



Vancouver Community College Education Council
Meeting Agenda

December 10, 2024

3:30–5:30 p.m. Videoconference

<https://vcc.zoom.us/j/65770295964>

	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		N. Mandryk			
2.	ACKNOWLEDGEMENT					
3.	ADOPT AGENDA	Approval	N. Mandryk	1 min	✓	1-3
4.	APPROVE PAST MINUTES	Approval	N. Mandryk	1 min	✓	4-12
5.	ENQUIRIES & CORRESPONDENCE	Info	N. Mandryk	1 min		
6.	BUSINESS ARISING					
	a. Concept Paper: Digital Communication, Social Media and Multimedia Post-Degree Diploma	Info	B. Griffiths, S. Albert	5 min	✓	13-20
	b. Concept Paper: IT Project Management Post-Degree Diploma	Info	D. Innes, A. Sellwood	5 min	✓	21-39
7.	COMMITTEE REPORTS					
	a. Curriculum Committee					
	i. Extension of Access to Practical Nursing (APN) Home Health Pilot	Approval	T. Rowlatt	2 min	✓	40
	ii. New Course & Course Update: COMP 0970 & 0981	Approval	A. Woods	5 min	✓	41-53
	iii. Program Update: Graphic Design Diploma	Approval	S. Albert	5 min	✓	54-63
	iv. Course Update: CSTP 2108 & New Course CSTP 2300	Approval	R. Nezami	5 min	✓	64-80
	v. New Courses: CSIH 1000, 1010, 1015	Approval	J. Gilbert, T. O'Neill	5 min	✓	81-98
	vi. Program Update: High Performance and Custom Engine Technician Diploma	Approval	M. Coard, B. Griffiths	5 min	✓	99-118
	vii. Program Updates: Hospitality and Food Service Systems	Approval	B. Mand, D. Innes	10 min	✓	119-142

Topic	Action	Speaker	Time	Attachment	Page
Management Diploma & Bachelor of Hospitality and Food Service Systems Management					
viii. Program Update: Culinary Arts and Food Service Management Diploma	Approval	Y. Sukic, D. Innes	10 min	✓	143-157
ix. New Program: IT Project Management Post-Degree Diploma	Approval	A. Sellwood, D. Innes	10 min	✓	158-167
x. New Program: Data Analytics Post-Degree Diploma	Approval	C. Sauvé	10 min	✓	168-176
xi. New Program: Health & Wellness Professional – Cosmetology Diploma	Approval	L. Dannhauer, L. Griffith	15 min	✓	177-184
xii. New Course Content Guide: Open Studies	Approval	D. Cunningham Hall	5 min	✓	185-189
xiii. 2025 Curriculum Approval Timeframe	Info	T. Rowlatt	2 min	✓	190
b. Policy Committee					
i. Curriculum Development and Approval Policy & Procedures (410)	Approval	L. Dannhauer	5 min	✓	191-206
ii. Program Development and Approval Policy & Procedures (409)	Decision	L. Dannhauer	5 min	✓	191-192 207-215
c. Education Quality Committee					
i. Program Feasibility Working Group: Executive Assistant & Medical Transcriptionist	Info	T. Rowlatt	2 min		
8. ELECTIONS	Decision	D. McMullen	10 min		
EdCo Chair					
EdCo Vice-Chair					
Two Executive Committee Members					
Standing Committee Chairs:					
• Curriculum Committee					
• Education Policy Committee					
• Education Quality Committee					
9. CHAIR REPORT	Info	N. Mandryk	5 min		
a. EdCo Planning Calendar				✓	216

	Topic	Action	Speaker	Time	Attachment	Page
10.	STUDENT REPORT	Info	A. Joy Varghese	5 min		
11.	NEXT MEETING & ADJOURNMENT	Info	N. Mandryk	1 min		

Next meeting:
January 14, 2025, 3:30–5:30 p.m.

**ATTENDANCE****Education Council Members**

Natasha Mandryk (Chair)	Dennis Innes	Poorna Karthikeya
Andy Sellwood	Emily Logan	Balachandar
Anik Joy Varghese	Emily Simpson	Rahul Ranwa
Brianna Higgins	Kseniia Osipova	Shirley Lew
Dave McMullen	Lisa Beveridge	Todd Rowlatt
David Kirk	Nafiseh Tohidi	Vivian Munroe
David Wells		

Regrets

Louise Dannhauer (Vice-Chair)	Stephanie Callaghan
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Guests

Brett Griffiths	Julie Gilbert	Stefan Nielsen
Jennifer Gossen	Lucy Griffith	Tannis Morgan
Jeremy White	Pervin Fahim	Tanya O'Neill
Jo-Ellen Zakoor	Sky Yu	Taryn Thomson

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- D. Innes acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the November 12, 2024 agenda as presented.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the October 8, 2024 minutes as presented.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- N. Mandryk welcomed newly elected EdCo members A. Joy Varghese, A. Sellwood, E. Logan, N. Tohidi, P. Karthikeya Balachandar, R. Ranwa and, and S. Callaghan. B. Higgins was re-elected. A by-election will be held next year for the vacant student seat.
- The Academic Governance Council will meet on November 18. The council is made up of EdCo chairs and vice-chairs from institutions across B.C.

6. BUSINESS ARISING

a) International Enrolment Update

- J. Gossen provided an update on policy changes made by Immigration Refugee and Citizenship Canada (IRCC) since January, aimed at reducing the number of temporary residents in Canada. One recent change was to link post-graduate work permit (PGWP) eligibility to College programs that align with national labour market shortages using [Classification of Instructional Program](#) (CIP) codes.
- These changes have led to a reduction in international enrolment across the sector and at VCC. The College revised its enrolment forecasts for 2024 spring/summer and fall terms, and the College exceeded this adjusted enrolment capacity. While demand remains high for some programs for Winter 2025, the number of applications has decreased for the majority of offerings. There is uncertainty about new international enrolment for the 2025/26 fiscal year.
- VCC's strategy to mitigate these impacts include working with the provincial government to lobby IRCC to add more programs to the CIP list for PGWP-eligibility based on regional labour market needs, such as early childhood educators and technicians. VCC is also aligning existing programs to PGWP-eligible CIPs (see agenda item 6b) and rapidly developing CIP-aligned programs. Other efforts include promoting Canada, and BC specifically, as a study destination, and enhancing student recruitment and retention.
- The new rules have a more drastic impact on colleges compared to universities. University graduates do not need to study in a specific area to be eligible for a PGWP, unlike graduates with a college degree. VCC is exploring all options and paying attention to different markets, including students from the Middle East and China, who may have different goals and may not be seeking PGWPs. The rules in BC are the same for public and private institutions, and 2024 provincial attestation letters (PALs) were allocated virtually equally to public and private institutions.
- Members inquired how much of a profession covered by a CIP code needs to be included in a credential for the CIP classification to be considered appropriate. The general approach taken is to consider whether a program graduate would be eligible to work in a position within the CIP classification. In BC, institutions are responsible for determining the CIP code for their programs, while in other provinces it is a ministerial decision. The alignment process is program-specific, not course-specific, and therefore program names, descriptions, and learning outcomes are considered for these changes.
- There was a question about exclusions listed in many CIP descriptions. CIP classifications can be broad, and programs within a CIP can have a specific, focused concentration. For the purposes of PGWP-eligibility, a program within an eligible CIP should not specialize in an area of exclusion.

b) Program Name Changes

MOTION: THAT Education Council recommends the Board of Governors approve name changes for seven programs, with the understanding that significant curriculum changes will be required for five of these programs:

Program name changes:

- Rename Automotive Collision and Refinishing Diploma to Automotive Mechanic and Refinishing Diploma
- Rename Marketing Technology Diploma to Digital Marketing Technology Diploma

Program name changes with significant curriculum changes required:

- Rename Automotive Service Technology Diploma to High Performance and Custom Engine Technician Diploma
- Rename Culinary Arts Diploma to Culinary Arts and Food Service Management Diploma

- Rename Bachelor of Hospitality Management to Bachelor of Hospitality and Food Service Systems Management
- Rename Hospitality Management Diploma to Hospitality and Food Service Systems Management Diploma
- Rename Hospitality Management Post-Degree Diploma to Hospitality and Food Service Systems Management Post-Degree Diploma

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

- Related to the previous discussion, D. Wells presented the proposal to adjust the names of several existing programs to align with PGWP-eligible CIP codes.
- Members inquired about the impact on domestic students and recruitment. In many cases, domestic students would not be impacted by a CIP reclassification. Some programs are exclusive to international students. For trades programs where a specific CIP is necessary for SkilledTradesBC alignment, domestic students can be identified with a different CIP from international students. Regarding recruitment and the impact of changing the program name, it was noted that International Education educates prospective students about the nature and content of programs. Industry partners are supportive of the proposed steps VCC is taking in the areas of automotive and transportation trades and skin and body therapy. Proposed name changes would not affect SkilledTradesBC apprenticeship credit eligibility.
- Education Council discussed individual programs in more detail. Four programs in Culinary Arts and Hospitality Management are being renamed and aligned with CIP code 19.0505 Foodservice systems administration/management. D. Innes emphasized that skills learned in the Hospitality Management and Culinary Arts programs are transferable and enable graduates to work in various institutions such as hospitals and senior living facilities, rather than just hotels. It was acknowledged that some curriculum changes will be required to incorporate more nutrition and food safety content in the programs. There are discussions about seeking accreditation with the Canadian Society for Nutrition Management for the revised programs.
- Overall, varying levels of curriculum changes are planned for renamed programs. Because realignment with different CIP codes is dependent on curriculum, EdCo included a mention of curriculum in its motion and advice to the Board of Governors. The phrase “significant curriculum changes” was discussed, and it was clarified that the scope of change could include new courses or changes to the program content guide (PCG), and that revised curriculum would be approved by EdCo.
- Summary of planned curriculum changes:
 - Marketing Technology Diploma: minor changes required (item 7a ii)
 - Culinary Arts Diploma: Discussions are ongoing regarding planned curriculum changes. Delivery of this diploma is aligned with the domestic Professional Cook 1 and Professional Cook 2 certificate programs, which will remain unchanged. The school is considering making changes in Term 4 of the international diploma to incorporate content on nutrition and business practices.
 - The Hospitality Management Diploma and Bachelor of Hospitality Management are a broad introduction to hospitality management, rather than focused explicitly on tourism or hotel management. Few changes are planned.
 - The Hospitality Management Post-Degree Diploma will require more changes. Currently, there are no program learning outcomes relating to food service systems; while there is one course on hospitality, food, and beverage services, the overall program focus is on tourism and hospitality. A shift toward courses that are related to food and include an institutional focus will be required.
 - Automotive Service Technician Diploma: Curriculum changes will include one new course and changes to program and course learning outcomes. In discussion about the proposed change and refocus to high performance, B. Griffiths explained that while there aren’t specific jobs advertised

for “High Performance Technicians,” students will have the skills and knowledge to build on and⁷ work in the industry.

- Automotive Collision and Refinishing Diploma: no curriculum changes planned.

c) EdCo Elections & New Member Welcome

- N. Mandryk welcomed newly elected EdCo members.

d) Notice of Chair Elections – EdCo and Standing Committees

- Elections for the EdCo Chair, Vice-Chair, Executive Committee, and Standing Committee Chair positions for 2025 will be held at the December 10, 2024 Education Council meeting.

e) EdCo Planning Day

- N. Mandryk reported that EdCo Planning Day on November 29 may be replaced by a special Education Council meeting to address time-sensitive approval items.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Computer Systems Technology Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Computer Systems Technology Diploma program content guide, including to program learning outcomes and admission requirements, and four revised course outlines.

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

- T. Rowlett presented updates to the Computer Systems Technology Diploma to reflect changes in computer applications due to major advancements in Artificial Intelligence (AI) in the last few years. The role of junior software developers is particularly affected by AI-assisted and guided tools that are increasingly available. Curriculum changes include adjustments to program learning outcomes and the program purpose to include AI-assisted and machine learning applications and skills, and updates to several courses. Two courses requiring further edits will return to Curriculum Committee.

ii) Program Update: Digital Marketing Technology Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the re-named Digital Marketing Technology Diploma.

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

- J. White and T. Rowlett presented minor adjustments to the program content guide. The program already teaches digital marketing technology, and the proposed edits more explicitly demonstrate alignment with the relevant CIP code. Changes are also expected to attract more domestic students.

iii) New Programs: Digital Marketing Technology Certificate and Customer Relationship Management Technology Short Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, two new program content guides for the Digital Marketing Technology Certificate and the Customer Relationship Management Technology Short Certificate, and recommend the Board of Governors approve the credentials and implementation of the new programs.

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

- J. White presented the proposal for two new credentials. The 30-credit Marketing Technology Certificate is aimed at domestic high school graduates and those looking to change careers. The program ladders into the existing Marketing Technology Diploma. The 15-credit Customer Relationship Management Technology Short Certificate is aimed at professionals in the industry looking to upgrade their skills. This program ladders into the certificate. Both programs can be taken full-time or part-

time. Industry partners support the introduction of these programs, particularly the unique CRM Short Certificate as a professional development option for current employees.⁸

- Curriculum Committee requested a few adjustments, including adding an English language admission requirement for the certificate and clarifying which courses are eligible for prior learning assessment and recognition (PLAR).

b) Policy Committee

i) Curriculum Development and Approval Policy & Procedures (410)

ii) Program Development and Approval Policy & Procedures (4XX)

- N. Mandryk reported on behalf of L. Dannhauer. Education Policy Committee recommended the Curriculum Development and Approval (CDA) policy to EdCo for joint approval with the Board of Governors at the October 2, 2024 committee meeting. Ultimately, following further discussion and changes, the policy was not presented to EdCo in October.
- The CDA policy was split and some content moved into the new Program Development and Approval (PDA) Policy (4XX), in order to separate the approval authorities of Education Council and the Board of Governors as set out in the College & Institute Act. The proposal is for the CDA policy to be approved solely by Education Council, and the new PDA policy to be approved by the Board with EdCo advice. The policies will work in tandem during curriculum/program development.
- A new accelerated program approval process was created and embedded in the PDA Policy. This process allows for credential approval to happen earlier, prior to curriculum development, and enables the College to nimbly adjust programming in response to changing needs. The process involves Education Council approving a “wireframe” of core curriculum elements, including admissions criteria, program learning outcomes, and program descriptions, around the same time as it provides advice to the Board on program implementation and credential approval.
- Another change is to return approval authority for individual course implementation and cancellation decisions to the Board of Governors, in line with the College & Institute Act. In 2013, the Board had delegated this authority to Education Council via resolution. Course implementation changes currently approved by Education Council, which would be affected by this policy revision, include the creation or deactivation of courses, as well as changes to contact hours.
- Both policies are open for College feedback from November 7–28, 2024.

c) Education Quality Committee

i) Library - Education Services Renewal Report, Action Plan & Institutional Response

- The Library Education Services Renewal Report and Action Plan were included in the meeting package. This is the first report completed since the policy was revised. D. Wells provided the institutional response (included in the package).

ii) Annual Program Review 2024

- T. Rowlett reported that the call-out for Annual Program Reviews (APR) was sent out. Departments will complete the APR form and department plans and submit them to the dean by December 20, 2024. EQC will review submissions to identify themes and trends, which are then discussed with the deans and reported to EdCo. Last year’s APR included a question around collection of student feedback. This year, a question around the impact of AI on programs and professions was included.

iii) Program Feasibility Working Group: Executive Assistant & Medical Transcriptionist

- T. Rowlett reported on the Feasibility Working Group, which was struck for the Executive Assistant and Medical Transcriptionist Certificate programs as per policy [Suspension and/or Discontinuance of Programs](#) (414), since the department did not agree with the dean’s suspension proposal. The working

group may request an extension to the deadline for the final report submission, due to the College's⁹ current focus on impacts of IRCC rule changes.

8. RESEARCH UPDATE

- N. Mandryk provided the research update on behalf of A. Copp. VCC's Teaching, Learning and Research Symposium will be held on March 3–4, 2025. The theme is "[Teaching and Learning with Heads, Hands, and Hearts](#)." Proposals are accepted until November 29, 2024, including for the [student showcase](#).
- Research supports: one more license of the NVivo software for researcher is available through the Library.
- Research data management: VCC has re-joined COPPUL and is in the process of setting up access to [Borealis](#), the Canadian Dataverse Repository, which should be available to researchers by January. The REB participated in a workshop around data management. UBC provides a wealth of resources and training around [data management strategies](#).

9. CHAIR REPORT

- N. Mandryk reported on activities around rapid curriculum development and accelerated approval pathways in response to changed IRCC rules. Some approvals were expedited in consultation with the EdCo and Curriculum Committee Chairs by exceptionally bypassing Curriculum Committee review, when deemed appropriate.
- Revisions are underway to the Curriculum Development and Approval Policy (410), and the new Program Development and Approval Policy (4XX) will create a formal accelerated program change pathway.

10. STUDENT REPORT

- No report.

11. NEXT MEETING AND ADJOURNMENT

- EdCo Planning Day will be held on November 29, 2024, followed by lunch for EdCo and Standing Committee members.
- The next regular meeting will be held on December 10, 2024, 3:30–5:30 p.m.
- The meeting was adjourned at 5:24 p.m.

Natasha Mandryk
Chair, VCC Education Council

**ATTENDANCE****Education Council Members**

Natasha Mandryk (Chair)	David Wells	Rahul Ranwa
Louise Dannhauer (Vice-Chair)	Dennis Innes	Shirley Lew
Andy Sellwood	Emily Logan	Todd Rowlett
Anik Joy Varghese	Emily Simpson	Vivian Munroe
Brianna Higgins	Lisa Beveridge	
Dave McMullen	Nafiseh Tohidi	
David Kirk	Poorna Karthikeya Balachandar	

Regrets

Kseniia Osipova	Stephanie Callaghan
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Guests

Adrian Lipsett	Clay Little	Jennifer Kelly
Brynn Joyce	Dawn Cunningham Hall	Tanya O'Neill

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 10:31 a.m.

2. ACKNOWLEDGEMENT

- L. Beveridge acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱wú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA**MOTION:** THAT Education Council adopt the November 29, 2024 agenda as presented.**Moved by N. Mandryk, Seconded & CARRIED (Unanimously)****4. BUSINESS ARISING****a) Program Updates: Associate of Arts Degree, Associate of Science Degree, Associate of Science Degree in Computer Science (new PCG)****b) New Program Pathways: Associate of Arts Degree in Psychology, Associate of Science Degree in Data Science, and Associate of Science Degree in Environmental Science Program****MOTION:** THAT Education Council approves, with changes approved at this meeting, the revised program content guides for the Associate of Arts Degree and the Associate of Science Degree, program content guide for the Associate of Science Degree in Computer Science, and program content guides for the new Associate of Arts Degree in Psychology, Associate of Science Degree in Data Science, and Associate of Science Degree in Environmental Science; and recommends the Board of Governors approve the new credentials and program implementation.**Moved by T. Rowlett, Seconded & CARRIED (Unanimously)**

- S. Lew, J. Kelly and T. Rowlett presented the proposals for three new associate degree pathways: an Associate of Arts Degree in Psychology, Associate of Science Degree in Data Science, and Associate of Science Degree in Environmental Science. ¹¹
- The Associate of Arts Degree program content guide (PCG) was previously approved by Education Council, but has been on hold since September 2020, since the Humanities department did not offer enough second-year courses to meet the program requirements. The department is now prepared to proceed with the necessary course development to implement this program, starting with a Psychology pathway.
- The Associate of Science Degree PCG was approved by Education Council in 2021 and currently includes one pathway in Computer Science. The Science department is proposing an additional pathway in Environmental Science, and a new pathway in Data Science (jointly with the Math department).
- These three potential new pathways were identified during the University Transfer (UT) renewal in 2022–2023. Associate degrees present a growth opportunity for VCC, and domestic and international students will be taking classes together. The programs build on existing UT pathways, adding second-year courses. This structure will allow students to remain at VCC for two years and benefit from small class sizes and student supports before transferring to university to complete a degree, if they choose.
- The six PCGs are similar, with differences in the admission requirements sections and course lists. Some second-year courses still need to be developed, but there is sufficient time to get these courses in place for the second year (September 2026 to April 2027). As part of the rapid development process, EdCo accepted the proposal without all courses being fully developed. The proposals also did not go through Curriculum Committee due to the tight timeline.
- Based on recommendations from the Registrar's Office and International Education, separate program content guides (PCGs) were created for the new pathways (Arts: Psychology; Science: Data Science and Environmental Science), and for the existing Associate of Science in Computer Science pathway. This will make it easier to manage different admission requirements, as well as collect statistics on the different pathways.
- "Generic" PCGs for both the Associate of Arts and Associate of Science Degrees will be maintained. The PCGs were revised to update admission requirements and remove PLAR (prior learning assessment and recognition). The rationale for removing PLAR is that associate degrees are mostly transfer pathways to university, and PLAR is not generally transferrable between institutions. The possibility of providing PLAR at a later date will be explored. Recommended characteristics of students were previously very generic and were completely removed.
- Members discussed the program learning outcomes (PLOs), which are currently identical for all pathways. Most institutions use generic PLOs, though some institutions list outcomes specific to each pathway. It was agreed to keep the generic PLOs but add more specificity to the program purpose section for each pathway.
- Members inquired about the maximum time for completion, since some students may take longer than 4 years to complete the courses. It was agreed to extend the maximum time for completion to 5 years, and to add a note advising students wishing to transfer to another institution to check the receiving institutions timeline for requirements.
- There was a longer discussion about the requirement for Grade 12 graduation (or equivalent). The requirement is a way to manage the age of potentially underage applicants. In addition, some receiving institutions may require high school graduation. VCC has a [Flexible Admission](#) policy for mature students and those with non-traditional backgrounds, which are outlined on the [VCC website](#). It was suggested to provide more information on this page specific to different circumstances (students from other countries/provinces/without a high school diploma, etc.). No changes were made to the PCG.

- Opportunities to include more Indigenous content in course development are being explored, including in environmental science, data science and ethics/philosophy courses.
- Implementation of second-year courses was discussed, as it may be challenging to recruit enough students to run these offerings. The range of courses will be kept narrower initially, and courses will be shared among different pathways. Demand for different offerings is being analyzed, and marketing will be part of the strategy to launch these programs. It was suggested to cross-list existing courses from other areas that could fulfill credit requirements under “other courses” (courses outside of Arts & Science), e.g. some more general business or computer science courses. Students are informed of these “other courses” options by Advising, and it was recommended to make this information available to students on the website, similar to the planned Open Studies listings.
- E. Logan left the meeting at 10:59 a.m.

c) Update: Program Name Changes

- N. Mandryk reported that the Board of Governors approved proposed program name changes at its November 27, 2024 meeting. After the EdCo meeting, B. Griffiths, in consultation with the department, requested an adjustment to the new name for the Automotive Collision and Refinishing Diploma from the initially proposed Automotive Mechanic and Refinishing Diploma to Automotive Repair and Refinishing Technician Diploma. The updated name change does not affect the proposed new CIP or the program implementation, but better describes the program. N. Mandryk agreed to update the advice to the Board accordingly, as she determined that EdCo’s discussion and advice likely applied equally to the new proposed name.
- A brief update was provided on other upcoming program changes coming to Education Council. Concept papers and PCG “wireframes” as part of rapid development will come to EdCo, while fully developed courses and PCGs will need to go through Curriculum Committee by March 2025 and EdCo in April 2025 at the latest for programs launching in September 2025.

5. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on December 10, 2024, 3:30–5:30 p.m.
- The meeting was adjourned at 11:28 a.m.

Natasha Mandryk
Chair, VCC Education Council

New Concept Paper Proposal

Digital Communication, Social Media and Multimedia

Name of Program:

Digital Communication, Social Media and Multimedia

School/Centre:

Trades, Technology & Design

Credential Level:

Post-Degree Diploma

Anticipated Start Date:

September 2025

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

Contact(s)

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577
Brett Griffiths	bgriffiths@vcc.ca	604-871-7012
Feras Ghesen	fghesen@vcc.ca	604-871-7110

PART 1: CONCEPT

Purpose and Context

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

The program is designed to prepare bachelor's degree holders for creative careers in digital communication, media creation, and multimedia design. Through comprehensive training and practical experience, graduates will be equipped to pursue careers as content creators, digital media specialists, multimedia designers, social media managers, and digital marketing specialists. The program emphasizes both theoretical knowledge and practical application, ensuring graduates are ready to meet the demands of the evolving digital media landscape.

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

The program strongly aligns with VCC's strategic priorities and core values. It demonstrates commitment to student success through hands-on, practical training with direct industry application. The program upholds excellence by delivering high-quality education in emerging digital technologies, while exercising responsible stewardship by responding to clear labour market demands in the digital sector. Through its focus on cutting-edge technologies and practices in digital media, the program exemplifies innovation. The curriculum's emphasis on inclusive design principles and diverse representation supports VCC's commitment to reconciliation and diversity.

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

This program serves as a natural complement to existing offerings within the School of Trades, Technology, and Design. It provides advanced specialization opportunities for graduates of related programs while maintaining its distinct focus on digital communication and multimedia design. The program's structure allows for potential collaboration and resource sharing with existing programs while filling a unique niche in VCC's educational offerings.

Needs Assessment

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

The program addresses a critical gap in professional education by providing comprehensive training in digital content creation and management across multiple platforms. By combining theoretical knowledge with practical skills, the program prepares graduates to meet the evolving demands of the digital media industry. The curriculum's focus on emerging technologies and professional practices ensures graduates are equipped with relevant, current skills.

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

The BC Labour Market Outlook 2023-2033 indicates strong growth in sectors and occupations relevant to digital communication and multimedia design. The Professional, Scientific and Technical Services sector will generate 142,400 job openings (14% of total provincial job openings) over the next decade, with Computer Systems Design and Related Services being a major driver of this growth. This subsector alone is expected to create 62,420 job openings in the Mainland/Southwest region.

Natural and Applied Sciences occupations will expand their workforce faster than other occupational groups, with employment expected to rise by 2.1% annually compared to the provincial average of 1.2%. This growth is driven by increasing demand for artificial intelligence, automation, and other digital technologies. Specific occupations relevant to program graduates show strong prospects:

Digital design-related occupations show significant projected openings, with Graphic Designers and Illustrators expected to see 5,770 job openings through 2033. Web Designers and Developers are projected to have over 7,000 combined job openings during the same period. The Technical Sales Specialists category, which includes digital media specialists, is forecasted to have 3,110 openings.

