

Breathing exercises.

Oxygen therapy.

Secretion removal.

Muscle tone management (Stroke).

Functional mobility in the neurological client.

Balance, proprioception and coordination.

Altered sensation in the neurological client.

Documentation - Transfer of function.

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:11 pm

Viewing: **OPTA 1050 : OTA 1: Intro**

Principles&Pract

Last edit: 08/04/26 2:11 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Occupational Therapist Assistant 1: Introductory Principles and Practice

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:39 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:31 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: OTA 1: Intro Principles&Pract

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1050

Year of Study 1st Year Post-secondary

Credits: 5.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on the practical skills required to assist the Occupational Therapist in delivering client-centered care across a range of practice areas. Emphasis is placed on introductory occupational therapy interventions for clients with musculoskeletal, neurological and acute conditions, with a focus on promoting independence in activities of daily living (ADLs) and instrumental activities of daily living (IADLs) to support safe and effective practice across diverse populations and clinical settings.

Course Pre-Requisites (if applicable):

OPTA 1133.

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 role of the occupational therapist and the occupational therapist assistant in health care settings.
CLO #2	Explain the principles of activity analysis and grading as applied in occupational therapy intervention.
CLO #3	Modify wheelchairs to facilitate effective seating for clients with musculoskeletal, neurological and acute conditions.
CLO #4	Use strategies and devices to optimize independence with Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) in clients with musculoskeletal, neurological and acute conditions.
CLO #5	Respond to changes in client status during simulated treatment sessions.

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

CLO #6	Implement common outcome measures used in musculoskeletal, neurological and acute conditions.
CLO #7	Perform common occupational therapy treatment interventions for clients with musculoskeletal, neurological and acute conditions.
CLO #8	Perform rehabilitation techniques for clients with cognitive or perceptual impairment.
CLO #9	Complete accurate health record documentation based on a simulated client's occupational therapy session.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B- (68%) in both written and practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	35-45	
Clinical Examination	35-45	
Lab Work	10-20	
Assignments	5-15	

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: 30

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

Check all that apply:

Lab

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to Occupational Therapy intervention.

Activity analysis and grading.

Energy conservation

Wheelchair positioning and adaptation.

Introductory ADL strategies.

Introductory IADL strategies.

Development and prevention of pressure injuries.

Mattresses and positioning devices.

Clients with altered mental status in acute care.

Fine motor treatment.

Upper extremity rehabilitation.

Cognitive and perceptual rehabilitation.

Documentation - Transfer of function.

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:12 pm

Viewing: **OPTA 1060 : Foundations Prof Pract**

Last edit: 08/04/26 2:12 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Foundations of Professional Practice

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:39 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Foundations Prof Pract

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1060

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course prepares students for workplace and initial practicum experiences by developing foundational professional skills and clinical competencies. Students will explore national competencies, professional standards, and the role of professional associations while engaging in reflective practice to support ongoing learning and development. Emphasis is placed on critical thinking, ethical decision-making, workload measurement, documentation, and the development of personal learning objectives to support safe and effective practice in a variety of healthcare settings.

Course Pre-Requisites (if applicable):

OPTA 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	Create assignments using evidence-based information from scholarly sources, summarize research findings and apply proper academic citation.
CLO #2	Use self reflection to enhance learning and clinical practice.
CLO #3	Describe ethical decision making processes.
CLO #4	Explain the role of professional associations and national practice standards on clinical practice.
CLO #5	Identify appropriate patient information and practice communicating to supervising therapists.
CLO #6	Analyze workload measurement for occupational therapist assistant and physical therapist assistant practice.

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

CLO #7	Apply the principles of teaching and learning when implementing beginning rehabilitation interventions.
CLO #8	Demonstrate written documentation using selected systems and record keeping forms.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning activities, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40-50	
Lab Work	50-60	

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

Hours in Category 1: 45

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:

Literature searches.

Reflection.

Professional Associations, competencies and accreditation.

Documentation

Reporting back

Workload statistics

Teaching and learning

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

OPTA PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:13 pm

Viewing: **OPTA 1081 : OTA/PTA Practicum 1**

Last edit: 08/04/26 2:13 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

OTA/PTA Practicum 1

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

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

Banner Course Name: OTA/PTA Practicum 1

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1081

Year of Study 1st Year Post-secondary

Credits: 6

Bridge College Code CT

Bridge Billing Hours 5

Bridge Course Level 01

Course Description:

This first practicum experience provides students with the opportunity to apply the skills and knowledge learned in the classroom and labs to the clinical environment at a beginning level. Under the supervision of a registered Occupational Therapist and/or Physiotherapist, students gain practical experience in either a hospital, clinic or long-term care facility.

Course Pre-Requisites (if applicable):

OPTA 1040, OPTA 1050.

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	Practise as a beginner student Occupational Therapist Assistant and/or Physical Therapist Assistant in a competent, professional, accountable and ethical manner.
CLO #2	Incorporate cultural safety and humility into beginner practice by effectively engaging with diverse cultural perspectives with respect and sensitivity.
CLO #3	Utilize evidence-informed rehabilitation knowledge to perform introductory skills and implement assigned Occupational Therapy or Physical Therapy interventions.
CLO #4	Collaborate as a beginner member of an interdisciplinary team within an evolving health care system.
CLO #5	Assist with the development and maintenance of an effective practice environment through introductory direct client care, organization and support of rehabilitation services.

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

CLO #6	Identify and report simple relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member.
CLO #7	Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and other interdisciplinary team members with assistance.
CLO #8	Contribute to strategies that assist in the promotion of professional competence, through engagement and reflective practice, within the role of the Occupational Therapist Assistant and/or Physical Therapist Assistant.
CLO #9	Promote, support and encourage health and wellness for self and others with assistance.

Instructional

Strategies:

Clinical fieldwork

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S required on all components of
evaluation plan for final S grade

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection	S	Weekly self reflection as per rubric
Assignments	S	
Practicum	S	Final preceptor evaluation
Other		
Other		

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 180

Course Topics

Course Topics:

1. Role of OTA and/or PTA
2. Treatment implementation
3. Collaboration
4. Support rehabilitation team
5. Reporting
6. Communication
7. Documentation
8. Professional competencies
9. Health and wellness

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

Rationale and Consultations

Course Change Request

Date Submitted: 08/04/26 2:09 pm

Viewing: **OPTA 1132 : Health Care and Rehabilitation**

Last approved: 04/15/22 5:29 am

Last edit: 08/04/26 2:09 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Health Care and Rehabilitation

Effective Date: September 2027

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**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 2, 2018 by
Todd Rowlatt
(trowlatt)
2. Dec 14, 2021 by
Nicole Degagne
(ndegagne)
3. Apr 15, 2022 by
Todd Rowlatt

Name	E-mail	Phone/Ext.
<u>Carmen Kimoto</u> =	<u>ckimoto@vcc.ca</u> =	<u>7787835090</u> =

Banner Course Health Care and Rehabilitation

Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number 1132

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code CT

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

This course provides an introduction to the Canadian health care system, the determinants of health and the roles and responsibilities of the health care team members. The role and scope of practice of Occupational Therapists and Physical Therapists are also discussed. The duties and responsibilities of Occupational Therapist Assistants and Physical Therapists Assistants are described as well as the knowledge, skills and attitudes required to provide rehabilitation services to a diverse client population.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	Describe the Canadian health care system
CLO #2	Explain the roles and responsibilities of the various members of the health care team
CLO #3	Discuss the factors that affect the health of people living in Canada
CLO #4	Explain the role and scope of practice of an Occupational Therapist
CLO #5	Explain the role and scope of practice of a Physical Therapist
CLO #6	Explain the duties and responsibilities of an Occupational Therapist Assistant
CLO #7	Explain the duties and responsibilities of a Physical Therapist Assistant
CLO #8	Identify the knowledge, skills and attitudes required to provide rehabilitation services to a diverse population

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, ~~presentations~~, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<u>60-70</u> 10	x1
Assignments	<u>10-20</u> 85	x6
<u>Lab Work</u> Participation	<u>5-15</u> 5	as per rubric

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 45 ~~60~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45 ~~60~~

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:

~~1.~~ Canadian health care system

~~2.~~ Healthcare team

~~3.~~ Factors affecting health

~~4.~~ Role of Occupational Therapist

~~5.~~ Role of Physical Therapist

~~6.~~ Duties of Occupational Therapist Assistant

~~7.~~ Duties of Physical Therapist Assistant

~~8.~~ Cultural Diversity

~~9.~~ Introduction to ethics

10. Introduction to psychosocial issues

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

OPTA 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

Date Submitted: 08/04/26 2:09 pm

Viewing: **OPTA 1133 : Intro to Rehabilitation Skills**

Last approved: 04/15/22 5:29 am

Last edit: 08/04/26 2:09 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Introduction to Rehabilitation Skills

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 2, 2018 by
Todd Rowlatt
(trowlatt)
2. Nov 11, 2021 by
Nicole Degagne
(ndegagne)
3. Feb 11, 2022 by
Darija Rabadzija

544
(drabadzija)

4. Apr 15, 2022 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
<u>Carmen Kimoto</u> =	<u>ckimoto@vcc.ca</u> =	<u>7787835090</u> =

Banner Course Intro to Rehabilitation Skills
Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number 1133

Year of Study 1st Year Post-secondary

Credits: 5

Bridge College Code CT

Bridge Billing Hours 0-5

Bridge Course Level 01

Course Description:

This course introduces students to the basic practical skills required to assist Occupational Therapists and Physical Therapists in providing rehabilitation treatments and interventions. Students develop and practice their skills in a lab setting. Students learn how to prepare clients for treatments, use proper body mechanics, adjust and use manual wheelchairs as well as perform simple treatments and exercises.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

	Upon successful completion of this course, students will be able to:
CLO #1	Apply the principles of teaching and learning when implementing beginning rehabilitation <u>interventions.</u> interventions
CLO #2	Use correct body mechanics and posture while performing clinical skills
CLO <u>#2</u> #4	Apply OTA/PTA knowledge when implementing basic rehabilitation <u>skills.</u> skills
CLO <u>#3</u> #6	Demonstrate the principles of assistive equipment when meeting specific clients <u>needs.</u> needs
CLO <u>#4</u> #3	Apply principles of positioning and draping when preparing clients for rehabilitation <u>interventions.</u> interventions
CLO #5	<u>Demonstrate the basic principles of therapeutic interventions when assisting clients with functional mobility.</u> Demonstrate the principles of mobility assistance when performing rehabilitation interventions
CLO <u>#6</u> #7	Demonstrate professional behavior in a simulated environment

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required. ~~Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Lab activities comprise a minimum of 50% of the course in order to optimize student learning of the practical skills required to work as a PTA or OTA.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B- (68%) in both written and
practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<u>40-50</u> 45	x3
Clinical Examination	<u>40-50</u> 45	x3 as per evaluation tool
Lab Work	<u>10-20</u> 5	as per checklists
Participation	5	as per rubric

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 30 60

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

Check all that apply:

Lab

Hours in Category 2: 90 60

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Teaching and Learning

Course Topics:

~~5.~~ Point of care risk assessment~~6.~~ Basic wheelchair skills~~7.~~ Wheelchair assemble~~8.~~ Hospital bed basics~~11.~~ Introduction to ADL's~~1.~~ Draping and positioning~~2.~~ Body Mechanics~~3.~~ Core stability~~4.~~ Vital signs~~12.~~ Therapeutic exercises~~13.~~ Manual resistance exercise~~9.~~ Manual transfers~~10.~~ Mechanical transfers~~14.~~ Professional behavior

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

OPTA PCG

Due

Additional Information

Course Change Request

Date Submitted: 08/04/26 2:10 pm

Viewing: **OPTA 1134 : Health Promotion & Recreation**

Last approved: 04/15/22 5:29 am

Last edit: 08/04/26 2:10 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Health Promotion and Recreation

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. May 2, 2018 by
Todd Rowlatt
(trowlatt)
2. Dec 14, 2021 by
Nicole Degagne
(ndegagne)
3. Apr 15, 2022 by
Todd Rowlatt

Name	E-mail	Phone/Ext.
<u>Carmen Kimoto</u> =	<u>ckimoto@vcc.ca</u> =	<u>7787835090</u> =

Banner Course Health Promotion & Recreation

Name:

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number 1134

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code CT

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

This course introduces students to the importance of healthy living and the role of the Occupational Therapy Assistant and Physical Therapy Assistant in promoting and maintaining good health through physical activity, recreation, nutrition and lifestyle choices. Students learn how recreational activities can promote health and wellness. They also learn how to implement various physical fitness programs and lead group exercise programs for older adults.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	Explain factors which influence the health of people living in <u>Canada.</u> Canada
CLO #2	Describe the relationship between <u>exercise,</u> nutrition and <u>health.</u> health
CLO #3 #5	Demonstrate beginning understanding of recreation on peoples physical, cognitive and emotional <u>health.</u> health
CLO #4	Describe the principles of recreation on health and wellness <u>for older adults.</u>
CLO #5 #6	Demonstrate professional responsibilities for practice in residential care <u>settings.</u> settings
CLO #6 #3	<u>Demonstrate effective goal-setting and self-monitoring strategies.</u> Implement a physical fitness training program in a simulated environment
<u>CLO #7</u>	<u>Demonstrate proper body mechanics and safe movement techniques.</u>

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities will comprise a portion of this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B- (68%) ~~B-(68%) in both written and practical components of course~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<u>30-40</u> 30	x3
Assignments	<u>15-25</u> 15	x1
Field Experience	25	as per rubric
Participation	5	as per rubric
Lab Work	<u>35-45</u> 25	skills-assessment

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 ~~60~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45 ~~40~~

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

Check all that apply:

Hours in Category 2: ~~20~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

~~1.~~ Overview of healthy living. ~~living~~

~~2.~~ Importance of health promotion

Mindfulness.

Body Mechanics and Posture.

Recreation. ~~3.~~ Recreation

Nutrition. ~~4.~~ Nutrition

~~5.~~ Principles of physical fitness training. ~~training~~

Course Topics:

Stretching, strengthening and cardiovascular fitness. ~~6. Stretching and strengthening~~

~~7. Exercise safety~~

~~8. Plan and lead a group exercise class for healthy older adult population~~

~~9. Professional behavior~~

Goal setting.

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

OPTA PCG

Provi

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:12 pm

Viewing: **OPTA 1170 : Functional Dev Across Lifespan**

Last edit: 08/04/26 2:12 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Functional Development Across the Lifespan

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Functional Dev Across Lifespan

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1170

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores human growth, development, and aging across the lifespan. Students will examine physical, cognitive, emotional, and psychosocial changes that occur throughout various stages of life and consider how these changes may impact health, function, and participation in daily activities.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain how human development impacts clinical practice.
CLO #2	Describe the physical, cognitive and psychosocial changes associated with infancy and early childhood.
CLO #3	Describe the physical, cognitive and psychosocial changes associated with middle childhood and adolescence.
CLO #4	Explain the development of play from birth to adolescence.
CLO #5	Explain the relationship between parenting and childhood development.
CLO #6	Describe the physical, cognitive and psychosocial changes associated with early to middle to late adulthood.
CLO #7	Describe the emotional and psychosocial changes associated with dying.

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

CLO #8	Describe the legal and psychosocial frameworks surrounding end-of-life decision-making across the lifespan.
--------	---

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning activities, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15-25	
Quizzes/Tests	45-55	
Assignments	10-20	
Lab Work	15-25	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 35

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 10

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:

Individual Learning

Hours in Category 3: 25

Course Topics

Course Topics:

Overview of development across the lifespan.

Development in infancy.

Early and middle childhood development.

Motor development from birth to adolescence.

Adolescent development.

Use of therapeutic play.

Parenting as it relates to childhood development.

Early adulthood development.

Middle adulthood development.

Late adulthood development.

Death and dying.

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: 08/04/26 2:13 pm

Viewing: **OPTA 1180 : Rehab Group**

Implementation

Last edit: 08/04/26 2:13 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Rehabilitation Group Implementation

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Rehab Group Implementation

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1180

Year of Study 1st Year Post-secondary

Credits: 3.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on previously learned knowledge and skills in Introduction to Occupational Therapist Assistant, Physiotherapist Assistant and Speech-Language Pathology Assistant Principles and Practice, this course focuses on the practical skills required to successfully assist the Occupational Therapist, Physiotherapist, Speech-Language Pathologist, Recreational Therapist and their clients. This course emphasizes leading therapeutic interventions in a group setting to promote functional independence for a wide variety of clients.

Course Pre-Requisites (if applicable):

OPTA 1020, OPTA 1040, OPTA 1050.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop and lead Occupational Therapist Assistant, Physiotherapist Assistant, Speech-Language Pathology Assistant and Recreation Assistant group treatment sessions, individually and with a co-leader.
CLO #2	Use effective communication and provide education to simulated clients during a therapeutic group session.
CLO #3	Respond to simulated client's performance within the therapeutic group session.
CLO #4	Employ strategies to enhance client motivation for participation in the therapeutic group session.
CLO #5	Respond to common challenging behaviours in groups in a professional and therapeutic manner.

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

CLO #6 Complete accurate health record documentation based on therapeutic group treatment session.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-30	
Lab Work	70-80	

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: 80

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

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

Check all that apply:

Lab

Hours in Category 2: 60

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Group planning and implementation for OTA, PTA, SLPA and Recreation Assistant.

Considerations for leading groups for different populations.

Responding to challenging behaviours.

Communication in a group setting.

Documentation for therapeutic groups.

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

OPTA PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:20 pm

Viewing: **OPTA 1190 : Intro to Audiology**

Last edit: 08/04/26 2:19 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Introduction to Audiology

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Intro to Audiology

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 1190

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces foundational audiology knowledge in supporting individuals with hearing loss across the lifespan. Students will learn about hearing anatomy, types of hearing loss, basic audiological procedures, and hearing technologies. The course emphasizes supporting communication outcomes for individuals who are Deaf or hard of hearing, including collaboration with audiologists, SLPs, educators, and families.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role of audiologist and assistant in clinical settings.
CLO #2	Identify common audiological syndromes and disorders.
CLO #3	Identify common hearing technologies.
CLO #4	Understand the impact of hearing loss on speech/language development.
CLO #5	Use an otoscope and report normal external and tympanic membrane anatomical findings.
CLO #6	Perform common outcome measures in audiology-related environments.
CLO #7	Demonstrate awareness of Deaf Culture.

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40-50	
Assignments	30-40	
Lab Work	25-35	

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: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Hours in Category 3: 15

Course Topics

Course Topics:

Audiology.

Hearing loss.

Hearing aides.

Cochlear implants.

FM.DM systems

Deaf culture

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

OPTA PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:14 pm

Viewing: **OPTA 2010 : Therapeutic**

Communications 2

Last edit: 08/04/26 2:14 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Therapeutic Communication 2

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Therapeutic Communications 2

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2010

Year of Study 2nd Year Post-secondary

566

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students with the opportunity to further develop the professional communication skills required to work with diverse client populations across the lifespan. Emphasis is placed on establishing and maintaining therapeutic relationships through effective, compassionate, and client-centered communication strategies. Students will explore and practise approaches related to advocacy, motivational interviewing, and trauma- and violence-informed care to support safe, respectful, and collaborative interactions with clients, caregivers, and members of the healthcare team.

Course Pre-Requisites (if applicable):

OPTA 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	Use strategies that promote the development of therapeutic relationships.
CLO #2	Use strategies to effectively communicate with children and their caregivers.
CLO #3	Use strategies to effectively communicate with older adults.
CLO #4	Use strategies to effectively communicate with clients who have English as an additional language.
CLO #5	Use strategies to effectively communicate with clients who have mental health and/or cognitive changes.
CLO #6	Explore communication approaches that are compassionate, culturally appropriate, client-centered for all cultures with consideration for Indigenous peoples.

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

CLO #7	Use communication strategies to advocate for self, clients and the profession.
CLO #8	Use strategies to effectively communicate with persons who have visual or hearing impairment.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15-25	
Exam	45-55	
Assignments	10-20	
Lab Work	15-25	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15

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

Check all that apply:

Lab

Hours in Category 2: 15

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Communicating with older adults.

Communicating with clients who have English as an additional language.

Mental health communication concepts.

Communicating with clients who have cognitive changes.

Client advocacy.

Communicating with clients who have visual or hearing impairment.

Motivational interviewing.

Communicating with children and caregivers.

Trauma and Violence Informed Care.

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: 08/04/26 2:15 pm

Viewing: **OPTA 2020 : SLPA 2: Adv**

Principles&Pract

Last edit: 08/04/26 2:14 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Speech-Language Pathology Assistant 2: Advanced Principles and Practice

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:40 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: SLPA 2: Adv Principles&Pract

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2020

Year of Study 2nd Year Post-secondary

570

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on previous knowledge, foundational concepts and treatment approaches used in Speech-Language Pathology Assistant Introductory Principles and Practice (SLPA). Emphasis is placed on SLP treatment techniques for individuals experiencing neurological conditions. Students will explore the impact of neurological disorders on communication, cognition, swallowing, and functional participation across the lifespan. Emphasis is placed on implementing therapeutic activities and supporting intervention plans under the supervision of the Speech-Language Pathologist. The course integrates practical skill development, therapeutic communication, and client-centered approaches relevant to clients with neurological conditions.

Course Pre-Requisites (if applicable):

OPTA 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	Identify and compare evidence-based therapy approaches for adult communication disorders, including aphasia and dysarthria.
CLO #2	Implement common outcome measures for neurological conditions in speech-language pathology for those with communication and swallowing disorders.
CLO #3	Describe the anatomy and physiology of normal swallowing.
CLO #4	Perform therapeutic techniques including modification of the communicative and feeding environment.

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

CLO #5	Identify and apply therapy approaches for adult cognitive-communication disorders.
CLO #6	Describe the function and use of various high-tech augmentative communication systems.
CLO #7	Prepare for use and maintenance of Augmentative and Alternative Communication (AAC) systems and Assistive Technology (AT) equipment.
CLO #8	Complete accurate health record documentation based on a simulated client's speech-language pathology session.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40-50	
Assignments	30-40	
Lab Work	25-35	

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: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

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:

Individual Learning

Hours in Category 3: 10

Course Topics

Course Topics:

Aphasia.

Dysarthria.

Swallowing.

Attention.

Memory.

Executive functioning.

High-tech augmentative communication.

Assistive technology.

Documentation.

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:15 pm

Viewing: **OPTA 2030 : Cond 2: MH, Neuro & CR**

Last edit: 08/04/26 2:15 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Conditions 2: Mental Health, Neurological and Cardiorespiratory

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Cond 2: MH, Neuro & CR

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2030

Year of Study 2nd Year Post-secondary

574

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on foundational knowledge of musculoskeletal, cardiorespiratory, and neurological conditions in Conditions 1, while introducing students to common mental health conditions encountered in rehabilitation and healthcare settings. Students will examine the causes, risk factors, signs, symptoms, disease processes, and medical management of a broad range of complex and chronic conditions.

Course Pre-Requisites (if applicable):

OPTA 1030.

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	Define key medical terms and abbreviations associated with disorders of the respiratory, cardiovascular and neurological systems.
CLO #2	Define key medical terms and abbreviations associated with disorders of the respiratory, cardiovascular and neurological systems.
CLO #3	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected chronic respiratory conditions.
CLO #4	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of various cardiovascular conditions.
CLO #5	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected peripheral and degenerative nervous system conditions.

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

CLO #6	Describe the cause, risk factors, signs, symptoms, medical management, disease process and secondary complications of diabetes mellitus.
CLO #7	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of common psychiatric disorders.
CLO #8	Explain key issues in the delivery of mental health services in BC.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning activities, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

Grading System: Letter Grade (A-F)
B- (68%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	60-70	
Assignments	10-20	
Lab Work	15-25	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15

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:

Individual Learning

Hours in Category 3: 45

Course Topics

Course Topics:

Medical terms and abbreviations associated with disorders of the respiratory, cardiovascular and neurological systems.

Amputations.

Chronic respiratory conditions.

Cardiac disorders and peripheral vascular disease.

Peripheral nervous system conditions.

Degenerative nervous system conditions.

Diabetes mellitus.

Mental health disorders.

Mental health services in BC.

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: 08/04/26 2:16 pm

Viewing: **OPTA 2040 : PTA 2: Adv Principles&Pract**

Last edit: 08/04/26 2:16 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Physiotherapist Assistant 2: Advanced Principles and Practice

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: PTA 2: Adv Principles&Pract

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2040

Year of Study 2nd Year Post-secondary

578

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on previous knowledge in PTA: Introductory Principles and Practice, this course integrates skills required to assist the Physical Therapist in delivering client-centered care across a range of practice areas. Emphasis is placed on advanced physiotherapy interventions for clients with musculoskeletal, neurological and cardio-respiratory conditions, with a focus on promoting functional mobility, balance, strength, and overall physical function to support safe and effective practice in complex environments. The course integrates applied learning experiences to develop clinical reasoning, foundational intervention skills, and an understanding of condition-specific considerations in rehabilitation settings.

Course Pre-Requisites (if applicable):

OPTA 1040.

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	Use advanced strategies and assistive devices to optimize functional mobility for clients and address common complications.
CLO #2	Apply principles of stability, balance and proprioception when assisting clients with musculoskeletal and neurological conditions.
CLO #3	Implement common musculoskeletal outcome measures used with neurological clients.
CLO #4	Perform advanced physiotherapy treatment techniques and mobilization.

