



Vancouver Community College Education Council
Meeting Agenda

October 13, 2026

3:30–5:30 p.m. Videoconference

[Teams](#)

Meeting ID: 283 941 460 668 056

Passcode: u33Gd2PY

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		E. Logan			
2. ACKNOWLEDGEMENT		TBD			
3. ADOPT AGENDA	Approval	E. Logan	1 min	✓	1-2
4. APPROVE PAST MINUTES	Approval	E. Logan	1 min	✓	3-9
5. ENQUIRIES & CORRESPONDENCE	Info	E. Logan	1 min		
6. BUSINESS ARISING					
i. Student Conduct & Case Management Updates	Info	R. Noel, C. Kirk, N. Scott, H. Shergill	15 min		
ii. By-Election: Interim EdCo Chair & Vice-Chair	Decision	D. McMullen	5 min		
iii. Enrolment Plan Update	Info	D. Wells, N. Mandryk	10 min		10-17
iv. Academic Plan – Draft	Info	D. Wells, N. Mandryk	40 min		
v. EdCo Planning Day	Info	E. Logan	2 min		
7. COMMITTEE REPORTS					
a. Curriculum Committee					
i. Course Updates: NURS – Bachelor of Science in Nursing	Approval	S. Cain, R. Gosling	5 min	✓	18-116
ii. Program Update: Medical Device Reprocessing Technician Certificate	Approval	R. Bennett	5 min	✓	117-150
iii. Program Name Updates: 2D and 3D Character Animation Diplomas	Approval	A. Lipsett	5 min	✓	151-165

Topic	Action	Speaker	Time	Attachment	Page
iv. Program Name Change: Vehicle Systems Repair and Maintenance Diploma	Approval	M. Coard	5 min	✓	166-173
v. Program Credential Update: Construction Engineering Technician Diploma	Approval	K. Wightman	5 min	✓	174-185
vi. Course Deactivations	Approval	T. Rowlatt	2 min	✓	186
b. Policy Committee	Info	E. Logan	2 min		
c. Education Quality Committee	Info	A. Sellwood	5 min		
i. Chair Report					
ii. Program Renewal Report & Action Plan: Administrative Professional				✓	187-211
8. CHAIR REPORT	Info	E. Logan	2 min		
9. STUDENT REPORT	Info	TBD	5 min		
10. NEXT MEETING & ADJOURNMENT	Info	E. Logan	1 min		

Next meeting:
November 10, 2026, 3:30–5:30 p.m.



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

September 15, 2026

3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

Louise Dannhauer (Chair)	Emily Simpson	Nafiseh Tohidi
Adrian Lipsett	James Stansfield	Nelba Garcia
Andy Sellwood	Jessie Williams	Rosie Gosling
Arshpreet Kaur Mangat	Joyce Chang	Vivian Munroe
Brianna Higgins	Lisa Beveridge	
David Wells	Mandy Hayre	
Emily Logan	Marcus Ng	

Regrets

Dave McMullen	Michael Weber	Todd Rowlatt
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Guests

Andrea Korens	Darren Simpson	Natasha Mandryk
Asal Murdock	Ellen Squires	Roohi Singh
Barbara Mykle-Hotzon	Jennifer Kelly	Shirley Lew
Bobbi Mand	John Demeulemeester	Tannis Morgan
Brynn Joyce	June Lee	Zabir Montazar
Carmen Kimoto	Katherine Griffiths	
Charnelle McClure	Lucy Griffith	
Christine Poznanski	Nahid Mohammad Taheri	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- A. Kaur Mangat acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłw̓ ətaʔt̓ (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 September 15, 2026 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the June 9, 2026 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) College Update

- D. Wells reported that the final report on BC's public post-secondary education system review, led by D. Avison, has been submitted to the government and is expected to be released in the fall.
- Enrolment planning for the next fiscal year is in its early stages. Overall, current enrolment numbers are on target, though there is still some volatility, as well as variation among different College areas.

b) Program Suspensions: Business Management Post-Degree Diploma & Project Management Post-Degree Diploma

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

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

- S. Low presented the proposal to suspend the Business Management and Project Management Post-Degree Diploma programs. The programs ran successfully for years, but changes to federal immigration policy beginning in late 2024 substantially reduced the demand for Post-Degree Diploma (PDD) programs.
- As per Policy 414 Suspension and/or Discontinuance of Programs, Education Quality Committee 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 was not viable, and recommended shifting towards more flexible programming aligned with domestic demand and evolving labour market needs. One current initiative in this program area is the launch of the fully online Supply Chain and Logistics Short Certificate in January 2027.

c) Program Suspension: Medical Transcriptionist Certificate

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

Moved by A. Lipsett, Seconded & CARRIED (Unanimously)

- M. Hayre presented the proposal to suspend the Medical Transcriptionist Certificate program, which has experienced a long-term decline in enrolment. As per Policy 414, a Program Feasibility Working Group was established to assess the sustainability and relevance of the program. The review found that the program is not financially viable under current or projected enrolment scenarios. In addition, the field is being impacted by rapid technological change, including increasing use of AI. The Applied Business department was consulted in May 2026 and agree to proceed with the program suspension.

d) Program Suspension: Executive Assistant Certificate

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

Moved by V. Pardalis Munroe, Seconded & CARRIED (Unanimously)

- M. Hayre presented the proposal to suspend the Executive Assistant Certificate program, which has experienced a long-term decline in enrolment. As per Policy 414, a Program Feasibility Working Group was established to assess the sustainability and relevance of the program. The review found that the current version of the program is not viable, due to insufficient enrolment to support regular course offerings. In addition, the program has not gone through renewal in years and does not align with VCC's Granting of Credentials policy (416). There is also significant competition from programs at other institutions. The Applied Business department was consulted in May 2026 and agreed to proceed with the program suspension.

e) Program Discontinuance: Legal Administrative Assistant Certificate (Part Time)

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

Moved by D. Wells, Seconded & CARRIED (Unanimously)

- M. Hayre presented the proposal to discontinue the online Legal Administrative Assistant Certificate (Part Time) program (LAA). The program was offered by a group of about 10 colleges 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 them. The ABT program at VCC has been discontinued, but the online part-time LAA program is still listed as active. The Applied Business department was consulted and agreed with the proposal to discontinue the program.

f) Notice of EdCo Elections

- L. Dannhauer announced dates for the Education Council elections to fill faculty and student seats. An online info session will be held on September 28, 12:00-12:45 p.m.

g) 2027 EdCo & Committees Meeting Schedule

MOTION: THAT Education Council approves the 2027 EdCo & Committees meeting schedule.

Moved by M. Hayre Seconded & CARRIED (Unanimously)

7. COMMITTEE REPORTS

a) Curriculum Committee

- L. Dannhauer presented on behalf of T. Rowlett.

i) Course Updates: ENSK 0716 & 0816

MOTION: THAT Education Council approves, with changes approved 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.

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

- L. Dannhauer presented proposed updates to ENSK 0716 and 0816. These are long-standing skills-building courses offered to support students who require additional skill development before progressing into English credit courses. The course duration was corrected to reflect the actual instructional time (96 hours). Course descriptions, learning outcomes and evaluation plans were also updated. Curriculum Committee requested a few small adjustments, which were completed.
- EdCo members requested minor edits (removing references to a “paper-based” model and including “self-paced” in the instructional strategies section). These edits will be completed after the meeting.

ii) New Courses: MATH 0763 & 0773

MOTION: THAT Education Council approves, in the form presented at this meeting, new course outlines for MATH 0763 Workplace Math 10 Part 1 and MATH 0773 Workplace Math 10 Part 2.

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

- L. Dannhauer presented the proposal for two new courses that provide a Math 10 option with less algebra for learners who are focused on high school graduation and do not require Pre-Calculus 11. Workplace Math 10 ladders into existing course Business/Technical Math 11.

iii) New Courses: HSPT 1000, 1005, 1010

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

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

- B. Mand presented the proposal for three new micro-credential courses that were developed in partnership with Fraser Health, with support from Providence Health Care and Vancouver Coastal Health. These courses aim to bring hospitality principles into healthcare settings and support employees moving into supervisory roles. The courses will be offered through Continuing Studies.
- EdCo requested a minor edit to one course learning outcome in HSPT 1010.

iv) Program Update: Supply Chain and Logistics Short Certificate

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

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

- A. Sellwood presented proposed updates to admission requirements, making Grade 12 graduation and English Studies 12 recommended, rather than required. The rationale for this change is to enable continuous enrolment for this fully online asynchronous program. Removing the requirements will make the program more accessible and simplify registration for students, who are mostly working professionals.

v) Program Updates: Early Childhood Care and Education Diploma & Early Childhood Care and Education Certificate

MOTION: THAT Education Council approves, 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 recommends the Board of Governors approve creation of the new courses and implementation of the revised programs.

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

- L. Dannhauer presented proposed revisions to the Early Childhood Care and Education Diploma and Early Childhood Care and Education Certificate. These changes will enable domestic and international students to take the same program, improve progression between the certificate and diploma, streamline the admissions process, and provide longer practicum placements. Credits will increase from 41 to 43 for the certificate and from 74 to 76 for the diploma. Curriculum Committee requested minor adjustments, which were completed.

vi) Program Update: Sign Language Interpretation Diploma

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

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

- B. Mykle-Hotzon presented the proposal to make most courses in the Sign Language Interpretation Diploma program eligible for prior learning assessment and recognition (PLAR). The department is requesting an effective date of September 1, 2026 to enable students in the current cohort to access PLAR. The Registrar's Office and Education Council Chair were consulted and agreed to bring this proposal directly to Education Council, without going through Curriculum Committee, due to the tight timeline.
- 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.

vii) Program Updates: 2D Animation Diploma & 3D Animation Diploma

MOTION: THAT Education Council approves, 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 recommends the Board of Governors approve the implementation of the revised programs and courses.

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

- A. Lipsett and A. Korens presented proposed revisions to the 2D Animation Diploma and 3D Animation Diploma. The programs were transferred to VCC from another institution and 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 were revised, reducing total program credits to 60 for both programs. Course learning outcomes remain unchanged as the course hours as initially submitted were erroneous. The department requested one more edit: changing the program duration from 12 months/3 terms to 4 terms.
- Due to the expedited nature of this implementation, the curriculum changes were presented directly to Education Council rather than to Curriculum Committee, with agreement of the Curriculum Committee and EdCo Chairs. Courses are currently scheduled per actual delivery schedules and started on September 8, 2026.

viii) Program Updates & Name Changes: Dental Assisting Certificate & Dental Assisting Certificate (Online); Dental Reception Certificate

MOTION: THAT Education Council approves, 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.

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

- L. Dannhauer and E. Squires presented the proposal to change the name of the Certified Dental Assisting Certificate and Certified Dental Assisting Certificate (Online) programs, removing the term “Certified.” The background is a legislative change to the professional designation from certified to licensed dental assistant. The Chair of the Board of Governors agreed to delegate authority to approve this name change to Education Council.
- Related references in the Dental Reception Certificate program content guide and 29 course outlines were also updated. Additional edits included removing PLAR from three courses and updating learning outcomes in DAST 1518 to reflect a change in professional scope.

ix) Program Update: Occupational/Physical Therapist Assistant Diploma

MOTION: THAT Education Council approves, 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 recommends the Board of Governors approve the creation of the new courses and program implementation.

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

- L. Dannhauer and C. Kimoto presented significant revisions to the Occupational/Physical Therapist Assistant (OPTA) Diploma program. The updated curriculum reflects new accreditation standards and national competencies and includes additional content for Speech-Language Pathology Assistants (SLPA). The program length, content and credits now align with other programs across BC and Canada; the number of credits was reduced from 94 to 81. EdCo requested only minor formatting edits.

x) Program Updates: Practical Nursing & Access to Practical Nursing Diplomas

MOTION: THAT Education Council approves, 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 recommends the Board of Governors approve the creation of the new courses and implementation of the revised programs.

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

- L. Dannhauer presented significant revisions to the Practical Nursing and Access to Practical Nursing Diploma programs. Practical nursing programs in British Columbia follow a provincially established curriculum, and these revisions align VCC's program with updated provincial requirements, including program sequence, minimum course hours, learning outcomes, course content, and admission requirements.

xi) Program Update: Health Unit Coordinator Certificate

MOTION: THAT Education Council approves, 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 recommends the Board of Governors approve creation of the new courses and program implementation.

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

- L. Dannhauer and K. Griffiths presented significant revisions to the Health Unit Coordinator Certificate program. The program was shortened from 32 to 26 weeks by removing redundant content. Curriculum was updated to align with current hospital practices, including the move from paper-based to electronic records. The number of program credits is decreasing from 40 to 33 credits, and the two clinical placements will be replaced with one 120-hour placement. Curriculum Committee requested only minor adjustments, which were completed.

xii) Course Deactivations

MOTION: THAT Education Council recommends the Board of Governors approve the deactivation of 28 courses that are no longer taught.

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

b) Education Policy Committee

- E. Logan reported that there were no committee meetings in August or September. The Academic Integrity Working Group aims to bring drafts of the Academic Integrity policy (325) to the committee in October.

c) Education Quality Committee

- A. Sellwood reported that the committee reviewed the proposal for the Learning Centre Education Service Renewal at its June meeting; the proposal for the Indigenous Education and Community Engagement (IECE) renewal was circulated via email over the summer. The committee is planning sessions at Leaders' Forum around Program Advisory Committees (PAC) and educational quality.

8. CHAIR REPORT

- L. Dannhauer has accepted a temporary position at VCC as Dual Credit & Partnerships Manager and is resigning from the EdCo Chair position and her elected faculty seat. Vice-Chair Emily Logan will serve as interim EdCo Chair until the by-election at the October EdCo meeting, followed by the regular chair elections in December.
- Members were invited to suggest topics for EdCo Planning Day in early December.

9. STUDENT REPORT

- M. Ng reported on SUVCC's Welcome Day activities at both campuses. N. Garcia thanked Dean S. Lew and the Music department for running Music courses over the summer.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on October 13, 2026, 3:30–5:30 p.m.
- The meeting was adjourned at 4:45 p.m.

Emily Logan
Interim Chair, VCC Education Council



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2026

ISSUE: 2026 – 27 Enrolment

BACKGROUND:

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

This report is created in response to a request from Education Council for an update on enrolment during the 2026 – 27 fiscal year in comparison to the 2026 – 27 Enrolment Plan.

DISCUSSION:

The attached summary and comparison is based on registrations for courses in Spring/Summer or Fall 2026 (i.e. whose stable enrolment date falls between April 1, 2026 and December 31, 2026¹). The comparison conservatively assumes that fall registration is complete. No comparison is provided for Winter 2027 enrolments, as many planned courses are not yet open for registration.

Over the time period in question, a total of 35 108 registrations were budgeted in the enrolment plan. Actual registrations total 39 380 as of October 5, 2026². A summary table follows.

¹ April 1 is the start of the 2026 – 27 fiscal year; December 31 was chosen as the end date in order to capture the entire fall term.

² Data obtained from Institutional Research (Power BI Finance Enrolment Reports) and filtered to exclude registrations for courses whose stable enrolment date falls outside the April–December period in question.

Category	Domestic	International	Total
Budgeted registrations	24,974	10,134	35,108
Actual registrations from orgs in EP	25,696	10,672	36,368
Actual registrations from orgs not in EP	3,369	243	3,612
Actual registrations total	29,065	10,915	39,980
Performance against EP (budgeted orgs only)	103%	105%	104%
Performance against EP (all orgs included)	116%	108%	114%

Of the 3612 registrations from areas not reflected in the enrolment plan, 2795 are associated with contracts, and 817 registrations are associated with regular offerings of programs or courses that were not budgeted in the enrolment plan. The latter includes new programs (2D/3D Animation, Automotive Electronics Repair, Construction Electrician and Clean Energy Diploma) and existing programs or areas (Dance Diploma, Bachelor of Hospitality Management).

A total of 87 program intakes (cohorts) were planned for the April – December time period, and 99 intakes were actually offered. Of the 87 planned intakes, 84 were offered and one dual-credit culinary intake was rescheduled to Winter 2027. A list of added and cancelled intakes appears below.

Program Intake	Cancelled	Added
Dance Diploma		1
2D Animation Diploma		1
3D Animation Diploma		1
Automotive Electronics Repair Diploma		1
Const Elec Clean Energy Diploma		1
Construction Elec Foundation		1
Health Care Assistant		1
Hairstylist		2
Professional Cook 2 Advanced	2	1
Hospitality Management Degree		1
Auto Serv Tech Foundation		2
Bach Science Nursing Advanced Entry		1
Transportation Trades Sampler		1
Pharmacy Technician		1
Legal Administrative Assistant	1	0
Total	3	16

Overall, enrolment in budgeted areas is slightly above the level budgeted in the enrolment plan, at 104% above budgeted; when “zero-budgeted” areas and contracts are included, registrations sit at about 114% of the level in the plan.

The 2027 – 28 enrolment plan is in early draft stages, with the first round of meetings between schools, Finance, and the Registrar/International Education taking place in October. A second draft revision will occur early in the new year, once winter term registrations for the current fiscal year are in place. The draft 2027 – 28 plan is expected to come to Education Council for advice to the Board in March 2027.

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

ATTACHMENT: APPENDIX A – 2026-27 Enrolment Plan performance vs actuals Apr-
Dec 2026

DATE: October 8, 2026

School	ORG	Area Description	Plan Domestic	Actual Domestic	Variance Domestic	Plan Int'l	Actual Int'l	Variance Int'l	Plan Total	Actual Total	Variance Total	Actual as % of plan	Comment
CCS	1538	Instructor Education CS		29			0			29			
CCS	6022	Fashion Design	103	107	4	0	12	12	103	119	16	116%	
CCS	6023	Jewellery	18	23	5	0	0	0	18	23	5	128%	
CCS	6034	New Init Art&Des	12	93	81	0	7	7	12	100	88	833%	
CCS	6038	Bldg Mgr Residential	110	96	-14	0	0	0	110	96	-14	87%	
CCS	6046	Computers		26			0			26			
CCS	6060	Management Skills Supervisors	120			0			120				
CCS	6064	Office & Admin CertificateProg	566	716	150	0	6	6	566	722	156	128%	
CCS	6067	Paralegal Program	488	465	-23	0	0	0	488	465	-23	95%	
CCS	6076	Allied Health	34	154	120	0	0	0	34	154	120	453%	
CCS	6082	Sterile Supply Room Aide	102	102	0	0	2	2	102	104	2	102%	
CCS	6093	Counselling Skills	311	238	-73	0	0	0	311	238	-73	77%	
CCS	6222	Fashion Courses	46	73	27	0	0	0	46	73	27	159%	
CCS	6225	Technical & Creative Writing	90	38	-52	0	0	0	90	38	-52	42%	
CCS	6232	Production Micro-credential	42	68	26	0	0	0	42	68	26	162%	
CCS	6233	Cybersecurity PDD	48	44	-4	286	316	30	334	360	26	108%	
CCS	6245	LERN UGotClass	72	125	53	0	1	1	72	126	54	175%	
CCS	6255	Optician Diploma	0	0	0	12	12	0	12	12	0	100%	
CCS	6557	2D Animation		99			0			99			New program
CCS	6581	Trades Microcredentials		95			3			98			
CCS	6601	IT Operations	0	5	5	282	273	-9	282	278	-4	99%	
CCS	6650	CS Music		8			0			8			
CCS	6651	ASL Non-Credit		51			0			51			
CCS	0000	2D/3D Animation		18			0			18			New program
CCS	A125	Building Management		24			0			24			Contract offering
CCS	A271	Office Admin		453			2			455			Contract offering
CCS	A379	Office Admin		256			0			256			Contract offering
CCS	A383	DiverCity Trades Contract		9			0			9			Contract offering
CCS	A384	YMCA Office Admin Essentials		12			0			12			Contract offering
CCS	A385	MOSAIC Building Service Worker		11			0			11			Contract offering
CCS	A391	ACCESS Building Manager		61			0			61			Contract offering

School	ORG	Area Description	Plan Domestic	Actual Domestic	Variance Domestic	Plan Int'l	Actual Int'l	Variance Int'l	Plan Total	Actual Total	Variance Total	Actual as % of plan	Comment
CCS	A395	Office Admin		275			7			282			Contract offering
CCS	A409	Office Admin		575			0			575			Contract offering
CEE	1500	Provincial Instructor Diploma	1334	1089	-245	0	0	0	1334	1089	-245	82%	
CEE	1531	Trades Instructor	80	165	85	0	0	0	80	165	85	206%	
CEE	1539	Digital Learn Innov Teaching	54	91	37	0	0	0	54	91	37	169%	
CEE	A402	2627 BC Hydro PIDP		52			0			52			Contract offering
CTT	1903	Community & Career Education	168	174	6	0	0	0	168	174	6	104%	
CTT	1909	Community & Career Ed P/T		9			0			9			
CTT	4110	Electronics Repair Technology	75	40	-35	90	81	-9	165	121	-44	73%	
CTT	4111	Automotive Electronics Repair		30			0			30			New program
CTT	4202	Jewellery Art & Design	207	231	24	16	13	-3	223	244	21	109%	
CTT	4203	Drafting	350	274	-76	28	57	29	378	331	-47	88%	
CTT	4301	Automotive Collision Repair	510	497	-13	0	0	0	510	497	-13	97%	
CTT	4303	Automotive Service Technician	568	535	-33	0	0	0	568	535	-33	94%	
CTT	4304	Heavy Duty/Commercial Tranport	1680	1499	-181	0	0	0	1680	1499	-181	89%	
CTT	4305	Technical Training Access	0	0	0	422	422	0	422	422	0	100%	
CTT	4306	Auto Collision Refinishing Dip	0	0	0	980	985	5	980	985	5	101%	
CTT	4314	Auto Collision Apprenticeship	22	30	8	0	1	1	22	31	9	141%	
CTT	4316	Automotive Tech Apprenticeship	129	156	27	0	0	0	129	156	27	121%	
CTT	4322	Auto Paint - Apprenticeship	14	16	2	0	0	0	14	16	2	114%	
CTT	4324	Auto Glass - Apprenticeship	14	13	-1	0	2	2	14	15	1	107%	
CTT	4326	AST Apprenticeship - Online	19	53	34	0	1	1	19	54	35	284%	
CTT	4328	Auto Serv Tech Diploma Intl	0	0	0	474	480	6	474	480	6	101%	
CTT	4361	Auto Parts & Service Mgmt	5	5	0	100	100	0	105	105	0	100%	
CTT	4430	Visual Comm Design Diploma	65	71	6	115	115	0	180	186	6	103%	
CTT	4711	Clean Energy Technology		60			0			60			New program
CTT	4712	Construction Elec Foundation	552	631	79	0	0	0	552	631	79	114%	
CTT	4715	Refrigeration & Air Condt Mech	168	168	0	0	0	0	168	168	0	100%	
CTT	5202	Hairstyling	176	220	44	150	160	10	326	380	54	117%	
CTT	5215	Hair Design - Satellite Prgms	172	162	-10	0	0	0	172	162	-10	94%	
CTT	5219	Hair Apprenticeship	30	23	-7	0	0	0	30	23	-7	77%	

School	ORG	Area Description	Plan Domestic	Actual Domestic	Variance Domestic	Plan Int'l	Actual Int'l	Variance Int'l	Plan Total	Actual Total	Variance Total	Actual as % of plan	Comment
CTT	5221	Esth-Skin & Body Non-ITA	96	82	-14	197	194	-3	293	276	-17	94%	
CTT	5301	Baking & Pastry Arts	1079	989	-90	10	25	15	1089	1014	-75	93%	
CTT	5302	Baking Intn'l 5 month program	0	0	0	28	28	0	28	28	0	100%	
CTT	5406	Culinary Arts - Satellite Prg	448	343	-105	0	0	0	448	343	-105	77%	
CTT	5410	Culinary Arts (Blended)	617	678	61	1505	1395	-110	2122	2073	-49	98%	
CTT	5501	Asian Culinary Arts	81	130	49	0	7	7	81	137	56	169%	
CTT	5701	Hospitality Management	215	180	-35	1243	1321	78	1458	1501	43	103%	
CTT	5702	Hospitality Management App Deg		60			78			138			Program intake added
CTT	5703	Hospitality Diploma Int'l	0	2	2	129	127	-2	129	129	0	100%	
CTT	5708	Culinary Arts Apprenticeship	30	37	7	0	0	0	30	37	7	123%	
CTT	A362	AST Dual Credit		90			0			90			Contract offering
CTT	A365	AST Dual Credit		170			0			170			Contract offering
CTT	A404	Transp Trades Sampler 2627		176			0			176			Contract offering
SAS	1901	Visually Impaired	69	48	-21	0	0	0	69	48	-21	70%	
SAS	1902	Deaf & Hard of Hearing	52	55	3	0	0	0	52	55	3	106%	
SAS	1951	Sign Language Studies	218	255	37	5	5	0	223	260	37	117%	
SAS	1952	ASL & Deaf Studies Part Time	24			0			24				
SAS	1954	Sign Language Interpretation	138	132	-6	0	0	0	138	132	-6	96%	
SAS	2001	Access to Careers & Education	5	14	9	0	1	1	5	15	10	300%	
SAS	2003	ABE Intermediate Youth	28	45	17	0	0	0	28	45	17	161%	
SAS	2005	ABE Fundamentals	137	128	-9	0	0	0	137	128	-9	93%	
SAS	2006	CF - Humanities	310	395	85	0	0	0	310	395	85	127%	
SAS	2007	CF - Mathematics	459	590	131	0	0	0	459	590	131	129%	
SAS	2008	CF - Science	655	773	118	0	0	0	655	773	118	118%	
SAS	2016	UT Humanities	620	766	146	0	56	56	620	822	202	133%	
SAS	2017	UT Math	275	293	18	0	51	51	275	344	69	125%	
SAS	2018	UT Sciences	530	610	80	0	12	12	530	622	92	117%	
SAS	2019	ABE Lab		2			0			2			
SAS	2022	UT Engineering	45	61	16	0	23	23	45	84	39	187%	
SAS	2023	UT Computing Science&Software	42	22	-20	0	12	12	42	34	-8	81%	
SAS	2027	Early Childhood Care and Edu	620	471	-149	2312	2359	47	2932	2830	-102	97%	

School	ORG	Area Description	Plan	Actual	Variance	Variance			Actual	Variance	Actual as	
			Domestic	Domestic	Domestic	Plan Int'l	Actual Int'l	Int'l		Total	% of plan	Comment
SAS	3366	ESL Pathways	2454	2355	-99	0	1	1	2454	2356	96%	
SAS	4204	Music	351	468	117	26	53	27	377	521	138%	
SAS	4206	Music Degree	102	113	11	0	2	2	102	115	113%	
SAS	4208	Dancing Diploma	24	20	-4	20	32	12	44	52	118%	
SAS	4209	Dancing Diploma - Arts Umbrell		95			153		248			Program intake added
SAS	4702	Computer Systems Tech Diploma	142	118	-24	121	100	-21	263	218	83%	
SAS	4801	Business Mgmt PD Diploma	0	0	0	19	19	0	19	19	100%	
SAS	4811	Bus & Project Mgmt PD Diploma	0	0	0	88	88	0	88	88	100%	
SAS	4812	Global Supply Chain Management	36	19	-17	167	196	29	203	215	106%	
SAS	4813	IT Project Management	0	0	0	56	52	-4	56	52	93%	
SAS	4820	Accounting Diploma	15	20	5	110	111	1	125	131	105%	
SAS	4830	Marketing Technology Diploma	16	6	-10	155	174	19	171	180	105%	
SAS	A340	ECCE		43			0		43			Contract offering
SAS	A344	ECCE		109			0		109			Contract offering
SHS	4601	Legal Administrative Assistant	140	66	-74	0	0	0	140	66	47%	
SHS	4602	Medical Office Assistant 15/16	285	316	31	5	5	0	290	321	111%	
SHS	4610	Health Unit Coordinator	315	353	38	0	3	3	315	356	113%	
SHS	4614	Admin Professional 1 & 2	376	340	-36	1	1	0	377	341	90%	
SHS	5004	Practical Nursing	1354	1511	157	0	0	0	1354	1511	112%	
SHS	5005	Pharmacy Technician	336	304	-32	0	0	0	336	304	90%	
SHS	5017	Access to Practical Nursing	144	116	-28	0	0	0	144	116	81%	
SHS	5019	Success in Practical Nursing		1			0		1			
SHS	5031	Baccalaureate Nursing	713	677	-36	0	0	0	713	677	95%	
SHS	5076	Occup/Physical Therapist Asst	369	366	-3	41	57	16	410	423	103%	
SHS	5078	LPN Bridging to BSN	96	118	22	0	0	0	96	118	123%	
SHS	5101	Dental Hygiene	230	255	25	0	0	0	230	255	111%	
SHS	5102	Dental Assisting	528	525	-3	0	0	0	528	525	99%	
SHS	5103	Dental Tech	156	139	-17	66	128	62	222	267	120%	
SHS	5104	Dental Reception Coordinator	163	167	4	0	0	0	163	167	102%	
SHS	5106	Dental Radiography	24	9	-15	0	2	2	24	11	46%	
SHS	5115	Dental Assisting Online	294	331	37	0	0	0	294	331	113%	

School	ORG	Area Description	Plan Domestic	Actual Domestic	Variance Domestic	Plan Int'l	Actual Int'l	Variance Int'l	Plan Total	Actual Total	Variance Total	Actual as % of plan	Comment
SHS	5116	Health Care Assistant	660	1079	419	0	4	4	660	1083	423	164%	
SHS	5117	Medical Lab Assistant	240	239	-1	0	0	0	240	239	-1	100%	
SHS	5120	CDA Directed Studies DAST 1600	56	77	21	0	27	27	56	104	48	186%	
SHS	5122	Health Care Assistant Int'l	0	0	0	875	955	80	875	955	80	109%	
SHS	5124	Dental Assisting Online	8			0			8				
SHS	A288	HCA		128			0			128			Contract offering
SHS	A368	2425 Pharmacy Technician		10			0			10			Contract offering
SHS	A386	Ministry LPN BScN 2526		257			0			257			Contract offering
SHS	A407	Pharmacy Technician 26/27		75			0			75			Contract offering



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2026

ISSUE: Revisions to NURS Courses - Bachelor of Science in Nursing

BACKGROUND:

The Bachelor of Science in Nursing (BScN) department is proposing revisions to 15 course outlines, including 4 LPN to BScN bridging courses. These changes standardize clinical and lab courses in response to feedback from accrediting bodies, the Canadian Association of Schools of Nursing (CASN) and the British Columbia College of Nurses and Midwives (BCCNM).