The Art, Culture, Recreation and Sport occupational category, which encompasses many multimedia and digital content creation roles, will generate significant job openings through 2033. Additionally, the Business, Finance and Administration category, which includes many digital marketing and social media management positions, will account for 175,900 job openings (18% of total provincial openings).

This data indicates strong and sustained demand for professionals with digital media skills across multiple sectors. The program's focus on digital communication, social media, and multimedia design directly aligns with these projected labour market needs, positioning graduates to take advantage of these employment opportunities.

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

This program aligns with the CIP code 09.0702 - Digital communication and media/multimedia, which is part of the approved codes eligible for post-graduate work permits (PWGP), which will enable international students to enter this in-demand area.

The digital media sector continues to experience significant growth, creating sustained demand for professionals who can work effectively across multiple digital platforms. Similar programs at other British Columbia institutions maintain strong enrollment numbers, indicating robust student interest in this field. The program's post-degree diploma format offers an efficient pathway for degree holders to acquire specialized skills in this growing sector.

Competitive Analysis

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

The local educational landscape includes several related programs, each with distinct characteristics. Emily Carr University offers a Bachelor of Design in Communication Design, a four-year program with tuition ranging from \$5,506 to \$18,000 per year. The University of the Fraser Valley provides a Graphic and Digital Design Diploma, structured as a two-year program with semester tuition between \$4,500 and \$7,500. BCIT offers a Graphic Design Certificate, available in 30 or 45-week formats, with total tuition ranging from \$9,100 to \$18,170.

VCC's program distinguishes itself through its post-degree diploma format, completed in 16 months, along with its focused emphasis on emerging technologies, integration of AI and

digital marketing, and strong emphasis on practical, hands-on experience. This unique positioning addresses a specific market need while complementing existing educational options in the region.

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

An articulation group for Visual Arts & Design is part of BCCAT and Sigrid Albert (department head), is an integral part of the committee.

Student Profile

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

The program is designed to serve a diverse student population, including bachelor's degree holders seeking specialized digital media skills, professionals looking to transition into digital communications, working professionals aiming to upgrade their digital capabilities, international students with relevant undergraduate degrees, and recent graduates seeking to enhance their employability in the digital sector. This broad appeal ensures a rich learning environment where diverse perspectives and experiences contribute to the educational experience.

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

Student recruitment will be accomplished through a comprehensive strategy encompassing digital marketing campaigns, regular information sessions, strategic industry partnerships, targeted international student recruitment efforts, engagement with alumni networks, and an active social media presence. This multi-faceted approach will ensure broad reach and visibility to potential students across various demographics and locations. Most students will be recruited through the International Education department.

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

The program incorporates a strong commitment to equity through the implementation of universal design principles, accessible learning materials, and inclusive content creation practices. Support for diverse learning styles, incorporation of Indigenous perspectives, and flexible learning options ensure the program is accessible and welcoming to all students. These considerations are integrated throughout the curriculum and program delivery methods.

Quality

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

This program will be articulated through BCCAT and leverage any existing transfer arrangements.

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

Current faculty are qualified to deliver this new program

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

The program incorporates significant practical experience through client projects, industry collaborations, portfolio development, and professional networking opportunities. These components provide students with real-world experience and industry connections while building their professional portfolios.

Admission, Delivery, and Design

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

The program is structured as a 16-month post-degree diploma delivered over four terms. Two intakes per year are planned for January and September, with a target capacity of 25 students per intake. This structure allows for optimal use of resources while maintaining high-quality instruction and support for students.

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

The program welcomes students with bachelor's degrees in any discipline who meet English language requirements and possess basic computer literacy. Upon completion, graduates will be prepared for positions in the digital media industry, freelance opportunities, or further specialization studies. This flexibility in both entry and exit pathways maximizes accessibility and career opportunities for students.

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

The program employs a diverse range of delivery methods including face-to-face lectures, hands-on lab work, online components, hybrid delivery options, and industry projects. This mixed delivery approach provides flexibility while ensuring students receive appropriate hands-on experience with current technologies and practices.

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

The program is designed with a single entry point per intake and continuous progression through the program, ensuring cohesive skill development and strong cohort relationships throughout the learning journey.

Operational Needs

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

This program will leverage existing faculty, staff, and facilities

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

No additional funding will be needed

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

Without internal support for this program it will be unable to run.

Phase In/Phase Out Plan

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

As a new program, no phase-out plan is required. Implementation will follow standard procedures for new program implementation at VCC.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

See attached costing.

Scenarios	New Scenario B
Tuition per credit per student - International	\$717
Tuition per student - International	\$28,680
Tuition per credit per student - Domestic	\$374
Tuition per student - Domestic	\$ 14,972
No. of Intakes	1
No. of students per intake - Domestic (projected)	2
No. of students per intake - International (proj)	16
Total students (with X FTE attrition) - Domestic	2
Total students (with X FTE attrition) - International	14
Duration - instructor months	7
Program Duration	16
Duration - instructional programming days	149
Other days	0
Duty days per year	180
Instructor FTE required per intake	0.83
Number of credits	40
Tuition Fee per Credit -Domestic	374
Tuition Fee per Credit - International	717
Support Staff FTE	0.00
Operational costs	-

Revenue	
Projected Tuition revenue -Domestic	\$ 29,943
Projected Tuition revenue - International	\$ 401,514
Projected Tuition revenue -Other Fees	\$ 11,582
Total revenue (projected)	\$ 443,039
Instructor	
Salary (step 1)	\$ 96,513
Benefits (28.5%) (FY2324)	\$ 27,506
Total instructor costs	\$ 124,019
Support Staff	
Salary	\$ -
Benefits (30.5%)	\$ -
Total support staff costs	\$ -
Total labour cost	\$ 124,019
Operational costs	
Operational Expenses	\$ 5,000
Curriculum Renewal	
Intl Student Agency Fees	\$ 60,227
Total operational costs	\$ 65,227
Indirect student support	
Indirect student support	\$ 113,548
Total indirect student support	\$ 113,548
Total expenditures	\$ 302,794
Net contribution to VCC overhead / (Deficit)	\$ 140,245
Net contribution to VCC overhead / (Deficit)	31.7 %

Gross Margin Income Statement

Gross margin breakeven tuition per student	\$ 10,940
Minimum number of students to cover gross margin	8
Minimum number of students to cover direct + indirect	8
Minimum number of students to cover all costs	12

Fees & Other Costs (non-flow through)	
College Initiative Fee (\$2.73 per credit)	109.2
Campus Resource Fee (D) (1% of tuition)	149.7156
Campus Resource Fee (I) (1% of Tuition)	286.796
Application Fee (per unique registrant - \$145)	145
Material Fee	160
Lab Kit/Fee (per unique registrant)	
Graduation Fee (per unique registrant - \$40)	40
Other Fees per student (domestic)	604
Other Fees per student (international)	741

New Concept Paper Proposal

IT Project Management

Name of Program:

IT Project Management

School/Centre:

Hospitality, Food Studies & Applied Business

Credential Level:

Post-Degree Diploma

Anticipated Start Date:

September 2025

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

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	8326

PART 1: CONCEPT

Purpose and Context

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

The IT Project Management Post-Degree Diploma program prepares individuals to design, develop, and manage information technology projects across diverse organizational contexts. Through a comprehensive curriculum aligned with industry standards, the program develops professionals who can effectively lead technology initiatives while managing associated risks and resources.

Program Goals:

- Master core principles of IT project management and leadership
- Develop expertise in risk management and quality assurance for technology projects
- Build competency in procurement and contract management specific to IT initiatives
- Gain proficiency in information security management and software management

- Enhance organizational behavior understanding and team leadership capabilities

Upon completion, graduates will demonstrate the ability to:

- Apply project management principles to technology initiatives
- Implement effective risk management and quality assurance strategies
- Manage procurement and contracts in IT contexts
- Ensure information security throughout project lifecycles
- Implement effective risk management, quality assurance, and information security strategies.
- Lead teams and manage procurement, contracts, and stakeholder engagement in IT contexts.
- Conduct data analysis and business analysis for technology projects.
- Utilize cloud technologies and ITIL Foundation principles for efficient IT service management.
- Demonstrate effective communication, leadership, and organizational behavior skills.

Graduates will be prepared for the following roles:

- Entry-level IT Project Manager
- Technical Project Coordinator
- IT Project Coordinator
- Software Project Manager
- Technology Project Specialist
- Digital Project Manager
- IT Program Coordinator

For background:

NOC 20012: Computer and Information Systems Managers

Job Description: Includes roles that plan, organize, direct, and evaluate IT operations or systems, as well as manage projects related to IT development and deployment.

NOC 21311: Information Systems Analysts and Consultants

Job Description: Includes roles where professionals evaluate business and system needs, provide IT advice, and oversee IT-related projects.

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

This program directly aligns with VCC's Strategic Innovation Plan 2022-25 priorities and core objectives:

Academic Innovation:

- Delivers sustainable programming that is responsive to evolving learner, community, and employer needs in the technology sector
- Creates accessible pathways for international students seeking Canadian credentials in IT project management
- Aligns with labor market demands, as evidenced by WorkBC's identification of Computer and Information Systems Managers as a high-opportunity occupation
- Supports lifelong learning through a diverse educational delivery model combining theoretical and practical components

Empowered People and Inclusive Culture:

- Supports professional development through industry-recognized credentials
- Creates opportunities for faculty to engage with emerging technologies
- Promotes diverse representation in technology leadership roles

Engaged Communities:

- Leverages existing partnerships with the Project Management Institute (PMI) and ISACA
- Builds strong college presence in the technology sector
- Expands opportunities through strategic industry partnerships

Operational Excellence:

- Advances VCC's digital transformation objectives
- Utilizes existing resources and infrastructure efficiently

- Promotes fiscal sustainability through international student enrollment

The program supports VCC's vision of being ready for technological changes, as stated in the Strategic Plan: "Over the coming decade, technological, economic, and social changes will arise faster than ever before. At VCC, we will be ready."

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

This program creates synergies with several existing VCC programs through shared resources, complementary curricula, and enhanced pathways:

Integration with Existing Programs:

- Builds upon and complements the existing Project Management Post-Degree Diploma program
- Incorporates elements from the Networking Technology and Administration Security program as well as the Cybersecurity Governance, Risk, and Compliance (GRC) program
- Shares resources with existing technology and business programs

Resource Optimization:

- Leverages existing computer lab facilities
- Utilizes current faculty expertise from the Department of Project Management as well as other business/tech areas.
- Makes efficient use of established industry partnerships with PMI and ISACA
- Shares administrative support structures with other post-degree programs

Pathway Enhancement:

- Creates advanced learning opportunities for graduates of VCC's technology programs
- Provides specialized technology project management courses of interest to graduates from a variety of VCC programs
- Strengthens VCC's overall portfolio of technology and business offerings
- Expands international education options in high-demand fields

Cross-Program Benefits:

- Strengthens relationships with industry partners across programs

- Enhances VCC's reputation in technology education
- Contributes to the college's digital transformation initiatives
- Supports growth in international student enrollment

Needs Assessment

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

This program addresses critical gaps in the technology sector's workforce development and responds to specific market demands:

Industry-Driven Need:

- Addresses the growing demand for project managers who understand both technical and management aspects of IT initiatives
- Responds to the increasing complexity of technology projects requiring specialized management skills
- Fills the gap between technical expertise and project management methodology in the IT sector
- Supports organizations' digital transformation initiatives through skilled project leadership

Professional Development:

- Provides pathways to professional certifications including PMI's Project Management Professional (PMP)® and Certified Associate in Project Management (CAPM)® designations
- Delivers 35 hours of recognized project management education applicable toward PMI certifications
- Develops competencies in emerging areas such as:
 - * Information security management
 - * Software project management
 - * Quality assurance
 - * Risk management
 - * Procurement and contract management

International Student Opportunities:

- Creates a pathway for international students into Canada's growing technology sector
- Provides Canadian credentials in a high-demand field
- Offers practical experience through applied learning and capstone projects
- Supports transition into the Canadian technology workforce

Market Alignment:

- Responds to the digitalization of project management practices
- Addresses the increasing adoption of both traditional and Agile methodologies
- Focuses on critical areas identified in the CIP code 11.1005, including organizational behavior, communications, and team effectiveness
- Meets industry demands for professionals who can manage complex technology initiatives

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

Note that there are two NOC codes that align with Information Technology Project Managers (CIP 11.1005): Computer and Information Systems Managers (NOC 20012) and Information Systems Analysts and Consultants (NOC 21311).

Strong labor market evidence supports substantial demand for IT Project Management graduates across multiple indicators:

Provincial Labor Market Data:

- WorkBC identifies Computer and Information Systems Managers (NOC 20012) as a high-opportunity occupation
- Projected 8,900 job openings between 2023-2033 in British Columbia
- Lightcast Analytics shows substantial current demand:
 - * 3,417 unique job postings (7,294 total) in British Columbia for NOC 20012
 - * 149 unique postings (272 total) specifically for IT Project Managers in Greater Vancouver
 - * 201 unique postings (355 total) for IT Project Managers across British Columbia
 - * Data covers period from January 2023 to September 2024

Professional Recognition and Industry Support:

- Program aligns with recognized professional bodies:
 - * Project Management Institute (PMI) through existing partnership with West Coast Chapter
 - * Information Systems Audit and Control Association (ISACA) through existing partnership
- Curriculum supports requirements for professional certifications:
 - * Project Management Professional (PMP)[®]
 - * Certified Associate in Project Management (CAPM)[®]

Industry Growth Indicators:

- Vancouver's technology sector continues to expand, creating increased demand for IT project managers
- Digital transformation initiatives across industries drive need for specialized project management professionals
- Growing emphasis on cybersecurity and information management requires specialized project leadership
- Increasing adoption of Agile methodologies creates demand for professionals with contemporary project management skills

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

This program demonstrates strong student demand through multiple indicators:

International Student Interest:

- Confirmed viability through VCC's International Education department assessment
- High appeal to international students seeking Canadian credentials in technology sector
- Aligns with demonstrated international student preference for programs that:
 - * Lead to in-demand careers
 - * Provide practical, hands-on experience
 - * Offer pathways to professional certifications

- * Support transition to Canadian workforce

Market Indicators:

- Growing interest in technology-focused management programs
- High enrollment rates in similar programs at other institutions
- Increased demand for specialized post-degree diplomas
- Strong interest in programs combining technical and management skills

Program Features Supporting Demand:

- Practical, career-focused curriculum
- Integration of current technology trends
- Professional certification alignment
- Strong employment prospects
- Clear pathway to employment in Canada's technology sector

Additional Demand Factors:

- Vancouver's reputation as a growing technology hub
- Rising international student interest in Canadian education
- Program length suitable for international students
- Post-graduation work permit eligibility
- Clear progression to professional certifications

Competitive Analysis

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

Analysis of Comparable Programs:

British Columbia Institute of Technology (BCIT)

- Program: Advanced Project Management and Business Analysis Certificate
- Length: Part-time, flexible completion
- Focus: General project management with some IT components
- Delivery: Primarily online with some in-person options
- International Tuition: Approximately \$22,000-25,000 per year
- Key Difference: Certificate level rather than post-degree diploma; less specialized IT focus

Langara College

- Program: Post-Degree Diploma in Business Administration (Project Management concentration)
- Length: 4 terms
- Focus: General business and project management
- Delivery: In-person
- International Tuition: Approximately \$18,000-20,000 per year
- Key Difference: Broader business focus with limited IT specialization

Douglas College

- Program: Post-Degree Diploma in Project Management
- Length: 16 months
- Focus: General project management across industries
- Delivery: In-person
- International Tuition: Approximately \$19,000-21,000 per year
- Key Difference: Less emphasis on technology sector and IT-specific methodologies

VCC's Competitive Advantages:

1. Specialized IT Focus

- Unique integration of IT and project management

- Dedicated courses in cybersecurity and technology
- Stronger emphasis on digital transformation

2. Industry Partnerships

- Established relationships with PMI West Coast Chapter
- ISACA partnership for cybersecurity components
- Direct alignment with NOC 20012 requirements

3. Market Position

- Competitive tuition rates
- Downtown Vancouver location
- Accessible by public transit
- Close proximity to technology sector employers

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

Currently, there is no specific articulation committee for IT Project Management programs through BCCAT.

Student Profile

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

Primary Target Demographics:

Educational Background:

- Holders of undergraduate degrees from accredited international post-secondary institutions
- Academic backgrounds may include:

- * Business Administration

- * Computer Science/Information Technology
- * Engineering
- * Other related disciplines

Student Profile:

- International students seeking Canadian credentials
- Recent university graduates or early-career professionals
- Typically 22-35 years of age
- All genders welcome, with emphasis on increasing diversity in technology leadership
- Limited or no prior work experience required, though basic technical literacy is beneficial

Desired Characteristics (as specified in program documents):

- Strong analytical and critical thinking abilities
- Self-motivated and disciplined approach to learning
- Experience with basic computer applications including:
 - * Word processing
 - * Spreadsheets
- Interest in technology and project management
- Strong communication skills or willingness to develop them

Additional Important Characteristics:

- Adaptability to new technologies
- Commitment to professional development
- Interest in leadership roles
- Ability to work effectively in teams
- Openness to diverse perspectives and approaches

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

Recruitment Strategy:

International Education Channels:

- Collaborate with VCC's International Education department
- Leverage existing international recruitment networks
- Participate in international education fairs
- Develop targeted recruitment materials for key markets

Digital Marketing:

- Create comprehensive digital marketing campaign highlighting:
 - * Strong labor market demand (8,900 projected openings in BC)
 - * Professional body partnerships (PMI and ISACA)
 - * Pathway to high-demand careers
 - * Vancouver's position as a growing tech hub
- Utilize social media platforms popular in target markets
- Develop multilingual marketing materials
- Implement targeted online advertising campaigns

Industry Partnership Promotion:

- Showcase existing partnerships with:
 - * West Coast Project Management Institute
 - * ISACA (Information Systems Audit and Control Association)
 - * Local technology companies
- Highlight industry connection opportunities
- Feature success stories from industry partners

Program Differentiators Marketing:

- Emphasize specialized IT project management focus
- Highlight practical, hands-on learning approach
- Showcase integration of traditional and Agile methodologies
- Promote capstone project component
- Feature state-of-the-art facilities and technology resources

Agent Network:

- Engage with international education agents
- Provide comprehensive program information packages
- Conduct agent training sessions
- Maintain regular communication with agent network

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

New domestic programming connected to IT Project Management will be developed at a later time to support underrepresented groups ladder into courses within this program.

Quality

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

N/A

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

Many of the courses in this new program have been taught for a number of years by existing faculty in the project management and business management hiring areas. The new courses which are being added can be delivered by existing faculty who have a background in IT project management.

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

Applied Learning Integration:

Capstone Project:

- Culminating project in Term 4 (PGMT 2XXX IT Project Integration and Capstone)
- 3-credit comprehensive project applying learned skills to real-world scenarios
- Integration of technical and management competencies
- Industry-connected project opportunities

Applied Learning Components:

1. Project-Based Learning

- Industry-relevant projects throughout curriculum
- Hands-on experience with project management tools
- Real-world case studies and scenarios
- Team-based project delivery

2. Technical Integration

- Practical experience with industry-standard software
- Hands-on lab work in computer facilities
- Technology project simulations
- Applied cybersecurity and risk management exercises

3. Industry Connection

- Guest speakers from technology sector
- Industry-sponsored project opportunities
- Networking events with PMI and ISACA
- Professional development workshops

4. Professional Skills Development

- Leadership and team management practice
- Communication skills development
- Stakeholder management exercises
- Contract negotiation simulations

While the program does not include a formal practicum, the capstone project and integrated applied learning components provide substantial practical experience preparing graduates for the workforce.

Admission, Delivery, and Design

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

Program Structure and Capacity:

Length and Duration:

- Total Credits: 42 credits
- Program Length: 16 months
- Structure: 2 terms of 12 credits each, 2 terms of 9 credits each
- Term Break: One term break between terms 2 and 3
- Maximum Completion Time: 5 years

Intake Schedule:

- Three intakes per year:
 - * September (Fall)
 - * January (Winter)
 - * May (Spring)

Cohort Size:

- Target enrollment: 27 students per cohort

- Annual total: 81 students (across all intakes)
- Minimum viable cohort: 20 students
- Maximum capacity: 27 students per cohort

Timeline:

- Proposed start: September 2025
- Second intake: January 2026
- Full implementation: Two established cohorts by September 2026

Rationale for Cohort Size:

- Optimal size for interactive learning
- Sustainable for existing facilities
- Allows for effective team projects
- Ensures individualized attention
- Maintains program quality standards

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

The following courses in the program have transfer status on the BC Transfer Guide:

- Fundamentals of Project Management
- Business Communication

Other courses in the program would be put forward for articulation (transfer status) at local universities and colleges.

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

Domestic students have the option to take the program part-time basis; the expectation is that international students will be taking this program on a full-time basis.

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

No.

Operational Needs

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

This program could be taught in existing computer labs and regular classrooms. As such, no large costs are expected beyond curriculum development. Funds may be required to allow students to access the following software:

- Azure
- AWS
- GCP (Google Cloud)
- SmartSheet
- Monday.com
- Jira
- Tableau
- PowerBI
- PowerApps
 - Additional Office 365 Functionality for ITPM students
 - MS Project
Project Management Simulation

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

As a rapid development project to meet International Student enrolment needs, curriculum funding for 2025-26 will be necessary. CTLR can help support the department with curriculum development and course enhancements from the existing programs.

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

Delivery of new courses in the program would be very challenging without sufficient development work.

Phase In/Phase Out Plan

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

N/A

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

See Business Case.

Business Case for PDD in IT Project Management

The targeted start date for this program is January 2026. This program will be open to both Domestic and International Students.

The 2025/2026 international tuition for PDDs is \$676.50/credit. The domestic tuition for PDDs has recently been set at \$281.21/credit. I have allocated .25 FTE Department Leader release and .25 Program Assistant to run this program.

With a targeted enrollment of 20 international students, this will contribute a total of \$74,976 or 13% to the bottom line.

Prepared by:

Dennis Innes

Dean, School of Hospitality, Food Studies & Business



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 10, 2024

ISSUE: Extension of Access to Practical Nursing (APN) Home Health Pilot

BACKGROUND:

The Access to Practical Nursing Program (APN) was included in the APN Home Health pilot from the Ministry of Post-Secondary Education and Future Skills to include home support as part of the 600 hours of work experience admission requirements for its September 2024 intake. This temporary change to admission requirements is intended to remove barrier for students and increase admission eligibility.

The current language in the APN program content guide reads:

- 600 Hours of work experience, within the last two years, in a care facility where care is provided to a group of Gerontology clients. Work experience must be verified by an official employer letter. Individualized home care experience is not acceptable.

Education Council approved this exception to admission requirements for the September 2024 APN intake only, based on participation in the pilot. The program content guide (PCG) was not changed at the time, but a note was to the website to inform students of the pilot.

DISCUSSION:

The ministry has extended the pilot, and the department is proposing to accept the adjusted admission requirement for the September 2025 APN intake. This will allow the department to assess whether this adjustment impacts student success in the program.

Curriculum Committee had no concerns about the proposal.

RECOMMENDATION:

THAT Education Council extend the admission requirement change for the September 2025 APN intake based on participation in the pilot.

PREPARED BY: Todd Rowlatt, Chair, VCC Curriculum Committee

DATE: December 3, 2024



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 10, 2024

ISSUE: Two CCA computer courses

BACKGROUND:

The College and Career Access (CCA) department is proposing the new course COMP 0970 Computer Applications 12 as well as corrections to the hours for the existing course COMP 0981 Computer Science 12.

COMP 0970 is an articulated course in BC where students must choose 2 of 5 available topics to complete in order to receive equivalent adult upgrading credit. Currently, we offer this course but separated into five course numbers (one for each topic). Based on feedback from students and the Registrar's Office, this is extremely confusing to everyone. One course will allow a simpler registration process, and students will have the flexibility to choose their two topics as they begin the course.

COMP 0981 Computer Science is an entire grade 12 course but was mistakenly given the hours for a half-course. This change increases the hours to the standard 192 hours.

DISCUSSION:

Alison Woods, Department Head of CCA, presented the proposal and acknowledged how much information is covered in the COMP 0970 course outline, as it provides a description and evaluation plan for all five topic. The Committee generally felt that the outline was sufficiently clear and appreciated the simplified process for students and the RO. There were no other concerns.

The RO has confirmed that a new course number is not required for COMP 0981.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course COMP 0970 Computer Applications 12 and correction to the hours for COMP 0981 Computer Science 12.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 21, 2024

Course Change Request

New Course Proposal

Date Submitted: 10/24/24 10:31 am

Viewing: **COMP 0970 : Computer Applications 12**

Last edit: 11/19/24 1:20 pm

Changes proposed by: awoods

Course Name:

Computer Applications 12

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: College & Career Access (2004)

Contact(s)

In Workflow

1. **2004 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 10/01/24 10:57 am
Alison Woods
(awoods): Approved
for 2004 Leader
2. 10/07/24 2:33 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator
3. 10/24/24 10:31 am
Alison Woods
(awoods): Approved
for 2004 Leader
4. 11/05/24 12:11 pm
Shirley Lew (slew):
Approved for SAS
Dean
5. 11/21/24 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Alison Woods	awoods@vcc.ca	7366

Banner Course Name:	Computer Applications 12
Subject Code:	COMP - Computer Studies
Course Number	0970
Year of Study	Grade 12 Equivalency
Credits:	4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will complete 2 of the following modules for ABE Provincial Level Computer Applications 12.

Word Processing: This course provides students with the basic knowledge and skills to use Microsoft Word, including advanced techniques in text editing, character and paragraph formatting, headers and footers, tables, styles and templates, mail merges, graphics and desktop publishing concepts.

Spreadsheet Management: This course provides students with the knowledge and skills needed to use advanced spreadsheet data entry and formatting techniques. Students apply statistical, financial and decision-making functions, cell protection and data validation. Students create macros to automate worksheet management.