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

CLO #5	Explain the impact of altered cognition on physiotherapy treatment of a client with a neurological injury.
CLO #6	Explain the functional outcomes of different spinal cord injury levels.
CLO #7	Respond to changes in client status during simulated musculoskeletal treatment sessions.
CLO #8	Complete accurate health record documentation based on a simulated clients physiotherapy treatment sessions.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B- (68%) in both written and practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40-50	
Clinical Examination	40-50	
Lab Work	10-20	

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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

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

Check all that apply:

Lab

Hours in Category 2: 40

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Goniometry.

Stability, balance, proprioception and core.

Thermal modalities and electrophysical agents

Treatment for arthritis and osteoporosis

Edema management

Mobilization post surgery.

Amputations.

Cardiac and pulmonary rehabilitation.

Peripheral vascular disease and diabetes

Tracheotomies, suction and ventilators

Physiotherapy treatment techniques for complex neurological clients

Advanced documentations - SOAP

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:17 pm

Viewing: **OPTA 2050 : OTA 2: Adv Principles&Pract**

Last edit: 08/04/26 2:17 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Occupational Therapist Assistant 2: Advanced Principles and Practice

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: OTA 2: Adv Principles&Pract

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2050

Year of Study 2nd Year Post-secondary

582

Credits: 2.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Building on previous knowledge in OTA: Introductory Principles and Practice, this course integrates skills required to assist the Occupational Therapist in delivering client-centered care across a range of practice areas. Emphasis is placed on advanced occupational therapy interventions for clients with musculoskeletal, neurological and mental health conditions, with a focus on promoting independence in activities of daily living (ADLs) and instrumental activities of daily living (IADLs) to support safe and effective practice in complex environments. The course integrates applied learning experiences to develop clinical reasoning, foundational intervention skills, and an understanding of condition-specific considerations in rehabilitation settings.

Course Pre-Requisites (if applicable):

OPTA 1050.

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	Modify and maintain wheelchairs to facilitate effective seating for clients with complex musculoskeletal and neurological conditions.
CLO #2	Use strategies and devices to optimize independence with ADLs and IADLs in clients with complex musculoskeletal, neurological and mental health conditions.
CLO #3	Demonstrate the ability to finish and monitor the fit of splints for simulated clients.
CLO #4	Implement common outcome measures used in neurological and mental health conditions.

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

CLO #5	Explain the principles of psychosocial rehabilitation and their implications for occupational therapy intervention for clients with mental health conditions.
CLO #6	Develop and lead an occupational therapy treatment session for a group of simulated clients in a mental health setting.
CLO #7	Perform rehabilitation techniques for clients with complex musculoskeletal, neurological and mental health conditions.
CLO #8	Respond to changes in client status during simulated mental health treatment sessions.
CLO #9	Complete accurate health record documentation based on a simulated client's occupational therapy treatment sessions.

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B- (68%) in both written and practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	35-45	
Clinical Examination	40-50	
Lab Work	10-20	
Assignments	10-20	

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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

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

Check all that apply:

Lab

Hours in Category 2: 40

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Advanced wheelchair maintenance and positioning.

Joint protection.

Finish and monitor splints.

Advanced Activities of Daily Living (ADL's) strategies.

Advanced Instrumental Activities of Daily Living (IADL's) strategies.

Psychosocial rehabilitation.

Stress management and relaxation techniques.

Group planning and implementation in mental health settings.

Course Topics:

Occupational therapy intervention for clients with traumatic brain injury, spinal cord injury and progressive neurological disorders.

Advanced documentation - SOAP

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

OPTA PCG

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: 08/04/26 2:17 pm

Viewing: **OPTA 2060 : Applied Professional Practice**

Last edit: 08/04/26 2:17 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Applied Professional Practice

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: Applied Professional Practice

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2060

Year of Study 2nd Year Post-secondary

587

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on foundational professional practice competencies for complex clinical learning environments and collaborative healthcare practice. Students will apply their understanding of professional roles, reflective practice, and lifelong learning while further developing critical thinking and ethical decision-making skills in real-world contexts. Emphasis is placed on mentorship, with students engaging in providing peer support to enhance learning and professional growth. The course also explores intersectionality, cultural humility, and the impact of discrimination and systemic inequities in healthcare.

Course Pre-Requisites (if applicable):

OPTA 1060.

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 professional responsibility with respect to cultural diversity and inclusivity of clients.
CLO #2	Explore Interprofessional Education (IPE) and the Canadian Interprofessional Health Collaborative (CIHC) framework to understand the importance of IPE across all health disciplines.
CLO #3	Demonstrate effective mentorship skills.
CLO #4	Apply ethical decision making to complex ethical dilemmas in clinical practice.
CLO #5	Demonstrate skills required for life-long learning through goal setting and reflection.

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40-50	
Lab Work	50-60	

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

Hours in Category 1: 15

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:

Individual Learning

Hours in Category 3: 15

Course Topics

Course Topics:

Intersectionality, discrimination and barriers to healthcare.

Interprofessional Competencies in Canada.

Mentorship.

Advanced ethical dilemmas.

Life-long learning.

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

OPTA PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:20 pm

Viewing: **OPTA 2065 : Integrated Prof Practice**

Last edit: 08/04/26 2:20 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Integrated Professional Practice

Effective Date:

September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course
Name:

Integrated Prof Practice

Subject Code:

OPTA - Occup/Phys Therapist Asst

Course Number

2065

Year of Study 2nd Year Post-secondary

591

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This final course consolidates and integrates professional practice learning by preparing the students for transition to employment. Students will further develop competencies in professional boundaries, ethical and client-centered advocacy, and effective workplace communication. Emphasis is placed on employment readiness skills, including professional documentation, interview preparation, and self-presentation, to support successful entry into practice across diverse healthcare settings.

Course Pre-Requisites (if applicable):

OPTA 2060.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate knowledge of professional boundaries.
CLO #2	Engage in professional advocacy.
CLO #3	Apply strategies for complex ethical dilemmas within community settings.
CLO #4	Demonstrate effective resource management and administrative skills to support clinical practice.
CLO #5	Demonstrate entry level employment skills.
CLO #6	Foster culturally responsive and safe health care through learning about Indigenous experiences, cultures, and health equity.

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40-50	
Lab Work	50-60	

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

Hours in Category 1: 45

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Professional boundaries.

Professional advocacy.

Advanced ethics in the community.

Administrative skills.

Advanced psychosocial situations in the community.

Cultural safety and Indigenous Holistic Health Equity.

Resource management.

Employment readiness skills.

Workshop implementation.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

OPTA PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/04/26 2:18 pm

Viewing: **OPTA 2082 : OTA/PTA Practicum 2**

Last edit: 08/04/26 2:18 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

OTA/PTA Practicum 2

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

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

Banner Course Name: OTA/PTA Practicum 2

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2082

Year of Study 2nd Year Post-secondary

Credits: 6

Bridge College Code CT

Bridge Billing Hours 6.5

Bridge Course Level 01

Course Description:

This second fieldwork experience provides students with the opportunity to apply the skills and knowledge learned in the classroom and labs to the clinical environment at an intermediate level. Under the supervision of a registered Occupational Therapist and/or Physical Therapist, students gain practical experience in either a hospital, clinic or long-term care facility.

Course Pre-Requisites (if applicable):

OPTA 1081.

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	Practise as an intermediate Occupational Therapist Assistant and/or Physical Therapist Assistant in a competent, professional, accountable and ethical manner.
CLO #2	Incorporate cultural safety and humility in intermediate practice by effectively engaging with diverse cultural perspectives with respect and sensitivity.
CLO #3	Utilize evidence-informed rehabilitation knowledge to perform intermediate skills and implement assigned Occupational Therapy or Physical Therapy interventions.
CLO #4	Collaborate as an intermediate member of an interdisciplinary team within an evolving health care system.
CLO #5	Contribute to the maintenance of an effective practice environment through direct client care, organization and support of rehabilitation services.

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

CLO #6	Identify and report relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member with minimal assistance.
CLO #7	Communicate appropriately, through verbal, nonverbal, written and electronic means, with clients, their families and other interdisciplinary team members.
CLO #8	Assist with strategies to promote professional competence, through engagement and reflective practice, within the role of the Occupational Therapist Assistant and Physical Therapist Assistant.
CLO #9	Assist to promote, support and encourage health and wellness for self and others.

Instructional

Strategies:

Clinical fieldwork

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S required on all components of
evaluation plan for final S grade

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection	S	Weekly self reflection as per rubric
Assignments	S	
Practicum	S	Final preceptor evaluation
Other		
Other		

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 180

Course Topics

Course Topics:

1. Role of OTA and/or PTA
2. Treatment implementation
3. Collaboration
4. Support rehabilitation team
5. Reporting
6. Communication
7. Documentation
8. Professional competencies
9. Health and wellness

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: 08/04/26 2:22 pm

Viewing: **OPTA 2083 : OTA/PTA Practicum 3**

Last edit: 08/04/26 2:22 pm

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

OTA/PTA Practicum 3

Effective Date: September 2027

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
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto
(ckimoto):
Approved for 5076
Leader
2. 08/05/26 7:32 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Carmen Kimoto	ckimoto@vcc.ca	7787835090

Banner Course Name: OTA/PTA Practicum 3

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2083

Year of Study 2nd Year Post-secondary

Credits: 6

Bridge College Code CT

Bridge Billing Hours 8

Bridge Course Level 01

Course Description:

This final fieldwork experience provides students with the opportunity to apply the skills and knowledge learned in the classroom and labs to the clinical environment at an entry to practice level. Under the supervision of a registered Occupational Therapist and/or Physical Therapist, students gain practical experience in either a hospital, clinic or long-term care facility.

Course Pre-Requisites (if applicable):

OPTA 2082.

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	Practise as an entry level Occupational Therapist Assistant and/or Physical Therapist Assistant in a competent, professional, accountable and ethical manner.
CLO #2	Incorporate cultural safety and humility into entry level practice by effectively engaging with diverse cultural perspective with respect and sensitivity.
CLO #3	Utilize evidence-informed rehabilitation knowledge to perform entry level skills and implement assigned Occupational Therapy or Physical Therapy interventions.
CLO #4	Collaborate as a member of an entry level interdisciplinary team within an evolving health care system.
CLO #5	Contribute to the development and maintenance of an effective practice environment through direct client care, organization and support of rehabilitation services.

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

CLO #6	Identify and report relevant information regarding the client's status and well-being to the appropriate interdisciplinary team member.
CLO #7	Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their families and other interdisciplinary team members.
CLO #8	Develop and implement strategies to promote professional competence, through engagement and reflective entry level practice, within the role of the Occupational Therapist Assistant and/or Physical Therapist Assistant.
CLO #9	Promote, support and encourage health and wellness for self and others.

Instructional

Strategies:

Clinical fieldwork

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S required on all components of
evaluation plan for final S grade

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection	S	Weekly self reflection as per rubric
Assignments	S	
Practicum	S	Final preceptor evaluation

Hours by Learning Environment Type*To complete this section:*

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

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

180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 180

Course Topics

Course Topics:

1. Role of OTA and/or PTA
2. Treatment implementation
3. Collaboration
4. Support rehabilitation team
5. Reporting
6. Communication
7. Documentation
8. Professional competencies
9. Health and wellness

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: 08/04/26 2:21 pm

Viewing: **OPTA 2532 : Inter-Professional Practice**

Last approved: 04/15/22 5:30 am

Last edit: 08/12/26 10:34 am

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Inter-Professional Practice

Effective Date: September 2027

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
5. Records
6. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto (ckimoto):
Approved for 5076 Leader
2. 08/05/26 7:32 am
Mandy Hayre (mhayre): Approved for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jul 14, 2018 by Todd Rowlatt (trowlatt)
2. Dec 15, 2021 by Nicole Degagne (ndegagne)
3. Apr 15, 2022 by Todd Rowlatt (trowlatt)

Name	E-mail	603 Phone/Ext.
<u>Carmen Kimoto</u> -	<u>ckimoto@vcc.ca</u> -	<u>7787835090</u> -

Banner Course Name: Inter-Professional Practice

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number 2532

Year of Study 2nd Year Post-secondary

Credits: 5

Bridge College Code CT

Bridge Billing Hours 0-5

Bridge Course Level 01

Course Description:

This course addresses both Occupational Therapy and Physical Therapy skills using an interdisciplinary approach. The course further develops the skills learned in the previous Occupational Therapy Assistant and Physical Therapy Assistant courses. The course focuses on providing treatment to clients within the community environment. Other topics include advanced wheelchair skills as well as specialized interventions including treatments for pediatric, bariatric and oncology clients.

Course Pre-Requisites (if applicable):

OPTA 2040, OPTA 2050.

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 <u>#1</u> #2	Explain the role of the OTA and PTA in the provision of home and community therapy services, and the challenges that arise from working in a community environment
CLO <u>#2</u> #8	Perform selected <u>OTA and PTA</u> interventions for paediatric clients
CLO <u>#3</u> #1	<u>Perform selected OTA and PTA interventions for geriatric clients</u> Explain the role of the OTA and PTA in the treatment of geriatric clients
CLO <u>#4</u> #5	Explain the role of the OTA and PTA in the treatment of oncology clients
CLO <u>#5</u> #6	<u>Explain the role of the OTA and PTA in the treatment of palliative care clients</u> Outline the typical palliative care treatment process in BC
CLO <u>#6</u> #9	Perform treatment interventions for clients who are bariatric
CLO <u>#7</u> #3	Use strategies and devices to optimize independence with ADLs and IADLs for clients based in the community
CLO <u>#8</u> #4	Teach strategies to enhance clients' community access and mobility
CLO <u>#9</u> #7	Perform selected hydrotherapy treatment techniques for various client populations

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions. Role rehearsals, recordings, reflective practice and in-class presentations may also be included. Lab activities optimize student learning of the practical skills required. ~~Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, student-led review sessions, field trips and guest speakers. Lab activities comprise a minimum of 50% of the course in order to optimize student learning of the practical skills required to work as a PTA or an OTA.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B- (68%) in both written and practical components of course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<u>40-50</u> 45	X 3
Clinical Examination	<u>40-50</u> 10	X 1 as per evaluation
Lab Work	<u>10-20</u> 40	X 4 formative skill assessments as per checklists
Participation	5	as per rubric

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 30 60

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

Check all that apply:

Lab

Hours in Category 2: 90 60

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

1. Geriatric care
2. Home care and community based care
3. Challenges of working in the community
4. Falls prevention
5. Community based exercise
6. Geriatric clients in the community
7. Home adaptation, accessibility and risks
8. Meal planning and preparation
9. Access to transit and route planning
10. Power mobility and advanced power chairs
11. Advanced wheelchair maintenance and advanced positioning and equipment use
12. Oncology
13. Palliative care
14. Hydrotherapy
15. Paediatric intervention
16. Augmentative communication and assistive technology
17. Professional behavior

Home and community based care

Home adaptation, accessibility and risks

Paediatric interventions

Paediatric Respiratory intervention

Geriatric intervention

Fall prevention

Oncology and Palliative care

Bariatric care

Advanced wheelchairs: maintenance and positioning

Power mobility

Burns

Hydrotherapy

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

Course Change Request

Date Submitted: 08/04/26 2:21 pm

Viewing: **OPTA 2571 : Paeds & Complex**

Conditions

Last approved: 01/29/25 7:18 am

Last edit: 08/12/26 10:35 am

Changes proposed by: ckimoto

Programs
referencing this
course

[71: Occupational/Physical Therapist Assistant Diploma](#)

Course Name:

Paediatric and Complex Conditions

Effective Date: September 2027

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**
5. Records
6. Banner

Approval Path

1. 08/04/26 2:41 pm
Carmen Kimoto (ckimoto):
Approved for 5076 Leader
2. 08/05/26 7:33 am
Mandy Hayre (mhayre): Approved for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlett (trowlett): Approved for Curriculum Committee

History

1. Jan 29, 2025 by
Carmen Kimoto (ckimoto)

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

Banner Course Name: Paeds & Complex Conditions

Subject Code: OPTA - Occup/Phys Therapist Asst

Course Number: 2571

Year of Study: 2nd Year Post-secondary

Credits: 2

Bridge College Code: CT

Bridge Billing Hours: 2

Bridge Course Level: 01

Course Description:

This course focuses on a variety of conditions and diseases. Topics include conditions that affect pediatric clients, immune system disorders, clients living with cancer, clients with renal disease and the treatment of burns. The causes, risk factors, signs, symptoms, disease processes, and medical management of selected conditions are described.

Course Pre-Requisites (if applicable):

[OPTA 2030.](#)

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	Define key medical terms and abbreviations associated with disorders within the paediatric population
CLO #2	Describe the cause, risk factors, signs, symptoms, disease processes and medical management of selected paediatric conditions
CLO #3	Define key medical terms and abbreviations associated with oncology

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

CLO #4	Describe the causes, risk factors, signs, symptoms, disease processes, medical management and side effects of selected forms of cancer
CLO #5	Describe the causes, risk factors, signs, symptoms, disease processes and medical management of conditions that can lead to renal failure and the need for dialysis
CLO #6	Describe the causes, risk factors, signs, symptoms, disease processes and medical management of immune system disorders
CLO #7	Describe the classification and the medical management of burns

Instructional

Strategies:

Instructional strategies may include: Lecture, seminar, on-line learning, assignments, problem-based learning, videos, small group discussions, and student-led review sessions.

Evaluation and Grading

Grading System: Letter Grade (A-F)
B- (68%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	<u>70-80</u> 15-30	Quizzes/Tests
Exam	50-65	Exams
Assignments	10-20	Assignments
Participation	5	As per rubric
<u>Lab Work</u>	<u>15-25</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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 15 45

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:

Individual Learning

Hours in Category 3: 30

Course Topics

Course Topics:

~~1. Medical terms and abbreviations associated with disorders within the paediatric population~~

~~2. Paediatric conditions~~

~~3. Medical terms and abbreviations associated with oncology~~

~~4. Oncology~~

~~5. Renal failure and dialysis~~

~~6. Immune system disorders~~

~~7. Burns~~

Medical terms and abbreviations associated with disorders within the paediatric population

Paediatric conditions

Medical terms and abbreviations associated with disorders with oncology

Oncology

Renal failure and dialysis

Immune system disorders

Burns



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: **Revisions to Practical Nursing and Access to Practical Nursing Diplomas**

BACKGROUND:

The Practical Nursing department is proposing revisions to its two programs, including 32 new course outlines. In BC, Practical Nursing has a provincially-set curriculum that prepares students to meet the entry-level competencies and practice standards established by the BC College of Nurses and Midwives (BCCNM). This proposal fully aligns VCC's curriculum with these requirements, including:

- Program matrix (program levels in sequential order)
- Minimum course hours for each course and program
- Defined course learning outcomes, course descriptions and course concepts
- Admission requirements

DISCUSSION:

Asal Murdock, Department Head, and Christine Poznanski, lead curriculum developer, presented the proposal. The Committee had no significant feedback and congratulated the team for their excellent work.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Practical Nursing and Access to Practical Nursing program content guides, including to program credits, and 32 new courses outlines, and recommend the Board of Governors approve the creation of the new courses and implementation of the revised programs

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 25, 2026

Program Change Request

Date Submitted: 08/06/26 7:40 am

Viewing: **Practical Nursing Diploma**

Last approved: 01/30/26 11:58 am

Last edit: 08/13/26 9:17 am

Changes proposed by: cpoznanski

Catalog Pages Using
this Program

[Practical Nursing Diploma](#)

Program Name:

Practical Nursing Diploma

Credential Level: Diploma

Effective Date: September ~~2027~~ 2025

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors

Approval Path

1. 07/22/26 1:02 pm
Asal Murdock
(amurdock):
Rollback to Initiator
2. 07/23/26 8:57 am
Asal Murdock
(amurdock):
Approved for 5004 Leader
3. 08/04/26 1:58 pm
Mandy Hayre
(mhayre): Rollback to 5004 Leader for SHS Dean
4. 08/05/26 2:07 pm
Asal Murdock
(amurdock):
Rollback to Initiator
5. 08/06/26 10:34 am
Asal Murdock
(amurdock):
Approved for 5004 Leader
6. 08/06/26 10:58 am
Mandy Hayre
(mhayre): Approved for SHS Dean

Name	E-mail	613 Phone/Ext.
Asal Murdock	amurdock@vcc.ca	<u>(604) 871-7594</u> ---

Program Content Guide

Purpose

This full-time, 16-month diploma program prepares learners with the knowledge, skills, clinical judgment, and professional attitudes required to meet the BCCNM Licensed Practical Nurse Entry-Level Competencies and write the REx-PN licensing exam. The provincial curriculum provides a standardized, evidence-informed framework for Practical Nursing education across British Columbia, supporting learner success through clearly defined admission requirements and curriculum standards.

~~This full time sixteen (16) month diploma program is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of competencies as identified by the British Columbia College of Nurses & Midwives (BCCNM). 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 by extension, families of individuals) at multiple life stages and in a variety of practice settings in partnership with other health care professionals. Consistent with the BCCNM Scope of Practice Standards for LPNs (2023) the focus for beginner's practice is "promotion, maintenance and restoration of health, with a focus on clients with stable or predictable states of health"(p.3).~~

~~Upon successful completion of the VCC PN Diploma, learners will possess the competencies to complete the Canadian Practical Nursing Registration Exam (REx-PN) and to apply for licensure as a Licensed Practical Nurse in British Columbia. Licensing is required before being able to work as an LPN in BC.~~

Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those provincial expectations. All of these requirements must be met:

Grade 12 graduation or equivalent

English Studies 12 with a minimum 'B' grade, or equivalent

Foundations of Math 11 with a minimum 'C' grade, or equivalent

BIOL 1602 Human Anatomy and Physiology with a minimum grade of 68% or equivalent within the last 3 years

English Language Proficiency as specified for the Practical Nursing or Access to Practical Nursing programs

Internationally Trained Nurses:

Students with transcripts from outside of Canada may be required to submit a comprehensive evaluation form from an educational credential assessment service provider.

Upon Acceptance into the program:

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.

Valid CPR-BLS certification:

Certificate must remain valid throughout the program.

TB skin test:

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:

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.

~~Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those provincial expectations. All of these requirements must be met:~~

~~BC Grade 12 or equivalent~~

~~English Studies 12 with a minimum 'B' grade, or equivalent~~

~~Foundations of Math 11 with a minimum 'C' grade, or equivalent~~

~~BIOL 1602 Human Anatomy and Physiology with a minimum grade of 68% or equivalent within the last 3 years~~

~~English Language Proficiency as specified for the Practical Nursing or Access to Practical Nursing programs~~

Internationally Trained Nurses:

Students with transcripts from outside of Canada may be required to submit a comprehensive evaluation form from an educational credential assessment service provider.

-

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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.

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Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Practical Nursing Diploma is sixteen (16) months in length. Students must complete the diploma within three (3) years from the initial start date to the completion date.

Program Learning
Outcomes

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

PLO #1	Apply the <u>current British Columbia College of Nurses and Midwives (BCCNM) LPN Entry-Level</u> Entry Level Competencies for Licensed Practical Nurses (2021) to provide safe, competent, culturally <u>safe</u> , safe and ethical care.
PLO #2	<u>Practise within current and relevant legislation and BCCNM LPN Ethics Standards and Practice Standards, as set out by the Nurses and Midwives Regulation (effective April 1, 2026) and the Regulated Health Practitioners Regulation (effective April 1, 2026).</u> Practice within relevant legislation, BCCNM Standards of Practice for LPNs Framework: Scope of Practice Standards, Professional Standards, and Practice Standards as set out by the Health Professions Act of British Columbia and the British Columbia College of Nurses & Midwives (BCCNM).
PLO #3	Value and engage in continuous learning to maintain and enhance competence.
PLO #4	<u>Collaborate</u> Practice in collaboration with other members of the health care team to meet the collective needs of their clients.
PLO #5	Participate in interprofessional problem solving and decision <u>making</u> . making processes.
PLO #6	Advocate for and facilitate change <u>that reflects evidence-informed</u> reflecting evidence-informed practice.
PLO #7	Make practice decisions that are client specific and consider client acuity, <u>complexity, variability</u> , complexity, variability , and available resources.
PLO #8	<u>Demonstrate autonomous practice when using</u> Use critical thinking, clinical <u>judgment</u> , judgment and knowledge of assessment to plan, implement, and evaluate the <u>agreed-upon</u> agreed-upon plan of care.
PLO #9	Develop a collaborative <u>relationships</u> relationship with clients by connecting, <u>sharing</u> , sharing and exploring with them in a caring environment.
PLO #10	Provide culturally safe, <u>trauma-informed, and person-centred</u> person-centered care across the lifespan that <u>recognizes, reflects,</u> recognizes and respects <u>diversity, equity, inclusion, and</u> the uniqueness of each <u>individual</u> . individual and is sensitive to cultural safety, cultural humility and diversity.
PLO #11	<u>Identify, address, prevent, and eliminate Indigenous-specific racism and facilitate safe health care experiences where Indigenous clients' physical, mental, emotional, spiritual, and cultural needs are recognized and met.</u> Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate.
PLO #12	<u>Provide appropriate leadership, direction, delegation, assignment, and supervision of unregulated care providers.</u> Identify one's own values, biases, and assumptions on interactions with clients and other members of the health care team.
<u>PLO #13</u>	<u>Identify one's own values, biases, and assumptions, and how these influence therapeutic relationships with clients and interactions with other members of the health care team.</u>

The Practical Nursing Program is grounded in five key organizing concepts that have remained central to the 2025 provincial curriculum: integrative, professional, knowledgeable, competent, and client-focused. These concepts guide the development of graduates who provide safe, ethical, evidence-informed, and person-centred care across diverse practice settings. Practical nurses integrate all aspects of the nursing process, collaborate effectively within interprofessional teams, apply critical thinking and clinical judgment, and demonstrate accountability within their scope of practice. They deliver holistic care that supports health promotion, illness prevention, and client self-determination while fostering therapeutic relationships and upholding the principles of cultural safety, cultural humility, diversity, equity, and inclusion.