Course learning outcomes were revised to make them more specific, better aligned with professional standards, and reflective of student progression throughout the program. The updates incorporate leadership, relational inquiry, and Indigenous health, scaffolding learning across terms. Evaluation methods were updated to improve consistency and transparency. Overall, the changes are intended to provide clearer expectations for students, strengthen consistency across the nursing program, and better reflect the learning experiences already being delivered.

DISCUSSION:

Sarah Cain, BScN instructor, and Rosie Gosling, department head, presented the proposal.

The committee discussed the course hours and recommended moving some hours from category 3 (practicum) to category 2 (clinical/lab), to reflect components that are supervised by instructors (category 2) rather than by external professionals/preceptors (category 3).

The committee agreed for the department to discuss and finalize these edits after the meeting before the proposal is presented to Education Council.

The department worked with the Registrar's Office to recategorize hours in several courses to reflect current course delivery. Though the Assignment of Credit to Courses Policy (413) stipulates a lower hours-to-credits ratio for category 2 (25 hours per credit, rather than 30 hours per credit for category 3), it was decided to keep the credits for each course the same. There will be no additional cost incurred, and this recategorization of courses is in line with the Practical Nursing department.

Note: The effective dates of the Bachelor of Science in Nursing (First Year Entry) and Bachelor of Science in Nursing (Advanced Entry) will be updated administratively to September 2027 to align with the course changes, though there were no changes to the PCGs. (The PCGs are included in the meeting package for information only). The bridging courses will be effective May 2027.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to 15 NURS course outlines.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: October 5, 2026

Changes saved but not submitted

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

Last approved: 06/10/26 3:18 pm

Last edit: 09/22/26 10:59 am

Catalog Pages Using
this Program

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

Program Name:

Bachelor of Science in Nursing (First Year Entry)

Credential Level: Degree

Effective Date: September ~~2026~~ 2027

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

History

1. Dec 18, 2017 by clmig-jwehrheim
2. Jan 11, 2018 by Todd Rowlatt (trowlatt)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)
4. Jun 12, 2020 by Ruth Klann (rklann)
5. Jul 14, 2020 by Todd Rowlatt (trowlatt)
6. Nov 16, 2020 by Deirdre Duncan (dduncan)
7. Oct 13, 2021 by Sarah Desbiens (sdesbiens)
8. Dec 9, 2021 by Nicole Degagne (ndegagne)
9. Jun 15, 2022 by Sarah Desbiens (sdesbiens)
10. Sep 14, 2022 by Sarah Desbiens (sdesbiens)
11. Sep 15, 2022 by Darija Rabadzija (drabadzija)
12. Sep 15, 2022 by Darija Rabadzija (drabadzija)
13. Dec 15, 2022 by Nicole Degagne (ndegagne)

21
27. Jun 10, 2026 by
Radhika Kumar
(rakumar)
28. Jun 10, 2026 by
Darija Rabadzija
(drabadzija)

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

Program Content Guide

Purpose

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

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

Application advice:

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

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

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

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

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

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

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

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

ADMISSIONS REQUIREMENTS:

18 credits in first-year level undergraduate courses:

6 credits in English:

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

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

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

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

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

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

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

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

Valid [CPR-BLS certification](#)

Certificate must remain valid throughout the program.

TB Screening*

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

with a known prevalence of TB.

Immunization Record*

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

N95 Respiratory Mask

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

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

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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

Program Learning

Outcomes

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

Additional PLO Information

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

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

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

Evaluation of Student Learning

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

Students must receive a minimum grade of 'B' (3.00, 72%), or 'C' (2.00, 60%), or 'S' as indicated on each course outline. A minimum grade of 'C' (2.00, 60%) is required for MATH 1111 and non-nursing electives. Students must achieve 100% in the dosage calculation component, with a maximum of two opportunities to retake the assessment. Students must achieve a 'Satisfactory' grade in all lab and clinical components. Students must receive a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate.

A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. If a student is unsuccessful in Term 1 or 2 courses, they may be required to re-apply to the program. A student may apply to the BScN Progressions Committee to repeat the failed course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, students may be required by the BScN Progressions Committee to repeat course(s) to update clinical knowledge and skills necessary for safety in practice.

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

Computer skills.

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

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

Courses

Plan of Study Grid

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

<u>NURS 3160</u> Mental Health Nursing	6
<u>NURS 3163</u> Situational Transitions	3
<u>NURS 3164</u> Clinical Mental Health	3
<u>NURS 3252</u> Pathophysiology of Complex Disease	3
<u>MATH 1111</u> Introduction to Statistics	3
<u>NURS 3265</u> Nursing Research	3
<u>NURS 3261</u> Leadership in Nursing	2
<u>NURS 3263</u> Multiple Transitions	2
<u>NURS 3264</u> Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
<u>NURS 3370</u> Clinical Consolidation 3	6
<u>CSIH 1015</u> Enhancing Cultural Safety and Indigenous Health Equity	0
Credits	40
Fourth Year	
<u>NURS 3266</u> Focused Practice: Preceptorship Preparation	2
<u>NURS 4064</u> Population and Public Health Clinical	4
<u>NURS 4166</u> Canadian Health Care System	2
<u>NURS 4163</u> Community Health	3
<u>NURS 4165</u> Ethics and Law in Health Care	3
<u>NURS 4264</u> Focused Preceptorship	12
Elective in a College level Non-Nursing course*	3
Credits	29
Total Credits	139

*

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

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

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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.

updated effective date to September 2027 to align with course changes - see rationale NURS 1164:

Through collaboration with the XX64 and Curriculum Committee for the BScN program, improvements were made to the CLOs to ensure alignment in language and scaffolding of knowledge and skills. The previous iteration of CLOs were identical across terms. The revisions bring BCCNM standards to the forefront and acknowledge term-specific learning objectives.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic

ⓘ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

Marketing Description

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

Changes saved but not submitted

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

Last approved: 08/05/26 4:41 pm

Last edit: 09/22/26 11:16 am

Catalog Pages Using
this Program

[Bachelor of Science Nursing \(Advanced Entry\).](#)

[Bachelor of Science Nursing \(Advanced Entry\) \(January 2026\)](#)

Program Name:

Bachelor of Science in Nursing (Advanced Entry)

Credential Level: Degree

Effective Date: September ~~2026~~ 2027

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

History

1. Dec 14, 2017 by clmig-jwehrheim
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Nov 25, 2019 by Darija Rabadzija (drabadzija)
4. Nov 26, 2019 by Darija Rabadzija (drabadzija)
5. Jun 12, 2020 by Ruth Klann (rklann)
6. Jul 14, 2020 by Todd Rowlatt (trowlatt)
7. Oct 13, 2021 by Sarah Desbiens (sdesbiens)
8. Oct 21, 2021 by Todd Rowlatt (trowlatt)
9. Dec 9, 2021 by Nicole Degagne (ndegagne)
10. Jun 15, 2022 by Sarah Desbiens (sdesbiens)
11. Sep 14, 2022 by Sarah Desbiens (sdesbiens)
12. Sep 15, 2022 by Darija Rabadzija (drabadzija)
13. Dec 15, 2022 by Nicole Degagne (ndegagne)

27. Jun 10, 2026 by
Radhika Kumar
(rakumar)
28. Jun 10, 2026 by
Darija Rabadzija
(drabadzija)
29. Aug 5, 2026 by
Darija Rabadzija
(drabadzija)

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

Program Content Guide

Purpose

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

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

Application advice:

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

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

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

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

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

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

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

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

ADMISSIONS REQUIREMENTS:

Nursing practice experience demonstrated by the following:

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

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

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

18 credits in first-year level undergraduate courses:

6 credits in English:

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

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

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

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

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

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

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

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

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

Criminal Record Check

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

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

Valid [CPR-BLS certification](#)

Certificate must remain valid throughout the program.

TB Screening

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

Immunization Record

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

N95 Respiratory Mask

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

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

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Maintain professional responsibility and accountability of nursing practice, and professional conduct.

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

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

Additional PLO Information

=

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Instructional Strategies, Design, and Delivery Mode

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

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

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

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

Students must receive a minimum grade of 'B' (3.00, 72%), or 'C' (2.00, 60%), or 'S' as indicated on each course outline. A minimum grade of 'C' (2.00, 60%) is required for MATH 1111 and non-nursing electives. Students must achieve 100% in the dosage calculation component, with a maximum of two opportunities to retake the assessment. Students must achieve a 'Satisfactory' grade in all lab and clinical components. Students must receive a minimum program cumulative grade point average of 2.00 upon completion of all program courses to successfully graduate.

A student may only repeat two courses throughout the entire program. If a student fails three courses, they will be required to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a third registration. A student may apply to the BScN Progressions Committee to repeat the course (insert) the next time it is offered provided there is space available and Department Head approval is granted. Prior to returning, the student may be required by the BScN Progressions Committee to complete courses to update clinical knowledge and skills necessary for safety in practice.

Program Considerations

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

Computer skills

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

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

Courses

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

Plan of Study Grid

Third Year	Credits
<u>NURS 3160</u> Mental Health Nursing	6
<u>NURS 3163</u> Situational Transitions	3
<u>NURS 3164</u> Clinical Mental Health	3
<u>NURS 3252</u> Pathophysiology of Complex Disease	3

<u>MATH 1111</u> Introduction to Statistics	3
<u>NURS 3265</u> Nursing Research	3
<u>NURS 3261</u> Leadership in Nursing	2
<u>NURS 3263</u> Multiple Transitions	2
<u>NURS 3264</u> Nursing Clinical Practice 6: Care of the Acutely Ill Adult	9
<u>NURS 3370</u> Clinical Consolidation 3	6
<u>CSIH 1015</u> Enhancing Cultural Safety and Indigenous Health Equity	0
Credits	40
Fourth Year	
<u>NURS 3266</u> Focused Practice: Preceptorship Preparation	2
<u>NURS 4064</u> Population and Public Health Clinical	4
<u>NURS 4166</u> Canadian Health Care System	2
<u>NURS 4163</u> Community Health	3
<u>NURS 4165</u> Ethics and Law in Health Care	3
<u>NURS 4264</u> Focused Preceptorship	12
Elective in a College level Non-Nursing course*	3
Credits	29
Total Credits	69

*

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

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

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

each Program level or semester.

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

updated effective date to September 2027 to align with course changes - see rationale NURS 1164:

Through collaboration with the XX64 and Curriculum Committee for the BScN program, improvements were made to the CLOs to ensure alignment in language and scaffolding of knowledge and skills. The previous iteration of CLOs were identical across terms. The revisions bring BCCNM standards to the forefront and acknowledge term-specific learning objectives.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for: Domestic

ⓘ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

Marketing Description

Apply your previous Practical Nursing training to gain advanced entry into year 3 of VCC's Bachelor of Science in Nursing program.

Course Change Request

Date Submitted: 08/24/26 4:51 pm

Viewing: **NURS 1164 : Nursing Clinical Practice 1**

Last approved: 09/22/23 7:32 am

Last edit: 10/01/26 11:48 am

Changes proposed by: scain

Programs
referencing this
course

[44: Bachelor of Science in Nursing \(First Year Entry\).](#)

Course Name:

Nursing Clinical Practice 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:07 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:34 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 6:23 am
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 6:47 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
5. 09/15/26 12:55 pm
Sarah Cain (scain):
Approved for 5031
Leader
6. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean

39
7. 10/01/26 3:44 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Aug 7, 2020 by Ruth Klann (rklann)
2. Nov 11, 2021 by Nicole Degagne (ndegagne)
3. Sep 22, 2023 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
~~Sarah Desbiens~~	~~sdesbiens@vcc.ca~~	~~778.783.5131~~
<u>Sarah Cain</u>	<u>scain@vcc.ca</u>	<u>6048717000</u>

Banner Course Nursing Clinical Practice 1
Name:

Subject Code: NURS - Nursing

Course Number 1164

Year of Study 1st Year Post-secondary

Credits: 6.5

Bridge College Code UT

Bridge Billing Hours 0-6.5

Bridge Course Level 01

Course Description:

This course introduces professional practice themes including nursing health assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed practice, collaboration, organizational skills, client ~~patient~~ safety, and relational practice. Students apply the nursing process as a

foundational framework for clinical reasoning and decision-making in subacute/rehabilitation and long-term care settings. Clinical practice including nursing labs, simulation and clinical placements provides experiences for integration of theory to practice. Theory from nursing science, other sciences and humanities informs practice.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

~~NURS 1150, NURS 1161, NURS 1162, NURS 1153.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Apply BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics to nursing care for adults and older adults in subacute or long-term care settings.</u> ~~Maintain professional responsibility and accountability of nursing practice, and professional conduct.~~
CLO #2	<u>Identify protocols, practice standards, and health authority policies and procedures related to the provision of responsive, safe, and ethical care for adults in subacute or long-term care settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Discuss the key elements of relational inquiry in providing holistic, equity-oriented nursing care in subacute or long-term care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Explore and describe the roles of intraprofessional, interdisciplinary, and intersectoral team members in providing holistic, collaborative care for adults with multiple comorbidities.</u> ~~Uphold and promote the ethical standards of the nursing profession.~~
CLO #5	<u>Engage in learning about the purpose and impact of the Truth and Reconciliation Commission and apply this knowledge to provide culturally safe, anti-racist nursing care grounded in respect for Indigenous ways of knowing.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~

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

<u>CLO #6</u>	<u>Identify leadership characteristics that foster a healthy, respectful, and psychologically safe environment in subacute or long-term care settings.</u>
<u>CLO #7</u>	<u>Demonstrate foundational nursing skills within the Term 1 scope of practice.</u>

Instructional

Strategies:

This course is delivered through lectures, laboratory and clinical experiences, small and large group discussions/exercises, and reflective exercises. The format of this course gives students an opportunity to practice thinking and acting like professional nurses.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion for all S/U components. ~~An average of 72% for the laboratory components and clinical assignments is required to pass the course.~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u>	<u>10</u>	<u>Lab Assignments</u>
<u>Lab Work</u>	<u>10</u>	<u>Lab Knowledge Integration Assessment</u>
Quizzes/Tests	<u>50</u> ~~60~~	<u>Lab Quizzes</u> ~~4-6 quizzes~~
Final Exam	<u>30</u> ~~40~~	<u>Lab Final Examination</u> ~~Final Exam~~
<u>Exam</u> ~~Quizzes/Tests~~	S/U	<u>Drug Calculation Exam. 100%, Three Attempts.</u> ~~Drug Calculation Exam~~ *Satisfactory = 100% (3 attempts given to achieve 100%)
Assignments	S/U	~~Lab and~~ Clinical Assignments
~~Clinical Examination~~	~~S/U~~	~~Integrations~~
Other	S/U	Clinical <u>Midterm</u> ~~Self~~ and <u>Final</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: 195

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:

Clinical

Lab

Simulation

Hours in Category 2: 150 ~~90~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~105~~

Course Topics

Course Topics:

- Principles of Patient Safety
- Concepts of Infection control
- Body mechanics/MSIP - Lifts and transfers
- Thinking as a Nurse -Critical thinking/clinical reasoning/ Nursing Process - Evidence-informed practice
- Understanding Frameworks for Assessment
- Personal care of the patient - elimination - nutrition and hydration

Course Topics:

- Documentation and collaboration Systems
- Introduction to Lab Values: preparation for diagnostic tests/specimen collection
- Principles of Safe Medication Administration - foundational math - rectal & percutaneous medications

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:

Through collaboration with the XX64 and Curriculum Committee for the BScN program, improvements were made to the CLOs to ensure alignment in language and scaffolding of knowledge and skills. The previous iteration of CLOs were identical across terms. The revisions bring BCCNM standards to the forefront and acknowledge term-specific learning objectives.

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

No

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Recommendations for language, scaffolding, and Bloom's taxonomy were received.
Faculty/Department	Both the XX64 (lab/clinical) and Curriculum Committee were consulted throughout the collaborative revision process. The final document received majority vote on August 5th at the online faculty meetings.

Course Change Request

Date Submitted: 08/24/26 10:53 pm

Viewing: **NURS 1264 : Nursing Clinical Practice 2**

Last approved: 07/17/24 9:43 am

Last edit: 10/01/26 2:02 pm

Changes proposed by: scain

Programs
referencing this
course

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

Course Name:

Nursing Clinical Practice 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:07 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:34 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 6:28 am
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 6:47 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
5. 09/15/26 12:56 pm
Sarah Cain (scain):
Approved for 5031
Leader
6. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean

45
7. 10/01/26 3:44 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Jul 23, 2020 by Ruth Klann (rklann)
2. Nov 24, 2021 by Nicole Degagne (ndegagne)
3. Jul 17, 2024 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Rosie Gosling~~	<u>scain@vcc.ca</u> ~~rgosling@vcc.ca~~	--

Banner Course Nursing Clinical Practice 2
Name:

Subject Code: NURS - Nursing

Course Number 1264

Year of Study 1st Year Post-secondary

Credits: 6.5

Bridge College Code UT

Bridge Billing Hours 6.5

Bridge Course Level 01

Course Description:

This course expands the professional practice themes including nursing health assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed practice, collaboration, organizational skills, patient safety, and relational practice. Students apply the nursing process as a foundational framework for clinical reasoning and decision-making in subacute/rehabilitation settings.

Clinical practice including nursing labs, simulation and clinical placements provides experiences for integration of theory to practice. Theory from nursing science, other sciences and humanities informs practice.

Course Pre-Requisites (if applicable):

NURS 1150, NURS 1161, NURS 1162, NURS 1153, NURS 1164.

Course Co-requisites (if applicable):

~~NURS 1260, NURS 1261, NURS 1262, NURS 1263.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Practice in accordance with BCCNM practice standards and principles of professional conduct relevant to nursing care for adults and older adults in subacute or long-term care settings.</u> ~~Maintain professional responsibility and accountability of nursing practice, and professional conduct.~~
CLO #2	<u>Employ protocols, practice standards, and health authority policies and procedures to provide responsive, safe, and ethical care for adults in subacute or long-term care settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Demonstrate the key elements of relational inquiry in providing holistic, equity-oriented nursing care in subacute or long-term care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Relate the roles of intraprofessional, interdisciplinary, and intersectoral team members in providing holistic, collaborative care for adults with multiple comorbidities.</u> ~~Uphold and promotes the ethical standards of the nursing profession~~
CLO #5	<u>Define the purpose and impact of the Truth and Reconciliation Commission in providing culturally safe, anti-racist nursing care that addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Apply leadership characteristics that foster a healthy, respectful, and psychologically safe environment in subacute or long-term care settings.</u>

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

CLO #7 Perform nursing skills appropriate to the Term 2 clinical setting.

Instructional

Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide the student opportunities to safely apply theory from all courses.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion

for all S/U components. ~~An~~

~~average of 72% for the laboratory components and clinical assignments is required to pass the course.~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u>	<u>10</u>	<u>Lab Assignment</u>
<u>Lab Work</u>	<u>10</u>	<u>Lab Knowledge Integration Assessment</u>
Quizzes/Tests	<u>50</u> ~~60~~	<u>Lab Quizzes</u> ~~4-6 quizzes~~
Final Exam	<u>30</u> ~~40~~	<u>Lab Final Examination</u> ~~Final Exam~~
<u>Exam</u> ~~Quizzes/Tests~~	S/U	<u>Drug Calculation Exam. 100%, Three Attempts.</u> ~~Drug Calculation Exam*Satisfactory = 100% (3 attempts given to achieve)~~
~~Other~~	~~S/U~~	~~Clinical Self and Instructor Evaluation~~
Assignments	S/U	<u>Clinical Assignments</u> ~~Lab & Clinical assignments~~
<u>Other</u> ~~Clinical Examination~~	S/U	<u>Clinical Midterm and Final Evaluation</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: 195

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 37

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 158 ~~75~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 120

Course Topics

Course Topics:

- Concepts in Patient safety
- Holistic assessment (Safe ~~(VCC Framework for Healing & Health Promotion; Safe~~ Care Nursing Framework TM)
- Safe medication administration process =
- Oral medications: sublingual, rapid dissolving medications, narcotics
- Parenteral medications: subcutaneous, intramuscular, subcutaneous injections & butterfly administration
- Math concepts for medication administration

Course Topics:

- Collaboration ~~administration~~

~~Collaboration~~ & communication with a focus on physician orders and processing

- Safe

~~Safe~~ Wound Management process – skin integrity & chronic wounds

- Rehabilitation/transitional care nursing – advocacy for the patient with disability
- Nutrition through gastrostomy and jejunostomy tubes
- Urinary/bowel elimination via a stoma
- Preparation for diagnostic procedures and treatments

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

NURS 1164: Nursing Clinical Practice 1

Done

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (09/09/26 10:34 am): Rollback: As requested for edits.

Mandy Hayre (mhayre) (09/15/26 6:47 am): Rollback: As requested.

Course Change Request

Date Submitted: 09/22/26 11:06 am

Viewing: **NURS 1357 : Role Transitions**

Last approved: 06/02/22 5:39 am

Last edit: 09/22/26 11:13 am

Changes proposed by: drabadzija

Other Courses
referencing this
course

As A Banner Corequisite:

Course Name:
Role Transitions

Effective Date: May 2027

School/Centre: Health Sciences

Department: LPN Bridging to BSN (5078)

Contact(s)

In Workflow

1. 5078 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 09/22/26 11:12 am
Sarah Cain (scain):
Approved for 5078
Leader
2. 09/22/26 4:41 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
3. 10/01/26 3:44 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Aug 7, 2020 by Ruth Klann (rklann)
2. Dec 4, 2021 by Nicole Degagne (ndegagne)
3. Jun 2, 2022 by Todd Rowlatt (trowlatt)

Name	E-mail	51 Phone/Ext.
Sarah <u>Cain</u> ~~Desbiens~~	<u>scain@vcc.ca</u> ~~sdesbiens@vcc.ca~~	~~--~~ 5131

Banner Course Role Transitions
Name:

Subject Code: NURS - Nursing

Course Number 1357

Year of Study 1st ~~2nd~~ Year Post-secondary

Credits: 2

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

This course is designed to assist with the transition of the practicing LPN into the BSN role. Similarities and differences of the two professional groups will be studied and learners will expand on existing theoretical and practical knowledge of all aspects of professional practice. The interrelationship of research, theory, philosophy and practice is examined. Learners will be introduced to frameworks which will assist the LPN through the change of attitudes and beliefs necessary for a LPN to BSN role transition. Common transitions such as health/illness, developmental, organizational transitions and culturally safe care will be examined in the context of current LPN practice and new BSN perspectives.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

~~NURS 1399:~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	Apply a process of transition theory to self in the role of LPN to BScN.
CLO #2	Compare and contrast the legal, ethical and professional roles and responsibilities of LPN and RN
CLO #3	Synthesize research literature and web-based resources
CLO #4	Analyze the relationship amongst philosophy, knowledge and nursing
CLO #5	Discuss relational inquiry as a theoretical approach for nursing practice
CLO #6	Examine the construct of transition as a midrange nursing theory
CLO #7	Describe the theories foundational to relational inquiry
CLO #8	Interpret culture and context relationally
CLO #9	Demonstrates a professional presence with confidence, honesty, integrity, and respect in all interactions.