Database Management: This course is designed to show students the concepts of database management using Microsoft Access. Students will learn how to create relational database tables, backup and repair the database, view data through queries, perform data editing with screen forms and generate formal output in a variety of report formats. On completion of this course students will be able to create a functional database system. Students will explore ethical and social issues of database use.

Digital Art and Graphics: This course introduces tools and procedures required for digital art and graphic design. Basic terminology of digital images and file formats will be introduced. Students will begin their study of digital art using photo editing software (GIMP, Photoshop). Photo editing will introduce students to design software and familiarize them with common functions of design software such as movement, selection, and colour manipulation.

Computer Programming: This course introduces students to the topic of Computer Programming. Students will learn the basic syntax of a popular programming language (Java, python, or C++). Students will learn how to approach and solve problems using basic procedural solutions (one-dimensional arrays, non-nested

loops, minimal nested conditionals, no recursion) that demonstrate understanding of the fundamental concepts of programming.

Course Pre-Requisites (if applicable):

Grade 10 English or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Word Processing: Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Publishing) as stated in the most recent ABE Articulation Handbook. Spreadsheet Management: Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Spreadsheet Management) as stated in the most recent ABE Articulation Handbook. Database Management: Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Database Management) as stated in the most current ABE Articulation Handbook. Digital Art and Graphics: Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Digital Art and Graphics) as stated in the most recent ABE Articulation Handbook. Computer Programming: Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Programming) as stated in the most recent ABE Articulation Handbook. https://www.bctransferguide.ca/wp-content/uploads/2023/07/abeguide2324.pdf

Instructional

Strategies:

Self paced - one-to-one individualized instruction

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Word Processing & Spreadsheet Management: two projects @ 10% each
Quizzes/Tests	80	Word Processing & Spreadsheet Management: four tests @ 20% each
Assignments	20	Database Management: one assignment
Project	20	Database Management: one project
Quizzes/Tests	60	Database Management: two tests @ 30% each
Quizzes/Tests	10	Digital Art and Graphics: one test
Project	90	Digital Art and Graphics: four mini-projects @ 15% each and one culminating project @ 30%
Quizzes/Tests	20	Computer Programming: ten quizzes @ 1% each, two tests @ 5% each & one test @ 20%
Project	40	Computer Programming: four min-project @ 10% each

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: 192

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Lab

Hours in Category 2: 192

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 192

Course Topics

Course Topics:

Word Processing:

Advanced character and paragraph formatting

Footnotes, endnotes, indexes, bookmarks, cross references and tables of contents

Tables and columns

Mail merge of letters and labels

Productivity tools: wizards, styles and templates

Sections, headers and footers

Charts, graphics and images

Spreadsheet Management:

Advanced data entry techniques

Worksheet functions and formulas

Advanced charts

Reports

Data analysis

Macros

Customized spreadsheets

Database Management:

Introduction to Database Concepts

Building a Database

Working with Data

Developing Queries

Developing Forms

Developing Reports

Social and Ethical Issues

Course Topics:**Digital Art and Graphics:**

Software options and basic terminology for graphic design

Object transformations and selection options

Common graphic design operations and tools

Color and image formatting

Various tools and operations relating to photo editing

Extended software suites for graphic design

Computer Programming:

Basic Programming Concepts

Data Types

Arrays

Loops

Conditional Statements

Basic Algorithms

Procedures

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

Based on feedback from students and the reg office we are combining COMP 0982, 0984, 0985, 0986 and 0987 into one course: COMP 0970. Students will choose 2 of 5 topics to receive credit for COMP 0970.

This course is an entire grade 12 course. Contact hours should have been doubled from a half course.

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

no

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Recommended the change
Department Support Staff	Report student confusion with old model, agree this is better

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Darija Rabadzija (drabadzija) (10/07/24 2:33 pm): Rollback: rollback

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria

Badge Skills

Marketing Information

Course Change Request

Date Submitted: 10/24/24 10:28 am

Viewing: **COMP 0981 : Computer Science 12**

Last approved: 05/07/24 9:15 am

Last edit: 10/24/24 10:28 am

Changes proposed by: awoods

Programs
referencing this
course

[108: ABE Graduation Program Certificate](#)

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

Course Name:

Computer Science 12

Effective Date:

May 2025

School/Centre:

Arts & Sciences

Department:

College & Career Access (2004)

Contact(s)

In Workflow

1. **2004 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 10/24/24 10:31 am
Alison Woods
(awoods): Approved
for 2004 Leader
2. 11/05/24 12:12 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 11/21/24 10:06 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Jul 27, 2018 by
cdeans
2. Feb 26, 2022 by
Nicole Degagne
(ndegagne)
3. May 7, 2024 by
Matthew Forster
(mforster)

Name	E-mail	50 Phone/Ext.
-Matthew Forster	mforster@vcc.ca	-

Banner Course Computer Science 12
Name:

Subject Code: COMP - Computer Studies

Course Number 0981

Year of Study Grade 12 Equivalency

Credits: 4

Bridge College Code AB

Bridge Billing Hours 0-3

Bridge Course Level 11

Course Description:

This provincial level Computer Science course is designed to teach students to analyze problems and devise algorithms or processes to solve the problems. Students will use this process to write a computer implementation of the solution and test the solution. Students will be adequately prepared for a career or program of studies where logical thought and structured design processes are required.

Course Pre-Requisites (if applicable):

Foundations of Math 11 or equivalent, English 10 or equivalent; COMP 0735 recommended.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcomes for ABE Provincial Level Computer Science as stated in the 2023-2024 ABE Articulation Handbook found at: https://www.bctransferguide.ca/transfer-options/adult-basic-education/past-abe-guides/

Instructional

Strategies:

Option 1: Self-paced - one-to-one individualized instruction

Option 2: Class-based - lecture and small group workshops

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	
Project	15	Analysis and Design
Project	20	Coding
Midterm Exam	25	Analysis and Design
Final Exam	30	Coding

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: 192 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Lab

Hours in Category 2: 192 96

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 192 96

Course Topics

Course Topics:

Problem Analysis

Solution Design

Data Types

Input and Output Statements

Arithmetic Expressions

Functions

Control Structures (sequence, branching, iteration)

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

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

This course represents an entire grade 12 course - the number of contact hours should have been doubled from a half course when it was first proposed. Fixing it now.

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

No

Consultations

Consulted Areas	Consultation Comments
Other	Dean's office

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria

Badge Skills

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website: Yes



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 10, 2024

ISSUE: Revision to program admission requirements for Graphic Design Diploma

BACKGROUND:

The Digital Media Design department is proposing an addition to the program admission requirements for the Graphic Design Diploma program. The addition allows the department leader to admit a student who does not meet all program admission requirements based on an interview.

DISCUSSION:

Feras Ghesen, Associate Director of Trades, Technology and Design presented the proposal, as the Department Head Sigrid Albert was unable to attend the meeting. The Committee raised some concerns about this proposal. Admission to the Graphic Design program is already based on a selection committee; the proposed addition would allow the department head to overrule the selection committee (which the department head would typically be a part of). Instead, the Committee suggested adding wording allowing the selection committee to waive some program admission requirements, based on the existing language in VCC's Flexible Admissions Policy 302. The proposer supported this change.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program admission requirements for the Graphic Design Diploma.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 21, 2024

Program Change Request

Date Submitted: 11/12/24 6:12 pm

Viewing: **Graphic Design Diploma**

Last approved: 07/02/24 3:24 pm

Last edit: 11/21/24 10:51 am

Changes proposed by: salbert

Catalog Pages Using

this Program

[Graphic Design Diploma](#)

Program Name:

Graphic Design Diploma

Credential Level:

Diploma

Effective Date:

September 2025 ~~May 2024~~

Effective Catalog

2024-2025 Academic Calendar

Edition:

School/Centre:

Trades, Technology & Design

Department

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 11/12/24 6:13 pm
Sigrid Albert
(salbert): Approved
for 4430 Leader
2. 11/13/24 10:01 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 12/02/24 11:00 am
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee

History

1. Dec 20, 2017 by
clmig-jwehrheim
2. Jun 26, 2019 by
Nicole Degagne
(ndegagne)
3. Aug 21, 2019 by
Nicole Degagne
(ndegagne)
4. Jan 16, 2020 by
Darija Rabadzija
(drabadzija)
5. Mar 11, 2020 by
Anne Emberline

(aemberline)

6. May 21, 2021 by
Anne Emberline
(aemberline)

7. Jan 24, 2023 by
Todd Rowlatt
(trowlatt)

8. Mar 8, 2023 by
Darija Rabadzija
(drabadzija)

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

10. May 11, 2023 by
Darija Rabadzija
(drabadzija)

11. Jul 17, 2023 by
Darija Rabadzija
(drabadzija)

12. Jan 8, 2024 by
Nicole Degagne
(ndegagne)

13. Jan 25, 2024 by
Darija Rabadzija
(drabadzija)

14. Jul 2, 2024 by Darija
Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-443-8516

Program Content Guide

Purpose

The goal of this program is to prepare students for a creative career in the graphic design industry. Since the program focuses on practical hands-on creative skills for a variety of media, students are well poised to do design work in web, print, or UI/UX design. The training prepares students for many types of design contexts, including in-house corporate design teams, self-employed or independent freelance design projects, and dedicated creative agencies. In addition to technical and creative skills, students will also learn the important professional skills they need to succeed in this competitive industry. Students will learn communication, collaboration, and management skills by running design projects with real-world clients in the program's client studio. They will also learn important personal management and professional development skills through self-reflective independent projects that encourage students to take a lifelong learning approach to design. Additionally, students gain an important perspective on the world of design, as well as excellent professional connections, through a 120-hour industry work experience completed at the end of the program.

Admission Requirements

Applications are accepted on a continuous basis throughout the year, and students are admitted on a competitive selection basis. Applicants can apply to meet either the Standard Admission Requirements or the Advanced Admission Requirements for the [program. Applicants who do not meet the Program Admission Requirements may be admitted based on the interview with the Selection Committee following the College's Flexible Admissions policy.](#)
~~program.~~

A) Standard Admission Requirements (Year 1)

English 12 with a minimum 'C' [grade](#), ~~grade~~ or ~~English Language Proficiency at the English 12 'C' level or equivalent~~
 Interview with Selection Committee

Prior to the interview students are required to provide:

Personal portfolio*

Resumé and letter of intent (250-500 words) clearly listing reasons for pursuing the diploma*

B) Advanced Admission Requirements (Year 2)

Completion of a graphic design certificate program equivalent to the first year of the program, from a recognized institution as determined by the department. If necessary, additional first-year courses as determined by the department.

Interview with Selection Committee

Prior to the interview students are required to provide:

Professional portfolio*

Resumé and letter of intent (250-500 words), clearly listing reasons for pursuing the diploma*

Three references from people who have worked with the applicant in a relevant professional or academic environment

*For more information on application submissions, please [see the Submission Guidelines](#)

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 required courses in the program, except:

VCDP 2455 Studio: Special Topics

VCDP 2465 Studio: Specialization

VCDP 2490 Portfolio

VCDP 2500 Graphic Design Work Experience

Students may complete up to 12 program credits through PLAR. Tuition and fees may still apply to PLAR candidates. Methods for assessing prior learning may include interviews, portfolios, projects, assignments, or other evaluations. Please see the course outlines for details.

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

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

Program Duration & Maximum Time for Completion

This full-time program is two years in length. The maximum time for completion is five years.

The Advanced Entrance option (Year 2) is 10 months in length. The maximum time for completion is three years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Use design-thinking strategies and the creative process to solve a wide variety of problems faced by designers
PLO #2	Predict industry trends and create up-to-date designs for a variety of media using current technologies
PLO #3	Develop an effective design concept and strategy using market research, client consultation, and creative thinking
PLO #4	Develop and maintain a professional graphic design portfolio and a personal self-promotion or career plan to support professional growth or the pursuit of further studies
PLO #5	Use self-directed learning strategies and reflective practice to continue the lifelong learning of design
PLO #6	Use an understanding of ethics and business standards to make professional decisions in research and design
PLO #7	Use high-level technical design skills to prepare properly constructed and formatted design files
PLO #8	Incorporate knowledge of design history, colour theory, typography, composition, brand strategy, and UI/UX design into design decisions

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

PLO #9	Use an understanding of business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams
PLO #10	Conceptualize, plan, and implement design solutions that meet client expectations and appeal to target audiences
PLO #11	Critically analyze design solutions for the values they support and potential biases, as well as their impact on larger cultural, social, and economic systems
PLO #12	Discuss how design can influence diversity, equity, and inclusion

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Graphic Design Diploma program is designed to provide contextual learning experiences that mimic the real-world graphic design industry. The creative, hands-on courses are designed to introduce students to relevant theories and then immediately plunge them into practical work that relates to those theories while allowing students to also develop critical technical skills. Students learn through a combination of instructional activities including lectures, practical labs, demonstrations, guest lectures, work-integrated learning, collaborative client projects, self-directed projects, and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning.

The Digital Graphic Design lab, located at the Downtown campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes have a capacity of 18 students per class.

Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques, and quizzes (both written and performance-based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions, which can include reflections and client feedback. Professional conduct (which includes collaboration and teamwork, time management, organization, communication, participation and attendance) will also affect the final grade in each section.

Students must maintain a minimum grade of 'C' (2.00) in each course to progress in the program, or must receive Department permission to continue.

A minimum grade of 'C' (2.00) is required in each course for students to successfully complete the program and graduate.

Recommended Characteristics of Students

Ability to work well in a fast-paced, deadline-driven environment
 Ability to work effectively in a team and independently with confidence
 Customer service-oriented outlook and ability to work well with a wide variety of people
 Ability to give and receive feedback
 Motivation, curiosity, and research-orientation
 Excellent oral and written communication skills
 Ability to spend full days doing computer-based work
 Basic understanding of Mac computers (strongly recommended)

Courses

Course sequence may change subject to department scheduling.

Plan of Study Grid

First Year	Credits
------------	---------

<u>VCDP 1110</u> Design Foundation	3
<u>VCDP 1111</u> Technical Foundation	3
<u>VCDP 1130</u> Typography	3
<u>VCDP 1120</u> Digital Image 1	3
<u>VCDP 1121</u> Photography	3
<u>VCDP 1140</u> Composition 1	3
<u>VCDP 1133</u> Design Thinking	3
<u>VCDP 1250</u> Brand Identity 1	3
<u>VCDP 1270</u> Web Design	3
<u>VCDP 1132</u> Writing for Designers 1	3
<u>VCDP 1271</u> Web Development 1	3
<u>VCDP 1242</u> Composition 2	3
<u>VCDP 1251</u> Print Production	3
<u>VCDP 1260</u> Brand Identity 2	3
<u>VCDP 1280</u> UI/UX Design	3
<u>VCDP 1253</u> Video Production	3
<u>VCDP 1283</u> Wordpress 1	3
<u>VCDP 1292</u> Guided Design Exploration	3
<u>VCDP 1293</u> Mini-Portfolio	2
Credits	56

Second Year

<u>VCDP 2350</u> UI/UX Strategy and Design 2	3
<u>VCDP 2312</u> Digital Image 2	3
<u>VCDP 2460</u> Web Development 2	3
<u>VCDP 2325</u> Studio: Fundamentals	5
<u>VCDP 2440</u> Wordpress 2	3

<u>VCDP 2320</u>	Advertising and Art Direction	3
<u>VCDP 2455</u>	Studio: Special Topics	5
<u>VCDP 2480</u>	Online Marketing	3
<u>VCDP 2445</u>	Video and Animation	3
<u>VCDP 2465</u>	Studio: Specialization	5
<u>VCDP 2470</u>	Packaging Design	3
<u>VCDP 2341</u>	Writing for Designers 2	3
<u>VCDP 2490</u>	Portfolio	3
<u>VCDP 2430</u>	Editorial Design	3
<u>VCDP 2495</u>	Graduating Event Design	3
<u>VCDP 2500</u>	Graphic Design Work Experience	4.5
	Credits	55.5
	Total Credits	111.5

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The added sentence clarifies that there are alternative pathways to admission, as per recent instructions from Lucy Griffith and Feras Ghesen.

Are there any
expected costs to
this proposal.

No costs.

Consultations

Consultated Area	Consultation Comments
Other	School of Trades meeting Nov. 4, 2024

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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.

This program is for: Domestic
 International

Marketing Description

Learn advanced design tools, theory, and processes used in graphic design for print and web while working directly with public clients in a mentored studio setting.



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 10, 2024

ISSUE: Changes to two courses in Computer Systems Technology Diploma

BACKGROUND:

The Computer Systems Technology (CST) department is proposing changes to reflect the seismic changes in computer applications since the major advancements in Artificial Intelligence (AI) in the last few years. The majority of changes were reviewed by Education Council at its November 2024 meeting. Two courses needed to return to Curriculum Committee for additional adjustments.

CSTP 2108 Mathematics for Programmers returned to revise the course learning outcomes for clarity and to better reflect the mathematical requirements needed for students working with AI and machine learning. CSTP 2300 is a new course on Emerging AI Technologies, replacing a more general “Emerging Technologies” course (CSTP 2301). Additional work was needed on the course learning outcomes, topics and assessments.

DISCUSSION:

Reza Nezami, Department Head of CST, presented the proposal. The Committee requested some additional minor revisions to the course learning outcomes for CSTP 2108. The Registrar’s Office has also provided a new course number (CSTP 2300) for the Emerging AI Technologies course, to reflect the different focus from the previous course.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to CSTP 2108 Mathematics for Programmers; and new course CSTP 2300 Emerging AI Technologies, replacing CSTP 2301 in the Computer Systems Technology Diploma program content guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 21, 2024

Course Change Request

Date Submitted: 09/29/24 9:55 am

Viewing: **CSTP 2108 : Mathematics for Programmers**

Last approved: 05/20/22 5:23 am

Last edit: 11/21/24 10:17 am

Changes proposed by: rnezami

Programs
referencing this
course

[122: Computer Systems Technology Diploma](#)

Course Name:

Mathematics for Programmers

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 09/29/24 10:02 am
Reza Nezami
(rnezami): Approved
for 4702 Leader
2. 10/04/24 10:08 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/06/24 9:24 am
Darija Rabadzija
(drabadzija):
Rollback to 4702
Leader for
Curriculum
Committee
4. 11/12/24 12:33 pm
Reza Nezami
(rnezami): Approved
for 4702 Leader
5. 11/13/24 10:01 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
6. 11/21/24 10:30 am
Todd Rowlatt
(trowlatt): Approved

History

1. Aug 3, 2018 by cdeans
2. Jul 25, 2019 by Reza Nezami (rnezami)
3. May 20, 2022 by Reza Nezami (rnezami)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6043188274

Banner Course Name: Mathematics for Programmers

Subject Code: CSTP - Computer Systems Technology

Course Number 2108

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code TT

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

This course builds on CSTP 1108 covering ~~CSTP1108 with~~ applied topics in calculus, ~~discrete mathematics~~, probability and statistics which form the foundation of data science and are crucial for understanding and applying Machine Learning (ML) algorithms. ~~statistics.~~ Students will learn how these mathematical tools are used to analyze and interpret data, model real-world problems, and support decision-making in the field of data science. ~~Topics include: the basics of Boolean logic, introduction to vector and matrix algebra, set theory, counting, and selected topics in combinatorics such as Graph theory and Coding theory.~~ Practical examples and exercises in Python will help ~~In the second part of this course~~ students apply mathematical principles to real ~~become familiar with~~ data science tasks, preparing them ~~distribution, probability of a~~

situation out of all possible outcomes, and how basic statistical modeling, analysis, and computations are performed for the technical challenges of working in this rapidly evolving field. ~~real-life applications.~~

Course Pre-Requisites (if applicable):

CSTP 1108, CSTP 1105. ~~1108:~~

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 <u>core</u> proficiency <u>in working</u> with <u>vectors and multi-dimensional data in the context of Software Development and Data Science.</u> ~~basic operations in Boolean algebra~~
CLO #2	Demonstrate the ability to perform basic <u>calculus operation such as differentiation</u> ~~arithmetic operations on vectors~~ and <u>integration to solve problems relevant to data science and machine learning.</u> ~~matrices~~
CLO <u>#3</u> ~~#4~~	Describe the basic concepts in applied probability and <u>statistics.</u> ~~statistics~~
CLO <u>#4</u> ~~#3~~	<u>Use relevant concepts in applied probability and statistics to analyze data, identify patterns, and make informed decisions based on data analysis.</u> ~~Solve basic problems in counting theory involving combinations and permutations~~
CLO #5	<u>Extract machine-learning relevant</u> ~~Describe how to extract useful~~ information from a statistical <u>distribution.</u> ~~distribution~~
CLO #6	<u>Interpret the results of data analysis and effectively communicate their findings to support decision-making processes.</u> ~~Use Principle Component Analysis to analyse a data set~~
CLO #7	<u>Apply mathematical concepts, such as algorithms and computational complexity, to analyze software engineering problems.</u> ~~Use Linear methods of regression and k-Nearest neighbors to extract useful information~~

Instructional

Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>60</u> ~~50~~	5 <u>to 7</u> assignments
Midterm Exam	<u>20</u> ~~25~~	
Final Exam	<u>20</u> ~~25~~	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

Check all that apply:

Lab

Hours in Category 2: 10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Math for data science, AI and machine learning

Calculus and derivatives ~~Boolean Algebra~~

Vectors and Matrices

Probability ~~Counting theory and probability~~

Statistical analysis and modelling ~~Data sample distribution~~

Statistical foundation of Machine Learning ~~Statistical analysis and modelling~~

Random variables and various probability distribution ~~Discrete random variables, Continuous random variables, Binomial random variables, Geometric random variables, Poisson distribution~~

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

122: Computer Systems Technology Diploma

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 12/02/24 2:14 pm

Viewing: **CSTP 2300 : Emerging AI Technologies**

Last edit: 12/02/24 2:14 pm

Changes proposed by: trowlatt

Programs
referencing this
course

[122: Computer Systems Technology Diploma](#)

Course Name:
Emerging AI Technologies

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Computer Systems Technology (4702)

Contact(s)

Name	E-mail	Phone/Ext.
Reza Nezami	rnezami@vcc.ca	6047646682

Banner Course Name: Emerging AI Technologies

Subject Code: CSTP - Computer Systems Technology

Course Number 2300

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code TT

Bridge Billing Hours 3

In Workflow

1. 4702 Leader
2. Curriculum Committee
3. Education Council
4. Records
5. Banner

Approval Path

1. 12/02/24 2:15 pm
Todd Rowlatt
(trowlatt): Approved
for 4702 Leader
2. 12/02/24 2:15 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Course Description:

In this course students will study new and emerging artificial intelligence (AI) technologies and will examine how these technologies can change software development practices, trends, and application development directions. These technologies are usually disruptive and create new streams of apps, products, and functionalities. Students gain experience working with and applying Machine Learning (ML) techniques in data analysis and embedding AI agents in software application. This could incorporate cloud computing, ML, virtualization or simulation technologies, security technologies, and AI.

Course Pre-Requisites (if applicable):

CSTP 1205, CSTP 1206.

Course Co-requisites (if applicable):

CSTP 2108 (taken prior to or concurrently).

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 dynamics of emerging AI technologies
CLO #2	Identify emerging technologies that are changing the marketplace
CLO #3	Identify the processes required to implement emerging technologies, with a focus on integrating AI into existing systems
CLO #4	Develop a plan for introducing a new technology in a simulated workplace setting
CLO #5	Apply AI techniques to develop innovative solutions and applications, demonstrating the impact of AI on software development and industry trends.
CLO #6	Create sample applications demonstrating the emerging technologies studied, with a particular emphasis on embedding AI agents and utilizing ML techniques.

Instructional**Strategies:**

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Midterm Exam	30	
Project	20	
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

Check all that apply:

Lab

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Course Topics

Course Topics:

The Dynamics of Emerging AI Technologies

ML Foundation and Techniques

Data Collection and Preparation for ML Applications

AI Libraries and Tools

Algorithms for Regression, Classification, Reinforcement Learning

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

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

New course number for Emerging AI course (initially proposed at a change to CSTP 2301).

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Viewing: **Computer Systems Technology Diploma**

Last approved: 12/02/24 2:17 pm

Last edit: 12/02/24 2:17 pm

Catalog Pages Using
this Program

[Computer Systems Technology Diploma](#)

Program Name:

Computer Systems Technology Diploma

Credential Level: Diploma

Effective Date: September 2025

Effective Catalog
Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department Computer Systems Technology (4702)

Contact(s)

History

1. Jun 18, 2018 by cdeans
2. Jun 17, 2019 by Reza Nezami (rnezami)
3. Jun 18, 2019 by Todd Rowlatt (trowlatt)
4. Aug 6, 2019 by Todd Rowlatt (trowlatt)
5. Aug 21, 2019 by Nicole Degagne (ndegagne)
6. Mar 11, 2020 by Reza Nezami (rnezami)
7. May 13, 2022 by Reza Nezami (rnezami)
8. Mar 15, 2023 by Leszek Apouchtine (lapouchtine)
9. Mar 22, 2023 by Darija Rabadzija (drabadzija)
10. Nov 13, 2024 by Reza Nezami (rnezami)
11. Nov 13, 2024 by Darija Rabadzija (drabadzija)
12. Dec 2, 2024 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
A. Reza Nezami (Department Head)	rnezami@vcc.ca	6043188274

Program Content Guide

Purpose

The Computer Systems Technology (CST) Diploma program prepares students for a career as a computer systems software technologist specializing in developing web and Windows software applications using the latest development platforms and AI-assisted tools. Computer systems software technologists generate software solutions for the general public, businesses, government agencies, industries, law enforcement agencies, health services providers, educational institutions and more. Graduates will be able to work as junior software developers in these fields.

Students gain a solid foundation in software design, development, testing, and deployment in popular platforms using the AI-assistance Integrated Development Environment (IDE). The first year of the program focuses on building a strong foundation in computing systems, and in software design and analysis. In the second year of the program, students take advanced courses in web and mobile technologies and intelligent interactive application settings, modern Windows application ecosystem, User Interface and Experience design, Cloud Computing, and Security, as well as in the application of AI and Machine Learning in software solutions. CST instructors are industry-experienced professionals who are strongly connected to the local Information Technology industry.