This diploma program is offered on a full time basis and is divided into four levels. Each level 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 the 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, nursing lab and clinical activities.

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation. Some courses may be offered in a blended delivery mode.

The curriculum framework draws a number of horizontal threads through each course: caring, holism, collaboration, cultural safety, cultural humility, diversity, equity, inclusion, social justice, evidence-informed practice, client-focused care, self-reflection, lifespan, leadership, and safety.

The scaffolded curriculum framework is divided into four levels:

Level 1 provides the foundation for the development of nursing practice for clients across the lifespan, with a specific focus on the healthy adult.

Level 2 explores chronic illness with a specific focus on the older adult and concepts related to aging in various settings (community, complex care, etc.).

Level 3 examines a continuum of care in primary and community settings for clients across the lifespan, including maternity clients, newborns, children, youth, and clients living with mental health and/or substance use conditions.

Level 4 integrates knowledge from previous levels and examines concepts related to the care of the client with an acute presentation or exacerbation of chronic illness. Each level is supported by a Consolidated Practice Experience.

The program culminates in the Final Practice Experience (Preceptorship) to prepare the learner as an entry-to-practice graduate.

Learning is organized and presented through select courses in each level:

Professional Practice

Professional Communication

Variations in Health

Pharmacology

Health Promotion

Integrated Nursing Practice

Consolidated Practice Experiences, including Final Practice Experience (Preceptorship)

For each course at each level, the curriculum framework presents the course description, learner outcomes, and course concepts.

For each course throughout the four course levels, learner outcomes and course content increase in complexity, with appropriate scaffolding to ensure that learner success builds up from each level.

~~Level one provides the foundation for the development of nursing practice and introduces the learner to the healthy adult.~~

~~Level two explores the older adult and concepts related to aging and chronic illness in various settings.~~

~~Level three examines a continuum of care in the community health setting and applies concepts from level one, two~~

and three in the management of stable clients across the lifespan.

Level four integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client.

Each level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level.

Eligibility to enter the Consolidated Practice Experience at the end of each level is dependent upon the successful completion of all of the other courses within that level.

Each level must be successfully completed before the next one can be attempted.

A final practice experience or preceptorship prepares the learner for the role and expectations of the graduate.

Students' progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies, written assignments, studies and skills demonstrations.

~~written assignments~~: Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all courses is 68% with exception of Pharmacology Theory at 80%; Math at 100%, and Integrated Nursing Practice theory at 75% and all practical components Satisfactory (S).

If a student fails a course, there is an opportunity to write one comprehensive supplemental exam per level (term) for a passing grade of 68%. **Students are only eligible to write a supplemental exam if they are within 4% of the passing grade (i.e. If the passing grade is 68% then failing grades between 64-67% are eligible to write a supplemental.) No supplemental exam is allowed for a grade of lower than 64%.**

If a course is not completed satisfactorily, a student has the opportunity ~~may apply~~ to repeat the course the next time it is offered, providing there is space available and upon approval of the Department Leader with consultation from the Progressions Committee. ~~Head's approval is granted. Prior to returning, the student may be required by the PN Progressions Committee to complete and successfully pass one of the Success in Practical Nursing courses.~~

Eligibility for practicum courses is dependent upon successful completion of all other courses within that term.

Inserting back into the PN Program:

A student reinserting back into the PN Program will receive a letter from the PN Progressions Committee as to the specific requirements the student must successfully complete in order to meet the program outcomes. The student may be required to register for and successfully complete the Success in Practical Nursing course and may also be required to repeat other courses (e.g. Variations in Health) as determined by the Practical Nursing Progressions Committee to best support their success.

If a student is transferring into the PN program from another institution, the student will be required to complete and successfully pass one of the Success in Practical Nursing courses.

Absence from the PN Program:

If away from the program greater than 4 months from date of withdrawal, the student is required to repeat the failed course(s), Integrated Nursing Practice and possibly Variations in Health or other courses for the level they are entering, even if they have successfully completed these the first time. Students may also need to register for and complete the Success in Practical Nursing course prior to insertion into the program. This may include:

Repeat skills checkouts

Write and pass the Integrated Nursing Practice exam

Repeat and pass integration testing from current level

Audit additional courses i.e. Variations in Health

In the Practical Nursing Diploma program, a student may repeat only one course throughout the entire program. If a student fails two courses, they will exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a second registration.

Note: all ~~At~~ of the above is monitored by the Practical Nursing Department.

Program tasks require performing sustained fine motor activities.

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 (8+ hours) of standing/walking on concrete floors/hard surfaces.

Program clinical environments may involve regular exposure to body fluids.

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

Program tasks can be physically demanding as they involve assisting with activities of daily living and nursing related care.

Program tasks may involve high-pressure situations requiring quick decision-making, rapid processing of information, time-sensitive task completion, emergency response situations, and sustained focus.

Some courses involve engaging with sensitive and emotionally challenging content, including discussions of trauma, crisis situations, and distressing real-world scenarios. Practicum placements may involve working with individuals experiencing significant personal or emotional challenges.

A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused, or requiring rehabilitation.

Flexibility to adjust to early morning and evening, overnight, and weekend evening practicum shifts, to a variety of clinical settings and locations within the Lower Mainland.

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.

~~A caring attitude:~~

~~A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused or requiring rehabilitation.~~

~~Good command of English comprehension, verbal and writing skills essential:~~

~~Basic computer skills – email, word processing, internet searching~~

~~Good manual dexterity:~~

~~Any supportive courses in human biology, psychology, sociology, First Aid or previous related work experience or education would be an asset:~~

~~A basic foundation in mathematical calculations of decimals, fractions and metric conversions:~~

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

For information about being a practical nurse, please review [Becoming a Licensed Practical Nurse in Canada.](#)

Note: The BCCNM asks each licensure 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 licensure would be accepted. Licensing is mandatory in B.C. for Licensed Practical Nurses.

Plan of Study Grid

Term One	Credits
NURS-1001Professional Communication 1	1
NURS-1002Professional Practice 1	1
NURS-1003Health Promotion 1	1
NURS-1004Variations in Health 1	1.5
NURS-1005Pharmacology 1	1
NURS-1006Integrated Nursing Practice 1	4.5
NURS-1007Consolidated Practice 1	3
<u>CSIH 1010 Introduction to Cultural Safety and Indigenous Holistic Health Equity0</u>	<u>0</u>
<u>NURS 1111Professional Communication 1</u>	<u>2</u>
<u>NURS 1112Professional Practice 1</u>	<u>1</u>
<u>NURS 1113Health Promotion 1</u>	<u>2</u>
<u>NURS 1114Variations in Health 1</u>	<u>2</u>
<u>NURS 1115Pharmacology 1</u>	<u>2</u>
<u>NURS 1116Integrated Nursing Practice 1</u>	<u>5</u>
<u>NURS 1117Consolidated Practice 1</u>	<u>3</u>
Credits	17
Term Two	
NURS-2001Professional Communication 2	1
NURS-2002Professional Practice 2	1
NURS-2003Health Promotion 2	1
NURS-2004Variations in Health 2	1.5
NURS-2005Pharmacology 2	1
NURS-2006Integrated Nursing Practice 2	6
NURS-2007Consolidated Practice 2	4
<u>NURS 1211Professional Communication 2</u>	<u>2</u>
<u>NURS 1212Professional Practice 2</u>	<u>1</u>
<u>NURS 1213Health Promotion 2</u>	<u>2</u>
<u>NURS 1214Variations in Health 2</u>	<u>3</u>
<u>NURS 1215Pharmacology 2</u>	<u>2</u>
<u>NURS 1216Integrated Nursing Practice 2</u>	<u>7</u>
<u>NURS 1217Consolidated Practice 2</u>	<u>4</u>
Credits	21
Term Three	
NURS-3001Professional Communication 3	1
NURS-3002Professional Practice 3	1
NURS-3003Health Promotion 3	1
NURS-3004Variations in Health 3	1.5
NURS-3005Integrated Nursing Practice 3	4

NURS 3006 Consolidated Practice Experience 3	2
<u>NURS 2311</u> Professional Communication 3	<u>1</u>
<u>NURS 2312</u> Professional Practice 3	<u>1</u>
<u>NURS 2313</u> Health Promotion 3	<u>2</u>
<u>NURS 2314</u> Variations in Health 3	<u>3</u>
<u>NURS 2316</u> Integrated Nursing Practice 3	<u>5</u>
<u>NURS 2317</u> Consolidated Practice Experience 3	<u>2</u>
Credits	14
Term Four	
NURS 4001 Professional Communication 4	1
NURS 4002 Professional Practice 4	1
NURS 4003 Health Promotion 4	1
NURS 4004 Variations in Health 4	2
NURS 4005 Integrated Nursing Practice 4	6
<u>NURS 2413</u> Health Promotion 4	<u>2</u>
<u>NURS 2414</u> Variations in Health 4	<u>3</u>
<u>NURS 2416</u> Integrated Nursing Practice 4	<u>8</u>
Credits	13
Term Five	
NURS 4006 Consolidated Practice 4	6.5
NURS 4007 Transition to Preceptorship	1
NURS 4008 Preceptorship	6
<u>NURS 2417</u> Consolidated Practice 4	<u>8</u>
<u>NURS 2505</u> Preceptorship	<u>7</u>
Credits	15
Total Credits	80

This guide is intended as a 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 Progression 68%	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		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.

This provincial curriculum 2025 outlines the program structure, requirements, and learning outcomes required to meet the Licensed Practical Nurses Professional (LPN) Standards, Practice Standards, and Entry-Level Competencies established by the British Columbia College of Nurses and Midwives (BCCNM).

All B.C. public and private post-secondary institutions offering the Practical Nursing Program must adhere to the following:

- Program matrix, including the offering of each program level in the stated sequential order
- Minimum course hours for each course and the overall curriculum
- Approved course descriptions and course concepts
- Defined course learning outcomes
- Admission requirements, outlined in The Practical Nursing and Access to Practical Nursing Supplement (the Supplement)
- Faculty qualifications, outlined in the Supplement
- The current versions of all documents listed in the Supplement

Given the diversity of educational program delivery models, the curriculum allows for flexibility in course and program delivery. For example, institutions can deliver courses online, or in-person, or through a hybrid model.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Radhika Kumar ongoing consultation with PN faculty and project team
Registrar's Office	discussed with Dawn Cunningham the provincial curriculum updates, differences between minor and major changes received Excel spreadsheet with course listings

Consultated Area	Consultation Comments
Faculty/Department	faculty are aware of new curriculum changes and will be involved in the implementation process
Affiliation, Articulation, and/or Accreditation Bodies	this is a provincially articulated and mandated program
Other Department(s)	consulted with Lisa Beveridge (former DL for HCA) on curriculum change process
Other	Dean and Associate director- discussions
Counselling	Consulted April 20, 2026 re: proposed curriculum changes.
Advising & Recruitment	Consulted April 20, 2026 re: proposed curriculum changes and there were no comments or feedback to add.
Disability Services	Consulted April 20, 2026 re: proposed curriculum changes. The dept notes many updates move in a positive direction and how a part time program supports adult learners with work commitments or disability related, could be considered.
Learning Centre	Consulted April 20, 2026 re: proposed curriculum changes. The Life Sciences tutor supports shifting from long-term care to complex or multi-level care and the use of Arabic numerals versus Roman numerals which is aligned with the pharmacology worksheet updates.

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: 08/06/26 7:37 am

Viewing: **Access to Practical Nursing Diploma**

Last approved: 03/31/26 5:29 pm

Last edit: 08/13/26 9:18 am

Changes proposed by: cpoznanski

Catalog Pages Using
this Program

[Access to Practical Nursing Diploma](#)

Program Name:

Access to Practical Nursing Diploma

Credential Level: Diploma

Effective Date: September ~~2027~~ 2025

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Health Sciences

Department: Access to Practical Nursing (5017)

Contact(s)

In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors

Approval Path

1. 07/22/26 12:23 pm
Asal Murdock
(amurdock):
Rollback to Initiator
2. 07/23/26 8:59 am
Asal Murdock
(amurdock):
Approved for 5017
Leader
3. 08/04/26 1:59 pm
Mandy Hayre
(mhayre): Rollback
to 5017 Leader for
SHS Dean
4. 08/05/26 2:07 pm
Asal Murdock
(amurdock):
Rollback to Initiator
5. 08/06/26 10:34 am
Asal Murdock
(amurdock):
Approved for 5017
Leader
6. 08/06/26 10:58 am
Mandy Hayre
(mhayre): Approved
for SHS Dean

- 628
(drabadzija)
27. Oct 22, 2024 by
Darija Rabadzija
(drabadzija)
28. Feb 23, 2025 by
Janita Schappert
(jschappert)
29. Mar 4, 2025 by
Darija Rabadzija
(drabadzija)
30. May 28, 2025 by
Darija Rabadzija
(drabadzija)
31. Jul 23, 2025 by
Darija Rabadzija
(drabadzija)
32. Jan 30, 2026 by
Darija Rabadzija
(drabadzija)
33. Mar 24, 2026 by
Dawn Cunningham
Hall (dahall)
34. Mar 31, 2026 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	<u>(604) 871-7594</u> ---

Program Content Guide

The Access to Practical Nursing Diploma builds on the prior education and experience of applicants who have completed a Health Care Assistant (HCA), Resident Care Attendant (RCA), or Home Support/Resident Care Attendant (HS/RCA) program. This full-time, 13-month program builds on existing healthcare knowledge and prepares learners to meet BCCNM Licensed Practical Nurse entry-level competencies and write the REx-PN licensing exam. Through an integrated, collaborative, and culturally responsive curriculum, graduates develop the knowledge, skills, and clinical judgment required to provide safe, competent nursing care across a variety of healthcare settings.

~~The Access to Practical Nursing Diploma was initiated in response to the need for recognizing past education, training and work experience of applicants to the Practical Nursing program. If applicants have achieved a certificate in the following programs: Health Care Assistant (HCA) or Resident Care Attendant (RCA) or a combined Home Support/Resident Care Attendant (HS/RCA) they may be admitted to the access semester of the Practical Nursing program.~~

~~Applicants are credited for their B.C. public post-secondary institution RCA or HSA/RCA certificate. Those entering with an education other than from a B.C. public post-secondary institution (HCA, RCA or HS/RCA Certificate) will need to demonstrate their eligibility prior to entrance.~~

~~This full-time thirteen (13) month program is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of competencies as identified by the British Columbia College of Nurses & Midwives (BCCNM). 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 by extension, families of individuals) at multiple life stages and in a variety of practice settings in partnership with other health care professionals. Consistent with the BCCNM Scope of Practice Standards for LPNs (2023) the focus for beginner's practice is "promotion, maintenance and restoration of health, with a focus on clients with stable or predictable states of health"(p.3).~~

~~Upon success completion of the VCC PN Diploma, learners will possess the competencies to successfully complete the Canadian Practical Nursing Exam (REx-PN), and to apply for licensure as a Licensed Practical Nurse in British Columbia. Licensing is required before being able to work as an LPN in BC.~~

Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those Provincial expectations.

All of these requirements must be met: ~~met~~:

Grade 12 graduation or equivalent

English Studies 12 with a minimum 'B' grade, or equivalent

A BC Care Aide & Community Health Worker Registry number (registration confirmation letter must be provided) HCA, RCA, or HS/RCA certificate, or equivalent, from a BC Care Aide and Community Health Worker Registry recognized educational institution (if applicable)

~~A BC Care Aide & Community Health Worker Registry number (registration confirmation letter must be provided) HCA, RCA, or HS/RCA certificate, or equivalent, from a BC Care Aide and Community Health Worker Registry recognized educational institution (if applicable)~~

Foundations of Math 11 with a minimum 'C' grade, or equivalent

BIOL 1602 Human Anatomy and Physiology with a grade of 68% or equivalent within the last 3 years

600 hours of work experience, within the last two years, in a care facility or individualized home care setting. Work experience must be verified by an official employer letter.

English Language Proficiency as specified for the Practical Nursing or Access to Practical Nursing programs. ~~programs~~

Internationally Trained Nurses:

Students with transcripts from outside of Canada may be required to submit a comprehensive evaluation form from an educational credential assessment service provider.

Upon Acceptance into the program:

Criminal Record Check (CRC):

Students in the 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.

Valid CPR-BLS certification:

Certificate must remain valid throughout the program.

TB skin test:

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:

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be

presented to your program during the first week of classes.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Practical Nursing Access diploma is thirteen (13) months in length. Students must complete the diploma within two (2) years from the initial start date to the completion date.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply the <u>current British Columbia College of Nurses and Midwives (BCCNM) LPN Entry-Level Entry Level</u> Competencies for Licensed Practical Nurses (2021) to provide safe, competent, culturally <u>safe,</u> safe and ethical care.
PLO #2	<u>Practise within current and relevant legislation and BCCNM LPN Ethics Standards and Practice Standards, as set out by the Nurses and Midwives Regulation (effective April 1, 2026) and the Regulated Health Practitioners Regulation (effective April 1, 2026).</u> Practice within relevant legislation; BCCNM Standards of Practice Framework for LPNs: Scope of Practice Standards; Professional Standards; and Practice Standards as set out by the Health Professions Act of British Columbia and the BCCNM.
PLO #3	Value and engage in continuous learning to maintain and enhance competence.
PLO #4	<u>Collaborate</u> Practice in collaboration with other members of the health care team to meet the collective needs of their clients.
PLO #5	Participate in interprofessional problem solving and decision <u>making.</u> making processes.
PLO #6	Advocate for and facilitate change <u>that reflects evidence-informed</u> reflecting evidence-informed practice.
PLO #7	Make systematic practice decisions that are client specific and consider client acuity, <u>complexity, variability,</u> complexity, variability, and available resources.
PLO #8	<u>Demonstrate autonomous practice when using</u> Use critical thinking, clinical <u>judgment,</u> judgment and knowledge of assessment to plan, implement, and evaluate the <u>agreed-upon</u> agreed-upon plan of care.
PLO #9	Develop a collaborative <u>relationships</u> relationship with clients by connecting, <u>sharing,</u> sharing and exploring with them in a caring environment.

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

PLO #10	Provide culturally safe, <u>trauma-informed, and person-centred</u> person-centered care across the lifespan that <u>recognizes, reflects,</u> recognizes and respects <u>diversity, equity, inclusion, and</u> the uniqueness of each <u>individual.</u> individual and is sensitive to cultural safety, cultural humility and diversity.
PLO #11	<u>Identify, address, prevent, and eliminate Indigenous-specific racism and facilitate safe health care experiences where Indigenous clients' physical, mental, emotional, spiritual, and cultural needs are recognized and met.</u> Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate.
PLO #12	<u>Provide appropriate leadership, direction, delegation, assignment, and supervision of unregulated care providers.</u> Identify one's own values, biases, and assumptions on interactions with clients and other members of the health care team.
<u>PLO #13</u>	<u>Identify one's own values, biases, and assumptions, and how these influence therapeutic relationships with clients and interactions with other members of the health care team.</u>

Additional PLO Information

The Practical Nursing Program is grounded in five key organizing concepts that have remained central to the 2025 provincial curriculum: integrative, professional, knowledgeable, competent, and client-focused. These concepts guide the development of graduates who provide safe, ethical, evidence-informed, and person-centred care across diverse practice settings. Practical nurses integrate all aspects of the nursing process, collaborate effectively within interprofessional teams, apply critical thinking and clinical judgment, and demonstrate accountability within their scope of practice. They deliver holistic care that supports health promotion, illness prevention, and client self-determination while fostering therapeutic relationships and upholding the principles of cultural safety, cultural humility, diversity, equity, and inclusion.

This diploma program is offered on a full time basis and is divided into three levels (Access (A), 3, and 4)- see below. ~~levels~~. Each level 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 the 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, nursing lab and clinical activities.

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation. Some courses may be offered in a blended delivery mode.

The curriculum framework draws a number of horizontal threads through each course: caring, holism, collaboration, cultural safety, cultural humility, diversity, equity, and inclusion, social justice, evidence-informed practice, client-focused care, self-reflection, lifespan, leadership, and safety.

The scaffolded curriculum framework is divided into three levels:

Level A provides the foundation for the development of nursing practice for clients across the lifespan, including chronic illness in older adults in complex care settings.

Level 3 examines a continuum of care in primary and community settings for clients across the lifespan, including maternity, newborn, children and youth, and clients with mental health and/or substance conditions.

Level 4 integrates knowledge from previous levels and examines concepts related to the care of the client with acute presentation or exacerbation of chronic illness.

~~Level Access provides the foundation for the development of nursing practice and introduces the learner to the healthy adult, the older adult and concepts related to aging and chronic illness in various settings:~~

~~Level three examines a continuum of care in the community health setting and applies concepts from level one, two and three in the management of stable clients across the lifespan:~~

~~Level four integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client:~~

Each level is supported by a Consolidated Practice Experience. ~~Experience (CPE) which reinforces the learning that has taken place within each level:~~

The program culminates in a Final Practice Experience (Preceptorship) to prepare the learner as an entry-level graduate. Learning is organized and presented through select courses in each level:

Professional Practice

Professional Communication

Variations in Health

Pharmacology

Health Promotion

Integrated Nursing Practice

Clinical Practice Experiences, including Final Practice Experience (Preceptorship)

For each course at each level, the curriculum framework presents the course description, learner outcomes, and course concepts. For each course throughout the curriculum, learner outcomes and course content increase in complexity, with appropriate scaffolding to ensure that learner success builds up from each level.

Eligibility to enter the Consolidated Practice Experience at the end of each level is dependent upon the successful completion of all of the other courses within that level. Each level must be successfully completed before the next one can be attempted.

A final practice experience or preceptorship prepares the learner for the role and expectations of the graduate.

Students' progress in the classroom, nursing ~~lab~~, ~~lab~~ and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies, written assignments ~~studies~~ and skills demonstrations. ~~written assignments~~. Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all courses is 68% with exception of Pharmacology Theory at 80%; ~~80% and~~ Math at 100%, ~~100%~~; and Integrated Nursing Practice theory at 75% and all practical components Satisfactory (S).

If a student fails a course, there is an opportunity to write one ~~a~~ comprehensive supplemental exam per level (term) for a passing grade of 68%. Students are only eligible to write a one supplemental exam ~~per level (term)~~ if they are within 4% of the passing grade (i.e. If if the passing grade is 68% then failing grades between 64-67% are eligible to write a supplemental.) No supplemental exam is allowed for a grade of lower than 64%. ~~supplemental).~~ ~~No supplemental exam is allowed for a grade of lower than 64%.~~

If a course is not completed satisfactorily, a student has the opportunity ~~may apply~~ to repeat the course the next time it is offered, providing there is space available and upon approval of the Department Leader with consultation from the Progressions Committee. ~~Head's approval is granted. Prior to returning, the student may be required by the PN Progressions Committee to complete and successfully pass one of the Success in Practical Nursing courses.~~ Eligibility for practicum courses is dependent upon successful completion of all other courses within that term.

Inserting back into the PN Program:

A student reinserting back into the PN Program will receive a letter from the PN Progressions Committee as to the specific requirements the student must successfully complete in order to meet the program outcomes. The student may be required to register for and successfully complete the Success in Practical Nursing course and may also be required to repeat other courses (e.g. Variations in Health) as determined by the Practical Nursing Progressions Committee to best support their success.

If a student is transferring into the PN program from another institution, the student will be required to complete and successfully pass one of the Success in Practical Nursing courses.

Absence from the PN Program:

If away from the program greater than 4 months from date of withdrawal, the student is required to repeat the failed course(s), Integrated Nursing Practice and possibly Variations in Health or other courses for the level they are entering, even if they have successfully completed these the first time. Students may also need to register for and complete the Success in Practical Nursing course prior to insertion into the program. This may include:

Repeat skills checkouts

Write and pass the Integrated Nursing Practice exam

Repeat and pass integration testing from current level

Audit additional courses i.e. Variations in Health

In the Practical Nursing Diploma program, a student may repeat only one course throughout the entire program. If a student fails two courses, they will ~~need to~~ exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a second registration.

Note: all ~~At~~ of the above is monitored by the Practical Nursing Department.

Program tasks require performing sustained fine motor activities.

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 (8+ hours) of standing/walking on concrete floors/hard surfaces.

Program clinical environments may involve regular exposure to body fluids.

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

Program tasks can be physically demanding as they involve assisting with activities of daily living and nursing related care.

Program tasks may involve high-pressure situations requiring quick decision-making, rapid processing of information, time-sensitive task completion, emergency response situations, and sustained focus.

Some courses involve engaging with sensitive and emotionally challenging content, including discussions of trauma, crisis situations, and distressing real-world scenarios. Practicum placements may involve working with individuals experiencing significant personal or emotional challenges.

A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused, or requiring rehabilitation.

Flexibility to adjust to early morning and evening, overnight, and weekend practicum shifts, to a variety of clinical settings and locations within the Lower Mainland.

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.

~~A caring attitude:-~~

~~A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused or requiring rehabilitation.~~

~~Proficiency in the English language (reading/writing/listening/speaking) is essential.~~

~~Basic computer skills: email, word processing and internet searching.~~

~~Good manual dexterity:~~

~~Any supportive courses in human biology, psychology, sociology, first aid or previous related work experience or education would be an asset.~~

~~A basic foundation in mathematical calculations of decimals, fractions, and metric conversions:~~

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

For information about being a practical nurse, please review [Becoming a Licensed Practical Nurse in Canada](#).