Instructional

Strategies:

Instructional activities for this course include the following: on line activities, case studies, group work, simulation lab, and clinical experiences. This course may be offered using a online/blended learning format. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	100	4 assignments distributed throughout the course

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

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:

Bridges' Transition Theory - Transition Theory in Nursing
 Contemporary Nursing Practice - Scope of RN/LPN
 Evidence-Based Practice
 Introduction to Philosophy in Nursing
 Introduction to and theory of Relational Inquiry
 Issues and Challenges in Modern Nursing Practice
 Interpreting Culture Relationally

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

Course Change Request

Date Submitted: 08/25/26 5:49 am

Viewing: **NURS 1358 : Maternal and Newborn Health**

Last approved: 06/02/22 5:39 am

Last edit: 10/01/26 12:14 pm

Changes proposed by: scain

Other Courses
referencing this
course

As A Banner Corequisite:

Course Name:

Maternal and Newborn Health

Effective Date:

May 2027

School/Centre:

Health Sciences

Department:

LPN Bridging to BSN (5078)

Contact(s)

In Workflow

1. 5078 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 9:18 am
Rosie Gosling
(rgosling): Approved
for 5078 Leader
2. 09/09/26 10:34 am
Mandy Hayre
(mhayre): Rollback
to 5078 Leader for
SHS Dean
3. 09/15/26 1:14 pm
Sarah Cain (scain):
Approved for 5078
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:44 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Jul 22, 2020 by Ruth Klann (rklann)
2. Dec 4, 2021 by Nicole Degagne (ndegagne)
3. Jun 2, 2022 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Sarah <u>Cain</u> Desbiens	<u>scain@vcc.ca</u> ~~sdesbiens@vcc.ca~~	<u>5131</u>

Banner Course Name: Maternal and Newborn Health

Subject Code: NURS - Nursing

Course Number 1358

Year of Study 1st ~~2nd~~ Year Post-secondary

Credits: 6

Bridge College Code VO

Bridge Billing Hours 0-6

Bridge Course Level 01

Course Description:

The focus of this course is on perinatal ~~maternal~~ nursing care. The content builds on previous knowledge from the Practical Nursing curriculum and on the accumulated knowledge of human anatomy, physiology, and pathophysiology. The course begins with an overview of family-centered care and family nursing theory and moves on to explore issues influencing the women's health of people who give birth in contemporary society with an emphasis on the nurses' role in health promotion and risk reduction. Physiological changes and responses to pregnancy and birth, gynecological and reproductive complications, prenatal and antenatal risks, birthing interventions and postpartum complications will be discussed. Microbiology, immunology and pharmacology content and nursing theory will be integrated throughout the course to reflect the interrelated and holistic nature of the body's response to illness and healing. The clinical component of the course will offer consolidation of theory to practice in the care of the family before, during and after childbirth.

Course Pre-Requisites (if applicable):

NURS 1399.

Course Co-requisites (if applicable):

~~NURS 1359.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Apply BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics to nursing care for perinatal families.</u> ~~Maintain professional responsibility and accountability of nursing practice, and professional conduct.~~
CLO #2	<u>Critically analyze protocols, practice standards, and health authority policies and procedures related to the provision of responsive, safe, and ethical care for perinatal families.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Apply the key elements of relational inquiry in providing holistic, equity-oriented nursing care in perinatal settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Integrate the roles of intraprofessional, interdisciplinary, and intersectoral team members in providing holistic, collaborative care for perinatal families.</u> ~~Uphold and promote the ethical standards of the nursing profession.~~
CLO #5	<u>Prioritize the Truth and Reconciliation Commission Calls to Action in planning and providing culturally safe, anti-racist nursing care for perinatal families that addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Participate in leadership that fosters a healthy, respectful, and psychologically safe workplace in perinatal care settings.</u>
<u>CLO #7</u>	<u>Demonstrate the skills and knowledge required within perinatal scopes of practice.</u>

Instructional
Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion

for ~~of~~ all S/U components.

~~evaluation components~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>10%</u> ~~20~~	<u>Lab Assignment</u>
Lab Work	<u>10%</u> ~~S/U~~	<u>Lab Knowledge Integration Assessment</u> ~~Integration~~
Quizzes/Tests	<u>50%</u> ~~35~~	<u>Lab Quizzes</u>
Final Exam	<u>30%</u> ~~30~~	<u>Lab Final Examination</u>
<u>Assignments</u>	<u>S/U</u>	<u>Clinical Assignments</u>
Other	S/U	Clinical <u>Midterm</u> ~~Self~~ and <u>Final</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: 142

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

[Lecture](#)[Online](#)[Seminar](#)Hours in Category 1: 35 ~~30~~**Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio**

Check all that apply:

[Clinical](#)[Lab](#)[Simulation](#)Hours in Category 2: 107 ~~40~~**Category 3: Practicum, Self Paced, Individual Learning**

Check all that apply:

Hours in Category 3: ~~72~~

Course Topics

Course Topics:

Concept of Family Centered Care/Family Nursing Theory

Contemporary Women's Health - Health Promotion, Issues and Challenges

Prenatal Care and Adaption to Pregnancy

Maternal Health Assessment

Nursing Care of Family During Labour and Birth

Pathophysiology of Maternal Complications

Nursing Care of Women with Complication in Pregnancy and Birthing

Term Newborn Health Assessments and Care

Pre and Post Term Newborn Care

Newborn Complications - Congenital Malformations

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

Course Change Request

Date Submitted: 08/25/26 5:57 am

Viewing: **NURS 1359 : Child Health**

Last approved: 06/02/22 5:39 am

Last edit: 10/01/26 12:16 pm

Changes proposed by: scain

Other Courses
referencing this
course

As A Banner Corequisite:

Course Name:
Child Health

Effective Date: May 2027

School/Centre: Health Sciences

Department: LPN Bridging to BSN (5078)

Contact(s)

In Workflow

1. 5078 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 1:40 pm
Rosie Gosling
(rgosling): Approved
for 5078 Leader
2. 09/09/26 10:34 am
Mandy Hayre
(mhayre): Rollback
to 5078 Leader for
SHS Dean
3. 09/15/26 1:14 pm
Sarah Cain (scain):
Approved for 5078
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:44 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Jul 22, 2020 by Ruth Klann (rklann)
2. Dec 4, 2021 by Nicole Degagne (ndegagne)
3. Jun 2, 2022 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Sarah <u>Cain</u> ~~Desbiens~~	<u>scain@vcc.ca</u> ~~sdesbiens@vcc.ca~~	<u>5131</u>

Banner Course Name: Child Health

Subject Code: NURS - Nursing

Course Number 1359

Year of Study 1st ~~2nd~~ Year Post-secondary

Credits: 6

Bridge College Code VO

Bridge Billing Hours 0-6

Bridge Course Level 01

Course Description:

This course provides additional theoretical and clinical experience in the care of children and families. Learners will build on existing knowledge of caring for the infant to adolescent population by focusing on synthesis of knowledge, skills and attitudes that enable nurses to provide competent care to vulnerable children and families in transition. Learners will be provided opportunities to apply holistic assessment of growth and development from infancy to adolescence. Themes of culturally safe care and transition related to children will be built upon. A review of anatomy, physiology, and pathophysiology of pediatric cardiovascular, neurological, endocrine, musculoskeletal and gastrointestinal body systems is included. Learners will build on previous pharmacological knowledge with additional knowledge specific to care of children such as pediatric dosages. The clinical experience will support the consolidation of learning.

Course Pre-Requisites (if applicable):

NURS 1399.

Course Co-requisites (if applicable):

~~NURS-1358.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Apply BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics to nursing care for pediatric clients.</u> ~~Maintain professional responsibility and accountability of nursing practice, and professional conduct.~~
CLO #2	<u>Critically analyze protocols, practice standards, and health authority policies and procedures related to the provision of responsive, safe, and ethical care for pediatric clients.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Apply the key elements of relational inquiry in providing holistic, equity-oriented nursing care in pediatric settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Integrate the roles of intraprofessional, interdisciplinary, and intersectoral team members in providing holistic, collaborative care for pediatric clients.</u> ~~Uphold and promote the ethical standards of the nursing profession.~~
CLO #5	<u>Prioritize the Truth and Reconciliation Commission Calls to Action in planning and providing culturally safe, anti-racist nursing care for pediatric clients that addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Participate in leadership that fosters a healthy, respectful, and psychologically safe workplace in perinatal and pediatric settings.</u>
<u>CLO #7</u>	<u>Demonstrate the skills and knowledge required within pediatric scopes of practice.</u>

Instructional

Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion

for ~~of~~ all S/U components.

~~evaluation components~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u>	<u>10%</u>	<u>Lab Assignment</u>
Lab Work	<u>10%</u> ~~20~~	<u>Lab Knowledge Integration Assessment</u> ~~Integration~~
~~Quizzes/Tests~~	~~S/U~~	~~math exam-must achieve 100% for satisfactory grade~~
Quizzes/Tests	<u>50%</u> ~~40~~	<u>Lab Quizzes</u> ~~Plus satisfactory performance required during final integration lab test as per rubric~~
Final Exam	<u>30%</u> ~~40~~	<u>Lab Final Examination</u>
<u>Exam</u>	<u>S/U</u>	<u>Drug Calculation Exam. 100%, Three Attempts.</u>
<u>Assignments</u>	<u>S/U</u>	<u>Clinical Assignments</u>
Other	S/U	Clinical <u>Midterm</u> ~~Self~~ and <u>Final</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: 142

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

[Lecture](#)

[Online](#)

[Seminar](#)

Hours in Category 1: 35 ~~30~~

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

Check all that apply:

[Clinical](#)

[Lab](#)

[Simulation](#)

Hours in Category 2: 107 ~~40~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~72~~

Course Topics

Course Topics:

Philosophy of Pediatric Nursing Care

Cultural safety in Pediatric Nursing Care

Review Normal Growth and Development of Children

Child's Experience of Hospitalization and Role of Nurse

Strategies and Techniques for Pediatric Health Assessment

Ethical/legal Considerations for Pediatric Population

Pediatric Pharmacology - Dosage Calculations

Care of Child/family Living With Acute and Chronic Disease (Neurological, Musculoskeletal, Respiratory, Cardiovascular, Blood/Lymphatic, Gastrointestinal, Genitourinary, and Endocrine Systems)

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

Course Change Request

Date Submitted: 08/25/26 5:30 am

Viewing: **NURS 1370 : Clinical Consolidation 1**

Last approved: 12/04/21 4:29 am

Last edit: 10/01/26 12:10 pm

Changes proposed by: scain

Programs
referencing this
course

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

Course Name:

Clinical Consolidation 1

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:07 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:34 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 6:29 am
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 6:47 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
5. 09/15/26 12:57 pm
Sarah Cain (scain):
Approved for 5031
Leader
6. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean

7. 10/01/26 3:44 pm

Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Jul 23, 2020 by Ruth Klann (rklann)
2. Dec 4, 2021 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Ruth Klann~~	<u>scain@vcc.ca</u> ~~rklann@vcc.ca~~	<u>604-871-7000/5090</u>

Banner Course Clinical Consolidation 1
Name:

Subject Code: NURS - Nursing

Course Number 1370

Year of Study 1st Year Post-secondary

Credits: 6

Bridge College Code UT

Bridge Billing Hours 6

Bridge Course Level 01

Course Description:

This consolidated clinical experience supports the integration of theory to practice in subacute/rehabilitation or long-term care settings.

Course Pre-Requisites (if applicable):

NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Consolidate practice in accordance with BCCNM practice standards and principles of professional conduct relevant to nursing care for adults and older adults in subacute or long-term care settings.</u> ~~Maintain professional responsibility and accountability of nursing practice, and professional conduct.~~
CLO #2	<u>Employ protocols, practice standards, and health authority policies and procedures to provide responsive, safe, and ethical care for adults in subacute or long-term care settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Apply the key elements of relational inquiry in providing holistic, equity-oriented nursing care in subacute or long-term care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Relate the roles of intraprofessional, interdisciplinary, and intersectoral team members involved in providing holistic, collaborative care for adults with multiple comorbidities.</u> ~~Upholds and promotes the ethical standards of the nursing profession~~
CLO #5	<u>Consolidate understanding of the Truth and Reconciliation Commission Calls to Action to guide culturally safe, anti-racist nursing care that addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Apply leadership characteristics that foster a healthy, respectful, and psychologically safe environment in subacute or long-term care settings.</u>
<u>CLO #7</u>	<u>Perform nursing skills appropriate to the Term 2 clinical setting.</u>

Instructional

Strategies:

Instructor-led professional ~~Professional~~ practice experience.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

Satisfactory completion for allS/U components. ~~An average of~~~~72% on the clinical assignments is~~~~required for a satisfactory grade.~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Clinical <u>Assignments</u> ~~assignments~~
Other	S/U	Clinical <u>Midterm</u> ~~Self~~ and <u>Final</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: 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:

ClinicalLabSimulationHours in Category 2: 180

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~180~~

Course Topics

Course Topics:

- Concepts in client safety
- Holistic assessment (Safe Care Nursing Framework™)
- Safe medication administration process
- Oral medications: sublingual, rapid dissolving medications, narcotics
- Parenteral medications: subcutaneous, intramuscular, subcutaneous injections & butterfly administration
- Math concepts for medication administration
- Collaboration & communication with a focus on physician orders and processing
- Safe wound management process – skin integrity & chronic wounds
- Rehabilitation/transitional care nursing – advocacy for the patient with disability
- Nutrition through gastrostomy and jejunostomy tubes
- Urinary/bowel elimination via a stoma
- Preparation for diagnostic procedures and treatments ~~Changes the instruction type from clinical, internet, mixed mode, plar.~~

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

NURS 1164: Nursing Clinical Practice 1

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 08/25/26 1:21 pm

Viewing: **NURS 1399 : Health Assessment**

Last approved: 06/02/22 5:39 am

Last edit: 10/01/26 12:12 pm

Changes proposed by: scain

Other Courses
referencing this
course

As A Banner Corequisite:

Course Name:
Health Assessment

Effective Date: May 2027

School/Centre: Health Sciences

Department: LPN Bridging to BSN (5078)

Contact(s)

In Workflow

1. 5078 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 1:42 pm
Rosie Gosling
(rgosling): Approved
for 5078 Leader
2. 09/09/26 10:34 am
Mandy Hayre
(mhayre): Rollback
to 5078 Leader for
SHS Dean
3. 09/15/26 1:22 pm
Sarah Cain (scain):
Approved for 5078
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:44 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Jul 23, 2020 by Ruth Klann (rklann)
2. Dec 4, 2021 by Nicole Degagne (ndegagne)
3. Jun 2, 2022 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Sarah <u>Cain</u> ~~Desbiens~~	<u>sca</u> in@vcc.ca ~~sdesbiens@vcc.ca~~	<u>3151</u>

Banner Course Health Assessment
Name:

Subject Code: NURS - Nursing

Course Number 1399

Year of Study 1st ~~2nd~~ Year Post-secondary

Credits: 6

Bridge College Code VO

Bridge Billing Hours 0-6

Bridge Course Level 01

Course Description:

Health Assessment integrates the art and science of nursing and supports the transition from Practical Nursing (PN) to Registered Nursing (RN) practice. The course builds on prior PN education in anatomy, physiology, pathophysiology, pharmacology, laboratory values, and common diagnostic tests to develop patient-focused clinical decision-making skills.

Learners advance their physical assessment, technological, and communication skills to collect and interpret subjective and objective data for comprehensive health histories and physical assessments. The course emphasizes assessment of the neurological, cardiovascular, respiratory, gastrointestinal, and genitourinary systems, with consideration of how acute and chronic changes affect overall health.

The clinical component takes place in an acute care setting. ~~Health Assessment is the integration of art and science of nursing. This course is designed to help a Licensed Practical Nurse (LPN) transition to a Registered Nurse (RN) practice with a solid understanding of knowledge, skills and abilities required to make strong patient focused clinical decisions at the bedside. The course begins with an overview of the complexity of~~

health care by examining trends in the health of Canadians, the health care system and nursing practice. The Vancouver Community College (VCC) BScN Framework for Healing and Health Promotion will be introduced as a conceptual model to illustrate the role of the nurse in promoting health and healing while recognizing the unique values, beliefs, abilities, and needs of the person at the center of care and understanding the myriad of factors influencing health and health care. The course will connect accumulated knowledge from the LPN program related to anatomy, physiology, pathophysiology, pharmacology, lab values and common diagnostic tests to health assessment. In addition, there will be a strong emphasis on reviewing and advancing physical, technological and communication skills to obtain objective and subjective data necessary for comprehensive health history and physical assessment. While a full health assessment is the focus, neurological, cardiovascular, respiratory, gastrointestinal, and genitourinary system will be highlighted to further understanding of how acute and chronic physiological changes in each system impact other systems. The clinical component of the course will be in an acute care setting.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

~~NURS 1357:~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Practice in accordance with BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics in adult acute care settings.</u> ~~Maintain professional responsibility and accountability of nursing practice, and professional conduct.~~
CLO #2	<u>Employ protocols, practice standards, and health authority policies and procedures to provide responsive, safe, and ethical care in adult acute care settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Demonstrate the key elements of relational inquiry in providing holistic, equity-oriented nursing care in adult acute care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~

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

CLO #4	<u>Illustrate the roles of intraprofessional, interdisciplinary, and intersectoral team members involved in providing holistic, collaborative care for adults in acute care settings.</u> ~~Uphold and promote the ethical standards of the nursing profession.~~
CLO #5	<u>Critically analyze the purpose and impact of the Truth and Reconciliation Commission Calls to Action in adult acute care settings to provide culturally safe, anti-racist nursing care that promotes belonging and addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Practice leadership that fosters a healthy, respectful, and psychologically safe workplace in adult acute care settings.</u>
<u>CLO #7</u>	<u>Apply the skills, knowledge, and clinical judgment required in adult acute care settings.</u>

Instructional

Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion

for ~~of~~ all S/U components.

~~evaluation components~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>10%</u> ~~40~~	<u>Lab Assignment</u>
Lab Work	<u>10%</u> ~~10~~	<u>Lab Knowledge Integration Assessment</u> ~~Integrations~~
<u>Quizzes/Tests</u> ~~Midterm Exam~~	<u>50%</u> ~~25~~	<u>Lab Quizzes</u> ~~Math Assessment: Must achieve 100% on Math Assessment to pass the course (3 attempts allowed)~~

Type	Percentage	Brief description of assessment activity
Final Exam	<u>30%</u> ~~25~~	<u>Lab Final Examination</u>
<u>Exam</u>	<u>S/U</u>	<u>Drug Calculation Exam. 100%, Three Attempts.</u>
<u>Assignments</u>	<u>S/U</u>	<u>Clinical Assignments</u>
<u>Other</u> ~~Clinical Examination~~	S/U	<u>Clinical Midterm and Final Evaluation</u> ~~Clinical self and 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: 150

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:

Clinical

Lab

Simulation

Hours in Category 2: 120 ~~30~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Course Topics

Course Topics:

Trends in Health of Canadians and Nursing Practice

Vancouver Community College Framework for Healing and Health Promotion

Oxygen Supply and Demand Framework

Clinical Reasoning and Decision-making Approach

Health History and Physical Assessment

Neural, Respiratory, Cardiovascular, Renal, and Gastrointestinal Case Studies

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

NURS 1164: Nursing Clinical Practice 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (09/09/26 10:34 am): Rollback: As requested for edits.

Course Change Request

Date Submitted: 08/24/26 11:03 pm

Viewing: **NURS 2164 : Nursing Clinical Practice 3**

Last approved: 02/10/22 5:37 am

Last edit: 10/01/26 2:03 pm

Changes proposed by: scain

Programs
referencing this
course

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

Course Name:

Nursing Clinical Practice 3

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:08 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:34 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 1:04 pm
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:45 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Aug 5, 2020 by Ruth Klann (rklann)
2. Feb 10, 2022 by Leszek Apouchtine (lapouchtine)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Ruth Klann~~	<u>scain@vcc.ca</u> ~~rklann@vcc.ca~~	~~604-871-7000/5090~~
~~Dee Duncan~~	~~dduncan@vcc.ca~~	~~604-871-7000/5131~~

Banner Course Nursing Clinical Practice 3
Name:

Subject Code: NURS - Nursing

Course Number 2164

Year of Study 2nd Year Post-secondary

Credits: 6.5

Bridge College Code UT

Bridge Billing Hours 6.5

Bridge Course Level 01

Course Description:

This course expands the professional practice themes including focused and comprehensive nursing assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed care, collaboration, leadership, organizational skills, client ~~patient~~ safety, and relational practice. Students apply the nursing process as a foundational framework for clinical reasoning and decision-making with stable persons experiencing acute health issues in the acute care setting. Clinical practice including nursing labs, simulation and clinical experiences provides an opportunity for integration of theory. Theory from nursing science, other sciences and humanities informs practice.

Course Pre-Requisites (if applicable):

NURS 1164, NURS 1260, NURS 1261, NURS 1262, NURS 1263, NURS 1264, NURS 1370.

Course Co-requisites (if applicable):

~~NURS 2160, NURS 2161, NURS 2162, NURS 2163.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Practice in accordance with BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics in adult acute care settings.</u> ~~Maintain professional responsibility and accountability of nursing practice, and professional conduct.~~
CLO #2	<u>Employ protocols, practice standards, and health authority policies and procedures to provide responsive, safe, and ethical care in adult acute care settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Demonstrate the key elements of relational inquiry in providing holistic, equity-oriented nursing care in adult acute care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Illustrate the roles of intraprofessional, interdisciplinary, and intersectoral team members involved in providing holistic, collaborative care for adults in acute care settings.</u> ~~Uphold and promote the ethical standards of the nursing profession~~
CLO #5	<u>Critically analyze the purpose and impact of the Truth and Reconciliation Commission Calls to Action in adult acute care settings to provide culturally safe, anti-racist nursing care that promotes belonging and addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Practice leadership that fosters a healthy, respectful, and psychologically safe workplace in adult acute care settings.</u>
<u>CLO #7</u>	<u>Apply the skills, knowledge, and clinical judgment required in adult acute care settings.</u>

Instructional

Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

72% plus satisfactory completionfor all S/U components. Anaverage of 72% for the laboratorycomponents and clinicalassignments is required to passthe course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u>	<u>10%</u>	<u>Lab Assignment</u>
<u>Lab Work</u> ~~Clinical Examination~~	<u>10%</u> ~~S/U~~	<u>Lab Knowledge Integration Assessment</u> ~~Integrations~~
Quizzes/Tests	<u>50%</u> ~~60~~	<u>Lab Quizzes</u> ~~4-6 Lab quizzes~~
Final Exam	<u>30%</u> ~~40~~	<u>Lab Final Examination</u> ~~Comprehensive~~ ~~Exam (NCLEX-style)~~
<u>Exam</u> ~~Quizzes/Tests~~	S/U	<u>Drug Calculation Exam. 100%, Three</u> <u>Attempts.</u> ~~Drug Calculation~~ ~~Exam*Satisfactory=100% (3 attempts~~ ~~in total)~~
Assignments	S/U	<u>Clinical Assignments</u> ~~Lab & clinical~~ ~~assignments~~
Other	S/U	Clinical <u>Midterm</u> ~~Self~~ and <u>Final</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:

195

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

[Lecture](#)

[Online](#)

[Seminar](#)

Hours in Category 1: 37

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

Check all that apply:

[Clinical](#)

[Lab](#)

[Simulation](#)

Hours in Category 2: 158 ~~75~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~120~~

Course Topics

Course Topics:

- Focused assessment & clinical judgment relating to acute medical/surgical clients
- ~~Emergencies~~ - Emergencies in acute care
- Care of the perioperative client - pain management - neurological assessment
- Medication administration in acute care - infusion therapy
- Acute & Surgical wound care
- Neurovascular assessment & orthopedic surgeries
- Urinary catheterization and bladder irrigation
- Nasogastric tubes and decompression ~~decompression~~

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

Rationale and Consultations

Course Change Request

Date Submitted: 08/24/26 11:33 pm

Viewing: **NURS 2264 : Nursing Clinical Practice 4**

Last approved: 03/27/24 8:55 am

Last edit: 10/01/26 12:00 pm

Changes proposed by: scain

Programs
referencing this
course

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

Course Name:

Nursing Clinical Practice 4

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:08 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:34 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 1:05 pm
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:45 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Jul 23, 2020 by Ruth Klann (rklann)
2. Feb 10, 2022 by Leszek Apouchtine (lapouchtine)
3. Mar 27, 2024 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Ruth Klann~~	<u>scaia@vcc.ca</u> ~~rklann@vcc.ca~~	~~604-871-7000/5090~~
~~Deirdre Duncan~~	~~dduncan@vcc.ca~~	~~604-871-7000/5131~~

Banner Course Nursing Clinical Practice 4
Name:

Subject Code: NURS - Nursing

Course Number 2264

Year of Study 2nd Year Post-secondary

Credits: 6.5

Bridge College Code UT

Bridge Billing Hours 6.5

Bridge Course Level 01

Course Description:

This course expands the professional practice themes including focused and comprehensive nursing assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed care, collaboration, leadership, organizational skills, client ~~patient~~ safety, and relational practice. Students apply the nursing process as a foundational framework for clinical reasoning and decision-making within perinatal ~~maternal~~ and pediatric care settings. Clinical practice including nursing labs, simulation and clinical experiences provides an opportunity for integration of theory. Theory from nursing science, other sciences and humanities informs practice.

Course Pre-Requisites (if applicable):

NURS 1164, NURS 1264, NURS 1370, NURS 2160, NURS 2161, NURS 2162, NURS 2163, NURS 2164, NURS 2370.