Admission Requirements

Grade 12 graduation or equivalent

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

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The CST diploma program can be completed in 5 terms of full-time study (average 17 credits per term), with an expected completion time of 2 years. There are 3 terms Fall, Winter, and Summer per year. The program must be completed within a maximum of 5 years. The CST program accepts students for Winter and Fall terms.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Install and configure basic computer hardware and software
PLO #2	Design, analyze, develop, debug, and optimize web and mobile applications written in popular programming languages such as Python, JavaScript, Java, C++ and C#

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

PLO #3	Develop and design interactive web pages/mobile apps with multimedia and AI-assisted components
PLO #4	Design, analyze, and develop complex software application systems for PC, Web, Mobile, and embedded devices
PLO #5	Collaborate efficiently in a typical software project team working with popular project development tools and current development frameworks
PLO #6	Evaluate and contribute to the integration of appropriate Cloud-based services and solutions
PLO #7	Explain basic Machine Learning algorithm and contribute to its integration in existing software applications
PLO #8	Utilize new tools and technologies independently following the latest trends in software and hardware

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The CST Diploma program is designed to provide a contextual hands-on learning experience similar to a real-world modern software development industry setting. The focus is on developing a problem-solving mindset in which theory and practice are blended in the form of small/large individual or team projects. Students learn to research, investigate, analyze, design, implement and develop, and test and optimize their solutions, similar to the way it works in High Tech and IT companies.

The main mode of delivery for the CST program is face-to-face. Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work, and online sessions.

Students have access to state-of-the-art modern computer labs with software and tools such as VMWare, Visual Studio, Azure Microsoft suite of applications and Operating Systems, private department servers, and project-based classroom settings. Individual free tutoring for Math and English Language is provided by VCC.

It is required that students have access to a modern PC or laptop at home with at least 16GB of Ram and Intel core i5 or higher CPU specification to carry out their assignments or connect to the lab computers remotely. The CST department also has access to multiple Mac labs at the VCC downtown campus, but it is recommended that students have access to a Mac PC (like a Mac Mini) for the Mac/iOS development courses.

Students are evaluated through the completion of assignments and projects, critiques, and quizzes (both written and performance-based), and meeting course project milestones and objectives. Most assignments and projects include the process of initial concept stage, work in progress, and final submissions, which can include reflections and client feedback. Professional conduct (which includes collaboration and teamwork, time management, organization, communication, participation and attendance) will also affect the final grade in each section.

Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, a minimum grade point average of 'C' (2.0) to successfully complete each course, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent terms in the program.

Recommended Characteristics of Students

Love coding and problem-solving

Logical and critical thinker

Able to work long hours on computers

Ability to work well in a fast-paced, deadline-driven environment

Research-oriented, curious to use new and intelligent tools in their search

Client-oriented outlook and ability to work well with a wide variety of people

Ability to give and receive feedback

Enthusiastic, positive, optimistic attitude

Pro-active self-starter

Basic understanding of computers and comfortable using mobile devices

Interested in technology, gadgets, and applications that run on them

Courses

In the First Year students complete the *foundational/core* courses. In the second year students take advanced software development, web, mobile, and Windows PC specialized courses. In the last term, students focus on developing an industry-scale *Portfolio/Capstone* project as a team.

Year 1 (Foundation Courses)		
<u>CSTP 1101</u>	Communication and Workplace Behaviour	3
<u>CSTP 1104</u>	Computer Systems Administration	5
<u>CSTP 1105</u>	Introduction to Programming	4
<u>CSTP 1106</u>	Website Development	3
<u>CSTP 1108</u>	Applied Mathematics	2
<u>CSTP 1201</u>	Database Management Systems	4
<u>CSTP 1202</u>	Introduction to Data Communication and Networking	3

<u>CSTP 1205</u>	Programming in C++	4
<u>CSTP 1206</u>	Introduction to Internet Programming & Web Applications	3
<u>CSTP 1204</u>	Software Analysis and Design	3
<u>CSTP 1302</u>	Windows Programming	4
<u>CSTP 1303</u>	Introduction to Client-Server Computing	3
<u>CSTP 1304</u>	User Interface Design	2
<u>CSTP 1305</u>	Algorithms Analysis and Data Structures	3
Year 2		
<u>CSTP 2104</u>	Windows Interactive Application Programming	3
<u>CSTP 2110</u>	Introduction to Cloud Computing	3
<u>CSTP 2106</u>	Introduction to Computer Security	3
<u>CSTP 2107</u>	Advanced Internet Programming & Web Applications	4
<u>CSTP 2108</u>	Mathematics for Programmers	2
<u>CSTP 2204</u>	IT Development Project	5
<u>CSTP 2205</u>	Android Mobile Application Programming	3
<u>CSTP 2208</u>	Career Path Search	1
<u>CSTP 2300</u>	Emerging AI Technologies	3
<u>CSTP 2305</u>	iOS Mobile Application Programming	3
Total Credits		76

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

Grading Standard

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

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. 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.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation, if grades for repeated courses, they will be included in the calculation of the

purpose of GPA calculation or grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale
for this proposal.

Admin saving addition of updated course number for CSTP 2300 Emerging AI Tech - tr

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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.

This program is for: Domestic
 International

Marketing Description

Build hands-on skills in design and development of intelligent web / mobile / or general software applications using AI-assisted tools while launching your career developing software and solving computer-related issues for businesses, governments, or institutions.

What you will learn

- What is a Computing System
- How to use it to solve problems using intelligent Software Systems
- The theory and practice of proper code design and testing.



DECISION NOTE

PREPARED FOR:	Education Council
DATE:	December 10, 2024
ISSUE:	Three new courses in Cultural Safety and Indigenous Holistic Health Equity

BACKGROUND:

The School of Health Sciences is proposing three new non-credit courses in Cultural Safety and Indigenous Holistic Health Equity. CSIH 1000 is a 30-hour course and CSIH 1010 and 1020 are two 15-hour courses that divide CSIH 1000. These courses will be embedded into all health sciences program, with certificate students taking the first 15-hour course and diploma/degree students taking the full 30 hours of learning.

Developed with Indigenous Education and Community Engagement (IECE) and the Centre for Teaching, Learning and Research (CTRL), these asynchronous online courses will introduce Indigenous perspectives, knowledge and practices within the context of health care education. Students will develop a personal action plan that demonstrates their reflection, understanding and commitment to reducing inequities and disparities experienced by Indigenous peoples in the Canadian health care system.

DISCUSSION:

Julie Gilbert, Instructional Associate, and Tanya O'Neill, Manager of Indigenous Education Initiatives, presented the proposal. The developers and the committee had a fascinating conversation about the use of verbs in the learning outcomes. They discussed how they were expanding past Bloom's Taxonomy of verbs to include those supporting Indigenous ways of knowing and the Medicine Wheel, particularly in the spiritual realm (generally not covered in traditional learning outcomes language).

A few small revisions were requested and made:

- New subject code CSIH was created and assigned
- Pre-requisites and PLAR were removed. As these are non-credit courses, PLAR is not available.
- One course learning outcome was adjusted, changing the verb to 'examine racializing myths and stereotypes.'

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, three new courses: CSIH 1000 Cultural Safety and Indigenous Holistic Health Equity, CSIH 1010 Introduction to Cultural Safety and Indigenous Holistic Health Equity, and CSIH 1020 Enhancing Cultural Safety and Indigenous Holistic Health Equity.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 2, 2024

Course Change Request

New Course Proposal

Date Submitted: 10/28/24 1:22 pm

Viewing: **CSIH 1000 : Cultural Safety&Health Equity**

Last edit: 12/02/24 1:34 pm

Changes proposed by: jgilbert

In Workflow

1. 5076 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 11/08/24 9:22 am
Todd Rowlatt
(trowlatt): Approved
for 5076 Leader
2. 11/08/24 9:46 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 12/02/24 2:19 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Course Name:

Cultural Safety and Indigenous Holistic Health Equity

Effective Date:

May 2025

School/Centre:

Health Sciences

Is this a new credit course?

Department:

Occup/Physical Therapist Asst (5076)

Contact(s)

Name	E-mail	Phone/Ext.
T. O'Neill	toneill@vcc.ca	--

Banner Course
Name:

Cultural Safety&Health Equity

Subject Code:

CSIH - Culture Safe & Indigenous Hlth

Course Number

1000

Year of Study

1st Year Post-secondary

Credits:

0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed in response to the TRC Calls to Action in Health with an introduction to Indigenous perspectives, knowledge, and practices within the context of health care education. Through online modules, students will explore the historical context and contemporary impact of colonization on Indigenous peoples of Canada, with a focus on the local host nations of Vancouver: xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations. Students will develop a personal action plan that demonstrates reflection on systemic and personal stereotypes and biases, integration of Cultural Humility and Safety practices, and a commitment to reducing inequities and disparities experienced by Indigenous peoples.

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

No

Details of PLAR:**Course Learning****Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Honour the common and distinct cultures of the First Nations, Inuit and Métis peoples of Canada.
CLO #2	Reflect on the significance of land and place in the cultural identity of local First Nations.
CLO #3	Acknowledge key events in the colonization of Indigenous peoples of Canada.
CLO #4	Examine racializing myths and stereotypes that contribute to inequities in health care access and quality.
CLO #5	Act on the Calls to Action relevant to Health Care providers.
CLO #6	Value Cultural Humility and its importance in health care practice.
CLO #7	Acknowledge how historical events influenced contemporary issues and health care inequities still felt

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

	today by Indigenous peoples.
CLO #8	Speak out about the ongoing effects of these historical events on current Indigenous health, social, and economic conditions.
CLO #9	Consider a variety of traditional and cultural healthcare practices used by Indigenous peoples of Canada.
CLO #10	Develop a personal action plan that demonstrates a commitment to anti-Indigenous racism.

Instructional

Strategies:

This course will be offered in an online format. Students will engage with the learning environment, peers and Indigenous knowledge keepers through a variety of educational technology strategies. Modules will be integrated into program courses as an adjunct.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory Completion of all
Components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S/U	Active participation in online forums and synchronous/asynchronous learning activities.
Assignments	S/U	Completion of online learning activities integrated into Moodle Course
Assignments	S/U	Small projects or assignments that are reflective, and/or action oriented.
Assignments	S/U	Action Plan

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Individual Learning

Hours in Category 3: 15

Course Topics

Course Topics:

Cultural Understanding

Historical Context

Calls to Action for Health

Contemporary Impact

Health Practices of First Nations and Indigenous People of Canada

Action Plan for TRC in health care role

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

A variety of learning resources will be accessed through the online Moodle portion

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

Primary Proposal

Provide a rationale
for this proposal:

This course is designed for all SHS students. Given the fact that program credentials range from certificate to degree, the available time and scope of each program varies widely. This course will be intended for Diploma and Degree students. The other two subset courses will be available for Certificate students, and laddering of these students in future programming. i.e. the 30 hour course here is divided into two smaller courses for certificate and / or laddering students.

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

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	This project and course development has been lead by members of the CTLR. This includes representatives of the Indigenous team, an IA, Online Developers, Elearning.
Faculty/Department	Various members and leaders of each SHS program was consulted through this course development
Registrar's Office	R/O consulted re: non-credit/tuition standing.
Other	Tanya O'Neill, Tanya Elias, David Kirk have all been involved in this course design and development.
Indigenous Education & Community Engagement (IECE)	Email sent to Jessie Williams on October 23

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course? Yes

Badge Effective May 2025
Date

Badge Name Cultural Safety and Indigenous Holistic Health Equity

Badge Description

Students will have personal action plan, to take into their health care worker roles, that demonstrates reflection on systemic and personal stereotypes and biases, integration of Cultural Humility and Safety practices, and a commitment to reducing inequities and disparities experienced by Indigenous peoples.

Badge Earning

Criteria

Successful completion of all modules.

Badge Skills

Identified by Course Learning Outcomes

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Course Change Request

New Course Proposal

Date Submitted: 10/28/24 1:25 pm

Viewing: **CSIH 1010 : Cultural Safety 1**

Last edit: 12/02/24 1:34 pm

Changes proposed by: jgilbert

Course Name:

Introduction to Cultural Safety and Indigenous Holistic Health Equity

Effective Date:

May 2025

School/Centre:

Health Sciences

Department:

Occup/Physical Therapist Asst (5076)

Contact(s)

In Workflow

1. 5076 Leader
2. SHS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 11/08/24 9:22 am
Todd Rowlatt
(trowlatt): Approved
for 5076 Leader
2. 11/08/24 9:46 am
Jo-Ellen Zakoor
(jzakoor): Approved
for SHS Dean
3. 12/02/24 2:19 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
T. O'Neill	toneill@vcc.ca	--

Banner Course
Name:

Cultural Safety 1

Subject Code:

CSIH - Culture Safe & Indigenous Hlth

Course Number

1010

Year of Study

1st Year Post-secondary

Credits:

0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This introductory course is designed in response to the TRC Calls to Action in Health with an introduction to Indigenous perspectives, knowledge, and practices within the context of health care education. Through online modules, students will explore the historical context and contemporary impact of colonization on Indigenous peoples of Canada, with a focus on the local host nations of Vancouver: xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations. Students will begin to develop a personal action plan to integrate Cultural Safety and Humility practices into their role as a health care worker.

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	Honour the common and distinct cultures of the First Nations, Inuit and Métis peoples of Canada.
CLO #2	Reflect on the significance of land and place in the cultural identity of local First Nations.
CLO #3	Acknowledge key events in the colonization of Indigenous peoples of Canada.
CLO #4	Examine racializing myths and stereotypes that contribute to inequities in health care access and quality.
CLO #5	Act on the Calls to Action relevant to Health Care providers.
CLO #6	Develop an action plan that promotes Indigenous holistic health equity.

Instructional

Strategies:

This course will be offered in an online format. Students will engage with the learning environment, peers and Indigenous knowledge keepers through a variety of educational technology strategies. Modules will be integrated into program courses as an adjunct.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory Completion of all
Components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S/U	Active participation in online forums and synchronous/asynchronous learning activities.
Assignments	S/U	Completion of online learning activities integrated into Moodle Course
Assignments	S/U	Small assignments that are reflective, and/or action oriented.
Assignments	S/U	Action Plan

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 15

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Hours in Category 1: 15

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Individual Learning

Hours in Category 3: 15

Course Topics

Course Topics:

Cultural Understanding

Historical Context

Calls to Action for Health

Beginning level action plan for TRC in Health Care role

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course: Cultural Safety and Indigenous Holistic Health Equity

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course? Yes

Badge Effective May 2025
Date

Badge Name Introduction to Cultural Safety and Indigenous Health Equity

Badge Description

Students will develop a beginning level personal action plan, to take into their health care worker roles, that demonstrates reflection on systemic and personal stereotypes and biases, integration of Cultural Humility and Safety practices, and a commitment to reducing inequities and disparities experienced by Indigenous peoples.

Badge Earning

Criteria

Satisfactory Completion of all modules

Badge Skills

As per course learning outcomes.

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Course Change Request

New Course Proposal

Date Submitted: 10/28/24 1:27 pm

Viewing: **CSIH 1015 : Cultural Safety 2**

Last edit: 12/02/24 1:33 pm

Changes proposed by: jgilbert

Course Name:

Enhancing Cultural Safety and Indigenous Health Equity

Effective Date:

May 2025

School/Centre:

Health Sciences

Department:

Occup/Physical Therapist Asst (5076)

Contact(s)

In Workflow

1. 5076 Leader

2. SHS Dean

3. Curriculum
Committee

4. Education Council

5. Records

6. Banner

Approval Path

1. 11/08/24 9:22 am

Todd Rowlatt

(trowlatt): Approved
for 5076 Leader

2. 11/08/24 9:46 am

Jo-Ellen Zakoor

(jzakoor): Approved
for SHS Dean

3. 12/02/24 2:19 pm

Todd Rowlatt

(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
T. O'Neill	toneill@vcc.ca	--

Banner Course
Name:

Cultural Safety 2

Subject Code:

CSIH - Culture Safe & Indigenous Hlth

Course Number

1015

Year of Study

1st Year Post-secondary

Credits:

0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds upon knowledge and skills gained in the Introduction to Cultural Safety and Indigenous Holistic Health Equity. Through online modules, students further explore the TRC Calls to Action, historical context and contemporary impact of colonization on health and health equity of the Indigenous peoples of Canada, with a focus on the local host nations of Vancouver: xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations. Students will develop a personal action plan that demonstrates reflection on systemic and personal stereotypes and biases, integration of Cultural Humility and Safety practices, and a commitment to reducing inequities and disparities experienced by Indigenous peoples.

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	Reflect on the diverse cultures and histories of Indigenous peoples in Canada and the impact of colonization. (Review course 1)
CLO #2	Acknowledge how historical events influenced contemporary issues and health care inequities still felt today by Indigenous peoples.
CLO #3	Speak out about the ongoing effects of these historical events on current Indigenous health, social, and economic conditions.
CLO #4	Consider a variety of traditional and cultural healthcare practices used by Indigenous peoples of Canada.
CLO #5	Expand personal action plan to demonstrate a commitment to anti-Indigenous racism.

Instructional

Strategies:

This course will be offered in an online format. Students will engage with the learning environment, peers and Indigenous knowledge keepers through a variety of educational technology strategies. Modules will be integrated into program courses as an adjunct.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

Satisfactory completion of all components

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S/U	Active participation in online forums and synchronous/asynchronous learning activities.
Assignments	S/U	Completion of online learning activities integrated into Moodle Course
Assignments	S/U	Small projects or assignments that are reflective, and/or action oriented.
Assignments	S/U	Action Plan

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 15

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Hours in Category 1: 15

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Individual Learning

Hours in Category 3: 15

Course Topics

Course Topics:

Review of:

diverse cultures and histories of Indigenous peoples in Canada,

impact of colonization including health care inequities

TRC Calls to Action for Health

Contemporary Impact

Health Practices of First Nations and Indigenous People of Canada

Action Plan for TRC in health care role

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

A variety of learning resources will be accessed through the online Moodle portion

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

Cultural Safety and Indigenous Holistic Health Equity

Provi

Additional Information

Provide any additional information if necessary.

This course is a follow up to the course "Introduction to Cultural Safety and Indigenous Health Equity". For students who have completed the introductory course in a SHS program, but are now furthering their education in Health Care and now require the full course.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course? Yes

Badge Effective May 2025
Date

Badge Name Enhanced Cultural Safety and Indigenous Holistic Health Equity

Badge Description

Students will have further develop their personal action plan, to take into their expanded health care worker roles. This action plan will demonstrate reflection on systemic and personal stereotypes and biases, integration of Cultural Humility and Safety practices, and a commitment to reducing inequities and disparities experienced by Indigenous peoples.

Badge Earning**Criteria**

Successful completion of all modules

Badge Skills

As per course learning outcomes

Marketing Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 10, 2024

ISSUE: Updated curriculum for the High Performance and Custom Engine Technician Diploma

BACKGROUND:

A program name change was approved in November 2024 by the Board of Governors for the Automotive Service Technology Diploma to High Performance and Custom Engine Technician Diploma. This program is designed for international students, and this name change aligns it more clearly with the requirements recently announced by Immigration, Refugees and Citizenship Canada (IRCC).

The department has reviewed the curriculum and is proposing changes to fully reflect this name change. In the program content guide, adjustments were made to program learning outcomes to add performance around steering, suspension and engine tuning, as well as the use of dynamometer testing. Three new courses are proposed that support the high performance elements of the curriculum: IAST 1245 High Performance Hydraulic & Mechanical Brakes, IAST 2145 High Performance Automotive Steering, and IAST 2245 High Performance Engine Tuning and Dynamometers.

DISCUSSION:

Michael Coard, Department Head of Auto Service Technician, presented the proposal. New course numbers were requested for the Hydraulics/Brakes and Steering courses, along with a few minor adjustments to course learning outcomes to highlight the focus on performance. In addition, language was added providing a flexible admissions pathway for students.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the High Performance and Custom Engine Technician Diploma program content guide and three new courses: IAST 1245, IAST 2145 and IAST 2245.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: December 2, 2024

Program Change Request

New Program Proposal

Date Submitted: 11/12/24 10:20 am

Viewing: **High Performance and Custom Engine Technician Diploma**

Last edit: 12/02/24 2:25 pm

Changes proposed by: drabadzija

In Workflow

- 1. 4328 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Ministry Review
- 6. Board of Governors

Program Name:
High Performance and Custom Engine Technician Diploma

Credential Level: Diploma

Effective Date: January 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

Approval Path

- 1. 11/12/24 2:07 pm
Darija Rabadzija (drabadzija): Approved for 4328 Leader
- 2. 11/13/24 10:00 am
Lucy Griffith (lgriffith): Approved for CTT Dean
- 3. 12/02/24 2:50 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

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

Program Content Guide

Purpose

Graduates of the High Performance and Custom Engine Technician Diploma program apply technical knowledge and skills to increase the power of diesel and automotive engines, enhance the performance of automobiles, perform repair, service, and maintenance on high-performance vehicles. Students will learn to add performance accessories, modify powertrains, tune custom engines, suspensions, and exhaust systems, and use dynamometers and other diagnostic equipment. The 2 year program delivers apprenticeship training to enhance a graduate's employability as an apprentice in the industry.

Admission Requirements

Grade 12 graduation or equivalent

Composition 11 (English 11) or equivalent

Apprenticeship and Workplace Math 10 or equivalent

Applicants who do not meet the Program Admission Requirements may be admitted based on an assessment of relevant trades experience following the College's Flexible Admissions policy.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 2 years in length. Maximum time for completion is 5 years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Practice safely including complying with WorkSafe BC and WHMIS regulations.
PLO #2	Apply employability and communication skills while working in a businesslike manner.
PLO #3	Utilize hand, measuring, and power tools and equipment safely and effectively.
PLO #4	Provide general automotive maintenance services and high-performance modifications with lubrication and fluids, belts and hoses, exterior lamps, body trim and hardware, tires and wheels, non-friction bearings and spindles and hubs.
PLO #5	Assess, diagnose, service and update performance on hydraulic drum brake, disc brake, power assist and anti-lock brake systems.
PLO #6	Assess, diagnose, service and update performance on steering systems.
PLO #7	Assess, diagnose, service and update performance on suspension systems.

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

PLO #8	Describe and diagnose electrical, electronic, and ignition systems.
PLO #9	Analyze and diagnose On Board Diagnostic (OBD) System data using advanced electrical test equipment including computer controls, multiplex and network systems.
PLO #10	Identify and service fuel delivery systems, fuel types, alternate fuels, and gasoline fuel injection components.
PLO #11	Describe and test engine management systems including input sensors and output actuators.
PLO #12	Describe new vehicle technology and hybrid systems.
PLO #13	Perform 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

Students are evaluated by both theory and practical evaluations in order for a combined mark to be assigned- 70% is based on theory and 30% is based on their practical work.

Theory is evaluated by:

Course work and competency tests determining 60%

Final examination which comprises 40%

Practical is assessed by:

rubrics to evaluate the students' performance of their competency for quality repair, clean work habits, safety, participation, teamwork, and the ability to follow instructions.

Final grades reflect a combination of theory and practical marks. In alignment with provincial standards, the passing grade is B- (70%).

Basic computer skills

Good general health and respiratory condition

Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program

Ability to tolerate noise and vibration

Mechanical aptitude and interest

Good manual dexterity

Good hand-eye co-ordination

Good eyesight and normal colour vision

Good line, form and depth perception

Possession of valid driver's license

Courses

Plan of Study Grid

Term One	Credits
<u>IAST 1010</u> Automotive Safety	2
<u>IAST 1015</u> Communication and Business	2
<u>IAST 1020</u> Automotive Repair Tools	4
<u>IAST 1025</u> Automotive Service	7
Credits	15
Term Two	
<u>IAST 1030</u> Automotive Methods	4
<u>IAST 1023</u> Automotive Electronics	6
<u>IAST 1245</u> High Performance Hydraulic & Mechanical Brakes	6
Credits	16
Term Three	
<u>IAST 2010</u> Auto Frame & Body Support	4
<u>IAST 2145</u> High Performance Automotive Steering	7
<u>IAST 2020</u> Advanced Electric/Electronics	5
Credits	16
Term Four	
<u>IAST 2025</u> Electronic Ignition Systems	3
<u>IAST 2030</u> Fuel Delivery Systems	3
<u>IAST 2035</u> Engine Management Systems	4
<u>IAST 2245</u> High Performance Engine Tuning and Dynamometers	3
Credits	13
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		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.

Program name change from Automotive Service Technology Diploma to High Performance and Custom Engine Technician Diploma.

New PCG created to manage name change only - not a new program. See former PCG (CourseLeaf key: 10) for historical program versions. (revised PCG attached)

These updates are needed to ensure CIP alignment with new IRCC requirements.

Changes: PCG - program purpose, revised learning outcomes. Replaced IAST 2040 "Emission and Control Systems" with IAST 2245 "High Performance Engine Tuning and Dynamometers."

Updated course names and learning outcomes in IAST 1035 (new course number: 1245) and IAST 2016 (new course number 2145).

Are there any
expected costs to
this proposal.

No

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

[AST - revised - High Performance PCG.pdf](#)

Marketing Information

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.

This program is for: International

Course Change Request

New Course Proposal

Date Submitted: 11/26/24 2:40 pm

Viewing: **IAST 1245 : High Performance Brakes**

Last edit: 11/26/24 2:40 pm

Changes proposed by: drabadzija

Programs
referencing this
course

[210: High Performance and Custom Engine Technician Diploma](#)

Course Name:

High Performance Hydraulic & Mechanical Brakes

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

In Workflow

1. **4328 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/26/24 2:47 pm
Darija Rabadzija
(drabadzija):
Approved for 4328
Leader
2. 11/26/24 2:47 pm
Darija Rabadzija
(drabadzija):
Approved for CTT
Dean
3. 12/02/24 2:50 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7631
Feras Ghesen	fghesen@vcc.ca	7110
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Name: High Performance Brakes

Subject Code: IAST - Automotive Service Technology

Course Number 1245

Year of Study 1st Year Post-secondary

Credits: 6

Bridge College Code VO

Bridge Billing Hours 6

Bridge Course Level 01

Course Description:

Students repair light duty automotive hydraulic and mechanical braking systems. Topics include, levers and fulcrums, Pascal's Law, and factors affecting friction. Additional topics include design, function, troubleshooting and overhaul of drum and disc brake systems, anti-skid braking systems, power braking systems, emergency brake systems and high performance systems.