Note: The BCCNM asks each licensure 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 licensure would be accepted. Licensing is mandatory in B.C. for Licensed Practical Nurses.

Plan of Study Grid

Term Two

Credits

“Term Two” refers to the “Access Level” which combines levels 1 and 2 of the B.C. Practical Nursing Provincial Curriculum.

NURS-2101	Professional Communication A	1.5
NURS-2102	Professional Practice A	1.5
NURS-2103	Health Promotion A	1
NURS-2104	Variations in Health A	2
NURS-2105	Pharmacology A	2
NURS-2106	Integrated Nursing Practice A	6
NURS-2107	Consolidated Practice Experience A	4
<u>CSIH 1010</u>	<u>Introduction to Cultural Safety and Indigenous Holistic Health Equity</u>	<u>0</u>
<u>NURS 1011</u>	<u>Professional Communication Access</u>	<u>3</u>
<u>NURS 1012</u>	<u>Professional Practice Access</u>	<u>3</u>
<u>NURS 1013</u>	<u>Health Promotion Access</u>	<u>2</u>
<u>NURS 1014</u>	<u>Variations in Health Access</u>	<u>4</u>
<u>NURS 1015</u>	<u>Pharmacology Access</u>	<u>4</u>
<u>NURS 1016</u>	<u>Integrated Nursing Practice Access</u>	<u>7</u>
<u>NURS 1017</u>	<u>Consolidated Practice Experience Access</u>	<u>4</u>
	Credits	27

Term Three

NURS-3001	Professional Communication 3	1
NURS-3002	Professional Practice 3	1
NURS-3003	Health Promotion 3	1
NURS-3004	Variations in Health 3	1.5
NURS-3005	Integrated Nursing Practice 3	4
NURS-3006	Consolidated Practice Experience 3	2
<u>NURS 2311</u>	<u>Professional Communication 3</u>	<u>1</u>
<u>NURS 2312</u>	<u>Professional Practice 3</u>	<u>1</u>
<u>NURS 2313</u>	<u>Health Promotion 3</u>	<u>2</u>
<u>NURS 2314</u>	<u>Variations in Health 3</u>	<u>3</u>
<u>NURS 2316</u>	<u>Integrated Nursing Practice 3</u>	<u>5</u>
<u>NURS 2317</u>	<u>Consolidated Practice Experience 3</u>	<u>2</u>
	Credits	14

Term Four

NURS-4001	Professional Communication 4	1
NURS-4002	Professional Practice 4	1
NURS-4003	Health Promotion 4	1

NURS 4004	Variations in Health 4	638	2
NURS 4005	Integrated Nursing Practice 4		6
<u>NURS 2413</u>	<u>Health Promotion 4</u>		<u>2</u>
<u>NURS 2414</u>	<u>Variations in Health 4</u>		<u>3</u>
<u>NURS 2416</u>	<u>Integrated Nursing Practice 4</u>		<u>8</u>
	Credits		13
Term Five			
NURS 4006	Consolidated Practice 4		6.5
NURS 4007	Transition to Preceptorship		1
NURS 4008	Preceptorship		6
<u>NURS 2417</u>	<u>Consolidated Practice 4</u>		<u>8</u>
<u>NURS 2505</u>	<u>Preceptorship</u>		<u>7</u>
	Credits		15
	Total Credits		69

This document is intended as a 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 Progression 68%	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		0.00
S		Satisfactory - student has met and mastered a clearly defined body of skills and performances to require 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	
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.

Rationale and Consultations

Provide a rationale
for this proposal.

This provincial curriculum 2025 outlines the program structure, requirements, and learning outcomes required to meet the Licensed Practical Nurses Professional (LPN) Standards, Practice Standards, and Entry-Level Competencies established by the British Columbia College of Nurses and Midwives (BCCNM).

All B.C. public and private post-secondary institutions offering the Practical Nursing Program must adhere to the following:

- Program matrix, including the offering of each program level in the stated sequential order
- Minimum course hours for each course and the overall curriculum
- Approved course descriptions and course concepts
- Defined course learning outcomes
- Admission requirements, outlined in The Practical Nursing and Access to Practical Nursing Supplement (the Supplement)
- Faculty qualifications, outlined in the Supplement
- The current versions of all documents listed in the Supplement

Given the diversity of educational program delivery models, the curriculum allows for flexibility in course and program delivery. For example, institutions can deliver courses online, or in-person, or through a hybrid model.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Radhika Kumar ongoing consultation with PN faculty and project team

Consultated Area	Consultation Comments
Registrar's Office	discussed with Dawn Cunningham the provincial curriculum updates, differences between minor and major changes received Excel spreadsheet with course listings
Faculty/Department	faculty are aware of new curriculum changes and will be involved in the implementation process
Affiliation, Articulation, and/or Accreditation Bodies	this is a provincially articulated and mandated program
Other Department(s)	consulted with Lisa Beveridge (former DL for HCA) on curriculum change process
Other	Dean and Associate director- discussions
Counselling	Consulted April 20, 2026 re: proposed curriculum changes.
Advising & Recruitment	Consulted April 20, 2026 re: proposed curriculum changes and there were no comments or feedback to add.
Disability Services	Consulted April 20, 2026 re: proposed curriculum changes. The dept notes many updates move in a positive direction and how a part time program supports adult learners with work commitments or disability related, could be considered.
Learning Centre	Consulted April 20, 2026 re: proposed curriculum changes. The Life Sciences tutor supports shifting from long-term care to complex or multi-level care and the use of Arabic numerals versus Roman numerals which is aligned with the pharmacology worksheet updates.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic

Course Change Request

New Course Proposal

Date Submitted: 07/16/26 1:56 pm

Viewing: **NURS 1011 : Professional**

Communication A

Last edit: 08/12/26 4:00 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

Professional Communication Access

Effective Date: September 2027

School/Centre: Health Sciences

Department: Access to Practical Nursing (5017)

Contact(s)

In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/16/26 1:59 pm
Asal Murdock
(amurdock):
Approved for 5017
Leader
2. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Professional Communication A

Subject Code: NURS - Nursing

Course Number: 1011

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Learners examine foundational knowledge of caring and professional communication in nursing. Using an experiential and self-reflective approach, learners will develop self-awareness and interpersonal communication skills in the context of safe, competent, and collaborative nursing practice. Topics include communication theory, therapeutic communication and relationships, cross-cultural communication and effective teamwork, cultural safety and cultural humility, and learning and teaching concepts. Learners will develop professional communication skills that promote the development, maintenance, and conclusion of therapeutic relationships with older adults, including those with chronic illnesses and/or mental health conditions, and clients requiring end-of-life care. Learners will also develop interprofessional communication knowledge and skills, including managing conflict and change.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe how the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies guide professional communication with clients, families, and the interprofessional team.
CLO #2	Describe fundamental elements involved in the communication process.

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

CLO #3	Discuss communication barriers and challenges as well as communication strategies to use with clients who have sensory, language, and/or cognitive differences.
CLO #4	Demonstrate communication skills that promote the development, maintenance, and conclusion of therapeutic relationships when caring for older adults, including those with chronic illnesses and/or mental health conditions.
CLO #5	Describe strategies for sharing information with clients and families in a respectful manner that is understandable, encourages discussion, and enhances participation in decision making.
CLO #6	Explore the principles of relational care with Indigenous Peoples, including communication approaches that are culturally safe, respectful, and compassionate.
CLO #7	Explore the role of stigma when providing care, including the potential impacts of verbal and written stigmatizing language.
CLO #8	Discuss the foundational competencies and specific communication skills that foster strong, effective interprofessional teams and collaborative practice.
CLO #9	Practise giving and receiving effective feedback with other health team members, including communicating with unregulated care providers, through applied practice (e.g., role plays, scenarios, and case studies).
CLO #10	Describe communication approaches to delegating tasks to unregulated care providers.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	

Type	Percentage	Brief description of assessment activity
Assignments	30	
Assignments	15	
Assignments	10	
Final Exam	20	comprehensive final exam

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

Hours in Category 1: 45

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:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice

Course Topics:

- Professional communication in health care
- Communication theory
- Self-awareness
- Attending and listening
- Caring and empathy
- Clarifying by questioning and summarizing
- Assertiveness: seeking help and support; refusing a request
- Trauma-informed communication
- Giving and receiving feedback
- Barriers to communication
- Conflict resolution
- Problem solving
- Foundations of relational practice
- Nurse-client relationship and boundaries
- Helping relationships
- Family as client
- Developing trusting relationships with clients and team members
- Therapeutic relationships and communication
- Cross-cultural communication, cultural safety, and cultural humility
- Caring and respect
- Effective group participation and development
- Interprofessional communication:
 - Communicating client information appropriately to health care team members
 - Using effective communication tools (e.g., SBAR)
 - Directing unregulated care providers with client care
 - Sharing knowledge with unregulated care providers and learners
 - Managing conflict
 - Managing change

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 07/16/26 2:00 pm

Viewing: **NURS 1012 : Professional Practice Access**

Last edit: 08/12/26 3:50 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

Professional Practice Access

Effective Date: September 2027

School/Centre: Health Sciences

Department: Access to Practical Nursing (5017)

Contact(s)

In Workflow

1. 5017 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/16/26 2:02 pm
Asal Murdock
(amurdock):
Approved for 5017
Leader
2. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Professional Practice Access

Subject Code: NURS - Nursing

Course Number: 1012

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Learners are introduced to the profession of practical nursing and the B.C. legislation that informs the practice when caring for clients with chronic illnesses and those in complex care settings, including clients with mental health conditions. Learners will explore the history of nursing with a focus on the evolution of practical nursing in the Canadian health care system. Learners are also introduced to the concepts of cultural safety, cultural humility, diversity, and anti-racism, with a focus on Indigenous-specific anti-racism. Standards and foundational concepts in nursing including ethical practice, self-reflection, self-care, interprofessional practice, critical thinking, and decision making and leadership are also addressed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain how legislation and the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-level Competencies inform nursing practice in complex care settings and when caring for those with chronic illnesses and/or mental health conditions.
CLO #2	Explain the role and responsibility of the BCCNM, including the partnership in nursing: registered nurse (RN), registered psychiatric nurse (RPN), licensed practical nurse (LPN), nurse practitioners (NP).

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

CLO #3	Describe the influence of interprofessional collaborative relationships on a quality practice environment in complex care settings.
CLO #4	Explore the role of critical thinking, clinical judgment skills, and self-reflective practice skills in developing ethical nursing practice.
CLO #5	Implement self-care practices to promote personal physical, mental, and emotional health and wellness.
CLO #6	Describe how one's own values, biases, and assumptions may influence the care of older adults, including those with chronic illnesses and/or mental health conditions.
CLO #7	Use critical thinking and self-reflection to support both ongoing learning and nursing practice.
CLO #8	Discuss the role of leadership, management, and followership in nursing practice.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	
Assignments	20	
Quizzes/Tests	10	Midterm quiz
Project	20	
Other	10	
Final Exam	20	Final Comprehensive Exam

Type	Percentage	Brief description of assessment activity
Assignments	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: 45

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:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice
- Legislation and regulation that govern the practical nursing practice
- Continuing Care Act
- Adult Guardianship Act

Course Topics:

- Controlled Drugs and Substances Act
- Health Care (Consent) and Care Facility (Admission) Act
- Introduction to the practical nursing profession
- History of practical nursing
- Philosophy of the Practical Nursing Program curriculum
- Introduction to ethical practice
- Delegation
- Interprofessional practice
- Privacy and confidentiality
- Self-care
- Moral distress, moral injury, and burnout
- Trauma-informed practice
- Diversity, equity, and inclusion
- Cultural safety, cultural humility, and anti-racism, particularly Indigenous-specific antiracism
- Academic writing and using scholarly resources appropriately
- Self-reflection (reflective writing)
- Self-reflective practice
- Self-care
- Stress management
- Leadership in practical nursing practice

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

Access Practical Nursing

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 07/17/26 9:38 am

Viewing: **NURS 1013 : Health Promotion Access**

Last edit: 08/12/26 3:57 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

Health Promotion Access

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Access to Practical Nursing (5017)

Contact(s)

In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/17/26 10:14 am
Asal Murdock
(amurdock):
Approved for 5017
Leader
2. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course
Name:

Health Promotion Access

Subject Code:

NURS - Nursing

Course Number

1013

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

Learners will develop their understanding of health promotion within the Canadian context by exploring health enhancement, health protection, disease prevention, and health restoration (recovery, care, and support). Topics include growth and development, typical aging changes, and health promotion. Learners will examine health inequities and determinants of health to inform culturally appropriate and holistic care that promotes client independence. Learners will also gain knowledge of trauma-informed practice as well as an understanding of how cultural safety and anti-racism in health care impact health and wellness, with a focus on Indigenous-specific anti-racism.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain definitions and concepts related to health promotion and disease prevention in the context of both physical and mental health.
CLO #2	Discuss the major components of Canada's health care system.
CLO #3	Explain how the determinants of health impact individual health and wellness, including mental health and wellness.
CLO #4	Describe the concept of advocacy and the different types of advocacy that practical nurses engage in when caring for older adults, including those with chronic illnesses and/or mental health conditions.

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

CLO #5	Describe how cultural safety, cultural humility, and anti-racism as well as diversity, equity, and inclusion are essential to health promotion.
CLO #6	Describe teaching and learning principles for health promotion across the lifespan, including older adults and clients with mental health conditions.
CLO #7	Describe the steps of communicable disease reporting.
CLO #8	Describe common growth and development theories across the lifespan.
CLO #9	Explore the concepts and principles of harm reduction and recovery-oriented care as they relate to older adults.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	
Midterm Exam	20	
Final Exam	25	Comprehensive Final Exam
Other	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: 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:

- Canada's health care system
- Holistic health
- Wellness and health
- Determinants of health
- Maslow's hierarchy of needs
- Health promotion in Canada
- Typical growth and development across the lifespan
- Chronic disease management
- Health disparities and their impacts on people
- Diversity in health beliefs, including Indigenous beliefs and practices
- Introduction to health statistics and epidemiology
- Teaching and learning in health promotion

Course Topics:

- Communicable diseases and epidemiology
- Harm reduction
- Recovery-oriented care
- Client advocacy and navigation
- Trauma-informed practice with older adults
- Cultural safety and cultural humility in health and healing
- Health literacy

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

Access Practical Nursing

Pro

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 07/17/26 9:39 am

Viewing: **NURS 1014 : Variations in Health Access**

Last edit: 08/12/26 3:57 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

Variations in Health Access

Effective Date: September 2027

School/Centre: Health Sciences

Department: Access to Practical Nursing (5017)

Contact(s)

In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/17/26 10:14 am
Asal Murdock
(amurdock):
Approved for 5017
Leader
2. 08/04/26 2:05 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Variations in Health Access

Subject Code: NURS - Nursing

Course Number: 1014

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 0-4

Bridge Course Level 01

Course Description:

Learners are introduced to the foundations of disease and illness across the lifespan to gain an understanding of pathophysiological alterations of body systems. Learners will discuss nursing management of diseases and illnesses across the lifespan with an emphasis on interventions and treatment. A major focus of this course is on the care of older adults experiencing health challenges, and learners will further develop an understanding of pathophysiology as it relates to the aging process and selected chronic illnesses. Learners also explore Indigenous health and cultural safety in healing practices and evidence-informed research and practice.

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 how the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies are used to guide practice when caring for clients with variations in health, including older adults and those with chronic diseases and/or mental health conditions.
CLO #2	Describe pathophysiology as it relates to common presentations of illness.
CLO #3	Explain physical and psychosocial stressors.
CLO #4	Explain the physiology of pain.

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

CLO #5	Describe the nursing management of diseases and illnesses in clients across the lifespan.
CLO #6	Describe what is meant by a chronic mental illness and the differences between mental illness, mental health, and mental wellness.
CLO #7	Explore holistic and traditional Indigenous healing practices in the management of chronic illnesses, including mental health conditions.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	
Final Exam	35	Comprehensive Final Exam
Exam	25	
Exam	25	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS:

60

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:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice
- Introduction to pathophysiology
- Maintaining homeostasis
- Compensatory and decompensatory mechanisms
- Cell alteration: types of cell injury and repair, cell aging and degeneration, and irregular cell growth
- Alterations to all body systems (e.g., inflammation, infection, obstruction/occlusion, genetics, familial, cancer, trauma)
- Physical and psychosocial stressors
- Chronic versus acute disease (health continuum); illness versus disease
- Mental health, mental wellness, and mental illness
- Nursing management of disease and illness across the lifespan
- Nursing management, including:
 - Assessment (holistic assessment and data collection, including lab values and diagnostics)
 - Pharmacology
 - Identification of real and potential problems
 - Nursing diagnoses
 - Planning and documenting specific nursing interventions on a care plan

Course Topics:

- Implementing culturally safe care
- Evaluation of care
- Collaborating with other members of the health care team
- Health promotion
- Client teaching
- Therapeutic interventions and treatments, including pharmacology
- Introduction to diagnostics
- Cultural safety, cultural humility, and anti-racist practice in health and healing, particularly Indigenous-specific anti-racism
- Diversity, equity, and inclusion
- Impacts of colonialism on the health and experiences of Indigenous Peoples
- Introduction to evidence-informed research and practice
- Physiological changes in older adults contributing to disease and illness
- Recognition and presentation of common diseases and illnesses in older adults
- Nursing management of disease and illness for older adults according to body systems
- Mental health as a chronic illness
- Traditional healing practices (e.g., acupuncture, smudging, sweat lodge ceremony, Reiki)

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

Access Practical Nursing

Provide

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 07/17/26 10:06 am

Viewing: **NURS 1015 : Pharmacology Access**

Last edit: 08/12/26 3:58 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

Course Name:
Pharmacology Access

Effective Date: September 2027

School/Centre: Health Sciences

Department: Access to Practical Nursing (5017)

Contact(s)

In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/17/26 10:14 am
Asal Murdock
(amurdock):
Approved for 5017
Leader
2. 08/04/26 2:06 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Pharmacology Access

Subject Code: NURS - Nursing

Course Number: 1015

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 0-4

Bridge Course Level 01

Course Description:

Learners are introduced to pharmacology principles for safe and professional medication administration, including dosage calculations. Learners will study various routes of medication administration as well as decision-making strategies, autonomy, the scope of the practical nurse, and responsibilities, including the practical nurse's legal responsibilities associated with the administration of opioids. Learners will also discuss complementary, Indigenous, and alternative remedies, as well as polypharmacy across the lifespan.

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	Identify the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies that define LPN responsibilities and accountabilities in medication administration.
CLO #2	Describe the concepts of pharmacodynamics and pharmacokinetics.
CLO #3	Relate drug interactions, polypharmacy, and food-drug effects to medication used by clients across the lifespan, particularly older adults.
CLO #4	Describe medication classifications, actions, interactions and nursing implications relative to body systems, including endocrine, neurological, cardiovascular, respiratory, gastrointestinal, genitourinary and musculoskeletal systems, and miscellaneous drug classification.

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

CLO #5	Conduct basic mathematical drug calculations correctly.
CLO #6	Discuss opioid side effects, indications for use and the practical nurse's legal responsibilities related to administration of opioids.
CLO #7	Explain the principles of medication administration, including human and system errors that contribute to errors or near misses.
CLO #8	Examine the LPN's professional role within the interprofessional team in ordering, processing, dispensing, administering, and monitoring prescription medications and complementary and alternative therapies.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory Math S=100% Theory

S=80%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam		
Final Exam	25	
Assignments	10	
Quizzes/Tests	20	
Quizzes/Tests	20	
Quizzes/Tests	25	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

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:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice
- Introduction to pharmacology
- The practical nurse role and legal responsibilities of medication administration
- Decision making and autonomy in medication administration (e.g., medications “as needed,” medications for asthma, anaphylaxis, and hypoglycemia)
- Pharmacodynamics
- Pharmacokinetics
- Drug actions and interactions
- Principles of medication administration
- Drug distribution systems
- Basic terminology used in pharmacology
- Nursing process and pharmacology

Course Topics:

- Routes of medication administration:
 - Oral
 - Rectal
 - Topical
 - Parenteral
 - Percutaneous
- Introduction to complementary, Indigenous, alternative, and traditional healing therapies
- Vitamin supplements
- Herbal preparations
- Homeopathy
- Basic medication dosage calculations
- Polypharmacy across the lifespan
- Drug classifications according to body systems:
 - Endocrine system
 - Nervous system, including effects on cognition and mental health (anti-depressants, anxiolytics, antipsychotics, sedatives and hypnotics, and anticonvulsants and antiepileptics)
 - Cardiovascular system
 - Respiratory system
 - Gastrointestinal system (not including medications used to treat constipation)
 - Genitourinary system
 - Musculoskeletal system
 - Sensory system
- Miscellaneous drug classifications (antineoplastics)
- Antimicrobial, antiviral, and antifungal agents
- Analgesics—opioid and non-opioid
- Drug resistance
- Interactions of prescription medications with complementary, Indigenous, and alternative therapies

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: 07/17/26 10:07 am

Viewing: **NURS 1016 : Integrated Nursing Practice**

A

Last edit: 08/12/26 3:58 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice Access

Effective Date: September 2027

School/Centre: Health Sciences

Department: Access to Practical Nursing (5017)

Contact(s)

In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/17/26 10:15 am
Asal Murdock
(amurdock):
Approved for 5017
Leader
2. 08/04/26 2:06 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Integrated Nursing Practice A

Subject Code: NURS - Nursing

Course Number: 1016

Year of Study 1st Year Post-secondary

Credits: 7

Bridge College Code VO

Bridge Billing Hours 0-7

Bridge Course Level 01

Course Description:

Learners apply nursing knowledge through the practice of clinical decision making, nursing assessments, and nursing interventions aimed at promoting the health, independence, and comfort of clients. Cultural safety, cultural humility, anti-racism, and trauma-informed practice are integrated into the learning with a focus on Indigenous-specific anti-racism. A variety of approaches, such as simulation, will help learners integrate theory from other Level A courses.

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	Use the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies to guide practice in complex care settings.
CLO #2	Use clinical skills and assessments competently and safely in complex care settings.
CLO #3	Collaborate with older adults, including those with chronic illnesses and/or mental health conditions, as well as the interprofessional health care team, peers, and faculty.
CLO #4	Analyze potential sources of violence de-escalation and safety strategies in complex care and home and community care settings.
CLO #5	Provide person-centred care that recognizes and respects the uniqueness of each individual and demonstrates cultural safety, cultural humility, and anti-racism.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory - must achieve 75% overall in theory portion and S in all lab/clinical evaluative components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	S/U	summative lab integration
Final Exam	35	
Exam	30	
Exam	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: 180

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 40

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

Check all that apply:

Lab

Hours in Category 2: 140

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- BCCNM Ethics Standards, Practice Standards, and documents that guide scope of practice
- Principles of asepsis
- Standard precautions
- Musculoskeletal injury prevention
- Comprehensive health assessment of older adults, including those with chronic illnesses and/or mental health conditions
- Vital signs
- Digital stimulation and rectal disimpaction (see more information below)
- Clinical decision making and critical thinking
- Nursing interventions with older adults
- Safety specific to the care of older adults
- Infection control
- Chronic wound management
- Pain management
- End-of-life care
- Foot assessment and care (see more information below)
- Oral and nasal suctioning
- Oxygen therapy
- Care of established ostomies
- Specimen collection (sputum, urine, and stool)
- Blood glucose monitoring
- Enteral feedings and medications via nasogastric, jejunostomy and gastrostomy tubes
- Quality practice environments
- Cultural safety, cultural humility, and anti-racism
- Diversity, equity, and inclusion

Course Topics:

- Individualizing nursing care plans
- Medication administration, including opioids
- Medication routes: oral, subcutaneous, intramuscular, intradermal, percutaneous
- Inserting a subcutaneous infusion device
- Decision making in administering medications (e.g., medications “as needed,” for asthma, anaphylaxis, and hypoglycemia)
- Taking and transcribing physician orders
- Documentation of response to medication
- Reporting and documentation in complex care settings

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

Access Practical Nursing

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 07/17/26 10:09 am

Viewing: **NURS 1017 : Consolidated Practice**

Access

Last edit: 08/12/26 3:59 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

Course Name:

Consolidated Practice Experience Access

Effective Date: September 2027

School/Centre: Health Sciences

Department: Access to Practical Nursing (5017)

Contact(s)

In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/17/26 10:15 am
Asal Murdock
(amurdock):
Approved for 5017
Leader
2. 08/04/26 2:06 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Consolidated Practice Access

Subject Code: NURS - Nursing

Course Number: 1017

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 0-4

Bridge Course Level 01

Course Description:

Learners integrate theory from the Level A courses into practice with a focus on older adults, including those with chronic illnesses and/or mental health conditions, in complex care settings. Learners practise comprehensive health assessments, nursing care, care planning, medication administration, and basic wound and foot care. Learners are introduced to cultural safety and cultural humility as well as organization and leadership in nursing practice. Learners also explore the impact of professional and practice standards on nursing care and relational practice.

Course Pre-Requisites (if applicable):

NURS 1011, NURS 1012, NURS 1013, NURS 1014, NURS 1015, NURS 1016.