Course Co-requisites (if applicable):

~~NURS 2261, NURS 2263, NURS 2265, NURS 2266.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Apply BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics to nursing care for perinatal families and pediatric clients.</u> ~~Maintain professional responsibility and accountability in nursing practice, and professional conduct.~~
CLO #2	<u>Critically analyze protocols, practice standards, and health authority policies and procedures related to the provision of responsive, safe, and ethical care for perinatal families and pediatric clients.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Apply the key elements of relational inquiry in providing holistic, equity-oriented nursing care in perinatal and pediatric settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Integrate the roles of intraprofessional, interdisciplinary, and intersectoral team members in providing holistic, collaborative care for perinatal families and pediatric clients.</u> ~~Upholds and promotes the ethical standards of the nursing profession~~
CLO #5	<u>Prioritize the Truth and Reconciliation Commission Calls to Action in planning and providing culturally safe, anti-racist nursing care for perinatal families and pediatric clients that addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Participate in leadership that fosters a healthy, respectful, and psychologically safe workplace in perinatal and pediatric settings.</u>
<u>CLO #7</u>	<u>Demonstrate the skills and knowledge required within perinatal and pediatric scopes of practice.</u>

Instructional

Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory and laboratory course.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion

for all S/U components. An

average of 72% for the laboratory

components and clinical

assignments is required to pass

the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>10%</u> S/U	<u>Lab Assignment</u> ~~Lab and clinical assignments~~
<u>Lab Work</u> ~~Clinical Examination~~	<u>10%</u> S/U	<u>Lab Knowledge Integration Assessment</u> ~~Integrated lab assessments~~ ~~Case study research~~ ~~ORID~~
<u>Quizzes/Tests</u>	<u>50%</u>	<u>Lab Quizzes</u>
Final Exam	<u>30%</u> S/U	<u>Lab Final Examination</u> ~~NCLEX-style exam~~
Exam	S/U	<u>Drug Calculation Exam. 100%, Three Attempts.</u> ~~Drug Calculation Exam*Satisfactory = 100% (3 attempts in total)~~
<u>Assignments</u>	<u>S/U</u>	<u>Clinical Assignments</u>
Other	S/U	Clinical <u>Midterm Self</u> and <u>Final</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: 204

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:

Clinical

Lab

Simulation

Hours in Category 2: 174 ~~60~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~144~~

Course Topics

Course Topics:

- Peripartum ~~Pre-partum~~ assessments
- Care of perinatal and newborn ~~Maternity~~ client
- Stages of Labour
- Birthing interventions
- Management of high risk pregnancies
- Management of spontaneous abortion
- Postpartum care
- ~~Care of the newborn~~
- Discharge teaching

Course Topics:

- Child's experience of hospitalization
- Care of child with sensory/neurological condition
- Care of child with musculoskeletal condition
- Care of child with respiratory/cardiac condition
- Care of child with condition of the blood or lymph system
- Care of child with a GI condition
- Care of child with endocrine/metabolic disorders
- Immunizations: policies 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

NURS 1164: Nursing Clinical Practice 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (09/09/26 10:34 am): Rollback: As requested for edits.

Badge Information

Course Change Request

Date Submitted: 08/25/26 5:34 am

Viewing: **NURS 2370 : Clinical Consolidation 2**

Last approved: 02/10/22 5:37 am

Last edit: 10/01/26 12:10 pm

Changes proposed by: scain

Programs
referencing this
course

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

Course Name:

Clinical Consolidation 2

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:08 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:33 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 1:09 pm
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:45 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

- 87
1. Aug 5, 2020 by Ruth Klann (rklann)
 2. Feb 10, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Ruth Klann~~	<u>scain@vcc.ca</u> ~~rklann@vcc.ca~~	~~604-871-7000/5090~~
~~Dee Duncan~~	~~dduncan@vcc.ca~~	~~604-871-7000/~~

Banner Course Clinical Consolidation 2

Name:

Subject Code: NURS - Nursing

Course Number 2370

Year of Study 2nd Year Post-secondary

Credits: 6

Bridge College Code UT

Bridge Billing Hours 6

Bridge Course Level 01

Course Description:

This consolidated clinical experience supports the integration of theory to practice with stable persons with acute health issues In the acute care setting.

Course Pre-Requisites (if applicable):

NURS 1164, NURS 1264, NURS 1260, NURS 1262, NURS 1263, NURS 1261, NURS 1370, NURS 2164.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Consolidate practice in accordance with BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics in adult acute care settings.</u> ~~Maintain professional responsibility and accountability in nursing practice and professional conduct.~~
CLO #2	<u>Consolidate and employ protocols, practice standards, and health authority policies and procedures to provide responsive, safe, and ethical care in adult acute care settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Integrate the key elements of relational inquiry into holistic, equity-oriented nursing care in adult acute care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Compare the roles of intraprofessional, interdisciplinary, and intersectoral team members involved in providing holistic, collaborative care for adults in acute care settings.</u> ~~Upholds and promotes the ethical standards of the nursing profession.~~
CLO #5	<u>Critically analyze the purpose and impact of the Truth and Reconciliation Commission Calls to Action in adult acute care settings to support culturally safe, anti-racist nursing care that promotes belonging and addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Practice leadership that fosters a healthy, respectful, and psychologically safe workplace in adult acute care settings.</u>
<u>CLO #7</u>	<u>Apply the skills, knowledge, and clinical judgment required in adult acute care settings.</u>

Instructional

Strategies:

Instructor-led professional ~~Professional~~ practice experience.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

Satisfactory completion for all S/U components. ~~An average of 72% on the clinical assignments is required for a satisfactory grade.~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	<u>Clinical Assignments</u>
Other	S/U	<u>Clinical Midterm and Final Evaluations</u> ~~Clinical Self and 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: 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:

Clinical

Lab

Simulation

Hours in Category 2: 180

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~180~~

Course Topics

Course Topics:

- Focused assessment & clinical judgment relating to acute medical/surgical clients
- Emergencies in acute care
- Care of the perioperative client - pain management - neurological assessment
- Medication administration in acute care - infusion therapy
- Acute & Surgical wound care
- Neurovascular assessment & orthopedic surgeries
- Urinary catheterization and bladder irrigation
- Nasogastric tubes and decompression ~~Clinical practice in acute 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?

Yes

Is this the primary proposal?

No

Primary Proposal

NURS 1164: Nursing Clinical Practice 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Mandy Hayre (mhayre) (09/09/26 10:33 am): Rollback: As requested for edits.

Course Change Request

Date Submitted: 08/24/26 11:42 pm

Viewing: **NURS 3164 : Clinical Mental Health**

Last approved: 02/10/22 5:37 am

Last edit: 10/01/26 2:08 pm

Changes proposed by: scain

Programs
referencing this
course

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

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:
Clinical Mental Health

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:11 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:33 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 1:10 pm
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:46 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Aug 5, 2020 by Ruth Klann (rklann)
2. Feb 10, 2022 by Leszek Apouchtine (lapouchtine)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Deirdre Duncan~~	<u>scain@vcc.ca</u> ~~dduncan@vcc.ca~~	~~604-871-7000/5131~~
~~Ruth Klann~~	~~rklann@vcc.ca~~	~~604-871-7000/5090~~

Banner Course Clinical Mental Health
Name:

Subject Code: NURS - Nursing

Course Number 3164

Year of Study 3rd Year Post-secondary

Credits: 3

Bridge College Code UT

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

This clinical course will provide students with opportunities to apply relational practice to the establishment, maintenance, and termination of therapeutic relationships with clients experiencing psychiatric-mental health challenges in the acute care setting. Students will engage with community mental health services. Students identify how Social Determinants of Mental Health influence the lives of individuals and lead to the exacerbation or amelioration of mental health issues. Theory from nursing science, other sciences, and humanities informs practice.

Course Pre-Requisites (if applicable):

NURS 2261, NURS 2263, NURS 2264, NURS 2265, NURS 2266 OR NURS 1357, NURS 1358, NURS 1359, NURS 1399.

Course Co-requisites (if applicable):

~~NURS 3160, NURS 3163, NURS 3265.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Apply BCCNM ethics and practice standards, the Canadian Nurses Association Code of Ethics, and CASN Entry-Level Competencies for Mental Health Nursing in mental health and substance use contexts.</u> ~~Maintain professional responsibility and accountability in nursing practice, and professional conduct.~~
CLO #2	<u>Critically analyze practice standards, health authority policies and procedures, and relevant provincial legislation related to responsive, safe, and ethical care in mental health and substance use contexts.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Apply the key elements of relational inquiry in providing holistic, equity-oriented nursing care in mental health and substance use contexts, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Collaborate with people with lived experience and with intraprofessional, interdisciplinary, and intersectoral team members in mental health and substance use contexts.</u> ~~Upholds and promotes the ethical standards of the nursing profession.~~
CLO #5	<u>Apply the Truth and Reconciliation Commission Calls to Action in mental health and substance use contexts to honour Indigenous Peoples' dignity, sovereignty, and ways of knowing, including through the provision of culturally safe, trauma-informed, and anti-racist nursing care that addresses systemic inequities, implicit bias, and barriers to health access.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Participate in leadership that fosters a healthy, respectful, morally courageous, and psychologically safe environment in mental health and substance use contexts.</u>
<u>CLO #7</u>	<u>Demonstrate the knowledge and skills required for mental health and substance use care in ways that honour clients' dignity and human rights.</u>

Instructional

Strategies:

This course is delivered through clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in the theory courses. Active participation is a foundation of

professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory completion for all
S/U components. ~~An average of~~
~~72% for the clinical assignments~~
~~is required to pass the course.~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Other~~	~~S/U~~	~~Two critical reflections on practice~~
Assignments	S/U	<u>Clinical Assignments</u> ~~Nursing~~ assignment
Other	S/U	Clinical <u>Midterm</u> ~~Self~~ and <u>Final</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 Simulation

Hours in Category 2: 90

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~90~~

Course Topics

Course Topics:

- Personal Safety
- Mental Status Assessment
- Therapeutic Communication Techniques

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

NURS 1164: Nursing Clinical Practice 1

OR

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 08/24/26 11:49 pm

Viewing: **NURS 3264 : Nursing Clinical Practice 6**

Last approved: 11/04/25 3:12 am

Last edit: 10/01/26 12:08 pm

Changes proposed by: scain

Programs
referencing this
course

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

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:

Nursing Clinical Practice 6: Care of the Acutely Ill Adult

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:11 am
Rosie Gosling
(rgosling): Approved for 5031 Leader
2. 09/09/26 10:33 am
Mandy Hayre
(mhayre): Rollback to 5031 Leader for SHS Dean
3. 09/15/26 1:11 pm
Sarah Cain (scain): Approved for 5031 Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved for SHS Dean
5. 10/01/26 3:47 pm
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

History

1. Sep 27, 2019 by Ruth Klann (rklann)
2. Aug 7, 2020 by Ruth Klann (rklann)
3. Feb 10, 2022 by Leszek Apouchtine (lapouchtine)
4. Nov 4, 2025 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Dee Duncan~~	<u>scaia@vcc.ca</u> ~~dduncan~~	~~604-871-7000/5131~~
~~Ruth Klann~~	~~rklann@vcc.ca~~	~~604-871-7000/5090~~

Banner Course Nursing Clinical Practice 6
Name:

Subject Code: NURS - Nursing

Course Number 3264

Year of Study 3rd Year Post-secondary

Credits: 9

Bridge College Code UT

Bridge Billing Hours 9

Bridge Course Level 01

Course Description:

This course expands the professional practice themes including focused and comprehensive nursing assessment skills, self-regulation, knowledge application, psychomotor skills, evidence-informed care, collaboration, leadership, organizational skills, client ~~patient~~ safety, and relational practice. Students apply the nursing process as a foundational framework for clinical reasoning and decision-making with highly complex persons experiencing multiple acute health issues in the acute care setting. Clinical practice including nursing labs, simulation and clinical experiences provides an opportunity for integration of theory. Theory from nursing science, other sciences and humanities informs practice.

Course Pre-Requisites (if applicable):

NURS 3160, NURS 3163, NURS 3164, MATH 1111 or equivalent, NURS 3265.

Course Co-requisites (if applicable):

~~NURS-3252, NURS-3263.~~

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Appraise BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics in adult acute care settings.</u> ~~Maintain professional responsibility and accountability in nursing practice and professional conduct.~~
CLO #2	<u>Apply appropriate protocols, practice standards, and health authority policies and procedures to provide responsive, safe, and ethical care in adult acute care settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Integrate the key elements of relational inquiry into holistic, equity-oriented nursing care in adult acute care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Support intraprofessional, interdisciplinary, and intersectoral team members in providing holistic, collaborative care for adults in acute care settings.</u> ~~Upholds and promotes the ethical standards of the nursing profession~~
CLO #5	<u>Support implementation of the Truth and Reconciliation Commission Calls to Action within adult acute care teams to provide culturally safe, anti-racist nursing care that addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Examine leadership practices that foster a healthy, respectful, morally courageous, and psychologically safe workplace in adult acute care settings.</u>
<u>CLO #7</u>	<u>Integrate the skills, knowledge, and clinical judgment required in adult acute care settings.</u>

Instructional

Strategies:

This course is delivered through lectures with group discussions/exercises/online modules, laboratory (practice & simulated experiences) and clinical experiences. These professional practice experiences provide

opportunities to safely apply knowledge gained in theory and laboratory course.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion

for all S/U components. S=72%

for theory and all other

components of the evaluation

plan must be *Satisfactory - See

Below

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u>	<u>10%</u>	<u>Lab Assignment</u>
<u>Lab Work</u> ~~Clinical Examination~~	<u>10%</u> ~~S/U~~	<u>Lab Knowledge Integration Assessment</u> ~~Laboratory:~~ ~~Integration Assessments~~
Quizzes/Tests	<u>50%</u> ~~60~~	<u>Lab Quizzes</u> ~~4-6 quizzes - Formative:~~ ~~Theory~~
Final Exam	<u>30%</u> ~~40~~	<u>Lab Final Examination</u> ~~Theory:~~ ~~Final Exam - Summative~~
Exam	S/U	<u>Drug Calculation Exam. 100%, Three Attempts.</u> ~~Theory:~~ ~~Drug Calculation Exam~~ ~~*Satisfactory = 100% (3 attempts in total)~~
Assignments	S/U	~~Lab and~~ Clinical Assignments
Other	S/U	Clinical <u>Midterm</u> ~~Self~~ and <u>Final</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: 270

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 51

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

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 219 ~~102~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~168~~

Course Topics

Course Topics:

- Comprehensive and focused assessments for the acutely ill adult
- Airway and oxygenation management for the higher-acuity adult
- Management of the unstable client with chest pain, shock, and multiple trauma
- Managing complex IV infusions, central lines and fluid and electrolyte imbalance
- Managing complex pain
- Care for clients receiving chemotherapy and radiation
- Care for clients with acute kidney injury and chronic kidney disease
- Managing care of the adult in palliative care

Course Topics:

- Interdisciplinary collaboration during rapid changes in client status
- Participation in simulated and actual clinical pathways

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

NURS 1164: Nursing Clinical Practice 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

~~Curriculum Change Request form – NURS 3264 Evaluation percentages – March 22, 2019.doc~~

~~Curriculum Change Request form – NURS 3264 Evaluation percentages – May 7 from SHS Curriculum
Committee Recommendations.doc~~

Reviewer

Comments

Mandy Hayre (mhayre) (09/09/26 10:33 am): Rollback: As requested for edits.

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: 08/25/26 5:39 am

Viewing: **NURS 3370 : Clinical Consolidation 3**

Last approved: 11/04/25 3:12 am

Last edit: 10/01/26 12:11 pm

Changes proposed by: scain

Programs
referencing this
course

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

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:

Clinical Consolidation 3

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 08/25/26 11:11 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:33 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 1:12 pm
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:47 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Aug 5, 2020 by Ruth Klann (rklann)
2. Dec 5, 2021 by Nicole Degagne (ndegagne)
3. Sep 17, 2022 by Sarah Desbiens (sdesbiens)
4. Nov 4, 2025 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Rosie Gosling~~	<u>scain@vcc.ca</u> ~~rgosling@vcc.ca~~	~~==~~ ~~7~~

Banner Course Clinical Consolidation 3
Name:

Subject Code: NURS - Nursing

Course Number 3370

Year of Study 3rd Year Post-secondary

Credits: 6

Bridge College Code UT

Bridge Billing Hours 6

Bridge Course Level 01

Course Description:

The intent of the consolidated clinical experience is to support the integration of theory and practice from all previous terms. The student nurse's role in the interdisciplinary team is emphasized.

Course Pre-Requisites (if applicable):

NURS 3252, NURS 3263, NURS 3264.

Course Co-requisites (if applicable):

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Appraise BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics in adult acute care settings.</u> ~~Demonstrate professional responsibility and accountability to standards of nursing practice, and professional conduct.~~
CLO #2	<u>Select and apply appropriate protocols, practice standards, and health authority policies and procedures to provide responsive, safe, and ethical care in adult acute care settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Integrate the key elements of relational inquiry into holistic, equity-oriented nursing care in adult acute care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Support intraprofessional, interdisciplinary, and intersectoral team members in providing holistic, collaborative care for adults in acute care settings.</u> ~~Uphold and promote the ethical standards of the nursing profession~~
CLO #5	<u>Support implementation of the Truth and Reconciliation Commission Calls to Action within adult acute care teams to provide culturally safe, anti-racist nursing care that addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Consolidate leadership practices that foster a healthy, respectful, and psychologically safe workplace in adult acute care settings.</u>
<u>CLO #7</u>	<u>Consolidate the skills, knowledge, and clinical judgment required in adult acute care settings.</u>

Instructional

Strategies:

Instructor-led professional ~~Professional~~ practice experience in acute medical surgical units with higher acuity clients. ~~patients~~

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

Satisfactory completion for all
S/U components. ~~An average of~~

72% on all clinical assignments is
required to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	<u>Clinical Assignments</u> ~~Structured Journal~~
~~Participation~~	~~S/U~~	~~Moodle forum~~
Other	S/U	<u>Clinical Midterm and Final Evaluations</u> ~~Clinical Self and 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: 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:

Clinical

Lab

Simulation

Hours in Category 2: 180

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

~~Practicum~~

Course Topics

Course Topics:

- Comprehensive and focused assessments for the acutely ill adult
- Airway and oxygenation management for the higher-acuity adult
- Management of the unstable client with chest pain, shock, and multiple trauma
- Managing complex IV infusions, central lines and fluid and electrolyte imbalance
- Managing complex pain
- Care for clients receiving chemotherapy and radiation
- Care for clients with acute kidney injury and chronic kidney disease
- Managing care of the adult in palliative care
- Interdisciplinary collaboration during rapid changes in client status
- Participation in simulated and actual clinical pathways ~~Clinical practice experience in acute medical surgical units with higher acuity patients~~

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

NURS 1164: Nursing Clinical Practice 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 09/14/26 2:54 pm

Viewing: **NURS 4064 : Population and Public Health**

Last approved: 11/04/25 3:12 am

Last edit: 10/01/26 3:32 pm

Changes proposed by: scain

Programs

referencing this

course

44: Bachelor of Science in Nursing (First Year Entry)

5: Bachelor of Science in Nursing (Advanced Entry)

▲

▼

Course Name:

Population and Public Health Clinical

Effective Date:

September 2027

School/Centre:

Health Sciences

Department:

Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. 5031 Leader

2. SHS Dean

3. Curriculum Committee

4. Education Council

5. Records

6. Banner

Approval Path

1. 09/15/26 1:22 pm

Sarah Cain (scain):

Approved for 5031 Leader

2. 09/15/26 1:42 pm

Mandy Hayre (mhayre):

Approved for SHS Dean

3. 10/01/26 3:47 pm

Darija Rabadzija (drabadzija):

Approved for Curriculum Committee

History

1. Sep 16, 2022 by Sarah Desbiens (sdesbiens)

2. Jul 17, 2024 by Nicole Degagne (ndegagne)

3. Aug 28, 2024 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Rosie Gosling~~	<u>scain@vcc.ca</u> ~~rgosling@vcc.ca~~	~~==~~ /

Banner Course Population and Public Health
Name:

Subject Code: NURS - Nursing

Course Number 4064

Year of Study 4th Year Post-secondary

Credits: 4

Bridge College Code UT

Bridge Billing Hours 4

Bridge Course Level 01

Course Description:

This course provides students with the opportunity to utilize nursing knowledge, skills and abilities required to promote population health. Students ~~The practicum engages students to~~ collaborate with families, groups, communities and/or populations and inter-sectoral partners to build capacity to prevent health issues and to promote health equity with a key focus on addressing the social, political, and economic conditions that impact health. Students learn how to apply principles and evidence in public health, population health promotion, and primary health care in various settings.

Course Pre-Requisites (if applicable):

NURS 3252, NURS 3263, NURS 3264, NURS 3370.

Course Co-requisites (if applicable):

~~NURS 4163, NURS 4166, NURS 4165.~~

PLAR (Prior Learning Assessment & Recognition)

No

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Apply BCCNM ethics and practice standards, the Canadian Nurses Association Code of Ethics, and relevant entry-level competencies for community, population, public health, and primary care nursing across diverse community settings.</u> ~~Maintain professional responsibility and accountability in nursing practice, and professional conduct.~~
CLO #2	<u>Critically analyze protocols, practice standards, health authority policies and procedures, and broader intersectoral policies in advancing health equity and providing responsive, safe, ethical, and equitable care within diverse community, population, and public health settings.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Integrate relational inquiry, the Alma-Ata Primary Health Care Framework, and Population Health Promotion Frameworks in providing holistic, equity-oriented nursing care within diverse community, population, and public health settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Engage in intraprofessional, interdisciplinary, and intersectoral collaboration to advance health equity in diverse community, population, and public health settings.</u> ~~Uphold and promote the ethical standards of the nursing profession.~~
CLO #5	<u>Advocate for the implementation of the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) to uphold Indigenous rights and provide culturally safe, anti-racist nursing and intersectoral care that addresses systemic inequities, implicit bias, and inequitable outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Participate in relational leadership that fosters a healthy, respectful, psychologically safe, and morally courageous environment within diverse community, population, and public health settings.</u>
<u>CLO #7</u>	<u>Apply the skills, knowledge, and clinical judgment required in community, population, and public health settings.</u>

Instructional

Strategies:

This course is delivered through clinical experiences. These professional practice experiences provide opportunities to safely apply knowledge gained in theory. Active participation is a foundation of professional practice, critical thinking and capacity building.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

110

Satisfactory completion for all
S/U components. To achieve
satisfactory any graded
assignment must average 72% or
greater.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	Clinical <u>Assignments</u> assignments
Other	S/U	<u>Clinical Midterm and Final Evaluation</u> ~~Clinical self & 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
Simulation

Hours in Category 2: 120

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: ~~120~~

Course Topics

Course Topics:

Placement dependent

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

NURS 1164: Nursing Clinical Practice 1

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: 08/25/26 5:23 am

Viewing: **NURS 4264 : Focused Preceptorship**

Last approved: 11/04/25 3:12 am

Last edit: 10/01/26 3:33 pm

Changes proposed by: scain

Programs
referencing this
course

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

[5: Bachelor of Science in Nursing \(Advanced Entry\)](#)

Course Name:

Focused Preceptorship

Effective Date: September 2027

School/Centre: Health Sciences

Department: Baccalaureate Nursing (5031)

Contact(s)

In Workflow

1. **5031 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 08/25/26 11:12 am
Rosie Gosling
(rgosling): Approved
for 5031 Leader
2. 09/09/26 10:33 am
Mandy Hayre
(mhayre): Rollback
to 5031 Leader for
SHS Dean
3. 09/15/26 1:13 pm
Sarah Cain (scain):
Approved for 5031
Leader
4. 09/15/26 1:42 pm
Mandy Hayre
(mhayre): Approved
for SHS Dean
5. 10/01/26 3:47 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Jul 23, 2020 by Ruth Klann (rklann)
2. Feb 10, 2022 by Leszek Apouchtine (lapouchtine)
3. Sep 23, 2022 by Sarah Desbiens (sdesbiens)
4. May 14, 2024 by Darija Rabadzija (drabadzija)
5. Nov 4, 2025 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
<u>Sarah Cain</u> ~~Rosie Gosling~~	<u>scain@vcc.ca</u> ~~rgosling@vcc.ca~~	~~==~~ =

Banner Course Name: Focused Preceptorship

Subject Code: NURS - Nursing

Course Number: 4264

Year of Study: 4th Year Post-secondary

Credits: 12

Bridge College Code: UT

Bridge Billing Hours: 12

Bridge Course Level: 01

Course Description:

~~This course is designed to provide the student with consolidated practice experience.~~ This course provides a consolidated practice ~~A concentrated~~ experience to ~~at a primary site will~~ enhance and further develop the student's scope of practice. ~~A variety of clinical activities will facilitate the integration of core curriculum concepts including determinants of health, transitions, and principles of primary health care.~~ An evidence-informed approach will be reflected in the practice area. Preceptorship students will have the opportunity to further integrate theory and skills in preparation for entry to practice. The student will be partnered with a Registered Nurse (RN) ~~an RN~~ preceptor who will assist the student to gradually assume responsibility for entry-level RN practice.

Course Pre-Requisites (if applicable):

NURS 3266, NURS 4163, NURS 4064, NURS 4165, NURS 4166.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Interpret and apply BCCNM ethics and practice standards and the Canadian Nurses Association Code of Ethics across diverse health care settings during final preceptorship.</u> ~~Maintain professional responsibility and accountability of nursing practice, and professional conduct.~~
CLO #2	<u>Select and apply appropriate protocols, practice standards, and health authority policies and procedures to provide responsive, safe, and ethical care across diverse health care settings during final preceptorship.</u> ~~Apply clinical judgment in nursing practice based on evidence from nursing science, other sciences and humanities.~~
CLO #3	<u>Integrate relational inquiry in providing holistic, equity-oriented nursing care across diverse health care settings, including attention to the social determinants of health.</u> ~~Collaborate relationally with the interdisciplinary team to provide healthcare services in the best interest of clients.~~
CLO #4	<u>Coordinate and collaborate with intraprofessional, interdisciplinary, and intersectoral team members to provide holistic, collaborative care across diverse health care settings during final preceptorship.</u> ~~Uphold and promote the ethical standards of the nursing profession.~~
CLO #5	<u>Evaluate and integrate the Truth and Reconciliation Commission Calls to Action into one's emerging professional practice during final preceptorship to provide culturally safe, anti-racist care that addresses systemic inequities, implicit bias, and barriers to health access and outcomes for Indigenous Peoples.</u> ~~Demonstrate consistent application of knowledge, skills, attitudes, judgment, and professional/ethical conduct to promote patient safety at an individual and system level.~~
<u>CLO #6</u>	<u>Consolidate leadership practices that foster a healthy, respectful, and psychologically safe workplace across diverse health care settings during final preceptorship.</u>
<u>CLO #7</u>	<u>Consolidate the skills, knowledge, and clinical judgment required for nursing practice across diverse health care settings during final preceptorship.</u>

Strategies:

Preceptor-guided professional practice experience with instructor oversight. Professional practice experience

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

72% plus satisfactory completion
for all S/U components. S = 72%
 average on all applicable
 assignments

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	S/U	Preceptorship Preparation NCLEX exam Preparation
Other	S/U	Clinical Self and Instructor Evaluations
Assignments	S/U	<u>Structured Critical Reflection</u> Journals

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: 360

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: 360

Course Topics

Course Topics:

A variety of clinical activities will facilitate the integration of core curriculum concepts including determinants of health, transitions, and principles of primary health care. ~~Individualized depending on site of 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

NURS 1164: Nursing Clinical Practice 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2026

ISSUE: Revisions to the Medical Device Reprocessing Technician Certificate

BACKGROUND:

Continuing Studies is proposing revisions to the Medical Device Reprocessing Technician (MDRT) Certificate program. MDRT completed a program renewal in February 2026; this proposal incorporates key recommendations for implementation in September 2027. The major change is splitting the clinical course into three separate courses. Total clinical hours remain at 400 hours, but this approach provides students with better laddering of content, better transition and assessment between courses, and improved learning outcomes leading to independent practice. The program description, program learning outcomes and evaluation of student learning were clarified and updated as well. The number of program credits will change from 27 to 25 credits.