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	Service brake tubing and fittings
CLO #2	Diagnose and service brake hydraulic systems
CLO #3	Examine and service drum brake systems
CLO #4	Service disc brake systems
CLO #5	Inspect power assist systems
CLO #6	Diagnose and adjust anti-lock brake systems

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

CLO #7 Explain high performance braking systems

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	70	Students are given m/c quizzes and tests throughout the course to assess their theoretical knowledge
Lab Work	30	Practical knowledge & skills are evaluated in the shop while students work on training aids & customer cars

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 50

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

Check all that apply:

Hours in Category 2: 100

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Tubing and fittings

Hydraulic systems

Drum brakes

Disc Brakes

Power assist systems

Anti-lock braking systems

High performance braking systems

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 11/26/24 2:46 pm

Viewing: **IAST 2145 : Automotive Steering**

Last edit: 11/26/24 2:46 pm

Changes proposed by: drabadzija

Programs
referencing this
course

[210: High Performance and Custom Engine Technician Diploma](#)

Course Name:

High Performance Automotive Steering

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

In Workflow

1. **4328 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/26/24 2:47 pm
Darija Rabadzija
(drabadzija):
Approved for 4328
Leader
2. 11/26/24 2:47 pm
Darija Rabadzija
(drabadzija):
Approved for CTT
Dean
3. 12/02/24 2:50 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	7631
Feras Ghesen	fghesen@vcc.ca	7110
Brett Griffiths	bgriffiths@vcc.ca	7012

Banner Course Automotive Steering
Name:

Subject Code: IAST - Automotive Service Technology

Course Number 2145

Year of Study 1st Year Post-secondary

Credits: 7

Bridge College Code VO

Bridge Billing Hours 0-7

Bridge Course Level 01

Course Description:

Students learn about the design and function of light duty automotive steering gears and will perform troubleshooting and overhauling procedures. Topics include steering boxes, steering racks, hydraulic pressure assisted steering gears and racks. Additional topics include steering columns, supplemental restraint systems, steering geometry and performance modifications.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the components of conventional and rack and pinion steering gears, and steering columns
CLO #2	Describe the components of power steering and passenger restrain systems
CLO #3	Inspect, diagnose, service, and repair steering gears
CLO #4	Inspect, diagnose, service and repair steering column and linkage
CLO #5	Inspect, diagnose, and service power steering systems
CLO #6	Inspect, diagnose, and service passenger restrain systems

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

CLO #7	Perform wheel alignments
--------	--------------------------

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

CLO #8	Describe four wheel steering systems
CLO #9	Explain high performance steering system modifications

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	70	Students are given m/c quizzes and tests throughout the course to assess their theoretical knowledge
Lab Work	30	Practical knowledge & skills are evaluated in the shop while students work on training aids & customer cars

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: 175

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 50

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

Check all that apply:

Hours in Category 2: 125

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Steering gears

Steering column

Steering linkage

Power steering systems

Passenger restrain systems

Wheel alignment

Four wheel steering systems

High performance steering systems

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 11/12/24 10:19 am

Viewing: **IAST 2245 : Engine Tuning and Dynamometers**

Last edit: 11/26/24 2:22 pm

Changes proposed by: drabadzija

Programs
referencing this
course

[210: High Performance and Custom Engine Technician Diploma](#)

Course Name:

High Performance Engine Tuning and Dynamometers

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Auto Serv Tech Diploma Intl (4328)

Contact(s)

In Workflow

1. **4328 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/12/24 2:08 pm
Darija Rabadzija
(drabadzija):
Approved for 4328
Leader
2. 11/12/24 3:41 pm
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 12/02/24 2:50 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Name	E-mail	Phone/Ext.
Michael Coard	mcoard@vcc.ca	6046074718

Banner Course Name: Engine Tuning and Dynamometers

Subject Code: IAST - Automotive Service Technology

Course Number: 2245

Year of Study: 2nd Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course students will learn how to perform basic engine performance, fuel economy, and emissions tuning on modern gasoline engines. Student will demonstrate safe dynamometer operation, engine dynamics, engine management systems, update of ignition and fuel maps, and calibration re-flashing

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use a chassis dynamometer for perform engine tuning
CLO #2	Apply engine mechanical theory to increase engine performance
CLO #3	Apply engine management theory to increase engine performance
CLO #4	Adjust fuel and ignition tables to increase engine output and dynamics
CLO #5	Reflash updated engine calibrations

Instructional

Strategies:

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

electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation and Grading

Grading System: Percentages-STBC
70

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	70	Students are given m/c quizzes & tests throughout the course to assess their theoretical knowledge
Lab Work	30	Practical knowledge and skills are evaluated in the shop while students work on training aids & customer vehicles

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 25

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

Check all that apply:

Shop/Kitchen

Hours in Category 2: 50

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Safe dynamometer usage

Engine dynamics

Tuning mathematics

Engine management

The tuning process

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

High Performance and Custom Engine Technician Diploma

Provide a rationale
for this proposal:

Are there any

expected costs as a

Program Change Request

New Program Proposal

Date Submitted: 12/02/24 11:34 am

Viewing: **Hospitality and Food Service Systems Management Diploma**

Last edit: 12/03/24 2:26 pm

Changes proposed by: bmand

In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. Education Council
5. Ministry Review
6. Board of Governors

Program Name:

Hospitality and Food Service Systems Management Diploma

Credential Level: Diploma

Effective Date: May 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

Approval Path

1. 11/25/24 11:26 am
Chantal Jones
(chjones): Approved for 5701 Leader
2. 12/02/24 9:10 am
Todd Rowlett
(trowlett): Rollback to Initiator
3. 12/02/24 11:47 am
Bobbi Mand
(bmand): Approved for 5701 Leader
4. 12/03/24 1:57 pm
Dennis Innes
(dinnes): Approved for SHP Dean

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

Program Content Guide

Purpose

The Hospitality and Food Service Systems Management Diploma is designed to equip students with the necessary skills and abilities to be future leaders in the hospitality industry through authentic learning and industry partnership. Students will be prepared to meet the challenges and opportunities of the global hospitality industry. Students will participate in an 8-week workplace co-op to develop their skills using a real-world hands-on approach while building their professional portfolio and industry network.

Upon completion of the program, students will have developed the competencies required for the development towards supervisory roles in the hospitality, tourism, and institutional food service systems industries.

Admission Requirements

Grade 12 graduation or equivalent

Knowledge of English demonstrated by *one* of the following:

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

or

[English Language Proficiency](#) at a minimum English 12 'C-' level

Upon acceptance to the program, the following two certificates must be completed in the first term:

Valid Foodsafe Level 1 Certificate

Valid Serving It Right Certificate

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program, *except*:

HOSP 1360 Food and Beverage Operations

HOSP 1365 Principles of Food Production

HOSP 2360 Restaurant Operations

HOSP 2240 Work Experience Co-Op

Methods of PLAR vary by course, and may include exams, professional portfolios, interviews, performance assessments, and other evaluations. Please contact the Department for details.

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

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

The program is delivered over four academic terms. Maximum time to complete the program is five (5) years. Upon successful completion of the first year of study (30 credits), students may choose to exit the program and receive a Certificate in Hospitality and Food Service Systems Management. Maximum time to complete the certificate is two (2) years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate a level of interpersonal and inter-cultural awareness through effective communication as a hospitality and/or institutional food service system management professional in an inclusive and diverse workplace.
PLO #2	Use leadership, conflict and relationship management skills and tools to make sound management decisions and recommendations.
PLO #3	Evaluate financial information and revenue management strategies to support the goals of a hospitality and/or institutional food service system industry.
PLO #4	Act in a professional, ethical and lawful manner within the hospitality and/or institutional food service industry by applying health and safety, employment, labour relations, and privacy legislation standards.
PLO #5	Provide responsible and professional food and beverage services ensuring compliance with food safety and sanitation standards.
PLO #6	Explain various industry roles and responsibilities at the front line, supervisory, management and executive levels.
PLO #7	Develop marketing, promotional and sales strategies for food service operations within the hospitality industry.
PLO #8	Analyze emerging industry trends, technological innovations and environmentally sustainable practices in both hospitality and food service management.
PLO #9	Examine the sectors of tourism, hospitality, and institutional food service system industries and their economic, social, geopolitical and environmental impacts.
PLO #10	Demonstrate critical thinking and problem solving skills in their work and hospitality and food service professionals.

Additional PLO Information

The program has been designed to involve students in a variety of learning environments and instructional delivery methods. Throughout the program students participate in interactive lectures, seminars, group discussions, role plays, case studies, career development, and authentic learning activities within the hospitality, tourism, and institutional food service systems environments. The industry-related co-op prepares future hospitality leaders to manage effectively. Most of the classroom time exposes students to both the theory and practical application of hospitality management concepts and skills. Course projects strengthen the understanding of course topics and give students opportunities to apply effective leadership and management practices. Students will have the opportunity to self-reflect and build upon managerial and leadership strengths and interests when developing career plans, portfolios and industry networks. Instruction has been designed employing learner-centred activities to promote collaboration, engagement, and active learning.

Evaluation of Student Learning

Multiple evaluation methods are used dependent on the learning outcomes of each course. Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent courses/terms in the program. Successful completion of an 8-week related industry co-op is also required for graduation.

Recommended Characteristics of Students

The hospitality industry is primarily a people business. The Hospitality and Food Service Systems Management Diploma Program has been designed to strengthen and encourage interpersonal skills and a leadership/team approach to course work. Students work with fellow students, industry representatives, members of the college community, hospitality employers and their workers, and the public. Students must have a hospitality mindset of going above and beyond, the desire to work effectively in a team, and the ability to work well with others in an environment that embraces diversity and inclusion.

Courses

This program can be completed over four (4) terms by successfully completing the following: 15 credits (term 1), 15 credits (term 2), 13.5 credits (term 3), 16.5 credits (term 4).

Plan of Study Grid

First Year	Credits
<u>HOSP 1310</u> Introduction to Tourism	3
<u>HOSP 1410</u> Hospitality Guest Service Management	3
<u>HOSP 1620</u> Hospitality Computer Applications	3
<u>HOSP 1311</u> Introduction to Business Communications	3
<u>HOSP 1470</u> Human Resources Management in Hospitality	3
<u>HOSP 1360</u> Food and Beverage Operations	3
<u>HOSP 1370</u> Accommodation and Lodging Management	3
<u>HOSP 1860</u> Introduction to Hospitality Accounting	3

<u>HOSP 1312</u> Essentials of Business Communication	3
<u>HOSP 1365</u> Principles of Food Production	3
Credits	30
Second Year	
<u>HOSP 2360</u> Restaurant Operations	3
<u>HOSP 2102</u> Catering, Meetings and Event Management	3
<u>HOSP 2620</u> Tourism and Hospitality Marketing	3
<u>HOSP 2311</u> Communicating Effectively as a Hospitality Professional	1.5
<u>HOSP 2660</u> Hospitality Sales Management	3
<u>HOSP 2113</u> Global Business Decisions	3
<u>HOSP 2114</u> Management Accounting and Cost Control	3
<u>HOSP 2470</u> Organizational Behaviour	3
<u>HOSP 2230</u> Trends in Global Hotel Management	1.5
<u>HOSP 2240</u> Work Experience Co-Op	6
Credits	30
Total Credits	60

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Updates to ensure CIP alignment with new IRCC requirements.

--

Program name change from Hospitality Management Diploma to Hospitality and Food Service Systems Management Diploma.

New PCG created to manage name change only - not a new program. See former PCG (CourseLeaf key: 55) for historical program versions.

Approval Pathway:

- EdCo recommendation to approve name change, with the understanding that significant curriculum changes are required - November 12, 2024

- Program Name Change: Board approval November 27, 2024

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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.

This program is for: Domestic
 International

Program Content Guide (with tracked changes)

Program Name:

Hospitality and Food Service Systems Management Diploma

Credential Level:

Diploma

Effective Date:

May 2025

Effective Catalog Edition:

2024-2025 Academic Calendar

Purpose

The Hospitality and Food Service Systems Management Diploma is designed to equip students with the necessary skills and abilities to be future leaders in the hospitality industry through authentic learning and industry partnership. Students will be prepared to meet the challenges and opportunities of the global hospitality industry. Students will participate in an 8-week workplace co-op to develop their skills using a real-world hands-on approach while building their professional portfolio and industry network.

Upon completion of the program, students will have developed the competencies required for the development towards supervisory roles in the hospitality ~~and~~, tourism, and institutional food service systems industries.

Admission Requirements

- Grade 12 graduation or equivalent
- Knowledge of English demonstrated by *one* of the following:
 - English 12 with a minimum 'C-' grade, or equivalent
 - or*
 - English Language Proficiency at a minimum English 12 'C-' level

Upon acceptance to the program, the following two certificates must be completed in the first term:

- Valid Foodsafe Level 1 Certificate
- Valid Serving It Right Certificate

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program, *except*:

- HOSP 1360 Food and Beverage Operations
- HOSP 1365 Principles of Food Production
- HOSP 2360 Restaurant Operations
- HOSP 2240 ~~Hospitality~~ Work Experience Co-Op

Methods of PLAR vary by course, and may include exams, professional portfolios, interviews, performance assessments, and other evaluations. Please contact the Department for details.

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

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

Program Duration & Maximum Time for Completion

The program is delivered over four academic terms. Maximum time to complete the program is five (5) years.

Upon successful completion of the first year of study (30 credits), students may choose to exit the program and receive a Certificate in Hospitality [and Food Service Systems](#) Management. Maximum time to complete the certificate is two (2) years.

Program Learning Outcomes

Upon successful completion of this program, graduates will be able to:	
PLO #1	Demonstrate a level of interpersonal and inter-cultural awareness through effective communication as a hospitality and/or institutional food service system management professional in an inclusive and diverse workplace.
PLO #2	Use leadership, conflict and relationship management skills and tools to make sound management decisions and recommendations.
PLO #3	Evaluate financial information and revenue management strategies to support the goals of a hospitality ~~enterprise~~ and/or institutional food service system industry .
PLO #4	Act in a professional, ethical and lawful manner within the hospitality and/or institutional food service industry by applying health and safety , employment, labour relations, ~~health and safety~~ and privacy legislation standards.
PLO #5	Provide responsible and professional food and beverage services ensuring compliance with food safety and sanitation standards .
PLO #6	Explain various industry roles and responsibilities at the front line, supervisory, management, and executive levels.
PLO #7	Develop marketing, promotional and sales strategies for food service operations within the hospitality industry .

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

- | | |
|---------|--|
| PLO #8 | Analyze emerging ~~hospitality~~ industry trends, technological innovations and environmentally sustainable practices <u>in both hospitality and food service management</u> . |
| PLO #9 | Examine the sectors of ~~the tourism and~~ hospitality ~~industry~~ , <u>and institutional food service system industries</u> and their economic, social, geopolitical, and environmental impacts. |
| PLO #10 | Demonstrate critical thinking and problem-solving skills in their work ~~as~~ <u>and</u> hospitality <u>and food service</u> professionals. |

Instructional Strategies, Design, and Delivery Mode

The program has been designed to involve students in a variety of learning environments and instructional delivery methods. Throughout the program students participate in interactive lectures, seminars, group discussions, role plays, case studies, career development, and authentic learning activities within the ~~hospitality and tourism environment~~, tourism, and institutional food service systems environments. The industry-related co-op prepares future hospitality leaders to manage effectively. Most of the classroom time exposes students to both the theory and practical application of hospitality management concepts and skills. Course projects strengthen the understanding of course topics and give students opportunities to apply effective leadership and management practices. Students will have the opportunity to self-reflect and build upon managerial and leadership strengths and interests when developing career plans, portfolios and industry networks. Instruction has been designed employing learner-centred activities to promote collaboration, engagement, and active learning.

Evaluation of Student Learning

Multiple evaluation methods are used dependent on the learning outcomes of each course. Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent courses/terms in the program. Successful completion of an 8-week related industry co-op is also required for graduation.

Recommended Characteristics of Students

The hospitality industry is primarily a people business. The Hospitality and Food Service Systems Management Diploma Program has been designed to strengthen and encourage interpersonal skills and a leadership/team approach to course work. Students work with fellow students, industry representatives, members of the college community, hospitality employers and their workers, and the public. Students must have a hospitality mindset of going above and beyond, the desire to work effectively in a team, and the ability to work well with others in an environment that embraces diversity and inclusion.

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This program can be completed over four (4) terms by successfully completing the following: 15 credits (term 1), 15 credits (term 2), 13.5 credits (term 3), 16.5 credits (term 4).

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<u>HOSP 1470</u> Human Resources Management in Hospitality	3
<u>HOSP 1360</u> Food and Beverage Operations	3
<u>HOSP 1370</u> Accommodation and Lodging Management	3
<u>HOSP 1860</u> Introduction to Hospitality Accounting	3
<u>HOSP 1312</u> Essentials of Business Communication	3
<u>HOSP 1365</u> Principles of Food Production	3
Credits	30
Second Year	
<u>HOSP 2360</u> Restaurant Operations	3
<u>HOSP 2102</u> Catering, Meetings and Event Management	3
<u>HOSP 2620</u> Tourism and Hospitality Marketing	3
<u>HOSP 2311</u> Communicating Effectively as a Hospitality Professional	1.5
<u>HOSP 2660</u> Hospitality Sales Management	3
<u>HOSP 2113</u> Global Business Decisions	3
<u>HOSP 2114</u> Management Accounting and Cost Control	3
<u>HOSP 2470</u> Organizational Behaviour	3
<u>HOSP 2230</u> Trends in Global Hotel Management	1.5
<u>HOSP 2240</u> ~~Hospitality~~ Work Experience Co-Op	6
Credits	30
Total Credits	60

Transcript of Achievement

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

Transcript of Achievement			
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
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B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

- 0.1. The course grade points shall be calculated as the product of the course credit value and the grade value.
- 0.2. 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.
- 0.3. 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.

Program Change Request

New Program Proposal

Date Submitted: 12/03/24 11:27 am

Viewing: **Bachelor of Hospitality and Food Service
Systems Management**

Last edit: 12/03/24 2:27 pm

Changes proposed by: drabadzija

In Workflow

1. **5702 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. Education Council
5. Ministry Review
6. Board of Governors

Program Name:

Bachelor of Hospitality and Food Service Systems Management

Credential Level: Degree

Effective Date: September 2025

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management App Deg (5702)

Contact(s)

Approval Path

1. 11/25/24 11:26 am
Chantal Jones
(chjones): Approved for 5702 Leader
2. 12/02/24 9:10 am
Todd Rowlatt
(trowlatt): Rollback to Initiator
3. 12/03/24 12:51 pm
Bobbi Mand
(bmand): Approved for 5702 Leader
4. 12/03/24 1:35 pm
Dennis Innes
(dinnes): Approved for SHP Dean

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

Program Content Guide

Purpose

The purpose of the Hospitality and Food Service Systems Management program is to prepare students for employment and/or a career as managers in the hospitality industry.

Upon completing the Bachelor of Hospitality and Food Service Systems Management program, graduates will have a comprehensive understanding of management and business practices related to the hospitality industry.

Employment areas may include positions within the hotel and restaurant industries or in related fields, such as the cruise ship and assisted living industries, institutional food service industry, sport management, event management, convention services, meeting planning and services, and human resources management. In addition, a number of graduates may embrace the spirit of entrepreneurship by conceiving, developing and implementing businesses of their own.

Students will be strongly positioned for advancement into graduate programs as well as advanced corporate training programs in business, hospitality, sport management, finance, law and public administration, among others.

Admission Requirements

A two-year diploma of at least 60 credits in hospitality management, business, or a related field of study, with a minimum cumulative grade point average of 'C' (61%) (CGPA 2.0), as determined by the institution.

Note: English language and/or math assessments may be required.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program, except:

HOSP 3960 Research Methods in Business

HOSP 4330 Hospitality Capstone 1

HOSP 4360 Hospitality Capstone 2

Methods of PLAR vary by course, and may include standardized testing, or submission of a project or portfolio along with a presentation to faculty, the Department Head, and course instructor. Please contact the Department for details.

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

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

Program Duration & Maximum Time for Completion

In this program, students will normally complete the 60-credit course requirement over two years, consisting of four terms. The maximum time for completion is five years.

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply the principles and key skill sets of successful management and business practices to current events and cases in the hospitality and institutional food service industry.
PLO #2	Plan, design, and implement sustainable management and business practices and evaluate their impact on business and community.
PLO #3	Apply models of financial, operations, and strategic management in their roles as hospitality and institutional food service professionals.
PLO #4	Apply research methods and statistical analysis to help make informed business decisions.
PLO #5	Apply models of change management to support innovation in organizations.
PLO #6	Communicate effectively and professionally in person, in writing, and online, with all stakeholders, including employees, suppliers, guests, owners, and industry network.
PLO #7	Lead and collaborate in formal and informal meetings.
PLO #8	Analyze critical issues related to labour relations, ethics, and law in the hospitality and institutional food service industry.
PLO #9	Attend to the diversity, inclusion, and equity dimensions within the global hospitality and institutional food service industry.
PLO #10	Provide workplace and community leadership to resolve issues in hospitality and institutional food service system management operations.
PLO #11	Apply entrepreneurial skills in all aspects of their work.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Instructional activities include presentations, discussions, research, reflective writing, role plays, case studies, individual and group work, and authentic learning activities within the hospitality, tourism, and institutional food service systems environments. Instruction has been designed employing learner centred activities to promote collaboration, engagement, and active learning.

Learning materials are reviewed on a regular basis to ensure they are current and relevant to the hospitality industry. Computer simulation learning further distinguishes the Bachelor of Hospitality and Food Service Systems Management program, readying tomorrow's hospitality leaders to manage efficiently.

Student learning is evaluated in a variety of ways including authentic assessments, midterm and final examinations, research projects, oral presentations, reflections, individual and group projects, quizzes, homework assignments, case studies, and simulations.

Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum cumulative grade point average of 'C' (2.00) in each term to advance into subsequent terms in the program.

Recommended Characteristics of Students

The following are recommended characteristics of Bachelor of Hospitality and Food Service Systems Management students:

Genuine interest and enthusiasm for the hospitality industry

Possess a hospitality mindset of going above and beyond

Ability to work well in face-to-face and online learning environments

Ability to work well with others in an environment that embraces diversity

Ability to maintain a positive 'hospitality' attitude

Courses

Plan of Study Grid

Term One	Credits
<u>HOSP 3910</u> Statistical Decision Making	3
<u>GNED 3210</u> Multiculturalism in Business	3
<u>HOSP 3104</u> Hospitality Revenue Management	3
<u>HOSP 3320</u> Operations Management	3
<u>HOSP 3820</u> Hospitality Financial Management	3
Credits	15
Term Two	
<u>HOSP 3960</u> Research Methods in Business	3
<u>HOSP 3201</u> Talent & Culture	3
<u>HOSP 3670</u> Services Marketing	3
<u>HOSP 3203</u> Hospitality Business Law	3
<u>HOSP 3360</u> Decision Making Analysis	3
Credits	15
Term Three	
<u>HOSP 4330</u> Hospitality Capstone 1	3
<u>HOSP 4101</u> Sustainability and Innovation in Business	3
<u>HOSP 4102</u> Digital Marketing in Hospitality	3
<u>HOSP 4103</u> Global Tourism	3
<u>HOSP 4370</u> Revenue Management Analysis	3
Credits	15

Term Four

<u>HOSP 4360</u>	Hospitality Capstone 2	3
<u>HOSP 4460</u>	Leadership in Organizations	3
<u>HOSP 4610</u>	Entrepreneurship	3
<u>HOSP 4203</u>	Event Management and Sales	3
<u>HOSP 4204</u>	Capital and Asset Management	3
	Credits	15
	Total Credits	60

Important Notes

Students may not register for more than five courses in one term without department permission.

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		2.00
C-	56-60		1.67
D	50-55	Minimum Pass. May not proceed to next level.	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course			
Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Updates to ensure CIP alignment with new IRCC requirements.

--

Program name change from Bachelor of Hospitality Management to Bachelor of Hospitality and Food Service Systems Management .

New PCG created to manage name change only - not a new program. See former PCG (CourseLeaf key: 54) for historical program versions.

* Note: Program was revised in 2023 with a planned eff. date of Sep 2024, but full approval is delayed due to pending tuition reset and Board approval. This PCG is based on the revised (not fully approved) PCG*

Approval Pathway:

- EdCo recommendation to approve name change, with the understanding that significant curriculum changes are required - November 12, 2024

- Program Name Change: Board approval November 27, 2024

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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 Content Guide (with tracked changes)

Program Name:

Bachelor of Hospitality and Food Service Systems Management

Credential Level:

Degree

Effective Date:

September 2025

Effective Catalog Edition:

2025-2026 Academic Calendar

Purpose

The purpose of the ~~Bachelor of~~ Hospitality and Food Service Systems Management ~~(BHM)~~ program is to prepare students for employment and/or a career as managers in the hospitality industry.

Upon completing the ~~BHM~~ Bachelor of Hospitality and Food Service Systems Management program, graduates will have a comprehensive understanding of management and business practices related to the hospitality industry. Employment areas may include positions within the hotel and restaurant industries or in related fields, such as the cruise ship and assisted living industries, institutional food service industry, sport management, event management, convention services, meeting planning and services, and human resources management. In addition, a number of graduates may embrace the spirit of entrepreneurship by conceiving, developing and implementing businesses of their own.

Students will be strongly positioned for advancement into graduate programs as well as advanced corporate training programs in business, hospitality, sport management, finance, law and public administration, among others.

Admission Requirements

- A two-year diploma of at least 60 credits in hospitality management, business, or a related field of study, with a minimum cumulative grade point average of 'C' (61%) (CGPA 2.0), as determined by the institution.
- Note: English language and/or math assessments may be required.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program, except:

- HOSP 3960 Research Methods in Business
- HOSP 4330 Hospitality Capstone 1
- HOSP 4360 Hospitality Capstone 2

Methods of PLAR vary by course, and may include standardized testing, or submission of a project or portfolio along with a presentation to faculty, the Department Head, and course instructor. Please contact the Department for details.

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

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

Program Duration & Maximum Time for Completion

In this program, students will normally complete the 60-credit course requirement over two years, consisting of four terms. The maximum time for completion is five years.