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	Practise within relevant legislation; the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies; and facility-specific policy and procedures for providing care for older adults, including those with chronic illnesses and/or mental health conditions.
CLO #2	Employ competence in clinical skills for nursing practice in complex care settings.
CLO #3	Demonstrate a collaborative approach with other members of the health care team, as well as clients and family, to meet the collective needs of older adults, including those with chronic illnesses and/or mental health conditions.

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

CLO #4	Reflect on the practical nurse's role as advocate for the health and wellness needs of older adults including those with chronic illnesses and/or mental health conditions.
CLO #5	Initiate, maintain, and conclude the therapeutic relationship when caring for older adults, including those with chronic illnesses and/or mental health conditions.
CLO #6	Deliver person-centred care that demonstrates cultural safety, cultural humility, and anti-racism.

Instructional

Strategies:

This is a hands-on direct patient care experience supervised by faculty. The Level A competencies are practiced and mastered.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Students must achieve
satisfactory in all components of
the evaluation plan

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	
Other	S/U	Midterm and Final Self-Evaluation - student
Other	S/U	Midterm and Final evaluation- instructor
Assignments	S/U	
Assignments	S/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: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 120

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Professional practice and communication
- Communication with older adults with cognitive challenges
- Comprehensive assessment of the older adult, including mental health assessment
- Medication administration to at least six clients on at least two occasions, using a variety of routes
- Interprofessional approach to care
- Ethical practice
- Wellness and health promotion
- Nursing care, including assessment, personal care, basic skin care, topical, and rectal medication administration, and documentation
- Legislation specific to the older adult
- Leadership
- Chronic wound care

Course Topics:

- Basic foot assessment and care
- Self-reflective approach to practice and lifelong learning
- Cultural safety, cultural humility, anti-racism, particularly Indigenous-specific anti-racism
- Diversity, equity, and inclusion

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

Access Practical Nursing

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? No

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 7:51 am

Viewing: **NURS 1111 : Professional**

Communication 1

Last edit: 07/14/26 10:42 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Professional Communication 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 10:59 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:06 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Professional Communication 1

Subject Code: NURS - Nursing

Course Number: 1111

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-1

Bridge Course Level 01

Course Description:

Learners will examine the foundational knowledge of caring and professional communication in nursing. Using an experiential and self-reflective approach, learners will develop self-awareness and interpersonal communication skills in the context of safe, competent, and collaborative nursing practice. Topics include communication theory, therapeutic relationships, therapeutic communication, cultural safety, cultural humility, and effective teamwork.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe how the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies guide professional communication with clients, families, and the interprofessional team.
CLO #2	Describe fundamental elements involved in the communication process.
CLO #3	Explain the foundational concepts and nursing actions that promote the development, maintenance, and conclusion of therapeutic relationships, including trauma-informed communication.
CLO #4	Reflect on how the nurse's privileges, biases, values, belief structures, behaviours, and positions of power may impact their therapeutic relationship with Indigenous clients.

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

CLO #5	Discuss the foundational competencies and specific communication skills that foster strong, effective interprofessional teams and collaborative practice.
CLO #6	Practice giving and receiving effective feedback through role plays, scenarios, and other applied practices.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Assignments	35	
Assignments	15	
Final Exam	20	comprehensive final exam

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: 35

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 35

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:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice
- Professional communication in health care
- Therapeutic relationships and communication
- Communication theory
- Trauma-informed communication
- Self-awareness
- Attending and listening
- Caring and empathy
- Clarifying by questioning and summarizing
- Assertiveness: seeking help and support; refusing a request
- Giving and receiving feedback
- Barriers to communication
- Foundations of relational practice
- Nurse-client relationship
- Helping relationships
- Cultural safety and cultural humility
- Caring and respect
- Family as client
- Developing trusting relationships with clients and team members
- Interprofessional communication

Course Topics:

- Conflict resolution
- Effective group participation and 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

Practical Nursing

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? No

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 8:30 am

Viewing: **NURS 1112 : Professional Practice 1**

Last edit: 07/14/26 10:58 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Professional Practice 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 10:58 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	6048717594

Banner Course Name: Professional Practice 1

Subject Code: NURS - Nursing

Course Number: 1112

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 0-1

Bridge Course Level 01

Course Description:

Learners are introduced to the profession of practical nursing and the B.C. legislation that informs the practice. The course explores the history of nursing, with a focus on the evolution of practical nursing within the Canadian health care system. Learners are introduced to the concepts of cultural safety, cultural humility, diversity, and anti-racism—with a focus on Indigenous-specific anti-racism. Standards and foundational concepts in nursing are also examined, including ethical practice, self-reflection, self-care, interprofessional practice, and leadership.

Course Pre-Requisites (if applicable):

.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe how legislation and the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies inform nursing practice.
CLO #2	Explain the role and responsibility of the BCCNM, including the partnership among different nursing designations: registered nurse (RN), registered psychiatric nurse (RPN), licensed practical nurse (LPN), nurse practitioner (NP).
CLO #3	Describe how the philosophy of caring guides nursing practice.
CLO #4	Explore strategies to develop critical thinking, clinical judgment, and self-reflective practice skills in one's nursing practice.

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

CLO #5	Explore the concept of self-care.
CLO #6	Explore the concepts of diversity, cultural safety, cultural humility, and antiracism—particularly Indigenous-specific anti-racism.
CLO #7	Explain how to access and assess current and relevant scholarly resources to prepare for nursing practice.
CLO #8	Discuss the role of leadership, management, and followership in nursing practice.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Assignments	30	
Exam	30	Exam
Assignments	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: 25

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:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice
- Legislation and regulation that govern practical nursing practice
- Introduction to practical nursing professional practice
- History of practical nursing
- Philosophy of the Practical Nursing Program curriculum
- Introduction to ethical practice
- Privacy and confidentiality
- Introduction to leadership
- Interprofessional practice
- Diversity
- Cultural safety and cultural humility
- Anti-racism with a focus on Indigenous-specific anti-racism
- Self-reflection
- Self-care
- Stress management
- Using scholarly resources appropriately

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 8:31 am

Viewing: **NURS 1113 : Health Promotion 1**

Last edit: 07/14/26 11:00 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Health Promotion 1

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:00 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course
Name:

Health Promotion 1

Subject Code:

NURS - Nursing

Course Number

1113

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-1

Bridge Course Level 01

Course Description:

Learners are introduced to the concepts of health promotion as well as the determinants of health and health inequities. Learners develop a beginning knowledge of typical growth and development. Topics include health continuums, health enhancement, health protection, disease prevention, and health restoration (recovery, care, and support). Learners explore advocacy and trauma-informed practice and develop an understanding of how cultural safety and anti-racism in health care impact health and wellness, with a focus on Indigenous-specific anti-racism.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain definitions and concepts related to health promotion and disease prevention in the context of both physical and mental health.
CLO #2	Discuss the major components of Canada's health care system.
CLO #3	Explain how the determinants of health impact individual health and wellness, including mental health and wellness.
CLO #4	Describe the concept of advocacy and the different types of advocacy that practical nurses engage in for clients and themselves.

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

CLO #5	Describe how cultural safety, cultural humility, and anti-racism, as well as diversity, equity, and inclusion are essential to health promotion.
CLO #6	Describe teaching and learning principles for health promotion across the lifespan.
CLO #7	Describe the steps of communicable disease reporting.
CLO #8	Describe well-known growth and development theories across the lifespan.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as: guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	
Midterm Exam	20	midterm Exam
Final Exam	25	comprehensive Final Exam
Assignments	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: 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:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice
- Canada's health care system
- Holistic health
- Wellness and health
- Determinants of health
- Maslow's hierarchy of needs
- Health promotion in the context of both physical and mental health
- Typical growth and development across the lifespan
- Health continuums
- Client advocacy and navigation
- Cultural safety and cultural humility in health promotion
- Health disparities and their impacts on people
- Impact of racism on health—particularly Indigenous-specific racism
- Diversity in health beliefs, including Indigenous beliefs and practices
- Introduction to health statistics and epidemiology
- Teaching and learning in health promotion
- Communicable diseases and epidemiology
- Harm reduction

Course Topics:

- Recovery-oriented care
- Trauma-informed practice
- Health literacy

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

Practical Nursing

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? No

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 8:31 am

Viewing: **NURS 1114 : Variations in Health 1**

Last edit: 07/14/26 8:31 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:
Variations in Health 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:00 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Variations in Health 1

Subject Code: NURS - Nursing

Course Number: 1114

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-1.5

Bridge Course Level 01

Course Description:

Learners are introduced to the foundations of disease and illness across the lifespan to gain an understanding of pathophysiological alterations of body systems. Nursing management of diseases and illnesses across lifespan with an emphasis on interventions and treatment is also discussed. Learners will also explore cultural safety in healing practices and the incorporation of evidence-informed research and practice.

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 how the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies are used to guide practice when caring for clients with variations in health.
CLO #2	Describe pathophysiology as it relates to common presentations of illness.
CLO #3	Explain physical and psychosocial stressors.
CLO #4	Identify the nursing management of disease and illness for body systems in clients across the lifespan.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	25	
Exam	25	
Assignments	15	Written assignment or presentation
Final Exam	35	Comprehensive Final Exam

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 40

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:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice
- Introduction to pathophysiology
- Maintaining homeostasis
- Compensatory and decompensatory mechanisms
- Cell alteration: types of cell injury and repair, cell aging and degeneration, and irregular cell growth
- Alterations to all body systems (e.g., inflammation, infection, obstruction/occlusion, genetics, familial, cancer, trauma)
- Physical and psychosocial stressors
- Chronic versus acute disease (health continuum); illness versus disease
- Mental health, mental wellness, and mental illness
- Nursing management of disease and illness across the lifespan
- Nursing management, including
 - Assessment (holistic assessment and data collection, including lab values and diagnostics)
 - Pharmacology
 - Identification of real and potential problems
 - Nursing diagnoses
 - Planning and documenting specific nursing interventions on a care plan
 - Implementing culturally safe care
 - Evaluation of care
 - Collaborating with other members of the health care team
 - Health promotion
 - Client teaching
- Therapeutic interventions and treatments, including pharmacology
- Traditional and holistic healing practices
- Introduction to diagnostics
- Cultural diversity in health and healing

Course Topics:

- Impacts of colonialism on the health and experiences of Indigenous Peoples
- Introduction to evidence-informed research and practice

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

Practical Nursing

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? No

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 8:32 am

Viewing: **NURS 1115 : Pharmacology 1**

Last edit: 07/14/26 8:32 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Pharmacology 1

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:00 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course
Name:

Pharmacology 1

Subject Code:

NURS - Nursing

Course Number

1115

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-1

Bridge Course Level 01

Course Description:

Learners are introduced to pharmacology principles for safe and professional medication administration in a safe and professional manner, including dosage calculations. Learners will study various routes of medication administration. They will also explore complementary, Indigenous, and alternative therapies, as well as polypharmacy across the lifespan. Decision-making strategies, autonomy, responsibilities, and scope of the practical nurse are also discussed.

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	Identify the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies that define LPN responsibilities and accountabilities in medication administration.
CLO #2	Describe the concepts of pharmacodynamics and pharmacokinetics.
CLO #3	Conduct basic mathematical drug calculations correctly.
CLO #4	Explain the principles of medication administration, including human and system errors that contribute to medication errors or near misses.
CLO #5	Identify various classes of medications used to treat specific disorders and illnesses.

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory Math S = 100%

Overall Cumulative Theory grade
must = 80%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	30	
Exam	30	
Final Exam	30	Comprehensive exam. Cumulative theory passing grade is 80%
Quizzes/Tests		Math skills assessment- must get 100%. Given 3 attempts to achieve successful result
Assignments	10	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: 30

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:

Hours in Category 3:

Course Topics

Course Topics:

- BCCNM LPN Ethics Standards, Practice Standards, and documents that guide scope of practice
- Introduction to pharmacology
- The practical nurse role and legal responsibilities of medication administration
- Decision making and autonomy in medication administration (e.g., medications “as needed,” medications for asthma, anaphylaxis, and hypoglycemia)
- Pharmacodynamics
- Pharmacokinetics
- Drug actions and interactions
- Drug classifications according to body systems:
 - Adrenergic agents (asthma, COPD)
 - Beta blockers (HTN)
 - Cholinergic agents (symptoms of Alzheimer’s disease)
 - Anticholinergic agents
 - Anti-Parkinson’s agents
 - Cholinesterase inhibitors (symptoms of Alzheimer’s disease)
 - Gastrointestinal medications (used to treat bowel incontinence, constipation)
- Principles of medication administration
- Drug distribution systems
- Basic terminology used in pharmacology
- Nursing process and pharmacology
- Routes of medication administration:

Course Topics:

- Oral
- Rectal
- Topical
- Parenteral
- Percutaneous
- Introduction to complementary, Indigenous, alternative, and traditional healing therapies
- Vitamin supplements
- Herbal preparations
- Homeopathy
- Basic medication dosage calculations
- Polypharmacy across the lifespan

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

Practical Nursing

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 8:33 am

Viewing: **NURS 1116 : Integrated Nursing Practice 1**

Last edit: 07/14/26 8:33 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:01 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Integrated Nursing Practice 1

Subject Code: NURS - Nursing

Course Number: 1116

Year of Study 1st Year Post-secondary

Credits: 5

Bridge College Code VO

Bridge Billing Hours 0-5

Bridge Course Level 01

Course Description:

Learners focus on the development of basic assessment and nursing care competencies and will apply nursing knowledge through the practice of clinical decision making, nursing assessments, and nursing interventions aimed at promoting the client's health, independence, and comfort. Cultural safety, cultural humility, anti-racism, and trauma-informed practice, with a focus on Indigenous-specific anti-racism, are integrated into the learning. A variety of approaches, such as simulation, will help learners integrate theory from other Level 1 courses.

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	Use the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and the Entry-Level Competencies to guide nursing practice.
CLO #2	Demonstrate clinical and personal care skills competently in nursing practice with healthy adults in stable or predictable situations as taught in the skills lab.
CLO #3	Collaborate with clients, the interprofessional health care team, peers, and faculty.
CLO #4	Provide care for clients that considers their physical, mental, emotional, spiritual, and cultural needs.

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory: Must achieve 75%
overall on theory and S in all
Practical Components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Final Exam	35	Comprehensive and cumulative exam
Lab Work	S or U	formative skills assessment
Exam	30	
Exam	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: 135

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 25

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

Check all that apply:

Lab

Hours in Category 2: 110

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- BCCNM Ethics Standards, Practice Standards, and documents that guide scope of practice
- Introduction to assessment: taking vital signs
- Focused health assessment of healthy adults across the lifespan: chest, abdomen, peripheral vascular
- Clinical decision making
- Basic nursing interventions
- Safety
- Principles of asepsis
- Standard precautions
- Musculoskeletal injury prevention
- Personal care
- Mobility assistance
- Prevention of complications of immobility
- Urinary elimination
- Digital stimulation and rectal disimpaction (see more information below)
- Fecal elimination
- Nutrition and assisting with eating and drinking
- Simple wound management (clean technique)
- Introduction to pain management (non-pharmacological)
- Medication administration
- Principles of medication administration
- Rectal and topical medication
- Introduction to reporting and documentation
- Self-assessment and meeting own learning needs
- Introduction to nursing care delivery models
- Cultural safety, cultural humility, and anti-racism
- Diversity, equity, and inclusion

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 8:33 am

Viewing: **NURS 1117 : Consolidated Practice 1**

Last edit: 07/14/26 8:33 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Consolidated Practice 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:01 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Consolidated Practice 1

Subject Code: NURS - Nursing

Course Number: 1117

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Learners integrate theory from Level 1 courses into practice in various settings with a focus on the healthy client across the lifespan. Learners experience the role of the practical nurse as they practise personal care skills, organization of care, focused assessments, beginning medication administration, and professional communication as well as cultural safety and cultural humility in health care.

Course Pre-Requisites (if applicable):

NURS 1111, NURS 1112, NURS 1113, NURS 1114, NURS 1115, NURS 1116.

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	Practise within relevant legislation; the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies; and facility-specific policy and procedures.
CLO #2	Apply clinical decision making and knowledge of assessment to plan, implement, and evaluate care in predictable situations with faculty guidance.
CLO #3	Demonstrate clinical skills competently for nursing practice in complex care settings.
CLO #4	Provide a caring environment for clients by connecting, sharing, and exploring with them in a collaborative relationship.

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

CLO #5	Demonstrate a collaborative approach with other members of the interprofessional health care team to meet the collective needs of their clients.
CLO #6	Provide person-centred care that recognizes and respects the uniqueness of each individual and demonstrates cultural safety, cultural humility, and anti-racism, particularly Indigenous specific anti-racism.
CLO #7	Determine learning needs for the continuous development of nursing competence.

Instructional

Strategies:

This is a hands-on direct patient care experience supervised by faculty. The Level 1 competencies are practiced and mastered.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Students achieve satisfactory in all components of the evaluation plan.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S or U	Journal
Assignments	S or U	Portfolio
Assignments	S or U	Self-Evaluation
Practicum	S or U	Instructor Evaluation

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 90

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Professional practice and communication
- Nurse-client relationship/therapeutic relationship
- Comprehensive assessments
- Interprofessional approach to care
- Ethical practice
- Wellness and health promotion
- Nursing care includes assessment, personal care, basic wound care, topical and rectal medication administration, and documentation
- Self-reflective approach to practice
- Lifelong learning
- Cultural safety, cultural humility, and anti-racist practice
- Diversity, equity, and inclusion

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

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:35 am

Viewing: **NURS 1211 : Professional**

Communication 2

Last edit: 07/14/26 11:05 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Professional Communication 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:05 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:07 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Professional Communication 2

Subject Code: NURS - Nursing

Course Number: 1211

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

Learners will develop professional communication skills that promote the development, maintenance, and conclusion of therapeutic relationships with older adults, including those with chronic illnesses and/or mental health conditions, and clients requiring end-of-life care.

Learners will further develop interprofessional communication knowledge and skills, including managing conflict and change.

Course Pre-Requisites (if applicable):

NURS 1117.

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	Explore how the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies guide professional communication with clients, family, and with the interprofessional team.
CLO #2	Demonstrate communication skills that promote the development, maintenance, and conclusion of therapeutic relationships when caring for older adults, including those with chronic illnesses and/or mental health conditions.
CLO #3	Discuss communication barriers and challenges as well as communication strategies to use with clients who have sensory, language, and/or cognitive differences.
CLO #4	Describe strategies for sharing information with clients and families in a respectful manner that is understandable, encourages discussion, and enhances participation in decision making.

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

CLO #5	Explore the principles of relational care with Indigenous Peoples, including communication approaches that are culturally safe, respectful, and compassionate.
CLO #6	Explore the role of stigma when providing care, including the potential impacts of verbal and written stigmatizing language.
CLO #7	Identify and describe team communication tools (e.g., Situation-Background-Assessment, Recommendation [SBAR] tool and end-of-shift report).
CLO #8	Practise giving and receiving feedback effectively with other health care team members, including communicating with unregulated care providers through applied practice (e.g., role plays, scenarios, case studies).
CLO #9	Describe communication approaches to delegating tasks to unregulated care providers.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises, and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	
Assignments	15	
Midterm Exam	15	Exam includes content from course start to midterm
Final Exam	25	Final comprehensive exam
Participation	10	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

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:

Hours in Category 3:

Course Topics

Course Topics:

- Professional communication with older adults exhibiting sensory deficits, language deficits, cognitive deficits, aggression, and/or ineffective non-verbal approaches:
 - Active listening
 - Resolving conflict
 - Verbal de-escalation
 - Coordinating actions of others during an emergency
 - Problem solving and decision making
 - Adapting communication skills appropriate to the client
- Therapeutic relationships and relational practice with the older adult:
 - Establishing trust
 - Honouring diversity
 - Respecting cultural safety, cultural humility, and anti-racism with a focus on Indigenous-specific anti-racism
 - Displaying care, respect, empathy

Course Topics:

- Making environmental adaptations for the older adult with cognitive challenges
- Dealing effectively with agitation and aggressive behaviours from clients including those who are cognitively intact and those with cognitive challenges
- Sharing information with family in a respectful, understandable manner
- Stigma and non-stigmatizing verbal and written language
- Nurse-client boundaries
- Interprofessional communication:
 - Communicating client information appropriately to health care team members (transfer of accountability)
 - Using effective communication tools (e.g., SBAR)
 - Directing unregulated care providers with client care
 - Sharing knowledge with unregulated care providers and learners
 - Managing conflict
 - Managing change
 - Communicating assignments to unregulated care providers
 - Delegating to unregulated care providers

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

Practical Nursing

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:36 am

Viewing: **NURS 1212 : Professional Practice 2**

Last edit: 07/14/26 11:04 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Professional Practice 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:04 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Professional Practice 2

Subject Code: NURS - Nursing

Course Number: 1212

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 0-1

Bridge Course Level 01

Course Description:

Learners examine the legislation influencing practical nursing practice in complex care settings and when caring for older adults, including those with chronic illness and/or mental health conditions. The course explores professional issues such as responsibility, accountability, selfcare, and ethical practice. Learners will also explore cultural safety, cultural humility, diversity, and anti-racism—with a focus on Indigenous-specific anti-racism as well as leadership in the practical nursing role in complex care settings. Critical thinking and decision making specific to the care of clients with chronic health challenges, including mental health conditions are also studied, as well as interprofessional practice.

Course Pre-Requisites (if applicable):

NURS 1117.

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 how legislation and the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies influence nursing practice in complex care settings and when caring for clients with chronic illness and/or mental health conditions.
CLO #2	Implement self-care practices to promote personal mental, emotional, and physical health and wellness, including strategies to prevent and/or alleviate moral distress, moral injury, and burnout.

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

CLO #3	Describe how one's own values, biases, and assumptions may influence the care of older adults, including those with chronic illnesses and/or mental health conditions.
CLO #4	Identify leadership responsibilities of the practical nurse when working with unregulated care providers.
CLO #5	Describe the influence of interprofessional collaborative relationships on a quality practice environment in complex care.
CLO #6	Explore the role of critical thinking in developing ethical nursing practice.
CLO #7	Use critical thinking and self-reflection to support both ongoing learning and nursing practice.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	30	
Assignments	30	
Final Exam	30	Cumulative exam
Assignments	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: 20

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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:

- Continuing Care Act, and other legislation influencing practical nursing practice in the context of complex care
- Adult Guardianship Act
- Health Care (Consent) and Care Facility (Admission) Act
- Controlled Drugs and Substances Act
- Delegation
- Professional practice
- Critical thinking
- Self-care
- Ethical practice
- Privacy and confidentiality
- Moral distress, moral injury, and burnout

Course Topics:

- Trauma-informed practice
- Leadership in practical nursing practice
- Interprofessional practice
- Models of care
- Diversity, equity, and inclusion
- Cultural safety, cultural humility, and anti-racism
- Indigenous-specific anti-racism
- Self-reflective practice

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

Practical Nursing

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:37 am

Viewing: **NURS 1213 : Health Promotion 2**

Last edit: 07/14/26 11:03 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Health Promotion 2

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:03 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course
Name:

Health Promotion 2

Subject Code:

NURS - Nursing

Course Number

1213

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

Learners focus on health promotion as it relates to the aging process, and study health promotion activities aimed at supporting older adults in maintaining their physical and mental health. The concepts of health promotion, typical changes associated with aging, and continued independence are examined. Learners explore chronic disease management, end-of-life care, abuse of older adults, and community resources as well as trauma-informed practice, cultural safety, and cultural humility in health promotion for older adults.

Course Pre-Requisites (if applicable):

NURS 1117.

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	Explore health promotion and health strategies for the care of older adults in complex care settings, including those with mental health conditions.
CLO #2	Explain the connection between the determinants of health and healthy living for older adults, including mental health and wellness.
CLO #3	Explore the different types of advocacy a nurse may engage in when providing care for older adults, including those with chronic illnesses and/or mental health conditions.
CLO #4	Describe risk factors for and examples of abuse with older adults.
CLO #5	Discuss end-of-life issues for older adults.

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

CLO #6	Explore the concepts and principles of harm reduction and recovery-oriented care as they relate to older adults.
--------	--

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Assignments	30	
Assignments	20	
Final Exam	30	Final Comprehensive Exam

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:

- Theories of aging
- Typical process of aging
- Demographics of aging
- Family caregiving, caregiver burnout, caregiver benefits, and self-care
- Risk management and promoting safety with older adults
- Rehabilitation
- Principles of chronic disease management
- Living with chronic disease (physical and/or mental): self-management
- Regular health screening
- Community resources and social supports
- Client advocacy and navigation
- Teaching and learning in health promotion for older adults
- End-of-life planning
- Harm reduction and recovery-oriented care
- Trauma-informed practice with older adults
- Abuse of older adults
- Cultural safety and cultural humility in health and healing, including end-of-life practices
- Indigenous-specific racism and access to care
- 2SLGBTQIA+ care for older adults

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:41 am

Viewing: **NURS 1214 : Variations in Health 2**

Last edit: 07/14/26 9:41 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:
Variations in Health 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:02 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Variations in Health 2

Subject Code: NURS - Nursing

Course Number: 1214

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Learners explore pathophysiology as it relates to the aging process and selected chronic illnesses, including mental health conditions. The main focus is on the care of older adults experiencing health challenges. Learners also explore Indigenous health, cultural diversity in healing practices, and evidence-informed research and practice.

Course Pre-Requisites (if applicable):

NURS 1117.