DISCUSSION:

Rebecca Bennett, program coordinator, presented the proposal. The Committee requested the following changes:

- Moving the Criminal Record Check into the 'Upon Acceptance' section of the admission requirements and updating the Immunization Record language to match the standard College language.
- For the three clinical courses, revising the evaluation plan language. Students must complete all evaluations successfully to pass the course, and in the final instructor evaluation, students must achieve a minimum of Level 3 on all competencies. This has been added.
- Revising the course learning outcomes in MDRT 1210 to remove duplication of communication outcomes.

All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Medical Device Reprocessing Technician Certificate program content guide, including to program credits, one revised and three 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: 08/05/26 2:11 pm

Viewing: **Medical Device Reprocessing Technician Certificate**

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

Last edit: 09/02/26 10:56 am

Changes proposed by: rbennett

Catalog Pages Using
this Program

[Medical Device Reprocessing Technician Certificate](#)

Program Name:

Medical Device Reprocessing Technician Certificate

Credential Level: Certificate

Effective Date: September ~~2025~~ 2027

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Continuing Studies

Department: Medical Device Reprocessing Technician (6082)

Contact(s)

In Workflow

1. 6082 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee
5. Education Council
6. Board of Governors

Approval Path

1. 08/05/26 2:22 pm
Rebecca Bennett (rbennett):
Approved for 6082 Leader
2. 08/06/26 11:39 am
Andrea Korens (akorens): Approved for Senior PC
3. 08/06/26 3:30 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 08/25/26 3:09 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 20, 2017 by
clmig-jwehrheim
2. Jan 25, 2018 by
Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Rebecca Bennett	rbennett@vcc.ca	8674

Program Content Guide

Purpose

The Medical Device Reprocessing Technician Certificate Program provides learners with the foundational knowledge and practical skills required for entry-level Medical Device Reprocessing (MDR) practice. The program prepares graduates to safely and effectively reprocess reusable medical devices in accordance with infection prevention and control requirements and in adherence to Canadian Standards Association (CSA) standards for medical device reprocessing, as well as quality assurance systems and professional practice expectations. Graduates are prepared to seek employment in MDR departments within hospitals and private healthcare settings across Canada.

~~The purpose of the *Medical Device Reprocessing Technician Certificate Program* is to provide learners with the knowledge and skills to be able to reprocess reusable medical devices appropriate to an entry-level Medical Device Reprocessing Technician (MDRT) position. Graduates will be eligible to apply for MDR positions in hospitals and private clinics throughout Canada.~~

Grade 12 graduation or equivalent

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

MSKL 1104 Interpersonal Communications - Health or equivalent

One of the following:

OACP 1108 Medical Terminology 1 taken within the last three years with a minimum 68% grade or equivalent

Or

VCC Medical Terminology assessment with a minimum 76% grade

~~Grade 12 graduation or equivalent~~

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

~~OACP 1108 Medical Terminology 1 or equivalent, taken within the last five years~~

~~MSKL 1104 Interpersonal Communications - Health or equivalent~~

~~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.~~

~~**NOTE:** Applicants are recommended to attend an MDRT Certificate Information Session.~~

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.

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

~~Diphtheria/Tetanus~~

~~Polio~~

~~Measles, Mumps, and Rubella~~

~~Hepatitis B~~

~~Influenza (on an annual basis)~~

~~Chicken Pox~~

~~COVID-19~~

~~***NOTE:** Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.~~

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

Program Duration & Maximum Time for Completion

The program is 16 weeks. The student must complete the theory and clinical courses successfully ~~portions simultaneously~~ in order to graduate. Maximum time for completion is 2 years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate <u>professional</u> responsibility and accountability <u>in MDR practice</u> ~~of Medical Device Reprocessing (MDR) duties~~ by <u>adhering to ethical, legal,</u> ~~performing duties in an ethical and legal manner to ensure patient~~ safety <u>standards</u> , and recognizing the importance of ongoing professional development
PLO #2	<u>Apply principles of microbiology, infection prevention and control, and occupational health and safety to medical device reprocessing</u> ~~Use infection prevention and control measures in all areas of MDR clinical practice~~
<u>PLO #3</u>	<u>Apply quality assurance principles, including monitoring, documentation, and traceability, to support safe MDR outcomes</u>
PLO ~~#4~~ <u>#3</u>	<u>Interpret and follow written procedures and standards to support safe and effective MDR processes</u> ~~Follow written work instructions and perform MDR tasks~~
PLO #5	<u>Use and monitor equipment and technologies in accordance with established MDR standards and guidelines</u> ~~Safely and correctly operate a variety of equipment used in MDR~~
PLO ~~#6~~ <u>#7</u>	<u>Apply problem-solving and critical thinking skills to address routine challenges in MDR practice</u> ~~Solve problems appropriate to the clinical assignment by drawing on knowledge from the field of MDR~~
PLO ~~#7~~ <u>#4</u>	<u>Contribute to safe, effective, and collaborative work practices within the MDR department</u> ~~Work safely, independently and collaboratively in an MDR Department~~
PLO ~~#8~~ <u>#6</u>	<u>Communicate effectively and professionally, both verbally and in writing, with healthcare team members and service users to support safe and efficient MDR operations</u> ~~Communicate accurately with co-workers and customers to complete writing, speaking and listening tasks associated with MDR~~

Additional PLO Information

This is a full-time hybrid ~~face-to-face~~ program with in-person, online and self-directed ~~supported~~ learning. Theory classes' hours vary and may include evening and weekend classes. The clinical placement is typically scheduled during daytime hours Monday-Friday.

The program consists of theory and clinical courses. ~~The program is divided into two components: theory and clinical, with both components taken simultaneously.~~ The theory course ~~component~~ is delivered through in-person classroom instruction, online teaching sessions, group discussions, case-studies, and simulations. Students apply theoretical knowledge in the clinical ~~practicum~~, which takes place in Lower Mainland hospital MDR Departments.

The learning environment emphasizes patient safety, quality assurance, and professional communication within healthcare contexts. Courses include intensive, fast-paced components with regular assessments and continuous content progression. Student expectations include ongoing self-directed and self-paced study outside of scheduled class time.

Clinical placements occur in MDR clinical environments that follow established procedures, standards, and supervision. They are fast-paced work settings with a strong focus on accuracy, attention to detail, and adherence to protocols.

Student learning is evaluated throughout the Medical Device Reprocessing Technician (MDRT) program using a variety of assessment methods. In the theory course (MDRT 1201), evaluation methods include case studies, assignments, quizzes, and tests. Clinical courses (MDRT 1210, MDRT 1220, and MDRT 1230) are evaluated through instructor observation, assessment of practical skills, student self-evaluations, reflective journaling, and completion of required clinical assignments.

To successfully complete the program, students must achieve a minimum grade of B- (68%) in MDRT 1201 - Medical Device Reprocessing Theory and "Satisfactory" grade in all clinical courses (MDRT 1210, MDRT 1220, and MDRT 1230). All clinical assignments and required activities must be completed satisfactorily to pass the clinical course. Students who are unsuccessful in the MDRT program may retake courses providing there is space available, Program Coordinator approval is granted, and the potential completion date of the program will not be exceeded. The MDRT program is an applied, competency-based program in which students develop and demonstrate practical medical device reprocessing skills in accordance with current CSA standards and industry best practices.

Attendance and Participation

Given the nature of this program, professional and safe work practice is critical. A student may be withdrawn from the program for safety concerns and/or an inability to meet professional practice standards due to a failure to meet attendance and participation requirements. Students must attend 90% of theory and clinical classes based on the CSA standards. Excused absences are those reported in advance of the absence, wherever possible, or where suitable documentation is provided to support the absence. All others will be reported as unexcused absences.

~~Evaluations will be done throughout the program. In the theory component, evaluations will be based on case studies, assignments, quizzes, and exams. The clinical practicum is evaluated by instructor observation, assessment of practical skills, and reflective journaling.~~

~~Students must achieve at least 'B-' in the theory course (MDRT 1201) and an S in the clinical course (MDRT 1211) in order to complete the program. All assignments in the clinical course must be successfully completed and students must achieve at least three out of four on every competency on the final competency evaluation in order to pass the clinical course. If students do not successfully complete the clinical course then they will not be readmitted into the program without approval of the department leader.~~

~~The MDRT program is an applied program where students learn the hands-on skills of Medical Device Reprocessing on a daily basis. As this is a professional program based on Canadian Standard Association (CSA) Standards, students must attend 90% of theory and clinical classes.~~

Program tasks include working in environments that involve extended periods of standing (7+ hours) and walking on concrete floors or other hard surfaces. Activities may include the ability to lift and carry up to 22 lbs (10 kg) and involve repetitive tasks and sustained use of upper and lower body movements

Program tasks include working with medical devices that require fine motor coordination, manual dexterity, and sustained visual focus

Program activities require colour distinction to read instructions, use software, operate equipment safely, and identify hazards

Program activities require the ability to hear and interpret verbal instructions, equipment alarms, and other auditory cues necessary for safe participation in classroom, laboratory, and clinical setting

Clinical placements include early mornings, evenings, and placement at various clinical sites across the Lower Mainland

Clinical environments require frequent handwashing and the use of gloves, masks, face shields, and waterproof gowns

Clinical environments involve exposure to heat, strong odors, and contact with blood and body tissues

Applicants are strongly recommended to attend an MDRT Certificate Information Session.

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.

~~Ability to listen, comprehend and communicate clearly in a complex hospital setting~~

~~A sincere interest in working as part of a health care team that values service and patient safety~~

~~Ability to work respectfully with a wide variety of people~~

~~Ability to work under close direction and follow instructions~~

~~Ability to handle responsibility, use critical thinking and act with initiative under pressure~~

~~Ability to attend to detail, to work accurately and neatly, and to manage time effectively~~

~~Flexibility to adjust to early morning and evening clinical shifts, to a variety of clinical locations across the Lower Mainland~~

~~Good eyesight (corrected vision is accepted), with strong hand-eye coordination and manual dexterity~~

~~Good health and physical stamina, including the ability to lift/carry 10 kg and stand for a full working day~~

~~This program is not recommended for individuals with recent or chronic knee, lower arm, shoulder or back injuries, and students with chronic skin conditions affecting hands and lower arms~~

Courses

<u>MDRT 1201</u>	Medical Device Reprocessing Theory	7
~~MDRT 1211~~	~~Medical Device Reprocessing Clinical~~	~~20~~
<u>MDRT 1210</u>	<u>Medical Device Reprocessing Clinical 1</u>	<u>5.5</u>

		125	
<u>MDRT 1220</u>	<u>Medical Device Reprocessing Clinical 2</u>		<u>6.5</u>
<u>MDRT 1230</u>	<u>Medical Device Reprocessing Clinical 3</u>		<u>6</u>
Total Credits			25

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	Failing Grade	2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		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.

Rationale and Consultations

Provide a rationale
for this proposal.

The Medical Device Reprocessing Program completed a Program Renewal, February 2026 and as a result of the Final Summary Report and Action Plan, a number of recommendations have been incorporated into the curriculum, to be implemented Sept 2027:

Minor change:

- MDRT Theory course hours and credits remain the same. Updates to the course include improved learning outcomes, assessments, instructional strategies.

Major changes:

- MDRT Clinical 1 course is now designed into 3 clinical course that total to the same 400 hours and 18 credits (was 20 credits). This provides students and instructors with laddering of content, better transition and assessments between courses, and improved learning outcomes that build student competencies and professional independence skills.
- MDRT PCG include the new and revised courses, updated program considerations, admission requirements, and program learning outcomes.

The program is comprised of 2 courses currently and the revised program has 4 courses.
The total credits are 27 and the revised program will have 25 total credits.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Ongoing discussions with IA, Radhika Kumar
Registrar's Office	Dawn July 13: New course numbers provided, and feedback on the revised program considerations and instructional strategies. Feedback was incorporated into the PCG. Azeez July 14: No further recommendations.

Consultated Area	Consultation Comments
Faculty/Department	Reviewed at June department meeting and changes were received with positive feedback
Advising & Recruitment	Recruitment consulted July 20
Assessment Centre	Kseniia July 20: Reviewed and no further recommendations at this time.
Counselling	Consulted July 20
Disability Services	Sheri W: July 17: Program Considerations were reviewed, and recommended to add a statement on how DS can support new applicants under Program Considerations. This feedback was incorporated into the Program Considerations section.
Finance	Chelsea Hunter was consulted re program sustainability.
Indigenous Education & Community Engagement (IECE)	Tanya O'Neil July 8: The proposed curriculum changes were viewed positively, noting that they are appropriately aligned with the specialized competency requirements of the MDRT profession. The hands-on, experiential learning approach was identified as a strength, as it supports practical skill development and aligns with Indigenous ways of learning through observation, participation, and experience. No additional recommendations were provided, and ongoing Indigenous education consultation was offered as the program continues to develop.
Financial Aid	Murray, MacGregor July 7: no concerns from BC Loans perspective
Learning Centre	July 9 Health Science Tutor: Feedback was supportive of the proposed revision to divide the clinical component into three progressive, ladder courses, noting that this approach may improve student confidence and support the gradual development of essential clinical competencies. The learning outcomes and instructional strategies were viewed positively. The feedback also identified opportunities for student support through existing Learning Centre services, including assistance with theory-related content, information literacy, reflective practice, and writing skills. A question was

Consultated Area	Consultation Comments
	raised regarding course retake options for students who are unsuccessful in an individual course. PC confirmed this is available for students.
Library	Todd R, July 7: No concerns. Asked for updates for learning materials if any.
International Education	July 8: Alison, Kamal, Angela questions were answered via email.
Other	July 7: Curriculum Chair suggested to accept the Medical Terminology assessment with a minimum grade.

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

Get specialized training to reprocess reusable medical devices such as surgical instruments ~~tools~~ and patient care equipment.

Major Code

MDRT

CS D1 Program ID

1023293

Course Change Request

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

Viewing: **MDRT 1201 : MDR Theory**

Last approved: 02/28/22 4:58 am

Last edit: 08/13/26 1:25 pm

Changes proposed by: rbennett

Programs
referencing this
course

[65: Medical Device Reprocessing Technician Certificate](#)

Course Name:

Medical Device Reprocessing Theory

Effective Date: September 2027

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Medical Device Reprocessing Technician
(6082)

Contact(s)

In Workflow

1. 6082 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee
5. Education Council
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/05/26 2:22 pm
Rebecca Bennett (rbennett):
Approved for 6082 Leader
2. 08/06/26 11:43 am
Andrea Korens (akorens): Approved for Senior PC
3. 08/06/26 3:30 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 08/25/26 3:08 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Oct 18, 2019 by
Rebecca Bennett (rbennett)

Name	E-mail	Phone/Ext.
Rebecca Bennett	rbennett@vcc.ca	8674

Banner Course MDR Theory
Name:

Subject Code: MDRT - Med Device Reprocess Tech

Course Number 1201

Year of Study 1st Year Post-secondary

Credits: 7

Bridge College Code CO

Bridge Billing Hours 0

Bridge Course Level 30

Course Description:

This course provides students with the theoretical knowledge required for entry-level Medical Device Reprocessing (MDR) practice. Emphasizing quality assurance, patient and workplace safety, and effective professional communication, students are introduced to the role, context, and function of the MDR department and the responsibilities of the MDR technician. Students examine principles of microbiology, infection prevention and control, and occupational health and safety as they relate to medical device reprocessing. The course explores the concepts and processes involved in cleaning, disinfection, inspection, assembly, packaging, sterilization, and the storage and distribution of medical and surgical devices and patient care equipment. ~~This course gives students the theoretical knowledge required to work as entry-level Medical Device Reprocessing (MDR) Technicians. With an emphasis on quality assurance and patient and workplace safety, students are introduced to the role, context and function of the MDR Department and the responsibilities, duties and tasks of the MDR Technician. Students learn the principles of microbiology and infection prevention and control within the MDR Department and how to clean, disinfect, sort, inspect, assemble, wrap and pack, sterilize, and redistribute medical and surgical devices, and patient care equipment.~~

~~Pre-Requisite: Admission to the Medical Device Reprocessing Technician Certificate Program~~

~~Co-Requisite: MDRT 1211 Medical Device Reprocessing Clinical~~

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 purpose of Medical Device Reprocessing (MDR), <u>including</u> the role of the <u>technician</u> ~~technician~~ , and <u>its impact on</u> ~~the importance of both to~~ patient safety
CLO #2	<u>Describe professional responsibilities and expectations within the MDR environment</u> ~~Demonstrate professionalism in the MDR context~~
CLO #3	<u>Explain principles of microbiology and infection prevention and control as they relate to medical device reprocessing</u> ~~Perform MDR Technician duties responsibly and according to departmental guidelines~~
CLO #4	<u>Describe occupational health and safety principles applicable to MDR practice</u> ~~Apply principles and practices of infection prevention and control to medical device reprocessing~~
CLO #5	<u>Classify and identify basic surgical instruments and describe their functions in reprocessing contexts</u> ~~Identify occupational health and safety measure that ensure worker safety in MDR~~
CLO #6	<u>Explain the principles and steps involved in cleaning and decontamination of medical devices</u> ~~Identify and group basic surgical instruments and apply this knowledge to practices in medical device reprocessing~~
CLO #7	<u>Differentiate levels of disinfection and explain their appropriate applications</u> ~~Explain essential elements of medical device decontamination processes~~
CLO #8	<u>Describe the processes and requirements for high-level disinfection, including flexible endoscopes and transesophageal echocardiogram (TEE) probes</u> ~~Summarize the types and uses various levels of disinfection~~
~~CLO #9~~	~~Describe how to safely perform high-level disinfection of medical devices~~
<u>CLO #9</u>	<u>Explain the principles and procedures for assembling and packaging medical devices, including wrapping methods and the use of sterilization pouches</u>

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

CLO #10 #14	<u>Explain the principles and stages of sterilization, including high-temperature steam sterilization and low-temperature sterilization methods, and their limitations</u> ~~Summarize key issues in reprocessing flexible endoscopes~~
CLO #15	~~Identify elements of a quality system that are part of routine MDR practices~~
CLO #11 #10	<u>Describe the handling, storage, and distribution requirements for clean and sterile medical devices</u> ~~Explain how to prepare medical devices for further reprocessing~~
CLO #12 #11	<u>Use the key components of quality assurance systems in MDR practice</u> ~~Describe the steps of the sterilization process~~
CLO #12	~~Recall the main types of low temperature sterilization methods and explain their features and limitations~~
CLO #13	~~Explain how to handle, store, and distribute clean and sterile supplies~~

Instructional

Strategies:

Multiple strategies are used to achieve the learning outcomes including lectures, video, case studies, and guided discussions using real-world scenarios. Students actively engage in their learning through collaborative group work, case-based problem solving, discussions, practical instrument handling exercises, reflective activities, and interactive online learning activities that promote critical thinking, knowledge application, and peer learning. ~~Multiple strategies are used to achieve the learning outcomes including lectures, group activities, case studies, research, readings, and videos~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B- (68%) ~~(70%)~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>15</u> ~~35~~	<u>Group assignments</u> ~~Case studies, group assignments~~
<u>Assignments</u> ~~Quizzes/Tests~~	15	<u>Individual assignment</u> ~~Quizzes~~
<u>Quizzes/Tests</u> ~~Midterm-Exam~~	20	<u>Four quizzes worth 5% each</u> ~~Midterm exam covering the first half of the course~~

Type	Percentage	Brief description of assessment activity
<u>Exam</u> ~~Final Exam~~	<u>25</u> ~~30~~	<u>Exam 1</u> ~~Final exam covering the entire course~~
<u>Exam</u>	<u>25</u>	<u>Exam 2</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: 140

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 84 ~~140~~

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: 56

Course Topics

Course Topics:

Purpose and role of MDR in patient safety ~~MDRD Overview~~

Professional practice, communication, and ethics ~~Professional Practice in MDR~~

Microbiology and infection prevention principles ~~Infection Control and Safety~~

Course Topics:Occupational health and safety fundamentals in MDR ~~Surgical Instruments~~Medical device classification and surgical instruments ~~Decontamination~~Cleaning, decontamination, and disinfection concepts ~~Disinfection~~Flexible endoscope and transesophageal echocardiogram (TEE) probe reprocessing principles ~~Storage and Distribution~~Preparation, packaging, and sterilization methods ~~Preparation and Packing~~Storage, handling, and distribution of sterile supplies ~~Sterilization (steam and low temperature)~~Information literacy ~~Flexible Endoscopes~~Quality assurance, monitoring, and documentation ~~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?

No

Primary Proposal

MDRT PCG

Provide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 08/05/26 2:12 pm

Viewing: **MDRT 1210 : MDRT Clinical 1**

Last edit: 08/25/26 3:08 pm

Changes proposed by: rbennett

Programs
referencing this
course

[65: Medical Device Reprocessing Technician Certificate](#)

Course Name:

Medical Device Reprocessing Clinical 1

Effective Date:

September 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Medical Device Reprocessing Technician
(6082)

Contact(s)

In Workflow

1. 6082 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. 08/05/26 2:23 pm
Rebecca Bennett
(rbennett):
Approved for 6082
Leader
2. 08/06/26 11:44 am
Andrea Korens
(akorens): Approved
for Senior PC
3. 08/06/26 3:30 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 08/25/26 3:08 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Rebecca Bennett	rbennett@vcc.ca	604-443-8674

Banner Course Name: MDRT Clinical 1

Subject Code: MDRT - Med Device Reprocess Tech

Course Number: 1210

Year of Study: 1st Year Post-secondary

Credits: 5.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

MDRT 1210 is an introductory clinical course that provides supervised experience in a medical device reprocessing department, with a focus on safety, infection prevention and control, and workplace orientation. Students apply foundational theory while developing basic skills in decontamination and preparation areas under direct supervision, with exposure to sterilization, storage, and distribution processes. Emphasis is placed on safe work practices, professional communication, active participation, and the ability to seek guidance and incorporate feedback to support ongoing skill development and professional growth.

Course Pre-Requisites (if applicable):

MDRT 1201.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply foundational theoretical knowledge to supervised clinical activities
CLO #2	Demonstrate infection prevention and control practices under supervision in all MDR areas

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

CLO #3	Demonstrate safe work practices under supervision in accordance with MDR and occupational health standards
CLO #4	Demonstrate basic computer skills to follow written work instructions and perform MDR tasks
CLO #5	Perform basic MDR tasks with direct supervision in decontamination, assembly, sterilization, and storage and distribution
CLO #6	Identify when to seek appropriate support to complete basic and routine tasks
CLO #7	Incorporate constructive feedback to improve clinical skills and professional development
CLO #8	Communicate professionally and respectfully using appropriate verbal, written, and interpersonal communication skills to support safe and effective MDR practice

Instructional

Strategies:

Clinical instruction, supervision, observation and assessment, daily post-clinical conferences, reflective journaling

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S - Students must achieve a satisfactory grade on all evaluations in order to be successful in the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection		Weekly self-reflection Journal
Project		Group presentation
Assignments		Midterm student and instructor evaluation
Other		Final Instructor evaluation: Students must achieve a minimum of Level 3 in all competencies to receive a 'S'

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: 125

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:

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:

MDR Department context, culture, and workflow

Roles and responsibilities within the MDR team

Patient safety and the impact of reprocessing errors

Infection Prevention and Control fundamentals applied under supervision

Occupational Health and Safety (OHS) fundamentals applied under supervision

Introduction to Instrument Tracking Systems

Introduction to decontamination processes

Course Topics:

Introduction to preparation and packing (assembly)

Overview of sterilization processes

Introduction to storage, transportation, and distribution

When to seek support as a student

Accepting constructive feedback

Written, verbal, and interpersonal communication in the MDR environment

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

MDRT PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 08/05/26 2:17 pm

Viewing: **MDRT 1220 : MDRT Clinical 2**

Last edit: 08/25/26 3:07 pm

Changes proposed by: rbennett

Programs
referencing this
course

[65: Medical Device Reprocessing Technician Certificate](#)

Course Name:

Medical Device Reprocessing Clinical 2

Effective Date:

September 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Medical Device Reprocessing Technician
(6082)

Contact(s)

In Workflow

1. **6082 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. 08/05/26 2:23 pm
Rebecca Bennett
(rbennett):
Approved for 6082
Leader
2. 08/06/26 11:46 am
Andrea Korens
(akorens): Approved
for Senior PC
3. 08/06/26 3:30 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 08/25/26 3:08 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Rebecca Bennett	rbennett@vcc.ca	604.443.8674

Banner Course Name:	MDRT Clinical 2
Subject Code:	MDRT - Med Device Reprocess Tech
Course Number	1220
Year of Study	1st Year Post-secondary
Credits:	6.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

MDRT Clinical 2 builds on introductory clinical experience by supporting students to develop their competence and consistency in a medical device reprocessing (MDR) environment. Under the supervision of an MDR technician and instructor, students work with increasing independence to apply theoretical knowledge and perform MDR tasks across decontamination, preparation and packaging, sterilization, and storage and distribution, while reinforcing infection prevention and control principles and safe work practices. Emphasis is placed on accuracy, time management, routine problem-solving, and effective communication within the MDR team. Students continue to develop professional behaviours by contributing to workflow, following departmental procedures, and incorporating feedback to enhance technical skills and readiness for more independent practice.