Program Learning Outcomes

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

PLO #1	Apply the principles and key skill sets of successful management and business practices to current events and cases in the hospitality and institutional food service industry.
PLO #2	Plan, design, and implement sustainable ~~hospitality~~ management and business practices and evaluate their impact on business and community.
PLO #3	Apply models of financial, operations, and strategic management in their roles as hospitality and institutional food service professionals.
PLO #4	Apply research methods and statistical analysis to help make informed business decisions.
PLO #5	Apply models of change management to support innovation in ~~hospitality~~ organizations.
PLO #6	Communicate effectively and professionally in person, in writing, and online, with all stakeholders, including employees, suppliers, guests, owners, and industry network.
PLO #7	Lead and collaborate in formal and informal meetings.
PLO #8	Analyze critical issues related to labour relations, ethics, and law in the hospitality and institutional food service industry.
PLO #9	Attend to the diversity, inclusion, and equity dimensions within the global hospitality and institutional food service industry.
PLO #10	Provide workplace and community leadership to resolve issues in hospitality and institutional food service system management operations.
PLO #11	Apply entrepreneurial skills in all aspects of their work.

Instructional Strategies, Design, and Delivery Mode

Instructional activities include presentations, discussions, research, reflective writing, role plays, case studies, individual and group work, and authentic learning activities within the hospitality ~~and tourism environment~~, tourism, and institutional food service systems environments. Instruction has been designed employing learner centred activities to promote collaboration, engagement, and active learning.

Learning materials are reviewed on a regular basis to ensure they are current and relevant to the hospitality industry.

Computer simulation learning further distinguishes the ~~BHM~~Bachelor of Hospitality and Food Service Systems Management program, readying tomorrow's hospitality leaders to manage efficiently.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including authentic assessments, midterm and final examinations, research projects, oral presentations, reflections, individual and group projects, quizzes, homework assignments, case studies, and simulations.

Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum cumulative grade point average of 'C' (2.00) in each term to advance into subsequent terms in the program.

Recommended Characteristics of Students

The following are recommended characteristics of ~~BHM~~Bachelor of Hospitality and Food Service Systems Management students:

- Genuine interest and enthusiasm for the hospitality industry
- Possess a hospitality mindset of going above and beyond
- Ability to work well in face-to-face and online learning environments
- Ability to work well with others in an environment that embraces diversity
- Ability to maintain a positive 'hospitality' attitude

Courses

Plan of Study Grid	
Term One	Credits
<u>HOSP 3910</u> Statistical Decision Making	3
<u>GNED 3210</u> Multiculturalism in Business	3
<u>HOSP 3104</u> Hospitality Revenue Management	3
<u>HOSP 3320</u> Operations Management	3
<u>HOSP 3820</u> Hospitality Financial Management	3
Credits	15

Term Two

<u>HOSP 3960</u>	Research Methods in Business	3
<u>HOSP 3201</u>	Talent & Culture	3
<u>HOSP 3670</u>	Services Marketing	3
<u>HOSP 3203</u>	Hospitality Business Law	3
<u>HOSP 3360</u>	Decision Making Analysis	3
	Credits	15

Term Three

<u>HOSP 4330</u>	Hospitality Capstone 1	3
<u>HOSP 4101</u>	Sustainability and Innovation in Business	3
<u>HOSP 4102</u>	Digital Marketing in Hospitality	3
<u>HOSP 4103</u>	Global Tourism	3
<u>HOSP 4370</u>	Revenue Management Analysis	3
	Credits	15

Term Four

<u>HOSP 4360</u>	Hospitality Capstone 2	3
<u>HOSP 4460</u>	Leadership in Organizations	3
<u>HOSP 4610</u>	Entrepreneurship	3
<u>HOSP 4203</u>	Event Management and Sales	3
<u>HOSP 4204</u>	Capital and Asset Management	3
	Credits	15
	Total Credits	60

Important Notes

- Students may not register for more than five courses in one term without department permission.

Transcript of Achievement

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

Transcript of Achievement			
Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
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		2.00
C-	56-60		1.67
D	50-55	Minimum Pass. May not proceed to next level.	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	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)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. 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.
3. 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.

Program Change Request

New Program Proposal

Date Submitted: 12/02/24 10:11 am

Viewing: **Culinary Arts and Food Service Management Diploma**

Last edit: 12/03/24 2:27 pm

Changes proposed by: ysukic

In Workflow

- 1. 5410 Leader
- 2. SHP Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Ministry Review
- 6. Board of Governors

Program Name:

Culinary Arts and Food Service Management Diploma

Credential Level: Diploma

Effective Date: May 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department Culinary Arts (Blended) (5410)

Contact(s)

Approval Path

- 1. 11/28/24 9:08 am
Ysabel Sukic
(ysukic): Approved for 5410 Leader
- 2. 12/02/24 9:46 am
Todd Rowlatt
(trowlatt): Rollback to Initiator
- 3. 12/02/24 10:17 am
Ysabel Sukic
(ysukic): Approved for 5410 Leader
- 4. 12/02/24 4:51 pm
Dennis Innes
(dinnes): Approved for SHP Dean
- 5. 12/03/24 11:25 am
Darija Rabadzija
(drabadzija): Rollback to SHP Dean for Curriculum Committee
- 6. 12/03/24 1:35 pm
Dennis Innes
(dinnes): Rollback to

5410 Leader for SHP

Dean

7. 12/03/24 1:47 pm

Ysabel Sukic

(ysukic): Approved
for 5410 Leader

8. 12/03/24 2:11 pm

Dennis Innes

(dinnes): Approved
for SHP Dean

9. 12/03/24 2:47 pm

Todd Rowlatt

(trowlatt): Approved
for Curriculum
Committee

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

Program Content Guide

Purpose

The Culinary Arts and Food Service Management Diploma is designed to prepare learners for employment in the food industry by providing an authentic learning experience in various food preparation labs, butcher shops, industry kitchens, and service outlets to develop their culinary knowledge, skills, and professionalism.

The program is designed to meet the training needs of the culinary, hospitality, and food service industries.

International students have the option to register as apprentices with SkilledTradesBC (STBC) and pursue a BC Cook Trade Red Seal certification. VCC would then be your work-based training sponsor.

English 10, or [equivalent](#), or department approval

Workplace Math 10, or [equivalent](#)

Upon acceptance:

The following must be provided to the Culinary Arts Department before the end of CULI 1501 Kitchen Orientation (the first course of the program):

[Valid Food Safe Level 1 Certificate](#) (certification must remain valid throughout the program)

[Valid Serving It Right Certificate](#) (certification must remain valid throughout the program)

Students who cannot produce the above certifications, will not proceed to CULI 1502.

Applicants may be given credit for CULI 1504 and 2507 provided:

They have successfully completed a VCC Baking Program, or

They submit evidence of Baker Red Seal Certification

Applicants may be given credit for CULI 1505 provided:

They submit a BC Meat Cutter Certificate of Qualification, or CCMIC (Canadian Certified Industrial Meat Cutter), or CCMP (Canadian Certified Meat Professional)

Students must have a valid co-op work permit by the end of CULI 2513 for practicum course placement.

Note: Based on industry and STBC standards, students are expected to physically handle: all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. For safety reasons, any known food allergies must be disclosed. Please contact [VCC Disability Services](#) to arrange any necessary accommodations.

Students who require an accommodation for the STBC theory examination, must have an active file with VCC Disability Services. Accommodations for the STBC cooking practical exam are not available.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 17 months. Students have a maximum of four years to complete the diploma.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply cookery skills and theoretical knowledge to the preparation, presentation, and service of a range of dishes and beverages for the culinary, hospitality, and food service industries.
PLO #2	Evaluate products, including raw and prepared products, for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.

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

PLO #3	Apply principles of human nutrition to develop balanced and nutritious menus and adapt menus, and products to specific dietary needs.
PLO #4	Apply the principles of efficient food service systems tailored to the needs of various institutional settings.
PLO #5	Adhere to industry health, safety, sanitation, and employment standards in the preparation, handling, and storage of food and equipment.
PLO #6	Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the food service industry.
PLO #7	Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary, hospitality, and food service industries.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Culinary Arts and Food Service Management Diploma focuses on practical skill development and is delivered primarily in VCC kitchens and food service outlets. Students spend a minimum of one month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Culinary, management, and nutritional theory is taught in a classroom setting and uses a combination of lectures, class discussions, and independent study to promote the development of professional practice in the food industry.

The program is delivered in fully operational industrial kitchens, food service outlets, and classroom settings. Classroom instruction is designed for students to develop theoretical knowledge and the technical skills required for success in the food service industry.

The program design is based on a learning-centered ~~learning-centred~~ and experiential approach whereby students learn through experience in authentic work settings. Active student learning and participation are emphasized to promote the development of knowledge, skills, and attitudes required for success in the food service industry. Professional skills, such as teamwork, critical thinking, self-reflection, ~~self-reflection~~, and communication, are also emphasized throughout the program.

Theoretical assignments, and project submissions occur on Moodle, the online learning management system. Students are expected to have access to a computer and the internet for assignments, quizzes, online activities, and project submissions.

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills are conducted through exams, practical assessments, course assignments and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate and reflect on their learning through portfolios.

Students must achieve a minimum 70% in each course to receive the ~~VCE~~ Culinary Arts and Food Service Management Diploma.

Attendance of classes is mandatory. Students earn hours through the program that can be used to meet the requirements for Workplace Training Hours of SkilledTradesBC's certification. Details on meeting attendance requirements are available in the Student Handbook.

Students who do not achieve a Satisfactory grade on attendance **and** safety/ sanitation (if required) **and** the 70% minimum required in a course will receive an 'F' grade for the course, and may not progress in the program based on individual course requirements and/or course pre-requisites and/or co-requisites.

Students who have opted to register as STBC apprentices, and pass all courses between CULI 1501-1510 and CULI 2500-2513, automatically receive work-based training hour credits towards Cook 1 and Cook 2 Trade Qualifications and are eligible to take STBC's theoretical and practical exams required for the SkilledTradesBC Certificate of Qualification.

Recommended Characteristics of Students

Displays commitment to dedication to education and training

Displays consistent attendance and participation

Integrity, ability to take initiative and handle responsibility

Ability to work independently, respectfully, and, respectfully ~~independently, respectfully and in~~ groups

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

Interpersonal & respectful communication skills

Some creativity is an asset

High standards of personal hygiene

Considerations: This program can be physically taxing, with students typically needing to perform motor skills and hand-eye coordination over extended periods of time, including a need to stand over hot stoves. The physical demands of the profession may worsen existing wrist, shoulder, and back conditions.

Note: Travel to alternate locations will be required during the catering, Quizine, and practicum courses.

Courses

Plan of Study Grid

Term One	Credits
<u>CULI 1501</u> Kitchen Orientation	5
<u>CULI 1502</u> Culinary Techniques	4
<u>CULI 1503</u> Garde Manger & Breakfast	4

<u>CULI 1504</u> Baking Techniques	4
Credits	17
Term Two	
<u>CULI 1505</u> Butchery and Meat Cutting	4
<u>CULI 1506</u> Production Kitchen	4
<u>CULI 1510</u> Short Order and Cafe Service	5
Credits	13
Term Three	
<u>CULI 1509</u> Catering	4
<u>CULI 1526</u> Cook Chill Production Kitchen 2	4
<u>CULI 1528</u> Short Order Cafe 2	4
Credits	12
Term Four	
<u>CULI 2500</u> Kitchen Management and Cost Controls	3
<u>CULI 2503</u> Restaurant Customer Service	2
<u>CULI 2505</u> Advanced Cookery	2
<u>CULI 2521</u> Global Cuisine, Nutrition and Dietary Alternatives	3
<u>CULI 2507</u> Advanced Baking	5
<u>CULI 2513</u> Restaurant Kitchen	4.5
Credits	19.5
Term Five	
<u>CULI 2514</u> Molecular Cuisine	4.5
<u>CULI 2515</u> Chefs Table Gastronomy	4
<u>CULI 2512</u> Industry Practicum	3
Credits	11.5
Total Credits	73

The following equivalencies will be applied for students who began the program prior to September 2022:

CULI 1506 Production Kitchen is equivalent to CULI 1506 Cook Chill Production Kitchen

CULI 1510 Short Order and Cafe Service is equivalent to CULI 1507 Flavour Principles & Menus + CULI 1508 Short Order Café

CULI 2500 Kitchen Management & Cost Controls is equivalent to CULI 2501 Kitchen Management + CULI 2502 Purchasing & Receiving

CULI 2513 Restaurant Kitchen is equivalent to CULI 2508 Restaurant Line Cooking + CULI 2509 Appetizers & Platters + CULI 2510 Advanced Butchery-Charcuterie

The following equivalencies will be applied for students who began the program prior to September 2025:

CULI 2511 Modern Cuisine is equivalent to CULI 2514 Molecular Cuisine + CULI 2515 Chef's Table Gastronomy

CULI 2521 Global Cuisine, Nutrition, and Dietary Alternatives is equivalent to CULI 2504 Nutritional Menu Development and CULI 2506 Global & Vegetarian Cuisine

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 Pass	2.67
F	0-69	Failing Grade – unable to proceed to next term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Updates to ensure CIP alignment with new IRCC requirements.

--

Program name change from Culinary Arts Diploma to Culinary Arts and Food Service Management Diploma.

New PCG created to manage name change only - not a new program. See former PCG (CourseLeaf key: 34) for historical program versions.

Approval Pathway:

- EdCo recommendation to approve name change, with the understanding that significant curriculum changes are required - November 12, 2024

- Program Name Change: Board approval November 27, 2024

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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.

This program is for: International

Marketing Description

Learn the skills and techniques of professional commercial cooking from Canada's top chefs in a fully equipped industrial kitchen.

Program Content Guide (with tracked changes)

Program Name:

Culinary Arts and Food Service Management Diploma

Credential Level:

Diploma

Effective Date:

May 2025

Effective Catalog Edition:

2024-2025 Academic Calendar

Purpose

The Culinary Arts and Food Service Management Diploma is designed to prepare learners for employment in the food industry by providing an authentic learning experience in ~~a variety of various food preparation labs, butcher shops,~~ industry kitchens, and service outlets to develop their culinary knowledge, skills, and professionalism. ~~The program is designed to meet the training needs of the industry.~~

The program is designed to meet the training needs of the culinary, hospitality, and food service industries.

International students have the option to register as apprentices with SkilledTradesBC (STBC) and pursue a BC Cook Trade Red Seal certification. VCC would then be your work-based training sponsor.

Admission Requirements

- English 10, or equivalent, or department approval
- Workplace Math 10, or equivalent

Upon acceptance:

The following must be provided to the Culinary Arts Department before the end of CULI 1501 Kitchen Orientation (the first course of the program):

- Valid Food Safe Level 1 Certificate (certification must remain valid throughout the program)
- Valid Serving It Right Certificate (certification must remain valid throughout the program)

Students who cannot produce the above certifications, will not proceed to CULI 1502.

- Applicants may be given credit for CULI 1504 and 2507 provided:

- They have successfully completed a VCC Baking Program, or
- They submit evidence of Baker Red Seal Certification
- Applicants may be given credit for CULI 1505 provided:
 - They submit a BC Meat Cutter Certificate of Qualification, or CCMIC (Canadian Certified Industrial Meat Cutter), or CCMP (Canadian Certified Meat Professional)

Students must have a valid co-op work permit by the end of CULI 2513 for practicum course placement.

Note: Based on industry and STBC standards, students are expected to physically handle: all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. For safety reasons, any known food allergies must be disclosed. Please contact [VCC Disability Services](#) to arrange any necessary accommodations.

Students who require an accommodation for the STBC theory examination, must have an active file with VCC Disability Services. Accommodations for the STBC cooking practical exam are not available.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 17 months. Students have a maximum of four years to complete the diploma.

Program Learning Outcomes

Upon successful completion of this program, graduates will be able to:	
PLO #1	Apply cookery skills and theoretical knowledge to the preparation, presentation, and service of a range of dishes and beverages for ~~a commercial~~ <u>the culinary</u> , hospitality ~~environment, and food service industries~~ .
PLO #2	Evaluate ~~product~~ <u>products, including raw and prepared products</u> , for consistency and accuracy in yield, ~~flavour~~ <u>flavor</u> , texture, and overall appearance according to product specifications and standards.
PLO #3	~~Plan, design~~ <u>Apply principles of human nutrition to develop balanced</u> and <u>written nutritious</u> menus ~~for a culinary establishment that reflects nutritional~~ and <u>adapt menus, and products to</u> specific dietary needs.
<u>PLO #4</u>	<u>Apply the principles of efficient food service systems tailored to the needs of various institutional settings.</u>
PLO #4 ⁵	Adhere to industry health, safety, sanitation, and employment standards in <u>the</u> preparation, handling, and storage of food and equipment.

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

- PLO #~~5~~6 Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the ~~culinary arts~~food service industry.
- PLO #~~6~~7 Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary ~~industry~~, hospitality, and food service industries.

Instructional Strategies, Design, and Delivery Mode

The Culinary Arts and Food Service Management Diploma focuses on practical skill development and is delivered primarily in VCC kitchens and food service outlets. Students spend a minimum of one month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Culinary, management, and nutritional theory is taught in a classroom setting and uses a combination of lectures, class discussions, and independent study to promote the development of professional practice in the food industry.

The program is delivered in fully operational industrial kitchens, food service outlets, ~~outlets~~, and classroom settings. Classroom instruction is designed for students to develop theoretical knowledge and the technical skills required for success in the ~~culinary~~food service industry.

The program design is based on a learning-centered learning-centred and experiential approach whereby students learn through experience in authentic ~~culinary~~ work settings. Active student learning and participation are emphasized to promote the development of knowledge, skills, and attitudes required for success in the food service industry. Professional skills, such as teamwork, critical thinking, self-reflection, self-reflection, and communication, are also emphasized throughout the program.

Theoretical assignments, and project submissions occur on Moodle, the online learning management system. Students are expected to have access to a computer and the internet for assignments, quizzes, online activities, and project submissions.

Evaluation of Student Learning

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills are conducted through exams, practical assessments, course assignments and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate and reflect on their learning through portfolios.

Students must achieve a minimum **70%** in each course to receive the VCC Culinary Arts and Food Service Management Diploma.

Attendance of classes is mandatory. Students earn hours through the program that can be used to meet the requirements for Workplace Training Hours of SkilledTradesBC's certification. Details on meeting attendance requirements are available in the Student Handbook.

Students who do not achieve a Satisfactory grade on attendance **and** safety/ sanitation (if required) **and** the 70% minimum required in a course will receive an 'F' grade for the course, and may not progress in the program based on individual course requirements and/or course pre-requisites and/or co-requisites.

Students who have opted to register as STBC apprentices, and pass all courses between CULI 1501-1510 and CULI 2500-2513, automatically receive work-based training hour credits towards Cook 1 and Cook 2 Trade Qualifications and are eligible to take STBC's theoretical and practical exams required for the SkilledTradesBC Certificate of Qualification.

Recommended Characteristics of Students

- Displays commitment to dedication to education and training
- Displays consistent attendance and participation
- Integrity, ability to take initiative and handle responsibility
- Ability to work independently, respectfully, and, respectfully independently, respectfully and in groups
- Ability to give close attention to detail for sustained periods of time
- Interpersonal & respectful communication skills
- Some creativity is an asset
- High standards of personal hygiene

Considerations: This program can be physically taxing, with students typically needing to perform motor skills and hand-eye coordination over extended periods of time, including a need to stand over hot stoves. The physical demands of the profession may worsen existing wrist, shoulder, and back conditions.

Note: Travel to alternate locations will be required during the catering, Quizine, and practicum courses.

Courses

Plan of Study Grid

Term One	Credits
<u>CULI 1501</u> Kitchen Orientation	5
<u>CULI 1502</u> Culinary Techniques	4
<u>CULI 1503</u> Garde Manger & Breakfast	4
<u>CULI 1504</u> Baking Techniques	4
Credits	17
Term Two	
<u>CULI 1505</u> Butchery <u>and Meat Cutting</u>	4

<u>CULI 1506</u> Production Kitchen	4
<u>CULI 1510</u> Short Order and Cafe Service	5
Credits	13

Term Three

<u>CULI 1509</u> Catering	4
<u>CULI 1526</u> Cook Chill Production Kitchen 2	4
<u>CULI 1528</u> Short Order Cafe 2	4
Credits	12

Term Four

<u>CULI 2500</u> Kitchen Management and Cost Controls	3
<u>CULI 2503</u> Restaurant Customer Service	2
<u>CULI 2505</u> Advanced Cookery	2
<u>CULI 2521</u> Global Cuisine, Nutrition and Dietary Alternatives	3
<u>CULI 2507</u> Advanced Baking	5
<u>CULI 2513</u> Restaurant Kitchen	4.5
Credits	19.5

Term Five

<u>CULI 2514</u> Molecular Cuisine	4.5
<u>CULI 2515</u> Chefs Table Gastronomy	4
<u>CULI 2512</u> ~~Culinary Industry~~ Practicum	3
Credits	11.5
Total Credits	73

The following equivalencies will be applied for students who began the program prior to September 2022:

- CULI 1506 Production Kitchen is equivalent to CULI 1506 Cook Chill Production Kitchen
- CULI 1510 Short Order and Cafe Service is equivalent to CULI 1507 Flavour Principles & Menus + CULI 1508 Short Order Café
- CULI 2500 Kitchen Management & Cost Controls is equivalent to CULI 2501 Kitchen Management + CULI 2502 Purchasing & Receiving
- CULI 2513 Restaurant Kitchen is equivalent to CULI 2508 Restaurant Line Cooking + CULI 2509 Appetizers & Platters + CULI 2510 Advanced Butchery-Charcuterie

The following equivalencies will be applied for students who began the program prior to September 2025:

- CULI 2511 Modern Cuisine is equivalent to CULI 2514 Molecular Cuisine + CULI 2515 Chef's Table Gastronomy
- CULI 2521 Global Cuisine, Nutrition, and Dietary Alternatives is equivalent to CULI 2504 Nutritional Menu Development and CULI 2506 Global & Vegetarian Cuisine

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

Transcript of Achievement

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

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

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. 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.

3. 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.



DECISION NOTE

December 2, 2024

PREPARED FOR: Education Council

ISSUE: Rapid Development of Post Degree Diploma in IT Project Management

BACKGROUND:

In September 2025, IRCC released approximately 966 Classification of Instruction Programming (CIP) codes and mandated that college programs needed to align with one of these CIP codes in order for students in those programs to qualify for a Post Graduate Work Permit (PGWP).

Our Project Management PDD does align with one of these CIP code, so a decision was made to create a new PDD in IT Project Management. IT Project Management aligns with one of these recently released CIP codes and aligns with Provincial High Opportunity Occupations. This decision was made in collaboration of International Education, Institutional Research, members of the senior leadership team and the School of Hospitality. This program was chosen to be one of the programs going through a rapid development process.

The development of this new PDD will incorporate existing courses from the Project Management PDD and create several new courses. That work is being completed and the PCG and Course Outlines will be going to Curriculum Committee on December 17th.

This diploma will be open to both domestic and international students and the first cohort is planned for January 2026.

Prepared by:

Dennis Innes

Dean, School of Hospitality, Food Studies and Business

Program Change Request

New Program Proposal

Date Submitted: 12/02/24 1:14 pm

Viewing: IT Project Management Post-Degree Diploma

Last edit: 12/03/24 12:35 pm

Changes proposed by: asellwood

In Workflow

1. 4811 Leader
2. SHP Dean
3. Curriculum Committee
4. Education Council
5. Ministry Review
6. Board of Governors

Program Name:

IT Project Management Post-Degree Diploma

Credential Level: Post-Degree Diploma

Effective Date: September 2025

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

Approval Path

1. 12/02/24 1:14 pm
Andy Sellwood (asellwood):
Approved for 4811 Leader
2. 12/02/24 4:52 pm
Dennis Innes (dinn): Approved for SHP Dean
3. 12/03/24 12:35 pm
Todd Rowlett (trowlett): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Andy Sellwood	asellwood@vcc.ca	666

Program Content Guide

Purpose

The IT Project Management Post-Degree Diploma program prepares individuals to design, develop, and manage information technology projects across diverse organizational contexts. Through a comprehensive curriculum aligned with industry standards, the program develops professionals who can effectively lead technology initiatives while managing associated risks and resources.

Admission Requirements

An undergraduate degree from an accredited post-secondary institution, as determined by the institution English Studies 12 with a minimum 'C' grade or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is delivered over four academic terms, each four months long. There is one term break between terms two and three.

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	Apply project management principles to technology initiatives.
PLO #2	Implement effective risk management and quality assurance strategies.
PLO #3	Manage procurement and contracts in IT contexts.
PLO #4	Ensure information security throughout project lifecycles.
PLO #5	Lead teams and manage procurement, contracts, and stakeholder engagement in IT contexts.
PLO #6	Conduct data analysis and business analysis for technology projects.
PLO #7	Utilize cloud technologies and ITIL Foundation principles for efficient IT service management.
PLO #8	Demonstrate effective communication, leadership, and organizational behavior skills.

Additional PLO Information

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Instructional activities require students to be actively engaged and collaborate with other students.

Evaluation of Student Learning

Evaluation of courses may include a combination of assignments, projects, authentic case studies, theory and/or practical exams.

To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must pass each course (minimum grade of D or 50%).

In order to progress to the next term, students must obtain a minimum Weighted Grade Point Average of C or 2.00 in each term.

To qualify for graduation, students must be in good academic standing, pass all courses in the program and achieve a minimum 2.0 **Cumulative Grade Point Average** (CGPA).