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 current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies that are relevant to providing care for older adults, including those with chronic illnesses and/or mental health conditions.
CLO #2	Explain the physiology of pain.
CLO #3	Explain the pathophysiology of common chronic illnesses related to the aging process.
CLO #4	Describe what is meant by a chronic mental illness and the differences between mental illness, mental health, and mental wellness.
CLO #5	Explore holistic and traditional Indigenous healing practices in the management of chronic illnesses, including mental health conditions.

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	assignment
Exam	25	
Exam	25	
Final Exam	35	Comprehensive Final Exam

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

Hours in Category 1: 45

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:

- Relevant BCCNM Ethics Standards and Practice Standards
- Physiological changes in the older adult contributing to disease and illness
- Pain and pain management
- Recognition and presentation of common diseases and illnesses in older adults
- Nursing management of disease and illness for the older adult according to body systems
- Mental health conditions in older adults, including dementia, delirium, and depression
- Nursing management:
 - Assessment: holistic assessment and data collection, including lab values and diagnostics
 - Pharmacology
 - Identification of real and potential problems
 - Nursing diagnoses
 - Planning of specific nursing interventions
 - Implementing culturally competent care
 - Evaluation of care
 - Collaborating with other members of the health care team
 - Health promotion and client teaching
- Therapeutic interventions and treatments
- Cultural safety, cultural humility, and anti-racism, particularly Indigenous-specific antiracism
- Diversity, equity, and inclusion
- Traditional healing practices (e.g., acupuncture, smudging, sweat lodge ceremony, Reiki)
- Introduction to diagnostics
- Evidence-informed research and practice

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:45 am

Viewing: **NURS 1215 : Pharmacology 2**

Last edit: 07/14/26 9:45 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Pharmacology 2

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:02 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course
Name:

Pharmacology 2

Subject Code:

NURS - Nursing

Course Number

1215

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

Learners build on content from Pharmacology 1 to develop their understanding of pharmacotherapeutics prescribed for illnesses across the lifespan. Topics include drug classifications and links with common diseases and illnesses based on a body system approach, drug resistance, and the practical nurse's legal responsibilities associated with the administration of opioids. Learners will discuss interactions of complementary, Indigenous, and alternative therapies and prescription medications

Course Pre-Requisites (if applicable):

NURS 1115, NURS 1117.

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 medication classifications, actions, interactions, and nursing implications for body systems, including endocrine, neurological, cardiovascular, respiratory, gastrointestinal, genitourinary, and musculoskeletal systems, and miscellaneous drug classifications.
CLO #2	Relate drug interactions, polypharmacy, and food-drug effects to medications used by clients across the lifespan, particularly in older adults.
CLO #3	Discuss opioid side effects, indications for use, and the practical nurse's legal responsibilities related to opioid administration.
CLO #4	Conduct basic mathematical drug calculations correctly.

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

CLO #5	Examine the LPN's professional role within the interprofessional team in ordering, processing, dispensing, administering, and monitoring prescription medications and complementary and alternative therapies.
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Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory Math S = 100%

Theory S = 80%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	25	
Exam	30	
Quizzes/Tests		Math skills assessment- must get 100%. Given 3 attempts to achieve a successful result
Final Exam	35	Comprehensive Theory Final Exam 80% require to pass
Assignments	10	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: 30

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:

Hours in Category 3:

Course Topics

Course Topics:

- Drug classifications according to body systems:
 - Endocrine system
 - Nervous system, including effects on cognition and mental health (anti-depressants, anxiolytics, antipsychotics, sedatives and hypnotics, and anticonvulsants and antiepileptics)
 - Cardiovascular system
 - Respiratory system
 - Gastrointestinal system (not including medications used to treat constipation)
 - Genitourinary system
 - Musculoskeletal system
 - Sensory system
- Miscellaneous drug classifications (antineoplastics)
- Antimicrobial, antiviral, and antifungal agents
- Analgesics: opioid and non-opioid
- Drug resistance
- Interactions of prescription medications with complementary, Indigenous, and alternative

Course Topics:

therapies, including herbal preparations

- Medication dosage calculations

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

Practical Nursing

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? No

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:47 am

Viewing: **NURS 1216 : Integrated Nursing Practice 2**

Last edit: 07/14/26 9:47 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:02 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Integrated Nursing Practice 2

Subject Code: NURS - Nursing

Course Number: 1216

Year of Study 1st Year Post-secondary

Credits: 7

Bridge College Code VO

Bridge Billing Hours 0-7

Bridge Course Level 01

Course Description:

Learners build on the foundation of Level 1 and continue to develop clinical judgment and decision-making skills, critical thinking, nursing assessments, and interventions to promote the health of older adults, including those with chronic illnesses and/or mental health conditions. Cultural safety, cultural humility, and anti-racism are all woven through the learning with a focus on Indigenous-specific anti-racism. A variety of approaches (such as simulation) will help learners to integrate theory from Level 1 and 2 courses to provide safe, competent, and ethical nursing care.

Course Pre-Requisites (if applicable):

NURS 1117.

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	Use the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies to guide practice in complex care settings.
CLO #2	Use clinical skills and assessments competently and safely in complex care settings.
CLO #3	Collaborate with older adults, including those with chronic illnesses and/or mental health conditions, as well as the interprofessional health care team, peers, and faculty.
CLO #4	Analyze potential sources of violence de-escalation and safety strategies in complex care and home and community care settings.

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

CLO #5	Provide person-centred care that recognizes and respects the uniqueness of each individual and demonstrates cultural safety, cultural humility, and anti-racism, particularly Indigenous-specific anti-racism.
--------	--

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory Theory grade must be 75% overall; All practical components must be Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	30	exam
Final Exam	35	comprehensive. Minimum 75% mark required on the theory component in order to be successful in the course
Lab Work	S/U	formative skills assessments
Lab Work	S/U	integrated lab assessment
Exam	35	Exam

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: 30

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

Check all that apply:

Lab

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Comprehensive health assessment of older adults, including those with chronic illness and/or mental health conditions
- Reporting and documentation in complex care settings
- Establishing therapeutic relationships
- Cultural safety, cultural humility, and anti-racism—particularly Indigenous-specific antiracism
- Diversity, equity, and inclusion
- Clinical decision making
- Nursing interventions
- Safety specific to the care of older adults
- Infection control
- Chronic wound management
- Foot assessment and care (see more information below)
- Pain management
- End-of-life care
- Oral and nasal suctioning
- Oxygen therapy, continuous positive airway pressure (CPAP) and bilevel positive airway pressure (BIPAP)

Course Topics:

- Care of established ostomies
- Specimen collection (sputum, urine, and stool)
- Blood glucose monitoring
- Enteral feedings and medications via nasogastric, jejunostomy and gastrostomy tubes
- Quality practice environments
- Individualizing nursing care plans
- Medication administration
- Medication routes: oral, subcutaneous, intramuscular, and intradermal, percutaneous
- Inserting a subcutaneous infusion device
- Opioid administration
- Decision making and autonomy in administering medications (e.g., medications “as needed” for asthma, anaphylaxis, and hypoglycemia)
- Taking and transcribing physician orders
- Documentation of response to medication
- Safety: Needlestick injury and prevention

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

Practical Nursing

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:48 am

Viewing: **NURS 1217 : Consolidated Practice 2**

Last edit: 07/14/26 9:48 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[81: Practical Nursing Diploma](#)

Course Name:

Consolidated Practice 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:01 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Consolidated Practice 2

Subject Code: NURS - Nursing

Course Number: 1217

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 0-4

Bridge Course Level 01

Course Description:

Learners integrate theory from Level 1 and 2 courses into practice with older adults, including those with chronic illnesses in complex care settings and/or mental health conditions. Learners practise comprehensive health assessments, nursing care, care planning, medication administration, and basic wound and foot care. Learners are introduced to cultural safety and cultural humility as well as organization and leadership in nursing practice. Learners also explore the impact of professional and practice standards on nursing care and relational practice.

Course Pre-Requisites (if applicable):

NURS 1211, NURS 1212, NURS 1213, NURS 1214, NURS 1215, NURS 1216.

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	Practise within relevant legislation; the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies; and facility-specific policy and procedures for providing care for older adults, including those with chronic illnesses and/or mental health conditions.
CLO #2	Employ competence in clinical skills for nursing practice in complex care settings.
CLO #3	Demonstrate a collaborative approach with other members of the health care team, as well as clients and families, to meet the collective needs of older adults, including those with chronic illness and/or mental health conditions.

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

CLO #4	Reflect on the practical nurse's role as advocate for the health and wellness needs of older adults, including those with chronic illnesses and/or mental health conditions.
CLO #5	Initiate, maintain, and conclude the therapeutic relationship when caring for older adults, including those with chronic illnesses and/or mental health conditions.
CLO #6	Deliver person-centred care that demonstrates cultural safety, cultural humility, and antiracism.

Instructional

Strategies:

This is a hands-on direct patient care experience is supervised by faculty. The Level 2 competencies are practiced and mastered.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Students must achieve satisfactory in all components of the evaluation plan.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S or U	portfolio
Assignments	S or U	self-reflective journal
Other	S or U	student self evaluation
Assignments	S or U	teaching and learning assignment
Assignments	S or U	leadership assignment
Other	S or U	instructor evaluation

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 120

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Legislation specific to the older adult
- Leadership
- Professional practice and communication
- Communication with older adults with cognitive challenges
- Interprofessional approach to practice
- Comprehensive assessment of the older adult, including mental health assessment
- Medication administration to at least six clients on at least two occasions
- Chronic wound care
- Basic foot assessment and care
- Self-reflective approach to practice and lifelong learning
- Cultural safety, cultural humility, and anti-racism, particularly Indigenous-specific antiracism
- Diversity, equity, and inclusion

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

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:51 am

Viewing: **NURS 2311 : Professional**

Communication 3

Last edit: 07/14/26 11:06 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

~~81: Practical Nursing Diploma~~

Course Name:

Professional Communication 3

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:06 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:07 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Professional Communication 3

Subject Code: NURS - Nursing

Course Number: 2311

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 0-1

Bridge Course Level 02

Course Description:

Learners focus on specific professional communication skills for working with care providers and clients across the lifespan in community settings. Learners continue to build communication skills for developing, maintaining, and concluding therapeutic relationships with clients, including adults, youth, and children, and those with mental health and/or substance use conditions. Learners explore cultural safety, cultural humility, and anti-racism, with a focus on Indigenous-specific anti-racism. Learners will also focus on problem solving, decision making, and conflict resolution.

Course Pre-Requisites (if applicable):

NURS 1217.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies that are relevant to communicating with clients in community settings, including maternity clients, newborns, children, youth, and clients experiencing mental health and/or substance use conditions.
CLO #2	Explain approaches to effectively communicate and facilitate problem solving and decision making with the interprofessional team to ensure continuity of care while respecting team members' roles, competencies, and scope.

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

CLO #3	Demonstrate through applied practice the communication skills for developing, maintaining, and concluding therapeutic relationships with clients across the lifespan who are receiving care in the community.
CLO #4	Describe effective communication strategies when caring for adults with developmental disabilities.
CLO #5	Describe effective communication strategies for developing positive relationships with children.
CLO #6	Describe recovery-oriented care and strength-based approaches that promote the development, maintenance, and conclusion of therapeutic relationships when caring for people with mental health and/or substance use conditions.
CLO #7	Identify communication cues that indicate when an individual may be at risk for self-harm or causing harm to others.
CLO #8	Discuss the communication skills required for effective collaboration with Indigenous and non-Indigenous health care professionals, including traditional healers, to provide effective care for Indigenous clients, families, and communities.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	
Assignments	20	Communication assessment assignment
Final Exam	35	Comprehensive final exam based on case scenarios

Type	Percentage	Brief description of assessment activity
Participation	10	Self-assessment

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: 20

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

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:

- Therapeutic relationships
- Integrating communication skills
- Ensuring continuity of care
- Problem solving and decision making
- Conflict resolution
- Verbal de-escalation

Course Topics:

- Age-appropriate communications
- Adapting communication appropriate for the client
- Non-stigmatizing language
- Integrating relational practice
- Working with groups
- Communicating effectively with clients with mental health and/or substance use conditions, including clients with perceptual differences
- Communicating effectively with clients with developmental differences
- Honouring diversity
- Caring and respect
- Integration of interprofessional communication
- Interprofessional conflict resolution
- Guidelines for addressing disagreements
- Establishing a safe environment to express opinions
- Cultural safety, cultural humility, and anti-racism with a focus on Indigenous-specific antiracism
- Reaching a consensus
- Coordinating care for clients in community settings

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

Practical Nursing

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:53 am

Viewing: **NURS 2312 : Professional Practice 3**

Last edit: 07/14/26 11:08 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)
[81: Practical Nursing Diploma](#)

Course Name:

Professional Practice 3

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 11:08 am
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 3:08 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Professional Practice 3

Subject Code: NURS - Nursing

Course Number: 2312

Year of Study 2nd Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 0-1

Bridge Course Level 02

Course Description:

Learners integrate concepts from previous professional practice courses and explore the role of the practical nurse in community settings, including care for maternity clients, newborns, children and youth, and those with mental health and/or substance use conditions. Learners also explore cultural safety, cultural humility, and anti-racism—with a focus on Indigenous-specific anti-racism—as well as leadership and ethical practice when providing care in the community. Learners will reflect on their personal values, assumptions, and biases as well as their own selfcare, especially in the context of community settings.

Course Pre-Requisites (if applicable):

NURS 1217.

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	Analyze how legislation and the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies influence care in community settings, including care for maternity clients, newborns, children and youth, and clients with mental health and/or substance use conditions.
CLO #2	Reflect on how one's own ongoing state of health (mental, emotional, and physical) can impact the ability to provide safe and efficient care for people in community settings, including clients with mental health and/or substance use conditions.

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

CLO #3	Identify necessary actions to prevent negative impact on care from one's personal values, biases, and assumptions for clients across the lifespan seeking care in community settings.
CLO #4	Evaluate the influence of interprofessional collaborative relationships on a quality practice environment in community settings.
CLO #5	Demonstrate critical thinking skills when accessing, assessing, and synthesizing current, relevant professional practice resources to prepare for nursing practice in community settings.
CLO #6	Assess ethical decision making as it applies to ethical dilemmas in nursing practice of clients from across the lifespan in community settings and clients with mental health and/or substance use conditions.
CLO #7	Describe the value of listening to and learning from people with lived and living experience of mental health and/or substance use conditions when providing care.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	30	Group presentation and/or assignment
Other	30	assignment
Assignments	30	
Assignments	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: 20

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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:

- Legislation influencing practical nursing practice in the context of community care
- Mental Health Act
- Professional practice
- Ethical decision making and ethical practice
- Leadership in practical nursing practice
- Interprofessional practice
- Personal values, assumptions, and biases
- Diversity, equity, and inclusion
- Cultural safety and cultural humility
- Indigenous-specific anti-racism
- People with lived and living experiences
- Self-care

Course Topics:

- Self-reflection
- Critical thinking

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

Practical Nursing

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? No

Badge Effective

Date

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 9:56 am

Viewing: **NURS 2313 : Health Promotion 3**

Last edit: 07/14/26 9:56 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

81: Practical Nursing Diploma

Course Name:

Health Promotion 3

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader

2. SHS Dean

3. Curriculum
Committee

4. Education Council

5. Board of Governors

6. Records

7. Banner

Approval Path

1. 07/14/26 11:59 am

Asal Murdock

(amurdock):

Approved for 5004
Leader

2. 08/04/26 2:08 pm

Mandy Hayre

(mhayre): Approved
for SHS Dean

3. 08/25/26 10:06 am

Todd Rowlatt

(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course
Name:

Health Promotion 3

Subject Code:

NURS - Nursing

Course Number

2313

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 02

Course Description:

Learners focus on health promotion across the lifespan in primary care and in community settings, including pregnant and postpartum clients, newborns, children, and youth, as well as clients with mental health and/or substance use conditions. Typical growth and development from conception to middle adulthood is addressed, as well as the typical physiological changes related to pregnancy, labour, birth, and postpartum. Learners continue their reflection to deepen their understanding of cultural safety, cultural humility, trauma-informed practice, and antiracism across the continuum of care with a focus on Indigenous-specific anti-racism.

Course Pre-Requisites (if applicable):

NURS 1217.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify typical patterns of growth and development from conception to middle adulthood.
CLO #2	Describe health promotion and health-promoting strategies for clients across the lifespan in community settings, including pregnant and postpartum clients; newborns, children, and youth; and clients with mental health and/or substance use conditions.
CLO #3	Provide examples of public health services available to clients across the lifespan in community settings, including pregnant and postpartum clients, newborns, children, and youth.
CLO #4	Discuss the different types of advocacy nurses engage in when caring for clients in community settings, particularly those with mental health and/or substance use conditions.

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

CLO #5	Analyze the impact of cultural safety and trauma-informed practice on client care across the lifespan in community settings, including Indigenous clients, clients with mental health and/ or substance use conditions, and clients who are 2SLGBTQIA+.
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Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	written assignment
Assignments	20	case study assignment
Midterm Exam	20	exam
Final Exam	25	Comprehensive final exam

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: 36

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:

- Typical growth and development: conception to middle adulthood
- Continuum of care for maternal, newborn, child, and youth clients
- Health promotion for maternal, newborn, child, and youth clients
- Typical physiological changes related to antepartum, intrapartum, and postpartum
- Teaching and learning
- Continuum of care for clients with mental health and/or substance use conditions
- Health promotion strategies for clients with mental illness and physical or developmental disabilities
- Client advocacy and navigation
- Promotion of safety for clients experiencing mental illness
- Families experiencing violence
- Public health services
- Resource allocation and inequities
- Illness prevention: immunization (child, adolescent, young and middle adult)
- Harm reduction
- Principles of trauma-informed practice
- Cultural safety, cultural humility, and anti-racism across the continuum of care
- 2SLGBTQIA+ care

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

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 11:37 am

Viewing: **NURS 2314 : Variations in Health 3**

Last edit: 07/14/26 11:37 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)
[81: Practical Nursing Diploma](#)

Course Name:

Variations in Health 3

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 12:00 pm
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Variations in Health 3

Subject Code: NURS - Nursing

Course Number: 2314

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 02

Course Description:

Learners develop their knowledge of the continuum of care for clients across the lifespan in community settings, including maternity clients, newborns, children, youth, and clients with mental health and substance use conditions. Learners explore pathophysiology and nursing care of clients requiring public health, home health care, primary care, rehabilitation, and supportive services in the community. Learners also explore cultural diversity in healing along with the incorporation of evidence-informed research and practice.

Course Pre-Requisites (if applicable):

NURS 1217.

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 current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies that are relevant to community settings, including maternity clients, newborns, children, youth, and clients with mental health and/or substance use conditions.
CLO #2	Describe common physiologic variations in antepartum, intrapartum, and postpartum clients.
CLO #3	Describe the pathophysiology of common childhood illnesses and disabilities.
CLO #4	Describe the pathophysiology, evidence-based treatments, and nursing management of clients with common mental health conditions across the lifespan receiving care in the community.

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

CLO #5	Describe medication classifications, actions, interactions and nursing implications relative to common mental health conditions.
CLO #6	Describe the continuity of care for clients experiencing addictions and/or concurrent disorders.
CLO #7	Analyze how cultural safety, cultural humility, and anti-racist practice impact health and healing.
CLO #8	Demonstrate critical thinking skills by accessing, assessing, and synthesizing current, relevant resources to inform nursing care in community settings.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	30	
Final Exam	35	
Exam	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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

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:

- Care in the context of community settings
- Relevant BCCNM professional standards and practice standards
- Identification of variances requiring escalation in care for antepartum, intrapartum, and postpartum clients
- Developmental and physical disabilities in the pediatric population
- Identification of variances requiring escalation in care for the newborn, child, and youth
- Common mental health conditions, including:
 - Alterations in cognition
 - Alterations in mood
 - Anxiety disorders
 - Disruptive impulse control, and conduct disorders
 - Eating disorders
 - Neurodevelopmental disorders
 - Obsessive-compulsive related disorders
 - Personality disorders
 - Psychosis
 - Substance related and addictive disorders

Course Topics:

- Trauma- and stressor-related disorders
- Concurrent disorders
- Dual diagnosis disorders
- Physiologic alterations associated with mental illness
- Nursing management:
 - Assessment (holistic assessment and data collection, including lab values and diagnostics)
 - Pharmacology
 - Identifying real and potential problems
 - Nursing diagnoses
 - Planning and documenting of specific nursing interventions
 - Implementing culturally safe care
 - Evaluation of care
 - Interprofessional collaboration
 - Health promotion and client teaching
- Pharmacological management of mental health disorders
- Cycle of addiction
- Medical detoxification
- Risk factors associated with substance use including communicable diseases, delirium tremens, liver impairment, neurological changes, overdose, pancreatitis, precipitated withdrawal and opiate withdrawals, sedation, seizures, wounds and infections
- Psychosocial rehabilitation
- Cultural safety, cultural humility, and anti-racism
- Diversity, equity, and inclusion
- Traditional healing practices for mental illness
- Traditional healing practices for maternal and child health
- Cultural diversity in health and healing
- Evidence-informed research and practice; best practice guidelines

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 07/14/26 11:38 am

Viewing: **NURS 2316 : Integrated Nursing Practice 3**

Last edit: 07/14/26 11:38 am

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

[81: Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice 3

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/14/26 12:00 pm
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course
Name:

Integrated Nursing Practice 3

Subject Code:

NURS - Nursing

Course Number

2316

Year of Study 2nd Year Post-secondary

Credits: 5

Bridge College Code VO

Bridge Billing Hours 0-5

Bridge Course Level 02

Course Description:

This practical course builds on the theory and practice from Levels One and Two or Access. Through classroom, laboratory, simulation, and other practice experiences, learners will continue to develop and practice comprehensive nursing assessment, planning and developing knowledge and interventions for clients experiencing multiple health challenges.

Course Pre-Requisites (if applicable):

NURS 1217.

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	Use the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies to guide decision making (including autonomous practice) in community settings.
CLO #2	Demonstrate clinical skills and assessments for nursing practice in community settings competently and safely.
CLO #3	Initiate, maintain, and conclude therapeutic relationships with clients from across the lifespan, including clients with a mental health and/or substance use condition.
CLO #4	Demonstrate the principles of medication administration for clients across the lifespan, including clients receiving medication for mental health and/or substance use conditions.

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

CLO #5	Provide person-centred care that recognizes diversity and respects the uniqueness of each individual through cultural safety, cultural humility, and anti-racism.
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Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory in lab; 75% in theory
for overall grade of S. Must
achieve S in all practical
components.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	30	
Final Exam	35	
Lab Work	S/U	Formative skills assessments
Lab Work	S/U	Integrated lab assessment
Exam	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: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

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

Check all that apply:

Lab

Hours in Category 2: 100

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Comprehensive health assessment and care for clients across the lifespan, including maternity clients, newborns, children and youth (theory only)
- Comprehensive health assessment and care for clients with mental health and/or substance use conditions
- Suicide risk assessment
- Sterile technique and wound care
- Infusion therapy 1 including:
 - Assessment of insertion sites: short peripheral catheter, peripherally inserted central catheter (PICC), and central venous catheter (CVC) lines
 - Changing intravenous (IV) tubing and solutions
 - Regulating rate of flow
 - Setting up and priming infusion line
 - Converting IV to an intermittent infusion device
 - Flushing an intermittent infusion device
 - Discontinuing a peripheral infusion device
- Urinary catheterization
- Context-specific reporting and documentation
- Mental Health Act
- Clinical decision making
- Nursing interventions

Course Topics:

- Risk management
- Individualizing nursing care plans across the lifespan
- Principles of medication administration for clients across the lifespan
- Pharmacology for clients with mental health and/or substance use conditions, including:
 - Drug classes: SSRIs, mood stabilizers, antipsychotics, benzodiazepines, and stimulants
 - Effects and considerations: anticholinergic effects, cognitive changes, fluctuations and/or changes in mood and energy impacting levels of risk (i.e., increased risk of suicidality), neurological changes, paradoxical responses, physiological changes, and sexual dysfunction
- Psychotropic medication toxicity, including (but not limited to) lithium toxicity, serotonin syndrome, neuroleptic malignant syndrome, metabolic syndrome
- Medications and approaches for substance use, including alcohol, benzodiazepine, cannabis, nicotine, opioid, polysubstance and stimulant use
- Factors influencing a person's adherence:
 - Age, culture, attitudes and beliefs about medications
 - Treatment burden and benefits of oral or long-acting injectables
 - Environmental factors and support systems
 - Knowledge and understanding
 - Therapeutic responses
- Immunizations across the lifespan
- Cultural safety, cultural humility, anti-racism, particularly Indigenous-specific anti-racism
- Diversity, equity, and inclusion

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

Practical Nursing

Course Change Request

New Course Proposal

Date Submitted: 07/16/26 1:54 pm

Viewing: **NURS 2317 : Consolidated Practice 3**

Last edit: 07/16/26 1:54 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)
[81: Practical Nursing Diploma](#)

Course Name:

Consolidated Practice Experience 3

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/15/26 8:08 am
Asal Murdock
(amurdock):
Rollback to Initiator
2. 07/16/26 1:59 pm
Asal Murdock
(amurdock):
Approved for 5004
Leader
3. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
4. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Consolidated Practice 3

Subject Code: NURS - Nursing

Course Number 2317

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 02

Course Description:

Learners apply and adapt knowledge gained in Level 1, 2, and 3 courses to community care settings. Learners explore concepts of cultural safety, cultural humility, trauma-informed practice, and mental health and/or substance use. They will also explore clinical judgment, critical thinking, collaboration, and leadership. Learners may gain experience through simulation and in a variety of settings with a focus on concepts outlined in Integrated Nursing Practice 3. Note: These hours may be offered as Consolidated Practice Experience 3 or integrated into the Integrated Nursing Practice 3 course as practice hours.