Course Pre-Requisites (if applicable):

MDRT 1210.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	Apply theoretical knowledge to clinical tasks with increasing independence across all areas of the MDR department
CLO #2	Consistently apply infection prevention and control (IPAC) principles in routine practice with minimal guidance
CLO #3	Consistently apply safe work practices in accordance with MDR standards and occupational health and safety requirements
CLO #4	Follow departmental procedures and workflows, including the use of technology and documentation systems in MDR practice
CLO #5	Perform MDR tasks in decontamination, preparation and packing, sterilization, and storage and distribution with indirect supervision and growing accuracy
CLO #6	Prioritize and complete routine tasks efficiently, meeting expected timelines with improved consistency
CLO #7	Recognize and respond to routine challenges, seeking appropriate support for more complex situations
CLO #8	Incorporate feedback and self-reflection to improve technical skills and professional behaviour
CLO #9	Collaborate as a contributing member of the MDR team, communicating professionally with staff, instructors, and peers

Instructional

Strategies:

Clinical instruction, supervision, observation and assessment, daily post-clinical conferences, reflective journaling

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

S - Students must achieve a satisfactory grade on all learning outcomes in order to be successful in the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection		Weekly self-reflection Journal
Project		Group presentation
Assignments		Midterm student and instructor evaluation
Other		Final Instructor evaluation: Students must achieve a minimum of Level 3 in all competencies to receive a 'S'

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: 140

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:

Clinical

Hours in Category 2: 105

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
MDR workflow and team roles
IPAC fundamentals applied consistently across all MDR areas
Occupational health and safety (OHS) fundamentals applied consistently across all MDR areas
Decontamination: skill development
Preparation and packing: accuracy and quality
Sterilization: processes and monitoring
Storage and distribution procedures
Policies, procedures, and documentation systems
Time management and task prioritization
Routine problem-solving and escalation to appropriate supports
Feedback and reflective practice
Professional communication and teamwork

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

MDRT PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 08/05/26 2:21 pm

Viewing: **MDRT 1230 : MDRT Clinical 3**

Last edit: 08/25/26 3:08 pm

Changes proposed by: rbennett

Programs
referencing this
course

[65: Medical Device Reprocessing Technician Certificate](#)

Course Name:

Medical Device Reprocessing Clinical 3

Effective Date:

September 2027

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Medical Device Reprocessing Technician
(6082)

Contact(s)

In Workflow

1. 6082 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. 08/05/26 2:23 pm
Rebecca Bennett
(rbennett):
Approved for 6082
Leader
2. 08/06/26 11:48 am
Andrea Korens
(akorens): Approved
for Senior PC
3. 08/06/26 3:30 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 08/25/26 3:09 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Rebecca Bennett	rbennett@vcc.ca	604.443.8674

Banner Course Name: MDRT Clinical 3

Subject Code: MDRT - Med Device Reprocess Tech

Course Number: 1230

Year of Study: 1st Year Post-secondary

Credits: 6

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

MDRT Clinical 3 is an advanced clinical course designed to prepare students with the knowledge, skills, and judgment required to practice independently at the entry level in a medical device reprocessing (MDR) environment. Students are expected to perform MDR tasks with minimal supervision across all areas with a high level of autonomy, integrating comprehensive theoretical knowledge with clinical decision-making. Emphasis is placed on efficiency, accuracy, problem-solving, and professional accountability, as well as consistent application of infection prevention and control and safety standards. Students function as contributing members of the MDR team, demonstrating effective communication, sound judgment, and readiness for professional practice.

Course Pre-Requisites (if applicable):

MDRT 1220.

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 consistent infection prevention and control principles in all aspects of practice

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

CLO #2	Use comprehensive theoretical knowledge to support clinical decision-making and complex task execution
CLO #3	Perform MDR tasks independently across all areas, including decontamination, preparation and packing, sterilization, and storage and distribution, in accordance with established standards
CLO #4	Perform MDR tasks efficiently and accurately, meeting entry-level expectations for productivity and quality
CLO #5	Apply critical thinking and sound judgment to identify, troubleshoot, and resolve routine and non-routine issues, seeking support appropriately when required
CLO #6	Prioritize workload and adapt to workflow demands within a dynamic clinical environment
CLO #7	Collaborate effectively as a member of the MDR and broader healthcare team, contributing to safe and efficient patient care
CLO #8	Demonstrate professional accountability, including adherence to safety standards, policies, and ethical practice
CLO #9	Communicate clearly and professionally with team members and other healthcare personnel
CLO #10	Incorporate feedback and self-assessment to support ongoing professional growth and readiness for independent practice

Instructional

Strategies:

Clinical instruction, supervision, observation and assessment, daily post-clinical conferences, reflective journaling

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S - Students must achieve a satisfactory grade on all learning outcomes in order to be successful in the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Reflection		Weekly self-reflection

Type	Percentage	Brief description of assessment activity
Project		Individual presentation
Assignments		Midterm student and instructor evaluation
Other		Final Instructor evaluation: Students must achieve a minimum of Level 3 in all competencies to receive a 'S'

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: 30

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

Check all that apply:

Clinical

Hours in Category 2: 105

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Advanced MDR workflow and department integration

Independent practice across all MDR areas

Infection prevention and control in complex and non-routine situations

Occupational health and safety (OHS) and risk management

Decontamination: advanced application and troubleshooting

Preparation and packing: complex instruments and quality assurance

Sterilization: monitoring, verification, and problem resolution

Storage, transportation, and distribution: system coordination

Workflow efficiency, prioritization, and productivity

Clinical decision-making and problem-solving

Escalation and judgment in non-routine situations

Interprofessional communication and collaboration

Feedback integration and transition to independent practice

Professional accountability, ethics, and workplace readiness

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

MDRT PCG



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2026

ISSUE: **Correction of Program Names: 2D and 3D Character Animation Diploma programs**

BACKGROUND:

The 2D and 3D Character Animation Diplomas are new diploma programs within Continuing Studies, approved by the Board of Governors in June 2026 and launched in September 2026. VCC has taken over these two programs from VanArts.

The program names were incorrectly established as:

- 2D Animation Diploma
- 3D Animation Diploma

These titles do not reflect the content, learning outcomes, or employment outcomes of the original VanArts programs: 2D and 3D *Character* Animation.

DISCUSSION:

As VCC's International Education department begins recruitment for the 2027 academic year, the erroneous program titles should be corrected to accurately reflect the outcomes of the program. Continuing Studies is requesting that the program names be corrected to:

- 2D Character Animation Diploma
- 3D Character Animation Diploma

VCC's Board of Governors Chair Jeffrey Yu has been consulted and agreed to delegate approval of this change to Education Council.

RECOMMENDATION:

THAT Education Council approves correcting the names of the 2D and 3D Animation Diploma programs to 2D Character Animation Diploma and 3D Character Animation Diploma.

PREPARED BY: Adrian Lipsett, Dean of Continuing Studies
 Claire Sauvé, Associate Director, Continuing Studies

Program Change Request

Date Submitted: 10/01/26 11:31 am

Viewing: **2D Character Animation Diploma**

Last approved: 09/29/26 9:36 am

Last edit: 10/01/26 3:52 pm

Changes proposed by: drabadzija

In Workflow

1. 6557 Leader
2. Senior PC
3. CCS Dean
4. Education Council

Program Name:

2D Character Animation Diploma

Credential Level: Diploma

Effective Date: January 2027

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Continuing Studies

Department: 2D & 3D Character Animation (6557)

Contact(s)

Approval Path

1. 10/01/26 2:13 pm
Darija Rabadzija
(drabadzija):
Approved for 6557
Leader
2. 10/02/26 10:26 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 10/02/26 10:53 am
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. Sep 29, 2026 by
Andrea Korens
(akorens)

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

Name	E-mail	153 Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679

Program Content Guide

Purpose

The 2D [Character](#) 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 program, 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)

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.

Program Duration & Maximum Time for Completion

This program can be completed in 4 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

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 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>	Photoshop Workshop	0
<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
<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

Rationale and Consultations

Provide a rationale
for this proposal.

Correcting program name to 2D Character Animation Diploma; "Character" was inadvertently omitted from the initial proposal.

Including "Character" in the program name is important from a recruitment perspective to distinguish this program from others.

Proposal went straight to Education Council without going through Curriculum Committee due to urgency to open applications.

Board of Governors Chair agreed to delegate approval of this name change/correction to Education Council.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
International Education	

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.

Program Change Request

Date Submitted: 10/01/26 11:32 am

Viewing: **3D Character Animation Diploma**

Last approved: 09/29/26 9:36 am

Last edit: 10/01/26 3:49 pm

Changes proposed by: drabadzija

In Workflow

1. **6557 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Education Council**

Program Name:

3D Character Animation Diploma

Credential Level: Diploma

Effective Date: January 2027

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Continuing Studies

Department: 2D & 3D Character Animation (6557)

Contact(s)

Approval Path

1. 10/01/26 2:13 pm
Darija Rabadzija
(drabadzija):
Approved for 6557
Leader
2. 10/02/26 10:26 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 10/02/26 10:54 am
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)
4. Sep 29, 2026 by
Andrea Korens
(akorens)

Name	E-mail	160 Phone/Ext.
Claire Sauve	csauve@vcc.ca	6044438679
Brett Griffiths	bgriffiths@vcc.ca	7012

Program Content Guide

Purpose

Character animation is an art form, a craft, a discipline of precision and exploration. It is a form of communication, an integral component of visual story telling. This art form can be realistic or stylized and interpretive. When an artist understands the source of an image the interpretation of it can be created with the skill of visual communication and creative expression.

The 3D [Character](#) 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 program, students begin with foundational studies in life drawing, visual language, and animation history before progressing to advanced character animation and storyboarding. The program culminates in the creation of an animated short film or a series of exercises — giving graduates an industry-ready body of work as they enter the field.

Admission Requirements

Admission to this program is through a selection process. Admission requirements include:

Grade 12 graduation or equivalent

English 11 or [equivalent](#)

Letter of intent (a one-page personal statement detailing educational/work background, career goals, passions, and reasons for choosing this program)

Portfolio consisting of 12 examples of best artwork (minimum 5 pieces of life drawing)

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

PLAR is available for all courses. Students may complete up to 50% of the total credits of the program through PLAR and/or transfer credit. Please see individual course outlines for PLAR details. Tuition and fees apply to PLAR. Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

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

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

Program Duration & Maximum Time for Completion

This program can be completed in 4 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.

Correcting program name to 2D Character Animation Diploma; "Character" was inadvertently omitted from the initial proposal.

Including "Character" in the program name is important from a recruitment perspective to distinguish this program from others.

Board of Governors Chair agreed to delegate approval of this name change/correction to Education Council.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
International Education	

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



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2026

ISSUE: Program Name Change: Vehicle Systems Repair and Maintenance Diploma

BACKGROUND:

The Automotive Service Technician department is proposing a program name change from High Performance and Custom Engine Technician Diploma to Vehicle Systems Repair and Maintenance Diploma.

This name change was suggested by International Education to better reflect the program content for prospective international students and support student recruitment. The program aligns with CIP code 47.0000.

DISCUSSION:

Michael Coard, AST department head, presented the proposal. The committee inquired whether there were any changes to courses.

Mr. Coard clarified that there are no changes to the program content or courses; only the program name is changing.

Note on governance approval:

In order to open applications for international students in October, the department requested expediting approval of the program name change. Name changes require Board of Governors approval. Board of Governors Chair Jeffrey Yu has agreed to delegate approval of this name change to Education Council.

(Note: A new PCG was created due to the program name change.)

RECOMMENDATION:

THAT Education Council approves changing the name of the High Performance and Custom Engine Technician Diploma to Vehicle Systems Repair and Maintenance Diploma.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 5, 2026

Program Change Request

New Program Proposal

Date Submitted: 09/01/26 2:24 pm

Viewing: **Vehicle Systems Repair and Maintenance Diploma**

Last edit: 10/01/26 3:48 pm

Changes proposed by: drabadzija

In Workflow

1. **4328 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Program Name:

Vehicle Systems Repair and Maintenance Diploma

Credential Level: Diploma

Effective Date: September 2027

Effective Catalog Edition: 2026-2027 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Approval Path

1. 09/10/26 12:56 pm
Michael Coard
(mcoard): Approved for 4328 Leader
2. 09/10/26 12:59 pm
Lucy Griffith
(lgriffith): Approved for CTT Dean
3. 09/22/26 3:59 pm
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Mike Coard	mcoard@vcc.ca	7417

Program Content Guide

Purpose

Graduates of the Vehicle Systems Repair and Maintenance Diploma program apply technical knowledge and skills to perform service, maintenance, and repair on vehicles. Students also will acquire foundational knowledge, skills, and attitudes necessary to carry out their duties in a safe, ethical, and professional manner. The 2-year program delivers apprenticeship training to enhance a graduate's employability as an apprentice in the industry.

The diploma program is aligned with Skilled Trades BC (STBC) and Automotive Service Excellence (ASE) standards.

Graduates will:

Receive 450 hours work-based training hours with STBC

Write the STBC Standard Level Exam to meet Level 1 Apprenticeship requirements

Have the option to challenge ASE tests

Admission Requirements

Grade 12 graduation or equivalent

Composition 11 (English 11) or equivalent

Apprenticeship and Workplace Math 10 or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This program is two years of full-time study. 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	Practice safety including complying with WorkSafe BC and WHMIS in the workplace.
PLO #2	Apply employability and communication skills while working in a businesslike manner.
PLO #3	Utilize hand, measuring, and power tools and shop equipment safely and effectively.
PLO #4	Provide general automotive maintenance services with lubrication and fluids, belts and hoses, exterior lamps, exhaust system, tires and wheels.
PLO #5	Assess, diagnose, and service gasoline and diesel engines.

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

PLO #6	Describe vehicle powertrain systems and explain drive lines.
PLO #7	Assess, diagnose, and service regular vehicle brake, suspension, and steering systems.
PLO #8	Describe, diagnose and repair electrical and engine management systems.
PLO #9	Describe heating, ventilation and air conditioning systems.
PLO #10	Assess, diagnose, and service vehicle trims.
PLO #11	Describe new vehicle technology and hybrid and electric vehicles.
PLO #12	Describe engine tuning and dynamometer testing.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Students will work in classroom and shop environments to gain the theoretical knowledge and hands on experience to succeed in the automotive technology industry. The initial courses focus on students learning and practicing tool kit use, identifying tools, mechanical technology as used on the shop floor, as well as understanding and identifying design structures of tools and technology. This will all be undertaken following the principles of safety and WHMIS. Once mastery of this is achieved, students will learn the theory and practice to the specific components of vehicle repairs.

Throughout the classroom experience students will learn through a variety of teaching and learning styles such as group work, presentations, lectures and examinations.

In the shop environment, students apply the theory they acquired in class to diagnose, service, and repair all components of vehicles through hands on-projects, tasks and assessments.

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills include quizzes, exams, practical assessments, and assignments. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. In alignment with provincial standards, students must receive a minimum grade of 70% (2.67) to successfully complete each course, and a minimum program term grade point average of 2.67 to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 2.67 upon completion of all program courses to successfully graduate.

Attendance/Participation

Attendance of all classes and practical experiences is required in order to truly understand and master the theoretical and practical components of a High Performance and Custom Engine Technician.

Absences or lateness can interfere with the ability of a student to be properly be oriented and master the skills and safety components of the program, thereby contravening the licensing authority's requirements for certification.

A student will not be permitted to progress in the practical components of the program if they accumulate three absences or three late arrivals beyond 15 minutes each to class or if they incur a combination thereof amounting to three instances. Three (3) late attendances or absences in one course will result in a departmental behavioural contract.

Additionally, the department requires students demonstrate 100% attendance for AST Department approved off site work experience.

Program Considerations

Program tasks require extended periods of standing on concrete floors.

Program tasks require precise hand-eye coordination and dexterity for handling tools, instruments, and performing detailed procedures.

Program tasks require frequent lifting and moving of heavy parts and equipment.

The program environment involves regular exposure to loud machinery noise, power tools, and equipment vibrations.

The learning environment involves regular exposure to automotive chemicals, including fuels, oils, lubricants, coolants, and cleaning agents; as well as exposure to fumes, dust, and airborne particles from paints, solvents, and mechanical processes.

A valid driver's license is recommended for the program segments that involve driving cars to and from their proper spaces.

Courses**Plan of Study Grid****First Year**

Term One	Credits
<u>HPAS 1000</u> Automotive Workplace Safety	1.0
<u>HPAS 1010</u> Automotive Employability Skills	2.0
<u>HPAS 1020</u> Automotive Tools and Equipment	5.0
<u>HPAS 1030</u> General Automotive Maintenance	6.0
Credits	14
Term Two	
<u>HPAS 1210</u> Engine Repair and Custom Engine	5
<u>HPAS 1220</u> Manual Drivetrain and Axles	3.5
<u>HPAS 1230</u> Automatic Transmission and Transaxle	1.5
<u>HPAS 1240</u> Brake Systems and High Performance Brake	6.0
Credits	16
Second Year	
Term Three	
<u>HPAS 2110</u> Suspension Systems and High Performance Suspension	5.0
<u>HPAS 2120</u> Steering Systems and High Performance Steering	6
<u>HPAS 2130</u> Electrical and Electronic Systems	4.0
Credits	15
Term Four	
<u>HPAS 2210</u> Engine Management and Performance Systems	4.5
<u>HPAS 2220</u> Light Vehicle Diesel Engines and Support Systems	1.5
<u>HPAS 2230</u> Automotive Heating and Air Conditioning	1.5
<u>HPAS 2240</u> Vehicle Trim	2.5
<u>HPAS 2250</u> Hybrid and Electric Vehicles and ADAS	3.0
<u>HPAS 2260</u> High Performance Engine Tuning and Dynamometers	2.0
Credits	15
Total Credits	60

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

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Name change proposed from High Performance and Custom Engine Technician Diploma to Vehicle Systems Repair and Maintenance Diploma. (Had to create a new PCG due to name change)

Rationale: to avoid using "automotive" in the official program name while still indicating that the program focuses on vehicle-related systems and repair. From a IE recruitment perspective, using "automotive" may make the program easier for prospective students to understand at first glance. Including "automotive" in the program name could raise questions about alignment with CIP 47.0000 and potentially create confusion with CIP 47.0604. Using "vehicle" instead may help with the CIP alignment while still reflecting what the program teaches.

--

Board of Governors Chair approved to delegate approval of the name change to Education Council due to urgency to get change approved and open applications.

Are there any
expected costs to
this proposal.

no

Consultations

Consultated Area	Consultation Comments
International Education	Approves the name change
Marketing & Communications	Name change based on feedback collected from students by Marketing

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

[Vehicle Systems Repair PCG - edits.pdf](#)

Marketing Information

This program is for: International



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2026

ISSUE: **Program Credential Update: Construction Engineering Technician Diploma**

BACKGROUND:

The Construction Engineering Technician Diploma was approved by the Board of Governors in September 2026. This program will replace the existing Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program. 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, while Year 2 will change significantly and shift towards applied construction engineering technology.

The new diploma aligns with a CIP code that is eligible for post-graduation work permits, making this program more attractive to international students; previously, PGWP-eligibility was limited to the Civil/Structural specialization.

DISCUSSION:

In its current version, diploma graduates would receive a credential that includes the specialization students completed in year 1 ("Construction Engineering Technician Diploma in Steel Construction Modelling/Mechanical/Civil-Structural/Architecture"). After the initial program approval, International Education (IE) identified that the inclusion of specializations in the credential name could pose challenges for international students in obtaining a post-graduation work permit due to IRCC's CIP code requirements.

To mitigate this risk, the proposal is to remove specializations from the credential name, so that all students graduate with the same "Construction Engineering Technician Diploma" credential. No other curriculum changes are required; while some course names include "Drafting" or "Architecture," these reflect individual course content rather than the overall program content, which is focused on construction engineering technology. The proposal was put forward in consultation with the department, School leadership, IE, the Registrar's Office, and the Chairs of Curriculum Committee and Education Council.

Note on governance process:

Due to time constraints, this proposal is coming directly to Education Council without going through Curriculum Committee.

Changes to program/credential names require Board of Governors approval. In order to support timely student recruitment, Board Chair Jeffrey Yu has agreed to delegate authority to approve this change to EdCo.

RECOMMENDATION:

THAT Education Council approve revisions to the Construction Engineering Technician Diploma program content guide to remove specializations from the credential name.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: October 5, 2026

Program Change Request

Date Submitted: 10/05/26 1:38 pm

Viewing: **Construction Engineering Technician Diploma**

Last approved: 09/29/26 12:54 pm

Last edit: 10/05/26 1:38 pm

Changes proposed by: kwightman

Program Name:

Construction Engineering Technician Diploma

Credential Level: Diploma

Effective Date: September 2027

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

In Workflow

1. **4203 Leader**

2. **CTT Dean**

3. Education Council

Approval Path

1. 10/06/26 8:26 am
Kelly Wightman
(kwightman):
Approved for 4203
Leader

History

1. Sep 29, 2026 by
Kelly Wightman
(kwightman)
2. Sep 29, 2026 by
Dawn Cunningham
Hall (dahall)

Name	E-mail	Phone/Ext.
Kelly Wightman	kwightman@vcc.ca	x
Lucy Griffith	lgriffith@vcc.ca	x

Program Content Guide

Graduates of the Construction Engineering Technician Diploma Program gain in-demand skills in Computer Aided Drafting (CAD) and Building Information Modeling (BIM), preparing them for careers in architecture, engineering, and construction. During their first year, students develop skills in either Architectural, Civil/Structural, Mechanical, or Steel Construction Modelling with Steel Detailing, building strong foundations in digital drafting, 3D modelling, and technical documentation. In the second year, they take their skills further with advanced BIM applications, construction project management, and digital site technologies like 3D scanning, drones, and mixed/augmented reality. They also learn about building codes, the BC Energy Step Code, and Canada's net-zero targets, gaining experience with sustainable design and real-world construction workflows.

Graduates will leave the program with practical, hands-on skills, a strong professional portfolio, and the versatility to work in multiple areas of the architecture, engineering, and construction industries, examples of which are: Architectural and structural drafting for residential, commercial, and institutional projects.

Civil and infrastructure, including highways, subdivisions, bridges, and urban development projects.

Steel detailing and concrete structure modeling for high-rise, industrial, and commercial buildings.

Mechanical systems modeling for buildings, energy infrastructure, industrial plants, and mining facilities.

Construction coordination and project support, using BIM workflows to integrate design, site data, and sustainability requirements.

Digital design and visualization, including 3D modeling, real-time rendering, XR (AR/VR) simulations, and immersive environments.

Sustainable design, applying the BC Energy Step Code, Canada's net-zero targets, and building code requirements.

Admission Requirements

Grade 12 graduation or equivalent

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

Workplace Mathematics 11 or equivalent

Notes:

Applicants may be eligible for advanced standing into Year 2 of the program provided they have:

Successfully completed VCC's Architectural, Civil/Structural, Mechanical or Steel Construction Modelling Technician Certificate within the last 3 years, *or*

Successfully completed a Drafting Technician Certificate (any discipline) at another institution with Department review and approval.

VCC CAD Technician Short Certificate graduates (granted within the last 3 years) may be eligible to receive credit for: DRFT 1010, DRFT 1011, DRFT 1012, DRFT 1013.

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Applicants who successfully completed Drafting 11 and 12 or equivalent may also apply for PLAR. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for the following courses:

- DRFT 1010 CAD Drafting Fundamentals
- DRFT 1011 CAD Drafting Applied
- DRFT 1012 Office and Construction Site Safety
- DRFT 1013 Construction Mathematics

Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

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

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

*Note for international students requesting PLAR: Prior to proceeding with the PLAR request, please contact [VCC International Education Advising](#) to learn how PLAR can impact immigration status.

Program Duration & Maximum Time for Completion

The program is 2 years of full-time study. The Diploma is seventy (70) credits: Forty (40) credits of the first year [courses](#), ~~Certificate~~, and thirty (30) credits of second year courses to complete the Diploma.

Candidates have up to 5 years to complete the Diploma from the start of year one.

Upon successful completion of all [core courses](#), [specialty](#) courses and [Year 2 Architectural specialty](#) courses (70 [credits total](#)), ~~credits~~), graduates will receive a Construction Engineering Technician [Diploma](#). ~~Diploma in Architecture.~~

~~Upon successful completion all courses and Civil/Structural specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Civil/Structural.~~

~~Upon successful completion all courses and Mechanical specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Mechanical.~~

~~Upon successful completion all courses and Steel Construction Modelling specialty courses (70 credits), graduates will receive a Construction Engineering Technician Diploma in Steel Construction Modelling.~~

Upon successful completion of the first year of study and the successful completion of forty (40) credits, students may choose to exit the program and receive a Certificate credential in the specialty they completed in the first year: either (i) Architectural Technician Certificate, (ii) Civil/Structural Technician Certificate, (iii) Steel Construction Modelling Technician Certificate, or (iv) Mechanical Drafting Technician Certificate.

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

PLO #1	Use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
PLO #2	Describe concepts in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
PLO #3	Employ Computer Aided Drafting (CAD) and 3D Building Information Modelling (BIM) systems to produce drawings from data, designs and/or specifications that meet drafting and 3D modelling standards and conventions.
PLO #4	Apply CAD and AI-enhanced BIM workflows to develop, coordinate, and manage digital models, construction documentation, and project communications to support multidisciplinary project delivery.
PLO #5	Apply building codes and regulatory requirements, including the BC Energy Step Code and Canada's net-zero targets.
PLO #6	Demonstrate knowledge of construction processes, site safety practices, and site review procedures.
PLO #7	Collect and interpret digital site data using reality capture technologies.
PLO #8	Analyze how model data supports construction sequencing, timelines, resource planning, quantity take-offs, estimating, and budgeting.
PLO #9	Apply basic BIM and project management workflows to support construction planning and communication in support of multidisciplinary construction project delivery.
PLO #10	Develop construction estimates by performing quantity take-offs and cost calculations to support project budgeting and planning.
PLO #11	Utilize critical thinking, team building and interpersonal communication skills.
PLO #12	Prepare a comprehensive professional portfolio.
PLO #13	Prepare a résumé and letters of application and perform other related job search skills.

Upon successful completion of **year one** of this program, students will also be able to meet one (1) set of outcomes from their chosen specialty:

Architectural Specialty:

Use concepts of building construction and technology to plan and detail residential and commercial buildings in accordance with local by-laws and the BC Building Code.

Prepare Architectural drawings of residential and commercial structures, which incorporate concrete, steel and wood.

Civil/Structural Specialty:

Apply principles of civil engineering technology and planning to design and produce technical drawings and three-dimensional models for civil site development, with a focus on highways, municipal systems, and land development projects.

Use structural engineering theories and BIM practices to prepare engineering drawings for three dimensional models of structures, which incorporate reinforced concrete and structural steel.

Steel Construction Modelling Specialty:

Utilize data from current building codes and fabrication standards to develop practical connections between components that are code-compliant and practical to fabricate and install on site.

Use structural engineering drawings and specifications to prepare three dimensional models of structures that utilise structural steel.

Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce structural steel fabrication and arrangement drawings from data, designs and/or specifications.

Mechanical Specialty:

Apply concepts of building construction and technology to plan and detail mechanical systems for commercial and industrial facilities in accordance with local by-laws and the *BC Building Code*.

Utilize concepts of mechanical and process technology and planning to produce drawings and 3D models of industrial facilities.

Employ mechanical engineering theories and BIM practices to prepare engineering drawings from 3D model that incorporate mechanical, electrical, and plumbing (MEP) systems in building structures.

Instructional Strategies, Design, and Delivery Mode

This program uses project-based learning strategies with in-class instructional presentations, blended online delivery, and laboratory work using Autodesk, Trimble, and other BIM software. Students are required to do assignments at home and lab work outside class time on both theory and individual projects. The program may be offered in face-to-face and blended (combination of face-to-face and online) formats.