Recommended Characteristics of Students

Good analytical and critical thinking abilities

Good communication and interpersonal skills

Organizational capabilities and attention to detail

Ability to adapt quickly to changing technologies and methodologies

Courses

Plan of Study Grid

First Year	Credits
<u>PGMT 1001</u> Fundamentals of Project Management	3
PGMT 1010 Business Analysis and Project Scope Management	3
<u>MGMT 1004</u> Business Communication	3
ITPM 1100 Data Analytics and Visualization for IT Projects	3
ITPM 1200 Principles of Cloud Infrastructure	3
<u>PGMT 1004</u> Project Schedule and Cost Management	3
ITPM 1210 IT Essentials for Project Managers	3
ITPM 1220 Data Security, Privacy, and Risk	3
Credits	24
Second Year	
<u>PGMT 2020</u> Project Management Technology	3
PGMT 2100 Agile Project Management and Product Development	3
<u>PGMT 2003</u> Project Leadership and Change Management	3
ITPM 2210 ITIL Essentials for Project Managers	3

PGMT 2210 IT Project Integration and Capstone	3
PGMT 2200 IT Procurement and Contracts	3
Credits	18
Total Credits	42

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		2.00
C-	56-60		1.67
D	50-55	Minimum Pass for all courses	1.00
F	0-49	Failing Grade	0.00
S	70 and above	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards..	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standing			
R		Audit. No credit.	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

This program addresses critical gaps in the technology sector's workforce development and responds to specific market demands:

Industry-Driven Need:

- Addresses the growing demand for project managers who understand both technical and management aspects of IT initiatives
- Responds to the increasing complexity of technology projects requiring specialized management skills
- Fills the gap between technical expertise and project management methodology in the IT sector
- Supports organizations' digital transformation initiatives through skilled project leadership

Professional Development:

- Provides pathways to professional certifications including PMI's Project Management Professional (PMP)[®] and Certified Associate in Project Management (CAPM)[®] designations
- Delivers 35 hours of recognized project management education applicable toward PMI certifications
- Develops competencies in emerging areas such as:
 - * Information security management
 - * Software project management
 - * Quality assurance
 - * Risk management
 - * Procurement and contract management

International Student Opportunities:

- Creates a pathway for international students into Canada's growing technology sector
- Provides Canadian credentials in a high-demand field
- Offers practical experience through applied learning and capstone projects
- Supports transition into the Canadian technology workforce

Market Alignment:

- Responds to the digitalization of project management practices
- Addresses the increasing adoption of both traditional and Agile methodologies
- Focuses on critical areas identified in the CIP code 11.1005, including organizational behavior, communications, and team effectiveness
- Meets industry demands for professionals who can manage complex technology initiatives

Note that there are two NOC codes that align with Information Technology Project Managers (CIP 11.1005): Computer and Information Systems Managers (NOC 20012) and Information Systems Analysts and Consultants (NOC 21311).

Strong labor market evidence supports substantial demand for IT Project Management graduates across

multiple indicators:

Provincial Labor Market Data:

- WorkBC identifies Computer and Information Systems Managers (NOC 20012) as a high-opportunity occupation
- Projected 8,900 job openings between 2023-2033 in British Columbia
- Lightcast Analytics shows substantial current demand:
 - * 3,417 unique job postings (7,294 total) in British Columbia for NOC 20012
 - * 149 unique postings (272 total) specifically for IT Project Managers in Greater Vancouver
 - * 201 unique postings (355 total) for IT Project Managers across British Columbia
 - * Data covers period from January 2023 to September 2024

Professional Recognition and Industry Support:

- Program aligns with recognized professional bodies:
 - * Project Management Institute (PMI) through existing partnership with West Coast Chapter
 - * Information Systems Audit and Control Association (ISACA) through existing partnership
- Curriculum supports requirements for professional certifications:
 - * Project Management Professional (PMP)®
 - * Certified Associate in Project Management (CAPM)®

Industry Growth Indicators:

- Vancouver's technology sector continues to expand, creating increased demand for IT project managers
- Digital transformation initiatives across industries drive need for specialized project management professionals
- Growing emphasis on cybersecurity and information management requires specialized project leadership
- Increasing adoption of Agile methodologies creates demand for professionals with contemporary project management skills

This program demonstrates strong student demand through multiple indicators:

International Student Interest:

- Confirmed viability through VCC's International Education department assessment
- High appeal to international students seeking Canadian credentials in technology sector
- Aligns with demonstrated international student preference for programs that:
 - * Lead to in-demand careers
 - * Provide practical, hands-on experience
 - * Offer pathways to professional certifications
 - * Support transition to Canadian workforce

Market Indicators:

- Growing interest in technology-focused management programs
- High enrollment rates in similar programs at other institutions
- Increased demand for specialized post-degree diplomas
- Strong interest in programs combining technical and management skills

Program Features Supporting Demand:

- Practical, career-focused curriculum
- Integration of current technology trends
- Professional certification alignment
- Strong employment prospects
- Clear pathway to employment in Canada's technology sector

Additional Demand Factors:

- Vancouver's reputation as a growing technology hub
- Rising international student interest in Canadian education
- Program length suitable for international students
- Post-graduation work permit eligibility
- Clear progression to professional certifications

Are there any
expected costs to
this proposal.

This program could be taught in existing computer labs and regular classrooms. As such, no large costs are expected beyond curriculum development. Funds may be required to allow students to access the following software:

Azure

AWS

GCP (Google Cloud)

SmartSheet

Monday.com

Jira

Tableau

PowerBI

PowerApps

Additional Office 365 Functionality for ITPM students:

MS Project

Project Management Simulation

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Have worked with IA Fionna Chong throughout development process.
Registrar's Office	Feedback received on November 29th. Acquired course codes for new courses.
Faculty/Department	Two Department of Project Management faculty have been working on this new PCG as well as the new courses. Faculty were consulted throughout fall 2024 regarding the development of this new program.
Department Support Staff	Program Assistant was kept up to date with development throughout fall 2024.
Information Technology (IT)	Met with Elmer, Norman, and Vianna in November. Received feedback on content.
Institutional Research (IR)	IR provided additional info on potential NOC code alignment in November 2025
International Education	Met with Angela Liang in November 2025. Provided feedback on total program credits.
PAC/CEG	Development of program was raised with PAC in November 2025. PAC members keen to see new curriculum.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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.

This program is for:

Marketing Description



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 3, 2024

ISSUE: New Program: Post-Degree Diploma in Data Analytics

BACKGROUND:

The proposed Post-Degree Diploma in Data Analytics provides students with fundamental knowledge and skills to work as data professionals specializing in analyzing, visualizing, and managing data to support evidence-based decision-making. Students gain a strong foundation in data preparation, statistical analysis, and visualization using industry-standard tools like Python, SQL, and popular visualization software.

Graduates will be equipped to work in industries such as business, government, healthcare, education, and technology, applying advanced analytics and ethical practices to solve complex problems. Graduates may be prepared for the following occupations:

- Data Scientist
- Information Systems Analyst
- Market Data Analyst
- Database Analyst
- Data Administrator
- Information Systems Manager
- Reporting Specialist
- Information Resource Analyst

The program will consist of 40 credits and will typically be delivered in four terms over one year, with a one-term break between terms two and three. Instructional activities will include, but are not limited to: lectures, case-studies, seminars, project-based learning, hands-on labs, and group discussions on current and emerging issues.

This program is aligned with CIP codes and is expected to be post-graduation work permit (PGWP) eligible. The target audience may include a combination of domestic and international students. For an overview of comparable programs within the province geared towards an international audience, see the table below:

Institution	Program	Credential Type	Credits	International Tuition
Douglas	Data Analytics	Post-Degree Diploma	30	\$22,400
Langara	Data Analytics	Post-Degree Diploma	47	\$28,850
Okanagan	Marketing and Data Analytics	Post-Bac Diploma	60	\$33,920

DISCUSSION

This data analytics program is designed to address several critical educational and workforce needs, including a skills gap in data-driven decision making, workforce adaptation to emerging technology, and interdisciplinary applications of data analytics in diverse fields such as healthcare, finance, marketing, education and public policy. By addressing these needs, a data analytics program aligns with the demands of a digital economy and supports students in achieving career growth and adaptability.

According to the Job Bank Occupational Outlook, the employment outlook will be moderate for database analysts and data administrators (NOC 21223) in British Columbia for the 2023-2025 period. The recruitment team in International Education advises that similar programs at other local public post-secondary institutions are popular, including Douglas and Langara. Since they are our main benchmark institutions, the team is confident that a PDD in Data Analytics would also be popular at VCC. The program is aligned with CIP codes 30.7101 (Data analytics, general), 30.7103 (Data visualization), and 30.7199 (Data analytics, other) which are all within the list of eligible CIPs for Post-Graduate Work Permits.

RECOMMENDATION

THAT Education Council approve the Program Content Guide and subsequent development of course outlines and other curriculum materials for the new Post-Degree Diploma in Data Analytics.

PREPARED BY: Claire Sauvé, Associate Director, Continuing Studies, csauve@vcc.ca
Erin Lenz, Associate Director, Business Development, Continuing Studies, elenz@vcc.ca
Adrian Lipsett, Dean, Continuing Studies, alipsett@vcc.ca

Program Change Request

New Program Proposal

Date Submitted: 12/03/24 12:12 pm

Viewing: **Data Analytics Post-Degree Diploma**

Last edit: 12/04/24 11:52 am

Changes proposed by: csauve

In Workflow

- 1. 6233 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Curriculum Committee
- 5. Education Council
- 6. Ministry Review
- 7. Board of Governors

Approval Path

- 1. 12/03/24 12:17 pm
Sid Khullar
(skhullar): Approved for 6233 Leader
- 2. 12/03/24 12:25 pm
Claire Sauve
(csauve): Approved for Senior PC
- 3. 12/03/24 4:05 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
- 4. 12/04/24 11:52 am
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee

Program Name:

Data Analytics Post-Degree Diploma

Credential Level:

Post-Degree Diploma

Effective Date:

September 2025

Effective Catalog Edition:

2025-2026 Academic Calendar

School/Centre:

Continuing Studies

Department

Cybersecurity (6233)

Contact(s)

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	16044438679
Jennifer Kelly	jekelly@vcc.ca	16048717293

Purpose

This program provides students with fundamental knowledge and skills to work as data professionals specializing in analyzing, visualizing, and managing data to support evidence-based decision-making. Graduates will be equipped to work in industries such as business, government, healthcare, education, and technology, applying advanced analytics and ethical practices to solve complex problems.

The program combines technical skills in data analysis, statistical methods, and programming with essential business intelligence and communication capabilities. Through hands-on, project-based learning, students develop the competencies needed to transform data into actionable insights for organizations.

Admission Requirements

An undergraduate degree from an accredited post-secondary institution

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

A minimum 'C' grade (60%) in Math 1020 Precalculus or equivalent, or in any post-secondary level mathematics course.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses:

to be determined

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

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

See [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

This program is delivered in four terms over one year, with a one-term break. Maximum time for completion is three years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Explain and apply foundational and advanced data analytics techniques and concepts.

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

PLO #2	Prepare and validate data from multiple sources following ethical principles and organizational standards
PLO #3	Utilize industry-standard tools and programming languages or methodologies for data analytics.
PLO #4	Effectively communicate insights through data storytelling and visualization.
PLO #5	Apply ethical principles and professional standards in data handling and analysis.
PLO #6	Implement ethical practices and data governance principles including data privacy, security, and compliance issues, adherence to industry and organizational data policies.
PLO #7	Manage data analytics projects, utilizing project management principles specific to the analytics workflow.
PLO #8	Incorporate advanced analytics methods, including statistical analysis and machine learning, to uncover trends, generate predictions, and create value from data in practical business contexts.
PLO #9	Apply data analytics to solve real-world business problems, integrating data insights into strategic decision-making and business operations to drive improvements and innovation.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

This program will be delivered through a combination of instructional activities including, but not limited to, lectures, case-studies, seminars, project-based learning, hands-on labs, and group discussions based on current and emerging issues related to data analytics.

Courses are designed to build foundational knowledge, followed by advanced applications and practical experience, and will utilize active learning strategies such as problem-based learning, simulations, and interactive classroom activities. Some classes may be delivered partially or fully online.

Evaluation of Student Learning

Assessments: Exams, quizzes, lab assignments, projects, presentations, and a capstone project or practicum.

Grading: Based on a combination of theoretical knowledge and practical application.

Courses will involve analytic and problem solving skills as well as statistical and data analysis.

Courses will required complex problems to be approached analytically using large sets of data and critical thinking about patterns, trends, and conclusions.

Courses will involve significant use of computers with programming languages such as Python, R, or SQL; prior exposure to these languages would benefit incoming students.

Courses

DRAFT COURSES

Term 1

DATA 1xxx Principles of Statistics for Data Analytics (3 credits)

DATA 1xxx Programming Essentials for Data Analytics (3 credits)

DATA 1xxx Database Systems for Analytics (3 credits)

DATA 1xxx Professional Business Communication (1 credit)

Credits = 10

Term 2

DATA 1xxx Statistical Methods for Data Analysis (3 credits)

DATA 1xxx Data Wrangling and Preparation (3 credits)

DATA 1xxx Data Storytelling and Visualization (3 credits)

DATA 1xxx Analytics for Business Decision Making (1 credit)

Credits = 10

Term 3

PHIL 2300 Data, Ethics, and Society (or similar - 3 credits)

DATA 2xxx Big Data and Advanced Analytical Techniques (3 credits)

DATA 2xxx Introduction to Data Mining and Machine Learning (3 credits)

DATA 2xxx Data Analytics Project Management (1 credits)

Credits = 10

Term 4

DATA 2xxx Advanced Visualization Techniques (3 credits)

DATA 2xxx Data Architecture and Management (3 credits)

DATA 2xxx Data Analytics Capstone Project (4 credits)

Credits = 10

Credits = 40

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

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

Grading Standard

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

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. 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.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation, if grades for repeated courses, they will be included in the calculation of the

purpose or GPA calculation or grades for repeated courses, they will be included in the calculation of **175** cumulative GPA.

Rationale and Consultations

Provide a rationale for this proposal.

The Post-Degree Diploma in Data Analytics is created under the purview of the Special Advisory Group on International and is designed to address several critical educational and workforce needs, including a skills gap in data-driven decision making, workforce adaptation to emerging technology, and interdisciplinary applications of data analytics in diverse fields such as healthcare, finance, marketing, education, and public policy. By addressing these needs, a data analytics program aligns with the demands of a digital economy and supports students in achieving career growth and adaptability.

Graduates will be equipped to work in industries such as business, government, healthcare, education, and technology, applying advanced analytics and ethical practices to solve complex problems. Graduates may be prepared for the following occupations.

Are there any expected costs to this proposal.

There may be software costs associated with this program which will be offset by tuition and considered in costing.

Consultations

Consultated Area	Consultation Comments
International Education	Received and incorporated feedback from Jennifer Gossen and Alison Rudko.
Registrar's Office	Received and incorporated feedback from Dawn Cunningham Hall; will receive further feedback as courses are designed.
Marketing & Communications	Have sent draft PCG to Michael Ko in Marketing for feedback.
Finance	Have consulted with Melodee Santos in Financial Services. Costing is in process.
Centre for Teaching, Learning, and Research (CTLR)	Have received and incorporated feedback from Emily Simpson in CTLR.
Other	Have consulted with and working under the framework of the SAGI.

Consultated Area	Consultation Comments
Other	Have consulted with Jennifer Kelly from School and Arts and Science.

Additional Information

Provide any additional information if necessary.

This program was developed by the Continuing Studies team (to expedite its development, at the behest of the SAGI group) with the intent that this program would ultimately be delivered through the School of Arts and Sciences. Accordingly, the program's content has been reviewed in light of similar programming in SAS in order to ensure that Data Analytics is delivered as a unique addition to VCC's offerings.

Supporting
documentation:

Marketing Information

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.

This program is for:

Marketing Description

What you will learn

What to expect

Reviewer
Comments



DECISION NOTE

November 27, 2024

PREPARED FOR: Education Council

ISSUE: Creation of Health & Wellness Professional - Cosmetology Diploma

BACKGROUND:

Since as early as 2007, VCC has been offering an international Cosmetology Diploma consisting of a 10-month Hairstylist Certificate and a 10-month Esthetics & Spa Therapy Certificate. This program is very popular for international students as it is hands-on, providing practical and employment-ready skills. Nearly 800 international students have graduated from this diploma over the last five years, with many staying in Vancouver to work and/or open their own business.

In evaluating the alignment of the Cosmetology Diploma with the CIP codes required for Post-Graduate Work Permit (PGWP) eligibility, 51.0001 Health and Wellness, General emerged as the primary match, reflecting the holistic approach of the program. This code aligns with the diploma's emphasis on preparing students for careers in the health and wellness sector by providing a foundation in personal health, community care, and preventative strategies. The program integrates concepts of wellness and sustainability, ensuring graduates are well-equipped to support client well-being in a variety of professional settings.

In addition to its primary alignment, the diploma also corresponds with other relevant CIP codes. 51.3501 Massage Therapy/Therapeutic Massage connects to elements of the Esthetics & Spa Therapy Certificate, which includes manual techniques such as reflexology and massage, with a strong focus on safety, ethics, and professional standards. 51.3502 Asian Bodywork Therapy complements modules involving traditional Asian techniques like acupressure and the application of Chinese medical principles, reinforcing holistic approaches to spa therapy.

The program also reflects aspects of 51.3503 Somatic Bodywork, which incorporates principles of lymphatic drainage, and holistic therapy applications. Aromatherapy components in the curriculum align with 51.3701 Aromatherapy, emphasizing essential oil blending, safety, and treatment planning. Additionally, specialized treatments like hot and cold stone therapy correspond with 51.3799 Energy-based and Biologically-based Therapies, Other, showcasing the program's breadth in advanced spa practices. Together, these CIP codes highlight the comprehensive nature of the diploma and its alignment with the evolving demands of the health and wellness industry.

DISCUSSION:

Recent changes to Post-Graduate Work Permit (PGWP) eligibility require programs to align with Immigration, Refugee and Citizenship Canada (IRCC) defined classification of program (CIP) codes in order to be eligible for PGWP. In our assessment of the eligibility of the Cosmetology Diploma, we determined that this program could align with the CIP for Health and Wellness Professional with a speciality in cosmetology (skin & body therapy, specialized head, hair, scalp, neck and shoulder treatments). In order to make this alignment, program changes are required; hence, the need for a Health and Wellness Professional Cosmetology Diploma credential.

RECOMMENDATION:

The School of Trades & Technology, with the support of International Education, is recommending the creation of a Health and Wellness Professional Cosmetology Diploma to begin in the Fall 2025 term.

Prepared by:

Jennifer Gossen, Director International Education
Lucy Griffith, Dean, Trades, Technology & Design

Program Change Request

New Program Proposal

Date Submitted: 12/02/24 1:34 pm

Viewing: **Health & Wellness Professional -
Cosmetology**

Last edit: 12/02/24 1:34 pm

Changes proposed by: lgriffith

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. Curriculum Committee
4. Education Council
5. Ministry Review
6. Board of Governors

Program Name:

Health & Wellness Professional - Cosmetology

Credential Level: Diploma

Effective Date: September 2025

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

Approval Path

1. 11/28/24 2:59 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
2. 12/03/24 4:15 pm
Darija Rabadzija
(drabadzija): Approved for 5221 Leader

Name	E-mail	Phone/Ext.
Lucy Griffith	lgriffith@vcc.ca	7789841421
Louise Dannhauer	ldannhauer@vcc.ca	6049431593

Program Content Guide

Purpose

The **Health & Wellness Professional - Cosmetology Diploma** is designed for learners aspiring to deliver a full range of services in the dynamic and evolving health and wellness industry.

This program takes a comprehensive, interdisciplinary approach to prepare students for careers focused on promoting holistic well-being, preventative care, and client-centered service. Students will explore the intricate connections between physical health, nutrition, mental wellness, and alternative therapies while mastering practical skills to support clients' overall health and lifestyle goals.

Key areas of focus include therapeutic massage, wellness promotion, client health tracking (in both skin and body systems), the relationship between nutrition and skin, scalp, and hair health, ergonomic practices, and integrating mindfulness and stress management techniques into wellness services.

In addition to practical expertise in professional therapies and services, students will develop a deep understanding of spa health, hair, and wellness environments. They will learn to integrate therapeutic practices, sustainable techniques, and health sciences into their work, equipping them to deliver exceptional client-centered care in diverse professional settings such as salons, spas, wellness centers, and personal service settings, or as entrepreneurs. Graduates will be well-prepared to excel in roles across a variety of salon and spas, health and wellness environments, with a strong foundation in skin, body, and hair treatments, complemented by skills in management, business operations, and entrepreneurship.

The Health & Wellness Professional - Cosmetology Diploma is designed for learners who wish to practice the full range of services offered in the health and wellness industry.

Admission Requirements

Grade 10 English or equivalent.

[English Entrance Requirements for International Students](#)

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 2 years in length. Students have a maximum of four years to complete the diploma.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Practice skin and body therapies, hair and scalp techniques in accordance with safety, hygiene, and sanitation standards and regulations.
PLO #2	Demonstrate knowledge of anatomy, physiology, chemical composition and nutrition in providing personalized hair and spa treatments that support overall health and wellness.

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

PLO #3	Perform spa treatments to enhance clients' health and well-being through manual techniques based on client consultation, skin and body analysis, and nutritional needs.
PLO #4	Incorporate holistic care methods, such as aromatherapy, lymphatic drainage, mindfulness, and stress-relief techniques, into hair and spa services to enhance client well-being.
PLO #5	Apply the principles of trichology to provide health and wellness care and specialized treatments and techniques.
PLO #6	Demonstrate ethical and professional conduct suitable for salon and spa practitioner environments, incorporating eco-friendly and sustainable materials and practices in hair and spa services to support environmental stewardship and enhance client well-being.
PLO #7	Apply retail business administration practices and marketing techniques for operating a health and wellness centre, spa or salon.
PLO #8	Integrate knowledge of personal health, community health, nutrition, health behaviours, and skin/hair disease prevention into professional practice
PLO #9	Educate clients on preventative care, lifestyle choices, and self-care routines to support long-term wellness
PLO #10	Apply fundamental principles of health and wellness within the field of cosmetology, upholding ethical standards and fostering inclusivity to ensure equitable access to hair and spa services that support overall well-being

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Health & Wellness Professional - Cosmetology Diploma provides a wide range of opportunities for student learning in classroom, salon/spa and workplace settings. In addition to hands-on practical experience in VCC's state of the art Health and Wellness Salon and Spa, instructional activities such as lectures, demonstrations, group work, peer assessment, reflective journaling, and project-based learning strategies are used throughout. Students are required to successfully complete each course prior to advancement to the next suite of course. Course sequencing may vary but will be confirmed prior to the start of the program.

Practical training is conducted in the fully equipped Health & Wellness Salon and Spa at VCC's Downtown Campus. In class, students can explore the unique health needs of the community surrounding VCC where services are provided to the public, providing authentic representation of the demands and conditions encountered in the industry. Students participate in workplace practicums in year one and two which provide opportunities for students to apply their technical skills outside in the industry.

Each course is graded individually, most containing practical, theoretical and assignment/project marks. Student service transactions are evaluated and recorded by instructors using day-to-day observation and performance evaluation sheets which list skills to be demonstrated by students on customers in the salon.

*Students are required to achieve a minimum of 70% in all courses and exams before progressing onto the next level.

Recommended Characteristics of Students

Things to Consider:

In a salon and spa environment, professionals work in a dynamic, client-centered setting that requires attention to both personal interaction and technical precision. Students in this program may perform tasks that involve key aspects of the working environment which include:

Direct Client Interaction: A Health & Wellness Professional involves close, one-on-one interactions with clients, including physical touch and focusing on creating a comfortable and welcoming experience while attending to personal service needs.

Physical Activity: Professionals are often required to stand for extended periods, maintain a steady hand, and perform tasks that require fine motor skills, such as precision in specialized manual treatments. Professionals are required to use chemicals and products that may aggravate respiratory or skin conditions

Visual Precision: Tasks often demand strong depth perception, accurate color recognition, and the ability to identify fine details in hair, nails, and skin treatments, ensuring quality and satisfaction in visual results.

Environment: Students will work in an environment that could contain strong scents and be visually and auditorily stimulating

Independence and Responsibility: While collaborative in nature, salon/spa environments also require professionals to work independently, managing their appointments, service routines, and client records effectively.

Structured and Hygienic Setting: Adhering to strict sanitation, safety, and hygiene standards is essential in a salon/spa setting to ensure the well-being of both clients and staff.

Creative and Adaptive Atmosphere: The environment often fosters creativity and innovation in services, as professionals adapt to changing client preferences and industry trends.

Basic Administrative Skills: Professionals may also be responsible for basic tasks such as scheduling, processing payments, and managing supplies, which require fundamental writing, organizational, and numerical skills.

Courses

<u>ESTH 1010</u>	Skin & Body Therapy Foundations	16
<u>ESTH 1020</u>	Skin & Body Therapy Enhanced Treatment	16
<u>ESTH 1030</u>	Skin & Body Therapy Professional Practice	9
<u>HAIR 1010</u>	Foundations of Professional Techniques	16
<u>HAIR 1020</u>	Specialized Services and Client Care	16
<u>HAIR 1030</u>	Client-Centred Professional Practice	9

Total Credits

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The proposed Health & Wellness Professional - Cosmetology Diploma is designed to meet a growing demand in the health and wellness sector for highly skilled professionals with competencies across a range of cosmetology services. With the industry expanding beyond basic beauty treatments to incorporate wellness and therapeutic practices, this diploma provides students with a well-rounded education, positioning them for success in this multifaceted field.

The health and wellness industry increasingly values professionals who are trained not only in cosmetology but also in therapeutic and wellness practices. This program equips students with both technical cosmetology skills and a deeper understanding of wellness practices, human anatomy, and physiology. By producing versatile professionals, the program aims to fill a skills gap for employers seeking comprehensive services in wellness, beauty, and therapeutic care.

By offering a blend of classroom, salon/spa, and workplace practicums, the diploma program ensures students gain practical, hands-on experience in VCC's Health & Wellness Salon and Spa. This real-world experience is crucial for students to develop the competencies and confidence necessary to excel in professional settings. Practicum placements also create valuable industry connections, increasing students' employability upon graduation.

The program's inclusion of business administration and marketing techniques in a salon/spa context prepares students not only to work as practitioners but also to run their own businesses or assume managerial roles. As the wellness industry increasingly values entrepreneurial acumen, this program ensures that graduates are well-prepared to succeed as both service providers and business operators.

The program emphasizes professional ethics, safety standards, and sanitation regulations, aligning graduates with industry expectations for conduct and client care. This focus is essential for building trust with clients, enhancing the reputation of the industry, and supporting graduates' long-term career success.