Course Pre-Requisites (if applicable):

NURS 2311, NURS 2312, NURS 2313, NURS 2314, NURS 2316.

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	Practise within legislation; the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies; and facility-specific policy and procedures relevant to care in community settings.
CLO #2	Apply critical thinking, clinical judgment, and knowledge of holistic assessment to plan, implement and evaluate care for clients from across the lifespan receiving care in a community setting.

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

CLO #3	Initiate, maintain, and conclude therapeutic relationships when caring for clients across the lifespan in community settings, including clients with mental health and/or substance use conditions.
CLO #4	Reflect on the practical nurse's role as advocate when caring for clients across the lifespan in community settings, including clients with mental health and/or substance use conditions.
CLO #5	Participate in collaborative practice decisions that are client specific and consider client acuity, complexity, and variability as well as available resources in a supervised practice setting.
CLO #6	Provide culturally safe, trauma-informed, and relational care that recognizes diversity and respects the uniqueness of each individual.
CLO #7	Engage in continuous learning to maintain and enhance personal and professional competence.

Instructional

Strategies:

Students may gain experience through simulation and experience in a variety of community and residential care agencies and settings. This is a faculty supervised or monitored experience. The Level 3 competencies are practiced and mastered.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory = S on all evaluation components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		
Assignments		
Other		instructor evaluation
Other		student self-evaluation

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: 65

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 65

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Professional communication
- Nurse-client relationship/therapeutic relationship
- Comprehensive assessments across the lifespan
- Mental health assessment
- Interprofessional approach to care
- Ethical practice
- Wellness and health promotion
- Nursing care and documentation
- Self-reflective approach to practice and lifelong learning
- Cultural safety and cultural humility, and anti-racism, particularly Indigenous-specific antiracism
- Diversity, equity, and inclusion

Course Change Request

New Course Proposal

Date Submitted: 07/16/26 1:48 pm

Viewing: **NURS 2413 : Health Promotion 4**

Last edit: 07/16/26 1:47 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)
[81: Practical Nursing Diploma](#)

Course Name:

Health Promotion 4

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/16/26 1:56 pm
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course
Name:

Health Promotion 4

Subject Code:

NURS - Nursing

Course Number

2413

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 02

Course Description:

Learners focus on health promotion strategies for clients experiencing an acute illness or acute exacerbation of a chronic illness. They examine how health-promoting strategies improve or help maintain clients' health status during hospitalization and after discharge. Learners continue to reflect on and deepen their understanding of trauma-informed practice, cultural safety, cultural humility, and anti-racism as essential components of health promotion in acute care. An emphasis is placed on Indigenous-specific anti-racism and providing culturally safe care for Indigenous clients.

Course Pre-Requisites (if applicable):

NURS 2317.

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	Explore health promotion and health promotion strategies for clients in acute care settings, including clients with mental health and/or substance use conditions.
CLO #2	Explore how the continuum of care supports nursing practice with clients in acute care settings, including clients with mental health and/or substance use conditions.
CLO #3	Identify culturally safe and culturally informed health promotion materials.
CLO #4	Explain the discharge planning process, including teaching and learning strategies to prepare the client for discharge.

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

CLO #5	Explore the concepts and principles of harm reduction and recovery-oriented care for clients with mental health and/or substance use conditions in acute care settings.
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Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Assignments	35	
Final Exam	35	Final Comprehensive Exam

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:

- Risk-management strategies
- Early detection of illness through screening
- Client teaching and learning
- Continuum of care (pre-admission and discharge planning)
- Harm reduction
- Recovery-oriented care
- Trauma-informed practice in acute care settings
- Cultural safety, cultural humility, anti-racism
- Diversity, equity, and inclusion in acute care
- Advocacy
- Health promotion for clients with mental health and/or substance use conditions
- 2SLGBTQIA+ health promotion

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 07/16/26 1:49 pm

Viewing: **NURS 2414 : Variations in Health 4**

Last edit: 07/16/26 1:49 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)
[81: Practical Nursing Diploma](#)

Course Name:
Variations in Health 4

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/16/26 1:55 pm
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Variations in Health 4

Subject Code: NURS - Nursing

Course Number: 2414

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 02

Course Description:

This course focuses on pathophysiology as it relates to acute disease and illness of clients across the lifespan, specifically the care of the client experiencing acute illness including nursing interventions and treatment options. Implications of the acute exacerbation of chronic illness will be addressed. Cultural diversity in healing practices will be explored as well as evidenced informed research and practice.

Course Pre-Requisites (if applicable):

NURS 2317.

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	Analyze the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies that are relevant to providing care for clients in acute care settings.
CLO #2	Explain the pathophysiology of common acute illnesses affecting clients across the lifespan.
CLO #3	Identify holistic and traditional healing practices relevant to acute illnesses, including mental health and/or substance use conditions.
CLO #4	Describe the impact of cultural safety, cultural humility, and anti-racist practice on health and healing.
CLO #5	Use critical thinking skills when accessing, assessing, and synthesizing current and relevant practice resources to inform nursing care in acute care settings.

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Final Exam	25	comprehensive final exam
Exam	15	
Exam	20	
Exam	20	
Exam	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: 50

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture

Hours in Category 1: 50

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:

- Relevant BCCNM Ethics Standards, Practice Standards, and Entry-Level Competencies
- Physiological changes contributing to acute disease and illness across the lifespan, including mental health and/or substance use conditions
- Recognition and presentation of common acute disease and illness across the lifespan, including mental health conditions
- Nursing management of acute disease and illness according to body system
- Shock (cardiogenic, hypovolemic, neurogenic, anaphylactic, and septic)
- Disruption in homeostasis (fluid, electrolyte, acid-base imbalances)
- Nursing management, including:
 - Holistic assessment and data collection (including lab values and diagnostics)
 - Identifying real and potential problems
 - Nursing diagnoses
 - Planning of specific nursing interventions
 - Implementing culturally safe and culturally informed care
 - Evaluation of care
 - Collaborating with other members of the health care team
 - Health promotion
 - Client teaching
- Therapeutic interventions and treatments, including pharmacology
- Emergency pharmacology
- Traditional and holistic healing practices
- Evidence-informed research and practice; best practice guidelines
- Cultural safety, cultural humility, and anti-racist practice and impact on health and healing

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

Course Change Request

New Course Proposal

Date Submitted: 07/28/26 12:25 pm

Viewing: **NURS 2416 : Integrated Nursing Practice 4**

Last edit: 07/28/26 12:25 pm

Changes proposed by: amurdock

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)

[81: Practical Nursing Diploma](#)

Course Name:

Integrated Nursing Practice 4

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/16/26 1:55 pm
Asal Murdock
(amurdock):
Rollback to Initiator
2. 07/16/26 2:05 pm
Asal Murdock
(amurdock):
Rollback to Initiator
3. 07/28/26 12:28 pm
Asal Murdock
(amurdock):
Approved for 5004
Leader
4. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	778 Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Integrated Nursing Practice 4

Subject Code: NURS - Nursing

Course Number 2416

Year of Study 2nd Year Post-secondary

Credits: 8

Bridge College Code VO

Bridge Billing Hours 0-8

Bridge Course Level 02

Course Description:

Learners develop nursing skills aimed at promoting health and healing with clients across the lifespan experiencing acute health challenges, including concurrent mental health and/or substance use conditions. Learners use a variety of approaches (such as simulation) to build on theory and practice from Level 1, 2, and 3 and integrate new knowledge and skills relevant to the acute care setting. Learners explore critical thinking, clinical judgment, collaboration, and the provision of culturally safe and person-centred care.

Course Pre-Requisites (if applicable):

NURS 2317.

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	Analyze the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies that guide decision making and practice in acute care settings.
CLO #2	Perform clinical skills and assessments for nursing practice in an acute care setting competently and safely.
CLO #3	Collaborate effectively with clients, the interprofessional health care team, peers, and faculty, while respecting scope of practice.
CLO #4	Provide person-centred care that recognizes and respects the uniqueness of each individual and demonstrates cultural safety, cultural humility, anti-racism, particularly Indigenous-specific anti-racism.
CLO #5	Examine practical applications associated with leadership, management, and followership.

Instructional

Strategies:

Course guides provide direction of learning in preparation, in course activities and reflection of the content.

The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, online activities, skill building exercises and simulation.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

75% in theory for overall grade of

S. S Must achieve S in all practical components.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Final Exam	35	Comprehensive final exam
Lab Work	S/U	Summative integration lab assessment
Exam	30	
Exam	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: 214

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 34

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

Check all that apply:

Lab

Hours in Category 2: 180

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Comprehensive holistic health assessment, including mental health assessment
- Admission history, assessment/screeners and care planning, best possible medication history, discharge planning, and discharge teaching
- Quick priority assessment
- Documentation
- Clinical decision making
- Decision support tools
- Nursing interventions with clients experiencing acute illness, including a mental health and/or substance use condition
- Continuous bladder irrigation

Course Topics:

- Risk management
- Principles of infection control
- Surgical wound management (assessment, cleansing and irrigation)
- Removing sutures, staples, and drains; inserting and removing wound packing
- Review of IV therapy
- IV initiation
- Blood and blood products (checking client identification, monitoring infusion, responding to blood reactions)
- Initiating blood and blood products (theory and knowledge only)
- Maintaining and removing nasogastric tubes
- Inserting nasogastric tubes (theory and knowledge only)
- Care of medical and surgical clients
- Management of chest tubes, epidural catheter, drainage tubes, suprapubic catheter, tracheostomy, and ostomy
- Individualizing nursing care plans in acute care setting
- Medication administration for clients in the acute care setting
- Pain management for clients in the acute care setting
- IV medication administration
- Reporting and documentation in the acute care setting, including SBAR, client transition reports, client handover, and transfer of accountability
- Leadership competencies

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

Practical Nursing

Provid

Course Change Request

New Course Proposal

Date Submitted: 07/16/26 1:51 pm

Viewing: **NURS 2417 : Consolidated Practice 4**

Last edit: 07/16/26 1:51 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)
[81: Practical Nursing Diploma](#)

Course Name:

Consolidated Practice 4

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/16/26 1:53 pm
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 9:26 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Consolidated Practice 4

Subject Code: NURS - Nursing

Course Number: 2417

Year of Study 2nd Year Post-secondary

Credits: 8

Bridge College Code VO

Bridge Billing Hours 0-8

Bridge Course Level 02

Course Description:

Learners integrate theory from all courses into the role of the practical nurse in the acute care setting and other practice areas as appropriate. Learners focus on clients with exacerbations of chronic illness and/or acute illness across the lifespan, including clients with concurrent mental health and/or substance use conditions. Learners consolidate knowledge and skills such as postoperative care, surgical wound management, intravenous therapy, focused assessment, and clinical decision making in acute care settings. Learners demonstrate and reflect on advocacy, cultural safety, cultural humility, and anti-racism, with a focus on Indigenous-specific antiracism.

Course Pre-Requisites (if applicable):

NURS 2413, NURS 2414, NURS 2416.

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	Practise within legislation; current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies for LPNs; and facility-specific policy and procedures relevant to practice in an acute care setting.
CLO #2	Apply critical thinking, clinical judgment, and knowledge of holistic assessment to plan, develop nursing diagnoses, implement, and evaluate the agreed-upon plan of care for stable or predictable post-operative or medical clients across the lifespan, including clients with concurrent acute mental health and/or substance use conditions, in an independent manner.

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

CLO #3	Demonstrate respect for the roles and abilities of other members of the health care team in the acute care setting.
CLO #4	Provide a caring environment for clients and families by connecting, sharing, and exploring with them in a collaborative relationship.
CLO #5	Use a trauma-informed, person-centred, and recovery-oriented approach when providing care to clients in acute care, including clients experiencing mental health and/or substance use conditions, especially as it relates to a person's perception of health care and health care services.
CLO #6	Advocate as needed when caring for clients in the acute care setting, including clients with mental health and/or substance use conditions.
CLO #7	Provide culturally informed, trauma-informed, and relational care that recognizes diversity and respects the uniqueness of each individual
CLO #8	Demonstrate teaching and learning through a continuum of care and discharge planning.
CLO #9	Engage in continuous learning based on one's desired growth in personal and professional competence.

Instructional

Strategies:

This is a hands-on direct patient care experience is supervised by faculty. The Level 4 competencies are practiced and mastered.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory - Students must attain a S grade in all evaluative components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	
Other	S/U	Instructor/student evaluation Midterm and Final
Assignments	S/U	

Type	Percentage	Brief description of assessment activity
Assignments	S/U	
Assignments	S/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: 200

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Clinical

Hours in Category 2: 200

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

- Leadership
- Professional practice and communication
- Therapeutic relationships
- Reporting off and transition of care
- Advocacy

Course Topics:

- Clinical decision making
- Interprofessional approach to practice
- Comprehensive and focused assessments
- Medication administration
- Wound care
- Discharge planning
- Self-reflective approach to practice and lifelong learning
- Cultural safety, cultural humility, and anti-racism, particularly Indigenous-specific antiracism
- Diversity, equity, and inclusion

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

Practical Nursing

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 07/16/26 1:53 pm

Viewing: **NURS 2505 : Preceptorship**

Last edit: 07/16/26 1:58 pm

Changes proposed by: cpoznanski

Programs
referencing this
course

[1: Access to Practical Nursing Diploma](#)
[81: Practical Nursing Diploma](#)

Course Name:
Preceptorship

Effective Date: September 2027

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow

1. 5004 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 07/16/26 1:58 pm
Asal Murdock
(amurdock):
Approved for 5004
Leader
2. 08/04/26 2:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/25/26 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Asal Murdock	amurdock@vcc.ca	(604) 871-7594

Banner Course Name: Preceptorship

Subject Code: NURS - Nursing

Course Number: 2505

Year of Study 2nd Year Post-secondary

Credits: 7

Bridge College Code VO

Bridge Billing Hours 0-7

Bridge Course Level 02

Course Description:

Learners will have the opportunity to synthesize and integrate the nursing knowledge, skills, and abilities acquired through all previous coursework into their practice. With increasing autonomy and independence, learners will demonstrate how to implement evidence-informed practice and apply critical thinking and clinical reasoning to diverse client situations of increasing acuity and/or complexity. Learners will consolidate their practice capacity while safely managing an increasing client assignment within the realities of the workplace and prepare for transition to licensed practice.

Note: This experience may occur through a variety of experience models, including the preceptorship model, under the immediate supervision of a single fully qualified and experienced LPN, RN, or RPN, and/or within a collaborative learning environment with the learner as a participating team member.

Course Pre-Requisites (if applicable):

NURS 2417.

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	Practise within legislation; the current British Columbia College of Nurses and Midwives (BCCNM) LPN Ethics Standards, Practice Standards, and Entry-Level Competencies; and facility-specific policy and procedures relevant to the practice setting.
CLO #2	Engage in continuous learning based on one's desired growth in personal and professional competence.

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

CLO #3	Model cultural safety, cultural humility, and anti-racism in practice, particularly Indigenous-specific anti-racism.
CLO #4	Demonstrate the ability to initiate, maintain, and conclude therapeutic relationships when caring for clients in health care settings and/or experiencing a crisis, including clients with a mental health and/or substance use condition.
CLO #5	Collaborate with other members of the health care team to meet the collective needs of clients.
CLO #6	Use critical thinking, clinical judgment, and knowledge of holistic assessment to plan, implement, and evaluate the agreed-upon plan of care.
CLO #7	Provide culturally informed, trauma-informed, relational care across the lifespan that recognizes diversity and respects and the uniqueness of each individual.
CLO #8	Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate.
CLO #9	Take action to minimize the impact of personal values and assumptions on interactions and decisions.

Instructional

Strategies:

This experience may occur through a variety of experience models, including the preceptorship model, under the immediate supervision of a single fully qualified and experienced LPN, RN, or RPN, and/or within a collaborative learning environment with the learner as a participating team member.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory - Must achieve
satisfactory in all evaluative
components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Midterm self evaluation
Practicum	S/U	Midterm preceptor and faculty evaluation

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Final self evaluation
Practicum	S/U	Final preceptor and faculty evaluation

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 210

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 210

Course Topics

Course Topics:

- BCCNM Ethics Standards, Practice Standards, and Entry-Level Competencies for LPNs
- Leadership
- Professional communication
- Therapeutic relationship
- Clinical decision making

Course Topics:

- Interprofessional approach to practice
- Comprehensive and focused assessments
- Medication administration
- Wound care
- Care planning and discharge planning
- Self-reflective approach to practice
- Cultural safety, cultural humility, and anti-racism
- Diversity, equity, and inclusion

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

Practical Nursing

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Revisions to Health Unit Coordinator Certificate

BACKGROUND:

The Health Unit Coordinator department is proposing revisions to the Health Unit Coordinator Certificate program. The program was shortened by two months by removing redundant content and restructuring the approach to learning. Revisions focused on aligning content with current hospital practice, and reduced clinical placements from two (230 hours) to one (120 hours). This aligns with similar programs; changes to electronic records away from paper-based systems have made this change possible. Changes were also made to the admission requirements, matching comparable programs and hopefully increasing accessibility. The number of program credits is changing from 40 to 33 credits.

DISCUSSION:

Katherine Griffiths, department head, presented the proposal. The Committee had no major concerns and requested minor adjustments to program considerations and some consolidation of course learning outcomes in HLUC 1170 and 1155. Those changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Health Unit Coordinator Certificate, including to program credits, and 10 new course outlines, and recommend the Board of Governors approve creation of the new courses and program implementation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 25, 2026

Program Change Request

Date Submitted: 08/12/26 2:07 pm

Viewing: **Health Unit Coordinator Certificate**

Last approved: 06/10/26 3:33 pm

Last edit: 08/19/26 10:05 am

Changes proposed by: drabadzija

Catalog Pages Using
this Program

[Health Unit Coordinator Certificate \(May 2026\)](#)

[Health Unit Coordinator Certificate](#)

Program Name:

Health Unit Coordinator Certificate

Credential Level:

Certificate

Effective Date:

September ~~2027~~ 2026

Effective Catalog
Edition:

2026-2027 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**
5. Board of Governors

Approval Path

1. 08/12/26 5:31 pm
Katherine Griffiths
(kagriffiths):
Approved for 4610
Leader
2. 08/13/26 10:42 am
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/28/26 11:09 am
Darija Rabadzija
(drabadzija):
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

18. Jan 8, 2024 by
Nicole Degagne
(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)
24. Jun 10, 2026 by
Radhika Kumar
(rakumar)
25. Jun 10, 2026 by
Darija Rabadzija
(drabadzija)

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

Program Content Guide

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.

Admission Requirements

Grade 12 Graduation or equivalent ~~equivalent~~:

English Studies 12 with a minimum 'C+' ~~'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.

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 1230 Keyboarding for Healthcare](#)

~~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

~~26~~ **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 <u>knowledge, skills,</u> the knowledge and <u>professional judgment</u> skills to act safely, <u>ethically,</u> ethically and responsibly as a <u>member of the</u> health care <u>team,</u> team-member.
PLO #2	Model <u>consistent</u> professional <u>conduct</u> behaviours in <u>all</u> health care settings.
PLO #3	<u>Use clear, accurate, and professional communication, verbal, written, and electronic, to support safe, coordinated, and client-centered care within the health care team.</u> Demonstrate professional communication skills within the healthcare environment.
PLO #4	<u>Apply principles of cultural humility, inclusivity, and respect for diversity when interacting with clients, families, and team members across a variety of health care settings.</u> Integrate knowledge of cultural sensitivity and diversity into practice in a variety of settings.
PLO #5	<u>Demonstrate competency with digital tools, electronic health records, and information systems to support safe client care, accurate documentation, and efficient unit operations.</u> Practice digital and information literacy skills to support safe client care.
PLO #6	<u>Use</u> Apply critical thinking <u>and problem-solving skills to make informed decisions, prioritize tasks, and coordinate activities</u> when coordinating within the <u>scope</u> role and responsibilities of the Health Unit Coordinator.
PLO #7	<u>Apply initiative, show responsibility, and manage time effectively when coordinating patient flow, unit activities, and administrative tasks.</u> Demonstrate initiative and responsibility to coordinate patient and

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

	unit activities.
PLO #8	<u>Work collaboratively with nurses, physicians, allied health professionals, and support staff to coordinate patient care and unit operations.</u> Collaborate with health care professionals to coordinate patient and unit activities.
<u>PLO #9</u>	<u>Integrate professional communication, technology, and organizational skills to support safe, efficient, and patient-centred care.</u>

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 settings. ~~setting.~~

Evaluation of Student Learning

Students are evaluated through a variety of assessments such as: quizzes, exams, case studies, and written assignments ~~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 1250 Health Unit Coordinator ~~1050~~ Practicum Readiness 1 and HLUC 1255 Health Unit Coordinator ~~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.

Attending an information session is strongly recommended.

Program tasks involve extended periods of sitting positions while performing detailed work.

Program activities involve continuous, repetitive hand, wrist, and arm movements, such as keyboarding and handwriting.

Program environment requires extended periods of targeted focus, such as computer use and reading both digital and paper based information.

Program tasks may involve high-pressure situations requiring rapid processing of information, time-sensitive task completion, critical thinking skills, and sustained focus.

Program tasks require differentiating colours for safety codes, detailed visual assessments and technical work.

Practicum courses require travel to a variety of practicum locations, which may be located outside their immediate community and may require access to reliable transportation. Travel is at the students's own expense.

Practicum courses require varying practicum schedules, including daytime, evening, weekend, and occasionally night shift placements, depending on site availability and the learning requirements.

Program tasks require access to the internet, camera, speakers, and a microphone.

~~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
HLUC 1005 Information Technologies for Health Sciences	3
HLUC 1015 Keyboarding: Speed and Accuracy	2
HLUC 1025 Role of the HUC	3
HLUC 1035 Communication in Healthcare	3
HLUC 1040 Medical Foundations	3
HLUC 1045 Pharmacology	2.5
HLUC 1050 HUC Practicum 1	3

CSIH 1010 Introduction to Cultural Safety and Indigenous Holistic Health Equity0HLUC 1000Health Unit Coordinator Foundations 3HLUC 1160Medical Terminology and Pharmacology 4HLUC 1170Interprofessional Communication in Healthcare 4HLUC 1180Foundations of Order Processing 4HLUC 1190Laboratory and Diagnostic Orders 4HLUC 1195Medical and Surgical Orders 4

Credits 23

Term Two

~~HLUC 1105~~Order Processing Foundations 3~~HLUC 1115~~Lab Foundations 1 2.5~~HLUC 1125~~Lab Foundations 2 2.5~~HLUC 1135~~Diagnostic Foundations 2.5~~HLUC 1140~~Surgical & Specialty Foundations 3~~HLUC 1145~~HUC Practicum Orientation 2~~HLUC 1150~~HUC Practicum 2 5HLUC 1230Keyboarding for Healthcare 2HLUC 1240Health Unit Coordinator Skills Preparation 2HLUC 1250Health Unit Coordinator Practicum Readiness 2HLUC 1255Health Unit Coordinator Practicum 4

Credits 10

Total Credits 33

*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 Progression	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.

Shortening the program allows the college to remain financially sustainable, deliver a stronger and more focused student experience, and ensure graduates are fully aligned with contemporary industry and market standards.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Ongoing consultations with Radhika Kumar IA
Registrar's Office	Ongoing consultations and feedback on PLAR, Program Considerations, Course #, Banner names
Faculty/Department	Updates to evaluation plans as discussed with faculty, and review of updated materials.
Disability Services	Ongoing support from Disability Services to promote student success.
Financial Aid	consulted July 22, Student loans approved no issue, however the loan will be reduced from \$17680 to \$ 11,440 based on length
Library	Ongoing support from Library to utilize appropriate OER resources.
Advising & Recruitment	No feedback or concerns from the Advising and Assessment centre.
Learning Centre	Ongoing support from the Learning Centre for new curriculum.
Counselling	consulted July 22
Other Department(s)	Aug 4 SHS Curriculum Committee
Indigenous Education & Community Engagement (IECE)	No concerns for curriculum presented from IECE.

Consultated Area	Consultation Comments
Faculty/Department	Updates to grading from S/U to Letter Grade for KfH and HUC Skills Preparation upon review from Deans office.

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

Learn to process prescribers' orders and coordinate patient activities in hospitals as well as long-term and specialized care facilities.

What you will learn

What to expect

Major Code

HEUC

CS D1 Program ID

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 08/12/26 2:12 pm

Viewing: **HLUC 1000 : HUC Foundations**

Last edit: 08/12/26 2:12 pm

Changes proposed by: drabadzija

In Workflow

- 1. 4610 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 08/12/26 5:31 pm
Katherine Griffiths (kagriffiths):
Approved for 4610 Leader
- 2. 08/13/26 12:08 pm
Mandy Hayre (mhayre): Approved for SHS Dean
- 3. 08/28/26 11:02 am
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs
referencing this
course

[52: Health Unit Coordinator Certificate](#)

Course Name:
Health Unit Coordinator Foundations

Effective Date: September 2027

School/Centre: Health Sciences

Department: Health Unit Coordinator (4610)

Contact(s)

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course HUC Foundations

Name:

Subject Code: HLUC - Health Unit Coordinator

Course Number 1000

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to the essential role of the Health Unit Coordinator (HUC) within modern healthcare systems, emphasizing how HUC's support safe, efficient patient care across diverse clinical settings. Learners explore the structure of healthcare departments, the functions of the multidisciplinary team, and the HUC’s core responsibilities. The course develops problem-solving abilities, foundational computer literacy, and accurate documentation practices specific to the HUC role. By centering on workflow, team dynamics, and system navigation, this course provides a clear, streamlined understanding of what HUC's do and how they contribute to the operation of the healthcare unit.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the essential role of the HUC across diverse healthcare settings, including acute, community, and long-term care environments.
CLO #2	Describe the roles and responsibilities of the multidisciplinary team and explain how the health unit coordinator (HUC) supports interprofessional collaboration.
CLO #3	Define the organizational structure of departments and services within healthcare systems.
CLO #4	Apply effective problem-solving skills to support safe, efficient patient care and resolve workflow challenges.