Students are evaluated through practical projects, exams, drawings, and presentations.

Student Program Progression

In order to be granted a Certificate or Diploma credential upon completion of the program, a student must:

Receive an overall minimum program grade point average of 'C' (2.0); *and*

Receive a minimum grade point average of 'C-' (1.67) in *each* course.

Students who receive an F grade in a course may not be allowed to progress.

See individual Course Outlines for course prerequisite details.

Attendance

Attendance plays a major role in student success. This is an intensive program, which makes attendance vital.

Students are encouraged to speak to their instructor or Department Leader should they need to miss classes as frequent absences will impact performance and skills development.

Program Considerations

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

Program activities involve continuous, repetitive hand, wrist, and arm movements, such as keyboarding

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

Program tasks require sustained detailed visual focus for extended periods, such as distinguishing fine details, reading digital screens, data analysis or technical drawing.

Program tasks require access to a modern laptop capable of running Microsoft Windows with full privileges [cad-bim-computer-minimum-requirements.pdf](#)

Online courses require audio/video hardware including webcam, speakers and microphone.

Program safety requires steel toed boots.

Courses

YEAR 1		40
CORE COURSES		
<u>DRFT 1010</u>	CAD Drafting Fundamentals	
<u>DRFT 1011</u>	CAD Drafting Applied	
<u>DRFT 1012</u>	Office & Construct Site Safety	
<u>DRFT 1013</u>	Construction Mathematics	
SELECT YOUR SPECIALIZATION		

ARCHITECTURAL

<u>DRFT 1111</u>	Principles of Architecture
<u>DRFT 1105</u>	Single Family Residential 1
<u>DRFT 1200</u>	Single Family Residential 2
<u>DRFT 1201</u>	Residential Multi-Family
<u>DRFT 1202</u>	Commercial Retail Buildings 1
<u>DRFT 1225</u>	Professional Communication
<u>DRFT 1302</u>	Commercial Retail Buildings 2
<u>DRFT 1374</u>	Introduction to 3D and BIM
<u>DRFT 1375</u>	Commercial Office Layouts

CIVIL/STRUCTURAL

<u>DRFT 1120</u>	Civil Site Layout
<u>DRFT 1125</u>	Introduction to Civil 3D
<u>DRFT 1213</u>	Introduction to Steel Structures
<u>DRFT 1214</u>	Reinforced Concrete and Foundations
<u>DRFT 1215</u>	Advanced Civil 3D
<u>DRFT 1216</u>	Introduction to 3D CAD
<u>DRFT 1225</u>	Professional Communication
<u>DRFT 1286</u>	Engineering Statics
<u>DRFT 1316</u>	Introduction to Revit Structures
<u>DRFT 1379</u>	Concrete Floor Systems and Secondary Structures
<u>DRFT 1385</u>	Reinforced Concrete Structural Components

STEEL CONSTRUCTION MODELLING

<u>DRFT 1130</u>	Steel Detailing Fundamentals
<u>DRFT 1135</u>	Professional Communications for Steel Detailing
<u>DRFT 1293</u>	Industrial and Commercial Basic Framing
<u>DRFT 1295</u>	Detail of Inclined Components
<u>DRFT 1296</u>	Miscellaneous Metals Detailing
<u>DRFT 1380</u>	CAD 3D and Assemblies

<u>DRFT 1391</u>	Introduction to BIM Software	
<u>DRFT 1392</u>	Working with BIM Software	
<u>DRFT 1393</u>	Heavy Structural Steel Framing	
<u>DRFT 1352</u>	Steel Trusses	
MECHANICAL		
<u>DRFT 1140</u>	Electrical and Plumbing Systems	
<u>DRFT 1145</u>	HVAC and Fire Suppression System	
<u>DRFT 1217</u>	Process Flow, Piping, and Instrumentation Diagrams	
<u>DRFT 1218</u>	Equipment Detail and Plant Layout	
<u>DRFT 1219</u>	Process Piping and Pipe Fabrication	
<u>DRFT 1220</u>	3D Modeling Fundamentals	
<u>DRFT 1221</u>	Mechanical Equipment Modelling and Layout	
<u>DRFT 1225</u>	Professional Communication	
<u>DRFT 1324</u>	3D Piping Systems Modelling	
<u>DRFT 1344</u>	BIM for Mechanical, Electrical, Plumbing Projects	
<u>DRFT 1364</u>	Mechanical, Electrical, Plumbing for Pipe Fabrication	
YEAR 2		30
<u>DRFT 2101</u>	Smart BIM: AI-Driven Project Design	
<u>DRFT 2102</u>	Construction Quantity Takeoffs & Cost Estimating	
<u>DRFT 2103</u>	Safe & Smart Sites: Construction Safety and Inspections	
<u>DRFT 2204</u>	Project Information Management	
<u>DRFT 2205</u>	Reality Capture & Digital Site Modeling	
<u>DRFT 2206</u>	Building Codes, Energy, and Net-Zero Construction	
Total Credits		70

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course

Standings

R	Audit. No Credit	N/A
EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

IE expressed concerns that including the specialty name on the diploma could create challenges for international students seeking a PGWP. As a result, we are proposing to remove the specialty designation from the diploma, standardizing the credential for all students.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
International Education	Extensive discussion with IE regarding the name of the specialty name in the Diploma.

Additional Information

Provide any additional information if necessary.

~~Updated major codes -- DCH: 29.9.2026~~

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

Advance your Computer-Aided Drafting (CAD) and Building Information Modelling (BIM) skills for work in engineering firms, architecture firms, development companies, government, or private industry.

Major Code



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2026

ISSUE: Course Deactivations: PREH Courses

BACKGROUND:

The Pre-Health Sciences Certificate was discontinued effective May 1, 2026. The program was never offered. This proposal is to deactivate related courses:

- PREH 1100 Information Systems for Health Sciences
- PREH 1105 Health Care System and Health Care Team
- PREH 1110 Information and Research Fundamentals
- PREH 1115 Medical Terminology
- PREH 1200 Career Planning
- PREH 1205 Communicating for Success
- PREH 1210 Interprofessional Collaboration

RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve the deactivation of seven PREH courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 5, 2026



Administrative Professional Certificate Program Renewal Final Report

Submitted to

David Wells, Vice President Academic, Students & Research

Louise Dannhauer, Chair, Education Council

Andy Sellwood, Chair, Education Quality Committee

Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5

June 10, 2026

By

Emily Simpson, Program Renewal Chair, Centre for Teaching, Learning & Research

Julia Slade, Department Leader

Kim Huie, Faculty

Ria Salonga, Faculty

Caroline Alashhab, Faculty

Willy Arocca Aguirre, Interim Dean, School of Hospitality, Food & Business Studies

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1 Executive Summary

1.1 Program Overview

Vancouver Community College's Administrative Professional (AP) Program has been operating since the 1960's. It was housed in the School of Hospitality, Business & Food Studies until April 30, 2026, and has been since moved into the School of Health Sciences with the reorganization of VCC's four schools into three. The program runs out of the Downtown campus and is part of the Applied Business Department, with the Medical Office Assistant certificate, Legal Administrative Assistant certificate, and Medical Transcriptionist and Executive Assistant (both suspended).

The Administrative Professional (AP) Certificate provides foundational skills in core business technologies (Microsoft Office Suite 365, database management, accounting, social media), office skills and business communications, and interpersonal skills to prepare students for administrative roles in the community. The program is 38 credits, 8 months long. It is delivered full-time Monday-Thursday using a hybrid format. Courses are compressed blocks of varying weeks, with only the keyboarding courses running for the whole term. The final course is a 3-week workplace experience hosted by various businesses in the Greater Vancouver Regional District.

The program averages 3 intakes per year, 16 students per cohort but has recently been reduced to two cohorts per year (Fall and Winter terms). Students in this program are predominantly domestic (83%), female (85%), ages 21-30 (51%), and attending full-time while working part-time (73%). Students enroll with a variety of goals such as gaining practical/transferrable skills in typing and Microsoft 365 suite, pursuing a new career or a career change, completing pre-requisites to the legal administrative assistant program or gaining Canadian work experience.

The Administrative Professional program has a long-standing association with the business community in the Metro Vancouver Area including for-profit, non-profit, public and private entities. Interest holders provide strong support to the AP program in a variety of ways that include ongoing feedback, hosting of work experience students, job postings for graduates, student scholarships, and prior to 2024, PAC engagement.

This certificate is a pre-requisite for the Legal Administrative Assistant Certificate. There is no accreditation of the program, though the department sits on the Applied Business Technology/Office Administration provincial articulation group which provides important insight into trends and innovations in other post-secondary applied business programs.

Students and alumni describe the program as confidence-building, transformative, accessible employment training that enables re-entry to the workforce, career change, or upskilling for current/future education/job roles. Programs like the Administrative Professional Certificate

play a vital role in expanding access to college and university-level programming beyond traditional academic pathways.

1.2 Self-Study Overview

The Administrative Professional self-study was conducted May 2025–January 2026. In addition to institutionally provided data such as end of program surveys, end of course surveys, BC Graduates Student Outcomes and job analytics, the self-study team surveyed current students and alumni, employer/WIL host supervisors, and faculty staff; conducted a student focus group and environmental scan; and completed curriculum alignment mapping.

Program renewal steering committee members included:

- *Julia Slade*, Department Head, Applied Business Department
- *Ria Salonga*, Faculty
- *Kim Huie*, Faculty
- *Caroline Alashhab*, Faculty
- *Willy Aroca Aguirre*, Dean (interim), School of Hospitality, Food Studies & Applied Business
- *Sherry Pidperyhora*, IR Associate, Institutional Research Department
- *Emily Simpson*, Chair, Centre for Teaching, Learning and Research

Major findings are highlighted here with a more thorough description of program strengths and challenges in Section 2.

1. **Practical, job-ready skill development with strong instructor support.** Across data sources, students and alumni highlight high value transferrable technical skills (MS Office, accounting software), business writing skills, and applied, hands-on learning. Instructors are frequently described as supportive and providing well-organized, quality learning experiences. Students described how the program boosted their confidence and job readiness, as well as feeling ready to re-enter university.
2. **Curriculum updates needed.** While much of the program curriculum addresses key knowledge and skills for the administrative profession, industry needs are changing. Analytics and employer feedback indicate higher expectations for Excel (intermediate+), records/database management, flexibility and adaptability in both tasks and new software, and ethical/efficient use of generative AI. There is continued demand for communication and interpersonal skills in these roles. Providing flexibility in course design for evolving technology may be increasingly important as the program plans for future iterations. Additionally, the self-study identified some gaps in course sequencing, scaffolding of PLOs across the certificate, and review of some assessments is needed.
3. **High course completion and pass rates.** From 2022–2025 (2,678 enrolments), the withdrawal rate is ~1% and the average pass rate is 97.3%, indicating strong retention and progression.
4. **Hybrid delivery mirrors contemporary offices.** Students value flexibility (reduced commuting time) and the program's alignment with current workplace modalities to help them prepare for both in-person and remote work.
5. **Program Advisory Committee needs revitalizing.** Given that PAC engagement and sustainability has been a struggle for the last 3 years (last meeting in 2023 despite combining the legal administrative assistant and Administrative Professional PACs), access to regular strategic

advice and trends that affect curriculum and employability of VCC graduates has been impacted. Drawing from advice from the ERT, other successful PACs at VCC, templates and guidance in [VCC Policy /Procedures 401 Program Advisory Committee](#) could support revitalizing the PAC.

6. **Work experience could be strengthened.** Not all work experiences are providing equal value to students. Some experiences build student skills and confidence; students speak highly of what they learned whereas others are described as doing jobs the employees like least with limited ability to apply or expand their learned skills. Additional comments during the self-study raised some points to consider:
 1. Students would appreciate more site placement options in the greater lower mainland area (Surrey, White Rock, etc.)
 2. Lengthening the work experience could increase the possible student project complexity and their sense of team connection.
7. **Faculty student contact time per workload prolife is high** at 25 hours per week, more in line with what Skilled Trades BC programs at VCC require. There is no required number of student contact hours for this program from accrediting bodies. This is affecting the way course delivery has been designed and feelings of work overload (insufficient time for assessment marking).
8. **Opportunities to explore new partnerships.** Both a dual credit offering with secondary schools and the possibility to work with Indigenous Education and Community Engagement department around Indigenous cohort offerings and/or laddering this program into Indigenous leadership/business schools were identified as possible growth areas.
9. **VCC students and graduates are well-regarded by the industry/community.** 91% of graduates were in the labour force and 72% were employed. From the employer/practicum host survey, satisfaction with graduates was 92% very good/good. Graduates are described as knowledgeable (computer skills), eager, demonstrating a positive work attitude and professionalism, and being open to learning.

“The AP program is outstanding and credentials like these become more and more important in today's changing world. If the program can continue to consistently upskill students and empower them to work in administrative positions, then the professional community in Vancouver will benefit.”- Industry respondent.

Below is a prioritized list of key recommendations, with the full list of recommendations in Section 2: Self-Study Summary.

KPI 1 Curriculum & Instruction

- Update curriculum to embed current and future industry skills, redesign program sequencing of courses to better scaffold learning towards program outcomes, and review assessment design to improve workload, pacing, transparency in grading and integrated skills practice. Pay particular attention to design of the courses with the most frequent concerns/comments raised.
- Identify additional courses where PLAR can be made available.
- Consult with Indigenous education dept during the curriculum revisions toward the overall goal of Indigenousization.

KPI 2 Student Outcomes & Experience

- Add language around required device/operating system and PLAR opportunities to program marketing materials, information sessions and emails to newly enrolled students.

KPI 3 Program Planning & Industry Engagement

- Implement quarterly (and as needed) department meetings and engage feedback on how the

- meetings can support department planning/operations toward strategic initiatives.
- Revitalize the PAC.
- Continue exploration of opportunities for dual credit partnership with secondary schools.

KPI 4 Faculty and Staff

- Explore updating the faculty workload profile of 25 student contact hours/week.

KPI 5 Program/Student Supports

- Work with Advising to better align online/paper application processes.

KPI 6 Learning Environment

- Update computer lab equipment.
- Standardize Moodle shells (navigation, gradebook use), explore SIMnet–Moodle integration options, and prioritize computer lab ergonomics/updated technology.

1.3 External Review Overview

The external review team received the self-study report in February 2026, reviewed it and conducted a virtual site visit on March 6, 2026. The site visit included meeting with the steering committee (all faculty in the department), a group of students/alumni (7 participants), and an industry session (3 participants). The external report was received on April 9, 2026. The external review team included:

- Brenda Ridgeley-Ketchell, Office Administration Department Chair, Okanagan College (academic representative)
- Christine Buttkus, CEO/Founder, Buttkus & Associates Leadership Solutions (industry, workplace experience host for several years)
- Christine Nehring, Department Head and Associate Professor, Information Studies / Applied Business Technology, University of the Fraser Valley (academic representative)
- Kim Nelson, Program Assistant, Partnership Development Office, Vancouver Community College (industry representative, graduate from program)

“The External Review Committee was impressed with the work done by the AP department to deliver a thorough and relevant self-study report. Applied programming such as the Administrative Professional certificate aligns well with institutional (and provincial) mandates to provide equitable, accessible programming to students from a variety of equity-seeking backgrounds. Industry partners wholeheartedly support the program and emphasized the value they place on being able to recruit quality employees possessing the skills gained through completion of the AP program.” (External Review report, pg. 7).

They highlighted the importance of asking what bigger transformative change is needed so graduates can meet evolving industry needs over the next 7-10 years. The program could be at risk of being too slow to adjust if only small to moderate changes are implemented, so the work coming out of this renewal is a huge opportunity. They noted in an applied program, instructors are often making changes as they go, but it may not be reflected in official course outlines/program content guide.

Key discussion topics were:

- **Raising the profile of the program.** Encourage students to take part in BC Skills Competition – Skill 8 – Office software. Where possible, promote such events and outcomes on VCC social media.
- **Student enrollment deadlines:** application deadline of June 1st for September start is far too early and could also limit WorkBC being able to enroll them in times. Suggest conversations with the RO as both post-secondary institutions allow student enrollment through August and even into September. This did not get listed the ERT’s final recommendations but was a key point at the end of the site visit.
- **Assessment:** Consider self-marking or completion assessments (to reduce marking workload. Redesigning program so courses run the full term, rather than compressed blocks supports an early alert system and can reduce the number of assignments.
- **Work Integrated Learning.** Industry session discussion focused on practicum length, workplace interaction skills, preparation of host sites, and needed graduate skills – durable skills like teamwork, building relationships, adapting to evolving technology and digital literacy.
- **Student feedback data:** improve processes for collecting course feedback, reviewing it and implementing changes.

Highlighted recommendations from the External Review Team include the following (Full list in Section 3: External Review Summary)

- Consider holding a “design sprint” to reimagine the structure of the program and how the curriculum fits within it (3-day co-design session with all course outlines, alumni, industry people and PAC and break down program/reconstruct it).
- Explore best practices in Work Integrated Learning in relation to the work experience course.
- Conduct exit survey with graduates to identify program strengths and weaknesses; reveal gaps between learning outcomes and student perception; highlight perceived value of courses and skills.
- Explore best practices for PAC (e.g., how agenda is set, who leads meetings, reciprocity with members).
- Consider equipping all computer labs with dual monitors to represent industry standards.

2 Self-Study Report Summary

2.1 Overview

Data used for this program renewal was collected from the following sources:

- VCC Institutional Research Reports (Demographics, Enrollment/Attrition, BC Student Outcomes surveys, End of Program Surveys, End of Course Surveys). End of program surveys from 2022-2024 had 20 responses, and course surveys had 10-40 responses.
- Annual Program Reviews/Department Action Plans (the annual program review/action plan in the SharePoint drive were missing for the last 2 years, but the previous renewal final report/action plan from 2018 was reviewed).
- Program Content Guide, Course Outlines and Curriculum alignment mapping of PLOs and CLOs
- Faculty/Staff Survey (sent to 4 members, 3 responses received).
- Practicum /Industry Survey (sent to 50 contacts, 12 responses received)

- PAC minutes (last meeting July 13, 2023)
- Job Posting Analytics (LightCast data for NOC 13110 Administrative assistant NOC 14100 general office support and NOC 1401 receptionists)
- Comparative Analysis of Similar Programs (BCIT, Okanagan College, UFV, Northern Lights College, Sprott Shaw, Fraser Valley Continuing Education)
- Faculty and Staff Hiring Criteria and Workload
- Program and Student Support Services Survey
- Current/Graduate student survey (32 responses total) and Current Student Focus Group (6 participants)

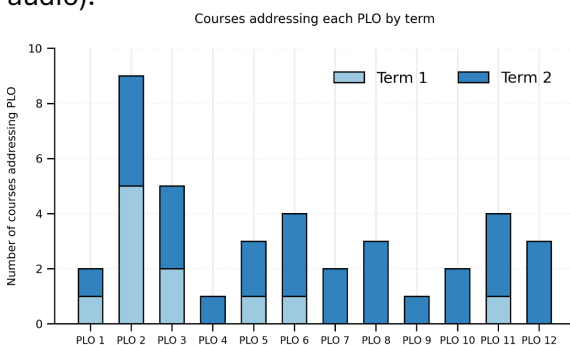
An overview of findings in each Key Priority Indicator is below, followed by a table with all the recommendations from the self-study.

KPI 1 Curriculum and Instruction:

Currency and Relevancy of Program Learning Outcomes and Course Learning Outcomes.

The Administrative Professional Certificate program learning outcomes address technical skills, communication skills, office procedures, and professionalism/workplace behavioral readiness. PLOs were analyzed against job posting skills and knowledge and aligned with demand for Microsoft Office Suite, communication skills, office procedures, customer service focus, attention to detail and multitasking. Potential gaps in PLOs based on job postings were data entry skills, excel competency (data analysis/statistics, pivot tables), inventory management and digital literacy. Faculty identified that database management and record keeping, presentation skills, and website building are already taught but not mentioned in the PLOs, and collaborative file management/communication on SharePoint/Teams, and generative AI ethical use should be added to the program. The department identified the majority of CLOs as still relevant and current with a few updates needed.

Curriculum mapping: All courses were aligned with the program learning outcomes, however some PLOs are addressed by multiple courses (e.g. PLO #2: Use advanced features of Microsoft Outlook, Word, and basic features of Excel, and integrate Microsoft Office applications) while other PLOs are addressed in only one course (PLO #4; Greeting visitors professionally and taking messages, PLO #9 take effective meeting minutes and transcribe audio).



Additionally, some PLOs are only addressed in Term 1 or Term 2 courses, so there may be opportunities to scaffold and return to learning in a more integrated way across the program. Curriculum mapping of the level of PLO achievement as introduce, developing, advanced

showed that most courses were identified as only aligning with a single PLO, with 4 courses (Office Skills 1, Office Skills 2, Work experience preparation and work experience) addressing multiple PLOs.

Assessment Approach and Main Instructional Strategies.

The most common assessment types are assignments and participation, followed by exams, quizzes/test and lab work. The main instructional strategies are lectures, readings, demonstrations, practical/hands-on activities, presentations, individual, and group work. Experiential learning is included in the practical/application activities, office simulation, and work experience courses. The program uses Moodle, Typist (touch-typing program), Microsoft 365 Suite, Sage Accounting, Adobe, WIX, and published textbooks, along with one department-produced course pack. The program does not currently use any OER materials.

Feedback on Quality of Curriculum and Instruction

Across multiple data sources, the AP program is described as providing strong practical skill development through experiential learning, high-quality and supportive instruction, and building student confidence and job readiness. Students and alumni particularly value the transferrable, technical skills (keyboarding, Excel, Word, accounting software), business communication skills, and the blended delivery model. “This is a program everyone should take” – Student focus group. Students described instructors as patient, supportive, knowledgeable, with multiple comments about timely help, clear demonstrations, and motivating classroom presence.

At the same time, feedback across groups reveals some clear areas for improvement. Common concerns were: course organization (the sequence of some courses in the program and within a few courses – Moodle setup), workload for some courses (number of assignments and lack of timely feedback before the next assessment), clarity and consistency of grading (lack of clear due dates, clear and transparent rubrics/marketing guides, and some frustration with SIMnet’s automated marking). Suggestions for more updated/more-in depth time on particular software (Excel), more practical skills (filing, minute taking, managing schedules, etc.), adding Teams and Google suite, guest speakers and more authentic assessments (tasks where you aren’t given instructions for each step and more initiative/problem-solving is required), and improved work placement experiences were also mentioned.

Alignment with VCC Policies. Program is in alignment with Policy 412 Granting of Credentials, Policy 411 Grading, Progression and Withdrawal. With respect to Policy 413 Assignment of Credits to Courses, the Registrar noted 9 courses where course hours/credits could be brought into better alignment. For Policy 326 Requirements for Student Attendance and Participation, the program does outline the attendance policy in its student conduct handbook and includes a participation grade of 10% in nearly every course. However, there is some language that could be reviewed to be more equitable. Reference to cheating and plagiarism in the student conduct handbook should also be reviewed with respect to Policy 325 Academic Integrity.

EDI and Indigenization/decolonization. The AP program is at an early but intentional stage of engaging with Indigenization and decolonization within curriculum and instruction. The program also recognizes opportunities to strengthen Indigenization more explicitly through curriculum redevelopment at later stages of this renewal. The department intends to explore

context appropriate integration of Indigenous perspectives, including community-based leadership, ethical information stewardship, and inclusive workplace practices relevant to administrative roles.

Generative AI. In the current program, Generative AI, while discussed in some classes, is not formally addressed in the curriculum. However, instructors are recognizing that it's becoming increasingly relevant in office administration and there is value in intentionally integrating Generative AI to better prepare students for modern office and business environments.

KPI 2: Student Outcomes

Admission Requirements:

- Grade 12 graduation or equivalent
- English 12 with a minimum 'C-' grade, or Communications 12 with a minimum 'B' grade, or [English Language Proficiency](#) at English 12 with a pass

Department agrees that program admission requirements are adequate to succeed in program. Need to add additional language about department discretion for mature learners.

Applicants sometimes lack awareness of hybrid delivery (what it means) when they enroll and are unaware of the Windows device/OS requirements, leading to delays in having an appropriate device for coursework. Additionally, PLAR is only available for the keyboarding courses, but students don't understand what PLAR is or apply for it.

Student Satisfaction:

Looked at BC Graduate Student Outcomes, however there were only 32 responses in the 4 years reviewed, and some of those years would have been impacted by COVID which we anticipate will have a negative effect. The majority are positive, as in the alumni survey (Overall experience in the program: 74% very good/good, 21% fair, 5% poor) and end of program surveys (81% strongly agree/agree they are satisfied with the program, 18% disagree)

Performance Measures	Ministry of Post-Secondary Education Targets	BC Graduate Student Outcomes: Administrative Professional 2020-24
Satisfaction rate (very satisfied/satisfied)	≥ 90%	87%
Quality of instruction (very good or good)	≥90%	84%
Knowledge and skills useful in performing job (very useful/useful)	≥90%	82%
Amount of practical experience (very good/good)	N/A	50%

Student Achievement Rates: Very high completion rate of courses (non-withdrawals) – **98.95%** from the 202240 to 202540 terms. Pass rate on average (D is included as a pass): 97.3%. Overall, withdrawal rates are 1% (of 2,678 registrations). Keyboarding 1 has the highest withdrawal rates (7.5%) on average followed by Word 1 (4%) and Outlook (3%) with no other noticeable withdrawal trends. The highest failure rate is Business Writing 2 at 5.5%, followed by Word 1 and Office Skills 2.

Student Employment Outcomes: 91% of graduates were in the labour force and 72% were employed. Of those employed, 73% were employed full-time. The majority (67%) spend 2 months or less before finding employment. Employer/Work experience hosts rated satisfaction with graduates as 42%very good/50% good. They describe graduates as knowledgeable (computer skills), eager, demonstrating a positive work attitude and professionalism, and being open to learning.

KPI 3: Program Planning and Administration

Program marketing and recruitment. The majority of students found the program through internet search/online media (67%). The program typically offers monthly online info sessions (run by department leader in collaboration with advising) but does not have feedback on how many enrolled students attended the info session and what was of value to them. The department would like to have a promotional video made with Marketing department support.

The program is not currently eligible for Future Skills Grant, however some other institutions have developed micro-credentials such as the [Indigenous Workplace Administrative Micro-credential at Camosun](#). There is current interest in exploring dual credit agreement with the Vancouver School Board.

Enrollment Trends. Capacity is 23 students per cohort, with average enrollment of 16 students (71% of capacity) over the last 5 years. No upward or downward trends are evident.

Environmental Scan. VCC's program was compared with BCIT Office Administrator with Technology Certificate, Okanagan College Administrative Assistant Certificate, Northern Lights College Applied Business Technology Certificate, University of Fraser Valley Applied Business Technology Certificate, and Fraser Valley Continuing Education Administrative Assistant Certificate.