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

CLO #5	Demonstrate computer literacy skills required to practice safely in the HUC role, including navigation of electronic health records and communication systems.
CLO #6	Demonstrate accurate written, verbal, and electronic communication when documenting and relaying information on patient health records.
CLO #7	Apply effective time management and task prioritization to maintain organized, accurate workflow.

Instructional

Strategies:

Lecture, simulation, case studies.

Blended delivery.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	50-70	Various assessments to assess the student's knowledge of the material.
Assignments	15-30	
Lab Work	10-20	

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:

50

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 50

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:

HUC role and scope.

Interdisciplinary interprofessional team members and roles.

Healthcare departmental structures.

Healthcare workflow.

Information literacy skills.

Paper-based and electronic chart records.

Interprofessional Education Modules.

Time management.

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

Gillingham, E. A., & Seibel, M. W. (2016). LaFleur Brooks' Health Unit Coordinating (7th ed.). Elsevier. ISBN: 9781455707201.

Gillingham, E. A., & Seibel, M. W. (2012). Skills Practice Manual for LaFleur Brooks' Health Unit Coordinating (2nd ed.). Elsevier. ISBN: 9781455707218.

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 08/12/26 2:12 pm

Viewing: **HLUC 1160 : Medical Terminology & Pharm**

Last edit: 08/12/26 2:12 pm

Changes proposed by: drabadzija

Programs
referencing this
course

[52: Health Unit Coordinator Certificate](#)

Course Name:

Medical Terminology and Pharmacology

Effective Date: September 2027

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**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/12/26 5:31 pm
Katherine Griffiths
(kagriffiths):
Approved for 4610
Leader
2. 08/13/26 12:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/28/26 11:03 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	778-783-5055

Banner Course Name: Medical Terminology & Pharm

Subject Code: HLUC - Health Unit Coordinator

Course Number: 1160

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students build the medical terminology and foundational pharmacology knowledge essential for success as a Health Unit Coordinator. They learn how to interpret, spell, and communicate clinical terms with accuracy, ensuring clear and safe information flow within the healthcare team. Students also explore therapeutic classifications, brand and generic drug names, and common medication administration routes, skills that enable HUCs to process orders correctly, recognize potential errors, and support efficient coordination between nursing, pharmacy, and physicians.

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	Understand the four core components of word building to create medical terms.
CLO #2	Define, pronounce, and spell medical terms.
CLO #3	Describe human anatomy and physiology for each major body system.
CLO #4	Define pathological conditions associated with each body system.
CLO #5	Practice how medical terms and phrases will be used in the healthcare setting.
CLO #6	Understand therapeutic classifications of medications.
CLO #7	Spell brand and generic medication names accurately.

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

CLO #8 Identify commonly prescribed medication administration routes.

Instructional

Strategies:

Lecture and group work. Blended delivery.

Evaluation and Grading

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

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	70-80	Various assessments to assess the student's knowledge of the material.
Assignments	20-30	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 60

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:

Medical terms.

Spelling/definitions/pronunciation.

Overview of body systems.

Therapeutic classification of medications.

Medication names.

Medication administration.

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

Leonard, P. C. (2023). Quick & Easy Medical Terminology (10th ed.). Elsevier - Evolve.

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

HUC PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 08/12/26 2:12 pm

Viewing: **HLUC 1170 : Interprof Comm in Healthcare**

Last edit: 08/28/26 10:55 am

Changes proposed by: drabadzija

Programs
referencing this
course

[52: Health Unit Coordinator Certificate](#)

Course Name:

Interprofessional Communication in Healthcare

Effective Date: September 2027

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**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/12/26 5:32 pm
Katherine Griffiths
(kagriffiths):
Approved for 4610
Leader
2. 08/13/26 12:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/28/26 11:03 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course Name: Interprof Comm in Healthcare

Subject Code: HLUC - Health Unit Coordinator

Course Number: 1170

Year of Study 1st Year Post-secondary

812

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The communication in healthcare course is designed to prepare learners to become the central communication hub of the healthcare unit. Because HUC's are often the first point of contact for staff, patients, families, and external departments, their communication skills directly influence patient flow, team efficiency, and overall safety within the healthcare environment. By the end of the course, learners are equipped to communicate with confidence, accuracy, and cultural awareness, enabling them to support healthcare teams, coordinate patient care activities, and uphold the standards of a safe, efficient, and patient-centered healthcare environment.

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	Identify key elements of effective communication used by Health Unit Coordinators.
CLO #2	Demonstrate respectful, clear, engaged, and professional communication with members of the healthcare team, applying appropriate terminology, in form written and verbal form.
CLO #3	Demonstrate appropriate communication styles to meet the needs of patients, families and interprofessional team members.
CLO #4	Demonstrate expected professional behaviours in healthcare environments.
CLO #5	Demonstrate accountability, confidentiality, and ethical conduct in daily tasks.

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

CLO #6	Model respectful, culturally safe, and patient-centered interactions.
CLO #7	Operate telephones and electronic communication tools accurately.
CLO #8	Demonstrate accurate written documentation as per the standards within healthcare settings.

Instructional

Strategies:

Lecture, simulation, and role play. Blended Delivery.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20-30	
Assignments	20-30	
Lab Work	40-50	Various tasks assigned in the nursing station to assess the student's knowledge of the material.

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:

60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Professional oral and written communication skills.

Telephone and computer skills.

Information literacy.

Professionalism and ethical practice.

Giving and receiving feedback.

Gender inclusivity.

CSIH 1010.

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: 08/12/26 2:12 pm

Viewing: **HLUC 1180 : Foundation of Order Processing**

Last edit: 08/12/26 2:12 pm

Changes proposed by: drabadzija

Programs
referencing this
course
[52: Health Unit Coordinator Certificate](#)

Course Name:
Foundations of Order Processing

Effective Date: September 2027

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
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 08/12/26 5:32 pm
Katherine Griffiths (kagriffiths):
Approved for 4610 Leader
- 2. 08/13/26 12:08 pm
Mandy Hayre (mhayre): Approved for SHS Dean
- 3. 08/28/26 11:03 am
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course Name:

Foundation of Order Processing

Subject Code:

HLUC - Health Unit Coordinator

Course Number

1180

Year of Study 1st Year Post-secondary

816

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The Foundations of Order Processing course develops core skills for managing patient care orders and supporting safe clinical workflow. Students process basic orders on paper and electronically, including medication orders and admission, transfer, and discharge orders. Learners practice processing patient care orders while gaining a clear understanding of how patients move through the healthcare system.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the components, classifications, and duration categories of prescribers' orders in acute care settings.
CLO #2	Demonstrate accurate procedures for processing prescribers' orders using patient health records in accordance with organizational protocols.
CLO #3	Differentiate between various types of health records, including electronic and paper-based systems, and describe their applications in healthcare practice.
CLO #4	Identify common types of prescribers' orders and associated terminology utilized in healthcare environments.
CLO #5	Apply information and digital literacy skills, including critical thinking and problem-solving, to ensure safe and accurate processing of orders.

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

CLO #6	Determine appropriate situations requiring communication with healthcare team members and departments to support safe and effective order processing.
CLO #7	Demonstrate the procedures required to accurately complete patient admissions, transfers, and discharges within a healthcare setting.

Instructional

Strategies:

Lecture, simulation, and case studies. Blended delivery.

Evaluation and Grading

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

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	65-75	Various assessments to assess the student's knowledge of the material.
Assignments	15-25	
Lab Work	5-10	

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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

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

Check all that apply:

Lab

Hours in Category 2: 15

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Basic order processing skills.

Medication order processing skills.

Chart records.

Healthcare associated terminology.

Problem solving.

Communication.

Admissions, Transfers, and Discharges.

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

Gillingham, E. A., & Seibel, M. W. (2016). LaFleur Brooks' Health Unit Coordinating (7th ed.). Elsevier. ISBN: 9781455707201.

Gillingham, E. A., & Seibel, M. W. (2012). Skills Practice Manual for LaFleur Brooks' Health Unit Coordinating (2nd ed.). Elsevier. ISBN: 9781455707218.

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 08/12/26 2:13 pm

Viewing: **HLUC 1190 : Lab & Diagnostic Orders**

Last edit: 08/12/26 2:13 pm

Changes proposed by: drabadzija

Programs
referencing this
course

[52: Health Unit Coordinator Certificate](#)

Course Name:

Laboratory and Diagnostic Orders

Effective Date:

September 2027

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**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/12/26 5:32 pm
Katherine Griffiths
(kagriffiths):
Approved for 4610
Leader
2. 08/13/26 12:08 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/28/26 11:03 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course
Name:

Lab & Diagnostic Orders

Subject Code:

HLUC - Health Unit Coordinator

Course Number

1190

Year of Study 1st Year Post-secondary

820

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The Foundations of Laboratory and Diagnostic Order Processing course introduces students to the core skills required to process laboratory and diagnostic orders. Students develop the ability to support patient care through commonly ordered laboratory and diagnostic imaging tests. It guides learners through how these orders are communicated across the healthcare team, emphasizing accuracy and safety.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the components, classifications, and duration categories of prescribers' orders in acute care settings.
CLO #2	Demonstrate accurate procedures for processing prescribers' orders using patient health records in accordance with organizational protocols.
CLO #3	Differentiate between various types of health records, including electronic and paper-based systems, and describe their applications in healthcare practice.
CLO #4	Identify common types of prescribers' orders and associated terminology utilized in healthcare environments.
CLO #5	Process commonly ordered laboratory prescribers' orders.
CLO #6	Process commonly ordered diagnostic prescribers' orders.

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

CLO #7	Apply information and digital literacy skills, including critical thinking and problem-solving, to ensure safe and accurate processing of orders.
CLO #8	Determine appropriate situations requiring communication with healthcare team members and departments to support safe and effective order processing.

Instructional

Strategies:

Lecture, simulation, and case studies. Blended delivery.

Evaluation and Grading

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

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	65-75	Various assessments to assess the student's knowledge of the material.
Assignments	15-25	
Lab Work	5-10	

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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

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

Check all that apply:

Lab

Hours in Category 2: 15

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Components of physicians' orders.

Chart records.

Healthcare associated terminology.

Common laboratory orders.

Common diagnostic orders.

Problem solving.

Communication.

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

Gillingham, E. A., & Seibel, M. W. (2016). LaFleur Brooks' Health Unit Coordinating (7th ed.). Elsevier. ISBN: 9781455707201.

Gillingham, E. A., & Seibel, M. W. (2012). Skills Practice Manual for LaFleur Brooks' Health Unit Coordinating (2nd ed.). Elsevier. ISBN: 9781455707218.

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 08/12/26 2:13 pm

Viewing: **HLUC 1195 : Medical & Surgical Orders**

Last edit: 08/12/26 2:13 pm

Changes proposed by: drabadzija

In Workflow

- 1. 4610 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 08/12/26 5:32 pm
Katherine Griffiths (kagriffiths):
Approved for 4610 Leader
- 2. 08/13/26 12:09 pm
Mandy Hayre (mhayre): Approved for SHS Dean
- 3. 08/28/26 11:03 am
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs
referencing this
course

52: Health Unit Coordinator Certificate

Course Name:
Medical and Surgical Orders

Effective Date: September 2027

School/Centre: Health Sciences

Department: Health Unit Coordinator (4610)

Contact(s)

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course Name: Medical & Surgical Orders

Subject Code: HLUC - Health Unit Coordinator

Course Number 1195

Year of Study 1st Year Post-secondary

824

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The Foundations of Medical and Surgical Order Processing course introduces students to the essential skills required to interpret and process prescribers' medical and surgical orders. Learners explore how these orders are processed and communicated across the healthcare team, with strong emphasis on accuracy and safety.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the components of medical and surgical orders in common prescribers' orders.
CLO #2	Demonstrate accurate procedures for processing prescribers' orders using patient health records in accordance with organizational protocols.
CLO #3	Differentiate between various types of health records, including electronic and paper-based systems, and describe their applications in healthcare practice.
CLO #4	Identify common types of prescribers' orders and associated terminology utilized in healthcare environments.
CLO #5	Process commonly ordered medical prescribers' orders.
CLO #6	Process commonly ordered surgical prescribers' orders.

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

CLO #7	Apply information and digital literacy skills, including critical thinking and problem-solving, to ensure safe and accurate processing of orders.
CLO #8	Determine appropriate situations requiring communication with healthcare team members and departments to support safe and effective order processing.
CLO #9	Demonstrate the procedures required to accurately complete patient admissions, transfers, and discharges within a healthcare setting.

Instructional

Strategies:

Lecture, simulation, and case studies. Blended delivery.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	65-75	Various assessments to assess the student's knowledge of the material.
Assignments	15-25	
Lab Work	5-10	

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:

60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 45

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

Check all that apply:

Lab

Hours in Category 2: 15

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Chart records.

Healthcare associated medical terminology.

Common medical orders.

Common surgical orders.

Problem solving.

Communication.

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

Gillingham, E. A., & Seibel, M. W. (2016). LaFleur Brooks' Health Unit Coordinating (7th ed.). Elsevier. ISBN: 9781455707201.

Gillingham, E. A., & Seibel, M. W. (2012). Skills Practice Manual for LaFleur Brooks' Health Unit Coordinating (2nd ed.). Elsevier. ISBN: 9781455707218.

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: 08/12/26 2:13 pm

Viewing: **HLUC 1230 : Keyboarding for Healthcare**

Last edit: 08/17/26 11:10 am

Changes proposed by: drabadzija

Programs
referencing this
course

[52: Health Unit Coordinator Certificate](#)

Course Name:

Keyboarding for Healthcare

Effective Date:

September 2027

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**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 08/12/26 5:32 pm
Katherine Griffiths
(kagriffiths):
Approved for 4610
Leader
2. 08/13/26 12:09 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 08/28/26 11:03 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course
Name:

Keyboarding for Healthcare

Subject Code:

HLUC - Health Unit Coordinator

Course Number

1230

Year of Study 1st Year Post-secondary

828

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This keyboarding course is designed to develop the speed, accuracy, and technical proficiency required for success as a Health Unit Coordinator (HUC). Learners will build foundational and advanced touch typing skills while practicing in a simulated healthcare environment using relevant software applications. Emphasis is placed on ergonomic technique, efficiency, and precision to support accurate documentation, order entry, and communication in fast-paced clinical settings. By the end of the course, students will be prepared to meet industry expectations for keyboarding performance and contribute effectively to safe and timely patient care.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Successfully complete a keyboarding challenge exam - 40 gross words per minute with 98% accuracy.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Achieve a minimum keyboarding speed of 40 gross words per minute on 5-minute timed tests, with an accuracy of 98% or higher on a minimum of 5 tests.
CLO #2	Apply accurate and efficient keyboarding skills using relevant software applications.
CLO #3	Demonstrate personal posture and ergonomic alignment at the keyboard.
CLO #4	Demonstrate correct touch typing technique in accordance with established keyboarding standards.

Instructional

Strategies:

Lecture and skill-based. Blended delivery.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	50	Successfully achieving 40 wpm with 98% accuracy on 5 timed keyboarding tests. Multiple assessments will achieve the 50%.
Assignments	20	Keyboarding Lessons.
Assignments	20	Keyboarding Drills.
Participation	10	Demonstrate correct ergonomic posture and touch typing techniques.

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

Hours in Category 1: 15

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

Check all that apply:

Lab

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Touch typing.

Ergonomic assessment.

Five-minute timings.

Keyboarding drills.

Keyboarding lessons.

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

<https://typistapp.ca/>

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

HUC PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/12/26 2:13 pm

Viewing: **HLUC 1240 : HUC Skills Preparation**

Last edit: 08/12/26 2:13 pm

Changes proposed by: drabadzija

In Workflow

- 1. 4610 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 08/12/26 5:33 pm
Katherine Griffiths (kagriffiths):
Approved for 4610 Leader
- 2. 08/13/26 12:09 pm
Mandy Hayre (mhayre): Approved for SHS Dean
- 3. 08/28/26 11:03 am
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs
referencing this
course

[52: Health Unit Coordinator Certificate](#)

Course Name:
Health Unit Coordinator Skills Preparation

Effective Date: September 2027

School/Centre: Health Sciences

Department: Health Unit Coordinator (4610)

Contact(s)

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course HUC Skills Preparation

Name:

Subject Code: HLUC - Health Unit Coordinator

Course Number 1240

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed to develop the practical competencies required of a Health Unit Coordinator in a simulated setting. Learners will apply foundational knowledge through simulated practice, including effective communication, while processing physician orders, maintaining patient records, and adhering to professional and organizational standards through scenario-based learning.

Course Pre-Requisites (if applicable):

HLUC 1000, HLUC 1160, HLUC 1170, HLUC 1180, HLUC 1190, HLUC 1195.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate the role of the health unit coordinator in health care settings.
CLO #2	Collaborate with interdisciplinary team members when appropriate.
CLO #3	Utilize office software and health information systems effectively.
CLO #4	Operate communication systems (telephone, paging, nurse call systems) accurately and professionally.
CLO #5	Demonstrate clear, professional verbal, written, and electronic communication with patients, families, and healthcare team members.
CLO #6	Demonstrate accountability, reliability, and professional conduct in all interactions.
CLO #7	Process prescribers' orders accurately and safely using electronic or paper-based systems.
CLO #8	Prioritize tasks in a fast-paced healthcare environment.

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

CLO #9 Uphold ethical standards, including patient rights, confidentiality, and respectful behavior.

Instructional

Strategies:

Lecture and simulation. In person delivery.

Evaluation and Grading

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

B-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination	25	Phone skills assessments.
Clinical Examination	25	Order processing assessments.
Clinical Examination	25	Interprofessional communication assessments.
Clinical Examination	25	Health unit coordinator role demonstration.

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

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

Check all that apply:

Lab

Hours in Category 2: 20

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

HUC scope of practice.

Practice activity software.

Communication.

Professional conduct.

Processing prescribers' orders.

Confidentiality and ethics.

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

Term 1 and Term 2 Materials

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

HUC PCG

Course Change Request

New Course Proposal

Date Submitted: 08/12/26 2:13 pm

Viewing: **HLUC 1250 : HUC Practicum Readiness**

Last edit: 08/12/26 2:13 pm

Changes proposed by: drabadzija

In Workflow

- 1. 4610 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 08/12/26 5:33 pm
Katherine Griffiths (kagriffiths):
Approved for 4610 Leader
- 2. 08/13/26 12:09 pm
Mandy Hayre (mhayre): Approved for SHS Dean
- 3. 08/28/26 11:03 am
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs
referencing this
course

52: Health Unit Coordinator Certificate

Course Name:
Health Unit Coordinator Practicum Readiness

Effective Date: September 2027

School/Centre: Health Sciences

Department: Health Unit Coordinator (4610)

Contact(s)

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course Name: HUC Practicum Readiness

Subject Code: HLUC - Health Unit Coordinator

Course Number: 1250

Year of Study 1st Year Post-secondary

836

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The course provides students with the technical and reflective skills to work as a professional member of the health care team. Students will complete activities and assignments in preparation for their assigned practicum course.

Course Pre-Requisites (if applicable):

HLUC 1230, HLUC 1240.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Complete all required orientation components in accordance with the B.C. Practice Education Guidelines as outlined by the Health Sciences Placement Network (HSPnet).
CLO #2	Apply effective organizational, time management, and stress management strategies appropriate to the Health Unit Coordinator (HUC) role in a healthcare setting.
CLO #3	Develop a comprehensive personal learning plan that identifies goals, learning strategies, and expectations for the clinical practice environment.
CLO #4	Create a personal resource to demonstrate information literacy skills from Term 1 course topics.

Instructional

Strategies:

Lecture, self-directed work, and simulation. Blended delivery.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100%	All Health Authority Orientation and SPECO modules and reflections, to be completed. Personal Learning Plan. Personal Resource Book.

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: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20

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

Check all that apply:

Lab

Hours in Category 2: 20

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Course Topics

Course Topics:

SPECO as per health authority check list.

Health authority specific orientation.

Communication.

Role Preparedness.

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

<https://www.phsa.ca/student-practice-education-site/Documents/SPECO%20Checklist.pdf><https://learninghub.phsa.ca/Learner/Home>

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

HUC PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 08/12/26 2:13 pm

Viewing: **HLUC 1255 : HUC Practicum**

Last edit: 08/28/26 10:57 am

Changes proposed by: drabadzija

In Workflow

- 1. 4610 Leader
- 2. SHS Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 08/12/26 5:33 pm
Katherine Griffiths (kagriffiths):
Approved for 4610 Leader
- 2. 08/13/26 12:09 pm
Mandy Hayre (mhayre): Approved for SHS Dean
- 3. 08/28/26 11:03 am
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Programs
referencing this
course

[52: Health Unit Coordinator Certificate](#)

Course Name:
Health Unit Coordinator Practicum

Effective Date: September 2027

School/Centre: Health Sciences

Department: Health Unit Coordinator (4610)

Contact(s)

Name	E-mail	Phone/Ext.
Katherine Griffiths	kagriffiths@vcc.ca	7787835055

Banner Course Name: HUC Practicum

Subject Code: HLUC - Health Unit Coordinator

Course Number: 1255

Year of Study 1st Year Post-secondary

840

Credits: 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The Health Unit Coordinator Practicum provides students with supervised, hands-on experience in a healthcare setting, allowing them to apply the knowledge and skills acquired throughout the Health Unit Coordinator program. Students work alongside healthcare professionals in hospitals, clinics, long-term care facilities, or other healthcare environments to develop proficiency in unit operations, patient registration, medical records management, communication, scheduling, and administrative support.

Course Pre-Requisites (if applicable):

HLUC 1250.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Practice clear, concise, and respectful communication in all healthcare interactions.
CLO #2	Use appropriate medical terminology and documentation standards
CLO #3	Follow health authority policies, procedures, and protocols consistently.
CLO #4	Uphold ethical principles such as confidentiality and integrity, complying with all health authority and legal requirements.
CLO #5	Collaborate effectively with interdisciplinary healthcare teams.
CLO #6	Facilitate patient admissions, transfers, and discharges smoothly to ensure continuity of care.
CLO #7	Use resources independently to support accuracy and efficiency in daily tasks.

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

CLO #8	Use electronic health systems and databases accurately and responsibly.
CLO #9	Manage multiple responsibilities while maintaining accuracy.
CLO #10	Prioritize tasks effectively in a fast-paced healthcare environment.
CLO #11	Provide culturally safe and respectful interactions with patients from diverse backgrounds

Instructional

Strategies:

Practicum.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	100%	All requirements satisfactorily completed including practicum assignments, meetings with instructors, reviewing feedback, implementing change and meeting all learning outcomes. This will include evaluation from: Midterm student and instructor evaluation Reflections Final Instructor Evaluation

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 120

Course Topics

Course Topics:

Communication.

Medical terminology.

Role clarity.

Health authority protocols.

Interdisciplinary collaboration.

Electronic health records.

Health records.

Safe and respectful workplace.

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

Cerner/Meditech/Meditech Expanse



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 15, 2026

ISSUE: Course Deactivations

BACKGROUND:

The Humanities department is proposing deactivation of ENGL 0751 English 10. This course is not offered and causes confusion for students who think that a 12-hour version of English 10 exists. The regular English 10 courses ENGL 0750 and 0752 (96 hours each) will continue to be taught.

As part of a CourseLeaf clean-up, a number of courses that are no longer taught are proposed for deactivation:

- CSTEP 1004 Computer Systems Primer
- CSTEP 1006 Website Development Primer
- CSTEP 1103 Data and Document Management Fundamentals
- CSTEP 1203 Introduction to Server Administration
- CSTEP 1207 Technical Communication
- CSTEP 1301 IT Project Management
- CSTEP 2101 Database Management and Storage
- CSTEP 2102 Enterprise Systems Support
- CSTEP 2201 Linux Operating System and Networking
- CSTEP 2202 Network Server Administration
- CSTEP 2302 Advanced Server Administration
- CSTEP 2303 Computer System Security Threats and Solutions
- CULI 1120 Safety, Sanitation & Equipment
- CULI 1121 Basic Kitchen Skills
- CULI 1122 Hot and Cold Sandwiches
- CULI 1124 Hot & Cold Breakfast Cooking
- CULI 1125 Kitchen Management & Health Care
- CULI 1126 Stock, Soup & Sauce Cooking
- CULI 1127 Cold Kitchen
- CULI 1130 Vegetable and Starch Cooking
- CULI 1131 Meat and Poultry Cooking
- CULI 1132 Seafood Cooking

- CULI 1133 Vegetarian Entrees, Pasta & Soup
- CULI 1135 Meat, Poultry, Seafood Cutting
- CULI 1136 Meat, Poultry, Seafood Cooking
- CULI 1137 Vegetable, Egg, Starch, Pasta
- CULI 1140 Baking and Desserts 1

RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve the deactivation of 28 courses that are no longer taught.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: August 25, 2026