- A. **Length/duration:** Programs range from 480 hours (Fraser Valley) to 1,110 hours (Okanagan College). VCC is mid-range at 791 hours. Programs are generally 5.5-8 months long. VCC is at the high end for course hours focused on keyboarding.
- B. **Pre-requisites:** VCC's pre-requisites are in line with the competitor's institutions, however there is some variation. VCC requires Grade 12 graduation or equivalent and English 12 with a C-, or English language proficiency equivalent. BCIT only requires English language proficiency at English 12 with 50%, Okanagan College takes high school graduation or English 11 (50%) or entrance test, UFV requires high school graduation, English language proficiency and a technology assessment. Northern Lights requires Math 10 and English 11.
- C. **Common content:** Keyboarding/typing or word-processing skills; Microsoft Office (Word, Excel, Outlook, PowerPoint) or general "office applications"; Office procedures / administrative procedures.; Business communications; Accounting or basic bookkeeping / financial office skills; Practical "real-world" components (practicum/work experience) in many programs, although the depth and format vary. Competitors have some variation in specialization/certification – BCIT offers Microsoft Office Specialist Exam, more technology focus (HTML5/CSS3, WordPress), some focus more on bookkeeping/accounting.
- D. **Work Integrated Learning:** the majority of competitors include a work-integrated learning component of 2-3 weeks (unpaid), and some offer a capstone alternative.

Trends to note from the [2024 Articulation group minutes](#) is around program delivery mode and enrollment challenges: Douglas College closed their administrative assistant program and only offers Medical Office Assistant. College of the Rockies offers their programs fully online. Northern Lights College offers face-to-face and online delivery. North Island College only offers online. Selkirk was seeing increased interest in bookkeeping relative to office assistant because of the part-time schedule (also delivered online). University of Fraser Valley offers part-time programs via asynchronous online delivery, full-time programs via synchronous hi-flex delivery. VIU is only one cohort per year at each campus and delivering face to face. Camosun is working towards offering the office admin program fully online, and **all courses are open enrollment**. Okanagan College notes low enrollment and has been doing a hybrid delivery model. Since then, Okanagan College no longer appears to offer an administrative assistant certificate, instead only an online Bookkeeping/Accounting Technician certificate.

Labour Market Analysis: According to the [Job Bank Government of Canada occupation report for administrative assistants](#), the employment outlook is moderate over the next 3 years (2025-2027) for Administrative Assistants (NOC 13110) in most areas of British Columbia, with the south coast and lower mainland showing the strongest needs.

Program Advisory Committee: Has not met since July 2023. At that point, composition was 5 representatives for Legal Administrative Assistant and 2 representatives (although one is a VCC employee) from Administrative Professional. Renewed strategies and efforts need to be made to increase industry participation in PAC groups, and making use of [VCC's Policy 404 on the Program Advisory Committee](#) and documents supporting [education of potential and current PAC members](#), reporting out, etc.

Department Planning/Operational Efficiency

The faculty/staff survey (only 3 responses) showed the most negative response in statements around departmental meetings being an effective use of time and occurring with enough frequency and working together as a department to reach our departmental plan initiatives. The department notes it needs to reinstate regular meetings.

KPI 4: Faculty and Staff

The department is small with 2.0 FTE regularized faculty and 1 term instructor, along with a 1.0 FTE department leader and program assistant who are shared between the other applied business programs (Medical office assistant, legal administrative assistant). Overall, there is a sense of collegial relationships in the department, sharing teaching materials and resources, and feeling that their contributions are valued by the department.

Faculty feel the area hiring criteria are appropriate to the area and do not require updates:

- Provincial instructor diploma/equivalent/willingness to complete
- Bachelor's or Master's in related discipline, 6 years' office experience
- Demonstrated MS Office competency
- Experience teaching office computer software, keyboarding, business communications, office procedures and
- Effective interpersonal and business communication skills in English
- Demonstrated teamwork skills
- Professional business designation (such as CPS) is an asset

Three faculty members have completed the Provincial instructor Diploma and have a M. Ed. while one holds a Bachelor of Education. The program does not hold any articulation/accreditation, and while it did have membership in the International Association of Administrative Professionals at one point, did not find it valuable enough to maintain.

Workload: Faculty have a teaching workload of 6.0 contact hours per day with students, with 0.25 hours of office time, four days a week. There is long standing challenge with the number of assignments, the marking time required, and the turnaround time for students to incorporate the feedback before the next assessment. Despite discussions of various strategies, it still remains an issue.

KPI 5: Student Services

To support student success, some instructors provide students with a tour of the Learning Centre, Library, Disability Services, Student Union, Security, Bookstore, Cafeteria, etc., or provide a verbal overview of these services during their first class. The Learning Centre, Library, and Disability Services are most often highlighted and/or referred to by instructors.

Feedback from Advising, Library, Learning Centre, Disability Services, Office of Student Conduct, and Indigenous Education and Community Engagement areas was collected during the self-study.

Advising: Suggested improving collaboration around the soft enrollment and extension of application dates/different deadlines for paper versus online applications. Clearer communication about enrollment and application deadlines could strengthen the advising department's ability to work with students.

Library: Most request support is citation, avoiding plagiarism, and occasionally basic research skills support. Students can borrow laptops and course textbooks. (Students reported library laptops were not sufficient for the tech requirements of the program).

Learning Centre: supports students with writing skills, presentation skills, job application preparation, and some technical support for certain aspects of Microsoft Office. Can send updated promotional materials for classrooms.

Disability Services: Suggested providing timely and sufficient details about exams so accommodations can be appropriately arranged.

Student Conduct: Awareness by department of student conduct policies/procedures and how the supports provided is beneficial.

Indigenous Education and Community Engagement: Encourages departments with openness/interest to reach out around collaboration – advice on supporting Indigenous students in the program, Indigenizing teaching and curriculum, or recruitment of Indigenous students. This program would be particularly valuable for many First Nations communities to address highly transferrable skills for a variety of roles. Possibilities to explore laddering this program into other post-secondary areas like the Sauder School of Business Indigenous focused leadership/business program and SFU, as well as likely interest for a full Indigenous cohort.

KPI 6: Physical/Online Learning Environment

Physical Facilities and Equipment

The program is delivered with the first month of each term fully on-campus, 4 days a week. The Friday of the week is designated as a lab day and students can access the classroom computers should they choose. The remaining 3 months of each term are 2 days online via Teams (synchronously) and 2 days in-person on campus.

Two computer labs (24 stations each), an office equipment room, and a simulated office space are the core onsite teaching facilities. The simulated office environment provides a valuable applied learning space but is lacking web cameras and headsets. Both students and instructors note the aging computers in the lab are a challenge to maintain and use. Lack of ergonomic tools/adaptations to support long hours on the computer typing – such as newer office chairs, footrests, and height adjustable desks. Students can access the labs on Friday/outside of class time as needed. The temperature of the classrooms is frequently uncomfortably cold impacting students and instructor experience.

Educational Technology and Digital Learning Environment

The program uses a standard suite of industry-relevant software (e.g., Microsoft 365, Sage 50, Adobe, SIMnet) alongside Moodle as the learning management system. SIMnet is an online platform for Microsoft Office assignments with automated marking.

Key challenges include:

- **Lack of integration between systems** SIMnet has a Moodle plugin that would allow grades to be transferred from SIMnet activities directly to Moodle gradebook. This could provide students more transparency about learning performance.
- **All courses use Moodle, but there is not a consistent department Moodle template.** affecting student navigation and experience in some courses.

2.2 Self-Study Recommendations

KPI	Recommendations
Curriculum and Instruction	1. Update program learning outcomes and curriculum to reflect current industry needs (addressing generative AI and collaborative platforms) and make clear the level of database management, PowerPoint and Excel skills already taught. 2. Review and revise program structure -this may include order of courses, adding pre-requisites, removing redundancies or combining courses (changing course hour allocations to better fit learning needs such as combining Office Skills 1 and 2). 3. Address curriculum design for the courses that most often received comments of concern or challenge including the Office Skills course, Job Search course, and Business Writing 3 including a review of possible improvements to assessment practices. 4. Explore OER textbook possibilities for program.

	5. Update Student Conduct Guide to better align with VCC policies. 6. Consult Indigenous education department within the curriculum redesign process.
Student Outcomes	7. Add language around the suggested device/operating system to program marketing materials and information sent to newly enrolled students. Include in Information Sessions and materials sent to prospective students. 8. Identify additional courses where PLAR can be made available. 9. Explore an early alert approach in Week 1 of high risk FDW courses to identify challenges and support students before withdrawals or failures occur. 10. Provide prerecorded videos and guided practice files to support students in accessing additional opportunities for reviewing given information, practice and learning.
Program Planning and Administration	11. Improve communication/explanation of hybrid nature of program to prospective and enrolled students (websites, emails, info sessions etc.) and the Windows operating system needed for this program. 12. Implement quarterly (plus as needed) department meetings and collect feedback on best use of meeting time/topics addressed. 13. Explore dual credit partnership with secondary schools.
Faculty and Staff	14. Discuss workload profile to reduce contact hours. 15. Review assignment design, volume and feedback timelines to reduce marking and improve turnaround time.
Student Support Services	16. Consult with the Advising department to better align processes for application dates and discuss use of paper versus online applications. 17. Share Support Service Information with students at the point of enrolment/registration, with emphasis on Disability Services.
Learning Environment	18. Update simulated office space workstation to match remote work environment with web cameras and headsets. 19. Review Moodle shells for consistency and quality in navigation / organization. 20. Explore use of Moodle gradebook and consult with McGraw-Hill rep and eLearning team around LTI integrations with SIMnet. 21. Update instructor monitors in each classroom with web camera. 22. Add 1-2 height adjustable desks per lab. 23. Update chairs in the labs. 24. Provide 3 footrests per lab. 25. Continue to advocate for stable temperatures in the classrooms.

3 External Review Report Summary

3.1 Overview

The ERT emphasized the importance of Administrative Professional program initiatives in expanding access to college and university-level programming beyond traditional academic pathways.

Program strengths:

- VCC's AP program provides a supportive learning environment that fosters confidence, skill development, and meaningful progress within a manageable timeframe.
- Program plays an important role in meeting regional workforce needs.
- Accessible employment training for diverse students (returning to work after parenting, career transitions, perceptions of self as poor student, acquiring tangible skills after a bachelor's degree, etc.)

"The transformation students experience is both personal and practical gaining not only technical proficiency but also the self-assurance needed to succeed professionally." (External Review Report, pg. 4).

The ERT found the self-study report addressed the six KPIs and demonstrated thoughtful reflection on the program quality. Recommendations were supported, but the external review team made some additional suggestions, which are shown in section 3.2.

KPI 1: Curriculum and Instruction

The ERT assessed the curriculum and instruction aligned with what is expected in an office administration program. The recommendations provided in the self-study report are reasonable and achievable and were validated by discussions with industry partners, students, and graduates. One academic representative noted that an early alert system works well in their program because their courses run the full length of the term (Sep-Dec), rather than as compressed blocks. The following themes emerged in the site visit, many of which echoed previous findings in the self-study report:

Delivery mode: Keeping the program with both in-person and online components is important for the of interpersonal skills and supports building digital literacy, preparation for technology demands and/or remote work.

Program learning outcomes; Students and industry representatives affirmed earlier data that generative AI literacy and applications should be addressed in the program, for example using Copilot for meeting minutes. The small industry session focused on durable skills needed in graduates – teamwork, resiliency, interpersonal skills, adapting and evolving with technology.

Collection of course feedback: There needs to be improved/consistent processes for collecting course feedback (consider shortening survey, consistently sending out and reviewing feedback). Department instructors have not seen course feedback regularly, so cannot act upon it. Consider an exit survey interview for graduates conducted by a third party/external person.

Assessment: Find platforms that self-mark to save time – SIMnet, Moodle self-marked quizzes, accounting course platform, etc. Using small exercises for a completion grade once a week is a good way to ensure students are engaging with course materials. One ERT member shared that the student pain point of too many assignments/deadlines is actually an asset to prepare them for the work world.

Work experience (practicum): Review WIL best practices (WIL host agreement, duration of placements, supervision & monitoring, evaluation, onboarding students, etc.). As goals of students are quite diverse, having variety in site placements is important. There's value in intentionally identifying what skills students want to build, what their employment goals are and tailoring work experience. There could be a more consistent approach to orienting host sites to the work integrated learning experience, templates/resources to support student learning. One industry representative who had hosted students over a decade could not recall ever receiving a package of best practices on how to make the most of the learning opportunity for students. Have students complete a journal at the end of experience to help future students decide if they want to go there. Students would like work experience sites in South

Surrey, Whiterock and Abbotsford. Industry participants asked about the rationale of the 3-week practicum. Two hosts mentioned it is very energy intensive, and they rush to train students in their first week, and it can be challenging to find meaningful projects/work for students to be able to showcase at the end of 3 weeks.

Differentiated Learning: There was feedback expressed by learners that (some) instructors were unwilling/unable to offer support to students who had follow up questions or had needs for additional enrichment to their learning. Differentiated learning strategies help educators to meet the needs of learners at different needs, levels of readiness and interests, rather than 'one size' fits all approach.

KPI 2: Student Outcomes

The AP program has a high completion rate and student satisfaction rates. Student and graduate feedback in the meeting with the External Review Committee was excellent overall, with only minor points of constructive criticism. One industry participant noted that VCC students, relative to other students they host, are particularly accountable as they are required to book time off and notify their workplace if they are sick.

KPI 3: Program Planning and Administration

The ERT felt student demand for AP program should be strong as it delivers transferrable, workplace-focussed skills and serves the needs of a diverse student population including mature students, individuals seeking career change, and those for whom longer programs (e.g., diplomas, degrees) are not a good fit. Connection to industry through the various work experience sites should enable the program to adapt to future trends, but ensuring a robust PAC will also support this. Regarding the dual credit recommendation, one institution commented they used to do this, but the differential tuition made it financially unsustainable and they had to stop.

Their recommendations centered on supporting PACs and effective student orientations. One institution has two set PAC meetings a year in May and November, on the same day/time. One academic institution has a mandatory information session for students which includes key information about required technology and an assessment of student writing skills.

KPI 4: Faculty and Staff

The ERT acknowledged that workload for instructors in applied programs is often challenging, as contact hours are high (6.0 per day), and considerable time is dedicated to skills assessment. The ERT supported thoughtful program and assessment design to explore opportunities to reduce marking load while ensuring student learning. They also recommended exploring differentiated instruction based on some student feedback.

KPI 5: Student Services

Support services at VCC are robust, and AP instructors help guide students to these services upon entry into the program. The self-study report identifies some areas in which additional proactive work could be done to ensure students are aware of the value of self-declaring to Disability Services or of pursuing PLAR prior to program start. Several students in the ERT session noted the supports provided by the Learning Centre and accommodation through Disability Services as key to their success.

KPI 6: Online/Physical Learning Environment

Developing consistency in Moodle shells used in the program will help relieve some of the cognitive

overload often experienced by students by offering easier navigation across all program courses. The learning management system used (Moodle) is not currently integrated with a publisher resource used (SIMnet), and efficiencies in that area may help reduce faculty workload around marking. The ERT notes that many of the recommendations in the self-study report are not within the department's control (funding for new workstations, chairs, etc.), but are worth discussion with other institutional parties.

3.2 External Review Recommendations

KPI	External Review Team Recommendations
Curriculum and Instruction	1. Consider holding a “design sprint” to reimagine the structure of the program and how the curriculum fits within it. 2. Explore best practices in Work Integrated Learning in relation to practicum. Connect with CareerLab for recommendations on incorporating the resource and templates. 3. Integrate AI use, with a focus on critical evaluation of AI output and exploration of how AI is being used in the workplace
Student Outcomes	4. Conduct exit survey with graduates to identify strengths and weaknesses; reveal gaps between learning outcomes and student perception; highlight perceived value of courses and skills. 5. Identify workplace needs graduates feel uncertain about or unprepared for.
Program Planning and Administration	6. Explore best practices for PAC (e.g., how agenda is set, who leads meetings, reciprocity with members). 7. Consider pre-recorded information session(s) for prospective and enrolled students who cannot attend synchronously. Include information package about PLAR available, recommendation of dual monitors for home.
Faculty and Staff	8. Consider how a program redesign/restructure could provide more flexibility when hiring on-call instructors. 9. Explore self-marking platforms or completion marks for some assessments. 10. Prioritize professional development around differentiated learning. (Several students identified this as a gap in some situations.)
Student Support Services	
Learning Environment	11. Consider equipping all computer labs with dual monitors to represent industry standards

4 Self-Study Team Response to External Review Report

Department Response to External Report

Overall the department felt the report and site visit were very positive. **Academic representatives and industry representatives affirmed** the importance of the program and how it prepares students for future education and careers. What stood out from the report were the comments on generative AI and the focus on generative AI in the industry discussion and the **application deadlines at two other institutions and the strong concerns expressed** about how early VCC's application date is and its impact on enrollment numbers. **The department also appreciated** external review team's recommendations to provide industry-standard equipment in the computer lab with dual screen work stations. The department highlighted with respect to generative AI, during a recent student work integrated learning experience, the student was in an organization where the norm was to embrace/use AI without really fact checking and how to navigate that tension with their own ethical practice. Only half of the department was aware of the Skilled Trades BC competition for Office Skills and could see the potential for program awareness raising.

There was one recommendation that the department would like to respond to/clarify:

Explore best practices in Work Integrated Learning in relation to practicum.

The department states there is a misunderstanding/inaccurate piece of information in the external report that there are not host site agreements on file. The department meticulously sets up contracts between the host site, student and instructor, however they will review their contracts with the current VCC work integrated learning agreement template to ensure it aligns.

The department has years of experience with work integrated learning, so does not feel this is a high priority at this time but will look into some of the recent resources created through CareerLab. They do acknowledge the different experiences described by the industry participants in how they set up a work learning experience.

Dean Response to External Report

The Dean affirms that the RO office needs to understand this program is different than the academic standard, and the application deadline needs to be addressed. The dual screen example is important to be prepared for industry. The program can function without it, but this is preparation for the industry and most students can't afford 2-3 screens at home, so this should be present in the classroom. One surprise was the recommendation to be involved in the Skilled Trades BC competition for Office Skills. This is a great idea as these events are not just about showcasing what our students are good at, but also encouraging other students in high school to consider applying to this program. It would be great if the new Dean for the program (School of Health Sciences) could connect with the Dean of Trades, Technology and Design about supporting this going forward.

5 Final Recommendations

Based on discussion with the department and the Dean, these are the final recommendations coming forward out of the Administrative Professional Program Renewal.

KPI	Final Recommendations
Curriculum and Instruction	1. Complete a curriculum /program design sprint to strengthen/future-prepare program - ensure financial sustainability, updates PLOs including generative AI literacy in learning outcomes, review program structure and pre-requisites, assessment approach, OER materials, explore PLAR options and consult with Indigenous education. (high priority/will take longer) 2. Update AP Student Conduct Guide to better align with VCC policies. (high priority/soon)
Student Outcomes	3. Explore an early alert approach for all courses to identify challenges and minimize withdrawals or failures. 4. Review course and program feedback collection processes to improve information gathering, analysis and response to learning experience. 5. Identify challenge areas for students and create pre-recorded videos and guided practice files. 6. Explore student participation in BC Skills Competition– Skill 8 – <i>IT Office Software Applications</i>.
Program Planning and Administration	7. Improve communication to prospective and enrolled students (websites, emails, info sessions etc.), PLAR, hybrid nature of program, Windows operating system needed for this program, and Disability Services. Provide a pre-recorded information session(s) for prospective and enrolled students who cannot attend synchronously. Connect with marketing, reflect on social media accounts for dept. (high) 8. Discuss with RO application deadline being extended. (high) 9. Explore dual credit partnership with secondary schools. (high) 10. Explore best practices for PAC (e.g., how agenda is set, who leads meetings, reciprocity with members). 11. Implement quarterly (plus as needed) department meetings, in particular to support transition to new school, as well as department operations.
Faculty and Staff	12. Discuss updating workload profile with Dean to reduce contact hours and add non-contact hours. 13. Review assignment design, self-marking platforms, and feedback timelines to reduce marking and improve turnaround time.

Student Support Services	14. Consult with the Advising department to better align processes for application dates and discuss use of paper versus online applications.
Learning Environment	15. Explore equipping all computer labs with dual monitors to represent industry standards or seeing if another classroom campus lab with dual monitors could be used. (high) 16. Update simulated office space workstation to match remote work environment with web cameras and headsets. 17. Update instructor monitors in each classroom with web camera. 18. Review Moodle shells for consistency and quality in navigation / organization. 19. Explore use of Moodle gradebook and consult with McGraw-Hill rep and eLearning team around LTI integrations with SIMnet. 20. Add 1-2 height adjustable desks per lab. 21. Update chairs in the labs. 22. Provide 3 footrests per lab. 23. Continue to advocate for stable temperatures in the classrooms.



Administrative Professional Program Renewal Action Plan Report, May 2026

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Timeline for completion of project	Resources Required	Strategic Innovation Plan Alignment	Evaluation Plan
1	PROGRAM STRUCTURE AND CURRICULUM REDESIGN - ENGAGE IN A THOROUGH CURRICULUM REVIEW, using a design sprint to strengthen/future-prepare program. - update PLOs and map out course sequence. Consider competency based outcomes. -Update curriculum to best address scaffolded learning and modernized learning outcomes - ensure generative AI is embedded in learning outcomes - review assessment approach and reflective practice - consult with Indigenous education - explore PLAR -available courses and OER textbooks - identify additional educational technology to support assessment -apply for tuition reset	Phase 1: June /July Map out design framework and program structure; course hour breakdown/FTE (costing checkpoint) Phase 2: (3-5 months) Course outlines Go back to externals for a round of feedback (and/or students) Governance: Tuition Reset – Ministry of Post-secondary education. Plan 4-6 months.	- Industry reps from Renewal - Dept time for 2-3 days- Department leader & program faculty - eLearning Team - Instructional Associate - IECE	• Academic Innovation • Operational Excellence	• New program map and design framework • Renewed PCG and course outlines • Successful tuition reset
2	Review assignment design and feedback processes. Explore self-marking platforms, # of assignments, and feedback timelines to reduce marking time. Decide what can be operationalized in current program or what	June-Aug 2026	- Department Leader - Program Faculty - Instructional Associate	• Academic innovation	• Revised evaluation plans • Reduced student comments on assessment load/feedback time

#	Key Projects and Initiatives	Timeline for completion of project	Resources Required	Strategic Innovation Plan Alignment	Evaluation Plan
	aligns with new program design (High)				
3	Update Student Conduct Guide. (HIGH)	August 2026	- Faculty member - Possibly: EDI committee, CTLR	• Student Experience, JEDI	• Revised conduct guide
4	Explore an early alert approach to identify challenges and support students before withdrawals or failures occur. (LOW)	After implementation of new curriculum (2028?)	- Department Leader - Program Faculty	• Student experience	• Analysis and implementation plan (if needed)
5	Review course and program feedback collection processes to improve information gathering on learning experience, sharing out to department and cycle of improvements (med-high). Consider including regular work placement site feedback as well, student feedback on work placement site. Post-graduate survey 1-2 years after. (HIGH)	June-Aug 2026: define data collection and sharing approach. Sept 2026 intake as pilot	- Institutional Research (anonymize feedback) - Dean/AD - Department leader	• Operational Excellence	• New form for work placement site feedback • Process outline for feedback collection and analysis
6	Explore student participation in BC Skills Competition– Skill 8 – <i>IT Office Software Applications</i> to raise profile of program (low). Collect information from Okanagan College on approach and resources required (LOW)	2027 if capacity (runs in spring) or 2028	- Dean/AD - Department Leader - Program Faculty - External review team member	• Academic Innovation	• Student participation in BC Skills Competition.
7	Improve communication to prospective and newly enrolled students (websites, emails, info sessions etc.), PLAR, hybrid nature of program, Windows operating system needed for this program, and Disability Services. Provide a pre-recorded information session(s) for prospective and enrolled students who cannot attend synchronously. Connect with marketing, review dept social media accounts.	Jan 2027	- Advising - Dept leader - Program Faculty - Marketing	• Operational excellence • Student experience	• Updated marketing/communication plans • Higher conversion from info session to registration

#	Key Projects and Initiatives	Timeline for completion of project	Resources Required	Strategic Innovation Plan Alignment	Evaluation Plan
	Check about high school career fair opportunities. (HIGH)				
8	Consult with the Advising department to better align processes for application dates and discuss use of paper versus online applications (same deadline).	Jan 2027	- Dept head - Advising department	• Operational excellence	•
9	Work with RO on extending application deadline to regularly be one month before term starts (or less) (HIGH).	Jan 2027	-Dean, AD - Registrars office	• Academic Innovation	• Updated application deadlines
10	Explore dual credit partnership with secondary schools and career fairs (HIGH).	July - Start emails with school districts. October – dept representative to attend Vancouver, Surrey and Abbotsford career fair	- Dean, AD - School Board contact	• Academic Innovation • Engaged Communities	• Proposal to move forward or rationale for why not sustainable.
11	Revitalize PAC using best practices (e.g., how agenda is set, who leads meetings, reciprocity with members). Consider past grads as potential members of PAC. Consult with other DLs, external review team, WIL experts (Medium)	2027-2028	-Dept Leader -Program Assistant - Dean	• Engaged Communities	• Updated PAC membership list • Schedule of meetings for 2027/2028 • Meeting minutes
12	Implement quarterly (plus as needed) department meetings, to support transition to new school, as well as department operations. Include Dean/AD to build relationships within new school org (HIGH).	In process.	- Dept Leader and department - Dean, AD	• Operational excellence • Empowered People and Inclusive Culture	• Meeting minutes
13	Discuss workload profile to reduce student contact hours (Med-HIGH).	Dec 2026	- Dean, AD - Department Leader - Program Faculty	• Operational excellence	• Updated workload profile or rationale for not changing

#	Key Projects and Initiatives	Timeline for completion of project	Resources Required	Strategic Innovation Plan Alignment	Evaluation Plan
14	Update Physical Learning Environment. Equip all computer labs with dual monitors to represent industry standards or identify another classroom campus lab with dual monitors could be used. Update simulated office space workstation to match remote work environment with web cameras and headsets. (Med-High)	Sep 2027	- Dean - AD - Finance - Dept Leader	• Campuses of the Future	• Updated classrooms
15	Standardize Online Learning Environment Review Moodle shells for consistency and quality in navigation / organization. Explore use of Moodle gradebook and consult with McGraw-Hill rep and eLearning team around LTI integrations with SIMnet. (Part of design sprint)	Sep 2027	- Dept leader and program faculty - CLTR Instructional Associate and eLearning	• Academic Innovation	• Dept approved Moodle template and implementation plan