Are there any
expected costs to
this proposal.

No

Consultations

Consultated Area	Consultation Comments
Disability Services	

Additional Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 10, 2024

ISSUE: New Open Studies Course Content Guide (CCG)

BACKGROUND:

A new Open Studies Course Content Guide (CCG) is proposed. Open Studies admission is outlined in VCC's Flexible Admissions (302) procedures (sections 2–3):

2. Open Studies Admission is designed to admit applicants to the College for the purposes of taking individual courses which are not part of selective enrolment programs (Eg. University Transfer classes). The student will not be admitted to an actual program but will be able to take individual classes for credit. These credits could be applied if the applicant was admitted to a specific program here at VCC or are potentially transferable. To be admitted as an Open Studies student, applicants must meet the following criteria:
 - a. Submit an application and be able to demonstrate English proficiency;
 - b. Students will then be able to register for any course where they can demonstrate they meet the pre-requisites and which is available to Open Studies students, provided space is available in the class;
 - c. Students will be required to provide necessary documentation to show they have the required pre-requisites.
3. Open Studies Admissions does have some specific restrictions that students should be aware of. VCC reserves the right to designate which courses qualify for Open Studies. Open Studies applicants will:
 - a. Register after program students to ensure that program students are provided with opportunity to register in courses they require to complete their program of study.
 - b. Be restricted to completing a maximum of 30 credits at VCC under the Open Studies umbrella. If students wish to continue, they would then need to apply towards a specific program at the College.

The purpose of creating a course content guide (CCG) is to simplify the presentation of this information for prospective and current students on the VCC website.

DISCUSSION:

The proposal was brought forward by Dawn Cunningham Hall, Assistant Registrar, Curriculum and Calendar. The goal is to open applications in mid-December. Due to the tight timeline and in consultation with the Chairs of Curriculum Committee and Education Council, it was agreed to bring the CCG directly to Education Council without going through Curriculum Committee.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new Open Studies Course Content Guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 5, 2024

Program Change Request

Date Submitted: 10/18/24 1:21 pm

Viewing: **Open Studies**

Last approved: 10/11/24 8:24 am

Last edit: 10/18/24 1:21 pm

Changes proposed by: dahall

In Workflow

- 1. Curriculum Committee
- 2. Education Council

History

- 1. Oct 5, 2024 by Dawn Cunningham Hall (dahall)
- 2. Oct 8, 2024 by Dawn Cunningham Hall (dahall)
- 3. Oct 8, 2024 by Dawn Cunningham Hall (dahall)
- 4. Oct 10, 2024 by Dawn Cunningham Hall (dahall)
- 5. Oct 11, 2024 by Dawn Cunningham Hall (dahall)

Program Name:	Open Studies
Credential Level:	Course Content Guide (non-credential)
Effective Date:	January 2025
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	
Department	
Contact(s)	

Program Content Guide

Purpose

Open Studies allows individuals to take select courses without being admitted to a specific program. Students may complete up to a maximum of 30 credits through Open Studies. Students may take up to 18 credits per term. Credits earned through Open Studies may be applied towards VCC programs, if all requirements have been met. Many Open Studies courses are also transferable to other institutions.

Open Studies students will register for courses after program students, provided seats are available.

Admission Requirements

- Complete a VCC application
- Provide evidence of English language proficiency (English Studies 12 recommended)
- Provide evidence of meeting course pre-requisites

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for Open Studies.

Program Duration & Maximum Time for Completion

Students may complete up to a maximum of 30 credits through Open Studies. Students may take up to 18 credits per term.

Program Learning Outcomes

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Evaluation of Student Learning

Recommended Characteristics of Students

Courses

<u>ACCT 1035</u>	Financial Accounting 1	3
<u>CRIM 1150</u>	Introduction to Criminology	3
<u>CRIM 1160</u>	The Canadian Legal System	3
<u>HOSP 1310</u>	Introduction to Tourism	3
<u>HOSP 1312</u>	Essentials of Business Communication	3
<u>HOSP 1360</u>	Food and Beverage Operations	3
<u>HOSP 1370</u>	Accommodation and Lodging Management	3
<u>HOSP 1410</u>	Hospitality Guest Service Management	3
<u>HOSP 1620</u>	Hospitality Computer Applications	3
<u>HOSP 1860</u>	Introduction to Hospitality Accounting	3
<u>MGMT 1001</u>	Business Mathematics	3

<u>MGMT 1002</u>	Introduction to Economics	3
<u>MGMT 1003</u>	Principles of Management	3
<u>MGMT 1004</u>	Business Communication	3
<u>MGMT 1005</u>	Organizational Behaviour	3
<u>MGMT 1006</u>	Fundamentals of Marketing	3
<u>MGMT 1007</u>	Financial Accounting	3
<u>MGMT 1009</u>	Business Statistics	3
<u>MGMT 1010</u>	Business Sustainability and Ethics	3
<u>MGMT 1011</u>	Information Technology Management	3
<u>MGMT 1012</u>	Indigenous Business in Canada	3
<u>MGMT 1021</u>	Computer Applications for Management	3
<u>MKTG 1024</u>	Customer Relationship Management	3
<u>MKTG 1034</u>	Introduction to Digital Marketing	3
<u>MKTG 1044</u>	Marketing Math	3
<u>PGMT 1001</u>	Fundamentals of Project Management	3
<u>PGMT 1100</u>	PMP/CAPM Test Prep	1.5
<u>POLI 1100</u>	Introduction to Politics and Government	3
<u>PSYC 1100</u>	Psychology 1	3
<u>PSYC 1200</u>	Psychology 2	3
<u>SCIE 1110</u>	Professional Communication	3
<u>SCIE 1151</u>	Engineering Graphics & Design	3
<u>SOCI 1100</u>	Sociology 1: Intro to Sociology	3
<u>SOCI 1200</u>	Sociology 2: Canadian Society	3

Transcript of Achievement

Rationale and Consultations

Provide a rationale
for this proposal.

2025 CURRICULUM APPROVAL TIME FRAME FOR DEPARTMENT LEADERS & DEANS

Contact the **CTLR** (iasupport@vcc.ca) and **Registrar’s Office** (dahall@vcc.ca) for guidance on minor/major changes, consultations, start dates, implementation* processes and timelines. Engage early in consultations with internal and external areas in the curriculum design and development process to prevent unnecessary delays in curriculum approval and implementation.

Governance Review & Approval Dates

	CURRICULUM COMMITTEE	EDUCATION COUNCIL
Deadline for Approval by Dean (CourseLeaf)	Meeting Date†	Meeting Date†
Authority	Approves minor curriculum changes and recommends approval of major changes and new courses to EdCo.	Approves new or revised curriculum and recommends approval of credentials and program implementation to the Board.
November 8, 2024	November 19, 2024	December 10, 2024
December 6, 2024	December 17, 2024	January 14, 2025
January 10, 2025	January 21, 2025	February 11, 2025
February 7, 2025	February 18, 2025	March 11, 2025
March 7, 2025	March 18, 2025	April 8, 2025
April 4, 2025	April 15, 2025	May 13, 2025
May 9, 2025	May 20, 2025	June 10, 2025
June 6, 2025	June 17, 2025	September 9, 2025
August 8, 2025	August 19, 2025	September 9, 2025
September 5, 2025	September 16, 2025	October 14, 2025
October 10, 2025	October 21, 2025	November 12, 2025 (Wed)
November 7, 2025	November 18, 2025	December 9, 2025
December 5, 2025	December 16, 2025	January 13, 2026

FINANCE & AUDIT COMMITTEE (FAC)	BOARD OF GOVERNORS
Meeting Date† (Submissions must be received by the Board EA at least one full week before the meeting)	Meeting Date†
Recommends tuition for new or significantly revised programs and standalone courses, as required, to the Board.	Approves tuition, credentials and program implementation.
December 11, 2024 **	February 5, 2025
January 22, 2025	February 5, 2025
March 12, 2025	March 26, 2025
March 12, 2025	March 26, 2025
May 20, 2025	May 28, 2025
May 20, 2025	May 28, 2025
June 11, 2025	June 25, 2025
September 10, 2025	September 24, 2025
September 10, 2025	September 24, 2025
November 12, 2025	November 26, 2025
TBD	TBD
TBD	TBD
TBD	TBD

** If required

† Meeting dates are subject to change. Please check the VCC website or myVCC for up-to-date information. This document lists regular meeting dates only. Special meetings may be held if required.

* Implementation after final governance approval takes time. Contact the Registrar’s Office and the CTLR for guidance.

Generally, implementation takes anywhere from

- 1 – 3+ months for minor changes
- 6+ months for major changes or new courses
- 9 – 12+ months for new or significantly revised programs (12+ months for international programs)

Effective dates should be in January, May, or September.

CONTACTS

Education Council Assistant: Darija Rabadzija, drabadzija@vcc.ca
Curriculum Committee Chair: Todd Rowlatt, trowlatt@vcc.ca



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 10, 2024

ISSUE: Revised Curriculum Development and Approval (410) Policy & Procedures and New Program Development and Approval (409) Policy & Procedures

BACKGROUND:

The Curriculum Development and Approval (410) policy was last updated in 2018 and underwent a full scheduled review. Revisions focused on embedding RFQ Program Framework considerations (Enrolment Risk Mitigation, Financial Costing and Educational Quality) into curriculum development and approval processes. Two new elements were introduced into the policy: a Program/Credential Benchmark Report and the Curriculum Delivery Framework.

Education Policy Committee recommended this policy to EdCo and the Board of Governors for joint approval at its October 2024 meeting. However, following further discussions, to separate the approval authorities of Education Council and the Board of Governors as set out in the College & Institute Act, the policy was split and some content moved into the new Policy Development and Approval Policy (409).

The proposal is for the Curriculum Development and Approval (CDA) policy to be approved solely by Education Council, while the Program Development and Approval (PDA) policy requires Board approval, with EdCo advice.

A new accelerated program approval process was created and embedded in the PDA Policy. This process allows for credential approval to happen earlier, prior to curriculum development, and enables the College to nimbly adjust programming in response to changing needs, such as those created by new Immigration, Refugees and Citizenship Canada (IRCC) rules.

These changes were discussed by David Wells, VP Academic & Research with the Chairs of the Board of Governors, Education Council, Education Policy Committee and Curriculum Committee.

DISCUSSION:

The policies and procedures were posted for College feedback from November 7–28, 2024. No feedback was received.

Education Policy Committee reviewed the drafts following the feedback process at its December 4, 2024 meeting. Minor edits were requested to the CDA and PDA policies and procedures. PDA procedures around accelerated program change were slightly reorganized to clarify processes. A definition of Senior Team was added to both policies, and the Library was added to the list of consultations in the CDA procedures.

The committee unanimously recommended both sets of policies and procedures for approval.

Additional Note:

One key change, discussed at the previous committee meeting, is the proposed removal of authority for course implementation approvals from EdCo. A resolution of the Board of Governors (May 29, 2013), delegated authority to approve new courses and course changes to Education Council. The current proposal is to return to authorities as stipulated in the College & Institute Act: the Board has the authority to approve course offerings and cancellations; Education Council has authority to approve curriculum content for programs and courses. Course tuition needs to go through the Finance & Audit Committee and Board of Governors in any case.

The Education Council Chair will bring the discussion about the future approach to course implementation (and cancellation) decisions to Education Council, Governance Committee and the Board of Governors, since this change would require the Board to review and approve each individual course creation, deactivation, and change to contact hours.

RECOMMENDATIONS:

THAT Education Council recommends the Board of Governors approve changing the approval authority for the Curriculum Development and Approval (410) policy and procedures from the Board of Governors with Education Council advice to sole approval by Education Council.

THAT Education Council approves the Curriculum Development and Approval (410) policy and procedures, in the form presented at this meeting, pending Board agreement to the changed approval authority.

THAT Education recommends the Board of Governors approve, in the form presented at this meeting, the Program Development and Approval (409) policy and procedures.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: December 4, 2024

Curriculum Development and Approval

Policy Type

Academic

Policy Name

Curriculum Development and Approval

Policy Number

410

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

November 18, 2018

Next Scheduled Review Date

November 2023

Approval Body

Education Council

Policy Sponsor

Vice President Academic & Applied Research

Review Body

Education Policy Committee

Responsible Authority

Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is committed to offering curriculum that is current, relevant, of the highest quality, and evaluated through the governance review process.

This policy guides the development, revision, and approval of all curriculum at the College.

This policy and procedures should be used in concert with the Program Development and Approval Policy (409) where the curriculum development results in new or substantially modified programs and courses leading to programs at the College.

Scope and Limits

This policy applies to all new and revised curriculum at the College.

Education Council is the final approval body for all new and revised curricula. Education Council has established criteria that define certain changes to curriculum as “minor” and has delegated authority to its Curriculum Committee to approve them.

Policy Principles

1. Curriculum at VCC:
 - a. is consistent with the College’s mission, goals, educational priorities, and plans;
 - b. meets the College's standards of excellence;
 - c. addresses community and/or industry needs;
 - d. supports student success;
 - e. promotes accessibility, justice, equity, diversity and inclusion of all learners;
 - f. promotes the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices; and
 - g. promotes responsible use of College resources.
2. VCC uses systematic practices and procedures for the development of curriculum that:
 - a. enhance enrolment;
 - b. improve the student experience;
 - c. support operational efficiencies;
 - d. engage internal and external parties;
 - e. are transparent;
 - f. are current and relevant;
 - g. comply with relevant VCC policies, procedures, guidelines, and operational standards.
3. This policy is part of a broader framework designed to strengthen and maintain the quality of programs and courses offered by the College. This includes curriculum development, governance review, annual program review, program renewal, program accreditation, and the Risk, Financial and Quality (RFQ) Program Framework. The purpose is to ensure high quality educational offerings, manage risk to programs, and ensure financial sustainability.
4. Curriculum development is informed by Ministry of Post-Secondary Education and Future Skills guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.

Procedures

General

1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system.

Support

2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:
 - a. Centre for Teaching, Learning and Research (CTLR) will assist with the design of program content guides, course outlines, and course maps to create aligned and inclusive learning outcomes, assessments and learning activities.
 - b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.

Curriculum Development & Approval Process

3. The following sections detail the types of curriculum development:
 - A. Program Change
 - B. Major Curriculum Change
 - C. Minor Curriculum Change
 - D. Continuing Studies Non-Credit Courses
4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow multiple different sections of these procedures, as well as the procedures in Policy 409 Program Development and Approval. CTLR, the Registrar's Office, and/or Curriculum Committee can provide guidance.

A. Program Change

5. Program change refers to all proposals related to:
 - a. New program or course development, where the courses are a required part of a program or credential.

- b. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses.
 - c. Revisions to programs resulting from program renewal or accreditation recommendations.
 - d. Revisions to programs resulting from a program suspension process per [Policy 414 Suspension and/or Discontinuance of Programs](#).
- 6. Program and course development procedures can be found in Program Development and Approval (409) procedures.
- 7. The concept paper and benchmark report for the proposed program change, unless waived by the Vice President Academic & Applied Research, will go to Education Council and the Board of Governors (Board) for information. For courses, Education Council has the authority and responsibility to approve the admission criteria.
- 8. Upon approval of the concept paper by Senior Team (or equivalent approval to proceed with program development), the Curriculum Lead may begin curriculum development and will submit the required curriculum proposal(s) for approval.
- 9. The curriculum proposal must be developed in collaboration with the department, CTLR, Registrar, and other relevant internal parties including but not limited to:
 - a. Indigenous Education & Community Engagement;
 - b. IT;
 - c. Facilities;
 - d. International Education;
 - e. Disability Services; and
 - f. Library.
- 10. The curriculum proposal must be compatible with third party requirements, which may be contractual, or related to affiliation or accreditation.
- 11. Following approval by the Department Leader and Dean, Curriculum Committee reviews the curriculum proposal and may:
 - a. Recommend approval of revisions and new curriculum to Education Council.
 - b. Return proposals to the Curriculum Lead for further revisions and/or consultation.
- 12. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.
- 13. The Dean or designate will provide a decision note informing Education Council about matters related to the implementation of the program change proposal.
- 14. Education Council may:
 - a. Approve or conditionally approve proposed revised or new curriculum. (Conditional approval requires that the Curriculum Lead implement

recommended revisions and that the revised curriculum is reviewed and approved by the Curriculum Committee Chair prior to implementation.)

- b. Return curriculum proposals to the Department for further revisions and/or consultation.

- 15. The Education Council Chair will inform the Board of the approval of new or changed curriculum.
- 16. Any affiliation agreements required as part of the curriculum proposal must be approved per [Policy 407 Educational Affiliations](#) prior to final approval of the curriculum proposal.

B. Major Curriculum Change

- 17. Major curriculum change refers to all proposals related to:
 - a. New courses that are not a required part of a program/credential.
 - b. Revisions to programs that:
 - i. Do not impact total program hours, credits, or cost (if program hours, credits, or cost are affected, Program Change procedures apply),
 - ii. Affect existing program implementation requirements, or
 - iii. Are not within the scope of Education Council's guidelines on minor curriculum change.
- 18. The curriculum proposal must be done in collaboration with the department, CTLR, Registrar, and other relevant internal parties as needed, including but not limited to:
 - a. Indigenous Education & Community Engagement;
 - b. IT;
 - c. Facilities,
 - d. International Education;
 - e. Disability Services; and
 - f. Library.
- 19. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.
- 20. Curriculum Committee reviews the curriculum proposal and may:
 - a. Recommend approval of major revisions and new curriculum to Education Council.
 - b. Return proposals to the Curriculum Lead for further revisions and/or consultation.
- 21. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.
- 22. Education Council may:

- a. Approve or conditionally approve proposed revised or new curriculum (conditional approval requires that recommended edits are reviewed and approved by the Curriculum Committee Chair prior to implementation).
 - b. Return curriculum proposals to the Department for significant further revisions and/or consultation.
- 23. Any affiliation agreements required as part of the curriculum proposal, must be considered and approved pursuant to [Policy 407 Educational Affiliations](#) prior to final approval of the curriculum proposal.
- 24. For new courses that are not a required part of a program or credential:
 - a. The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.
 - b. Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's [Policy 310 Tuition and Fees](#).

C. Minor Curriculum Change

- 25. Minor curriculum change refers to all proposals related to:
 - a. revisions to existing courses (except changes to credits or hours), and
 - b. revisions to existing programs that do not have any implementation requirements, and
 - c. are within the scope of Education Council's guidelines on minor change.
- 26. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.
- 27. Curriculum Committee reviews the curriculum proposal and may:
 - a. Approve minor changes.
 - b. Return proposals to the Curriculum Lead for further revisions and/or consultation.
- 28. The Curriculum Committee Chair presents a summary of minor changes to Education Council for information on a regular basis.

D. Continuing Studies Non-Credit Courses

- 29. All Continuing Studies non-credit courses and course revisions are recorded in CourseLeaf and are approved by the Continuing Studies Dean.
- 30. Continuing Studies provides an annual report of non-credit courses to Education Council.

Responsibilities

31. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the Curriculum Delivery Framework or previously-granted Curriculum Delivery Framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.
32. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework. Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and brought to the Vice President Academic & Applied Research for decision.
33. The Department Leader and School Dean provide initial approval of all new or revised curriculum.
34. The Curriculum Lead is typically the individual responsible for bringing these changes before Curriculum Committee and Education Council.
35. The School Dean is responsible for ensuring that:
 - a. any new or revised curriculum has been costed appropriately, and
 - b. any significant financial requirement for the College or students has been identified, and
 - c. a reasonable timeline has been established to ensure effective implementation of the proposal.

Consultation

36. The Curriculum Lead is required to conduct appropriate internal and external consultations for all Program Change and Curricular Change. CTLR assists in identifying appropriate areas to consult based on the scope of curriculum changes.
37. Requests for consultation must provide relevant parties with adequate time to provide feedback and recommendations.
38. Faculty within the department must be consulted prior to curriculum being presented to Curriculum Committee.
39. Curriculum Committee and Education Council have the authority to require further consultations as deemed appropriate.
40. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes.

Timelines

41. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time.
42. Curricular Changes should be approved at least 6 months prior, except for minor changes, or new program or course curriculum that does not impact academic scheduling deadlines.

Communication and Record Keeping

43. Following Education Council approval, a formal resolution is sent by the Education Council Office to key implementation areas within the College and is posted on the website.
44. The Education Council Office saves an electronic copy of approved curricula in a location accessible to all employees.
45. Official curriculum documents are archived by the Registrar's Office in compliance with VCC's [Policy 520 Record Management](#) and [Records Retention Schedule](#).

References and Resources

Definitions

Term	Description
Concept Paper	A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Course Outline	A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course description, prerequisites, course learning outcomes, instructional strategies, student evaluation methods, and evaluation plans.
Curriculum Change	The creation, modification, or elimination of individual courses, and the revision of programs where such change does not result in a change to a program's overall total hours, credits or

Term	Description
Curriculum	cost. Curriculum Changes may be classified as major or minor by Education Council. The planned sequence of instruction for a program or course. A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are:
Curriculum Delivery Framework	1. Courses start and end dates are compatible with Academic Calendar terms of instruction; 2. Course credit range allocations are between 2 credits and 6 credits; 3. Program per-term credit loads are between 12 credits and 18 credits; and 4. Courses run concurrently within a term of instruction
Curriculum Lead	The Department Leader or instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change.
Degree Quality Assessment Board (DQAB)	An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia.
Effective Date	The month and year the program/course will first be taught after governance approval.
Governance	A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council.
Post-Secondary Institution Proposal System (PSIPS)	A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma. New program development or revisions to programs related to:
Program Change	- Total program hours, credits, or cost of the program; - Program renewal or accreditation recommendations; and - Program suspension process per Policy 414 Suspension and/or Discontinuance of Programs.

Term	Description
Program Content Guide	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Program/Credential Benchmark Report (PCBR)	A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer programs offered by public post-secondary institutions (in B.C. and Canada as needed).
RFQ Program Framework	A framework of three pillars of enrolment Risk mitigation, Financial costing, and educational Quality used to analyze program creation, program review and renewal.
Senior Team	The President, Vice Presidents and other senior college leaders as determined by the President.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Assignment of Credit to Courses	413
Curriculum/Educational/Institutional Materials Created within the College	513
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Off-Campus Activity Involving Students	415
Prior Learning Assessment and Recognition	316
Program Development and Approval	409
Program Review and Renewal	403
Records Management	520
Requirements for Student Attendance and Participation	326
Selection of Library Materials	511
Suspension and/or Discontinuance of Programs	414
Tuition and Fees	310

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- IRCC Regulations

Rationale and Additional Information

Provide rationale for this change

Full review.

Consultation and Feedback

Community Feedback:

9/11: This a huge step that I'm very happy to finally see. This policy will ensure that programs will be eligible for BC Student Loans as well as the other provincial loans that many of our student's access. I have pleaded for years to standardize the term structure and the credit assignments. I have spent countless hours having to manipulate the current structure to get programs approved. So, I very much want this too be approved.

This policy will ensure that we can get the student the most funding available as we all know the cost are always going up.

PS next step would be no date changes after classes have started. This issue just messes up so many loans and students financial problems. ex Steel Detailing CAD used to run Sept to June and after program is approved for loans, they changed end date to April and that's a 6k hit on students funding.

9/16: I want to send feedback regarding the Curriculum Development Policy that is out for community feedback. I strongly support this policy and especially the curriculum delivery framework that stipulates that new and revised curriculum should adopt a term-based delivery model with specifications around the number of credits in each term. The challenges that we have had in international education and with serving international students in programs with non term based programs have been significant so we really support this new policy to help us better support our international students.

Below is a summary of the challenges that international staff and students are experiencing as a result of non-standard academic terms which helps to illustrate why approving this policy including the curriculum delivery framework will help better support international students:

1. **Post-Graduate Work Permit (PGWP) Eligibility** – Non-standard start and end dates for courses can appear as if a student has not maintained full-time academic status throughout their program. Since international students are required to submit their transcript for their PGWP application, we have seen a growing number of PGWP refusals as a result of these transcripts.

PGWP refusals lead to the following:

- student is out of status, meaning they cannot work so they likely lost a job opportunity
- student will need to re-apply for a PGWP again with a supporting document (\$255) and possibly a study permit restoration if they study permit expired (\$350)
- student needs to wait until the PGWP is approved before being eligible to work, which may take months. Also, there is no guarantee that it will get approved.

If IRCC continues to see this pattern from VCC, it may raise a flag to them that VCC is not ensuring that international students are maintaining full-time academic status throughout their programs which can jeopardize our approved DLI standing. Also, this is greatly impacting VCC's reputation among students, prospective students, and agents, as our PGWP eligibility is a huge selling point.

1. **IRCC Compliance Reporting** –VCC is required to report to IRCC twice a year on the status of international students in Canada. Non-standard start and end dates of courses makes it difficult to assess overall full-time academic enrolment in programs and involves manual checking of enrolment for hundreds of students two times per year by IE team members that could otherwise be meeting with students and providing advising and support.
2. **Student Fee Payments** – When start and end dates do not fall in a regular academic semester, students do not know how much tuition to pay and it makes it almost impossible for us to tell a student in advance how much they will be required to pay each term and when. The fee payments and deadlines are based on standard term dates. Part of the new [BC EQA Education Quality Assurance](#) procedures coming into effect in January 2025 include requirements for fee transparency for international students and non-standard terms make it very challenging for us to be able to adhere to this. Also, when most courses fall in a particular term, students need to pay a large proportion of their tuition for that term and this is often unexpected and leads to students seeking fee deferrals and involves other college resources such as Student Accounts.
3. **Agent Commissions:** VCC pays recruitment agents a commission payment when they help recruit a student into a VCC program. For programs that do not follow a regular academic schedule and combine two terms into one term code, we identify the courses in each program and their "part-of-term" codes. VCC's current commission payment system, which is used in many other Canadian institutions, was not set up to include the "part-of-term" codes. Therefore, IE and IT have spent vast amounts of time and resources building these codes manually to Banner reports. These manual setups also increase margins of error and we frequently find discrepancies. To avoid paying agents and MSM more than they should receive, Finance and IT are also heavily involved in improving the process.

Additionally, this impact our agent relations when commissions are delayed or missed due to discrepancies related to "part-of-term" codes. Commission payments also need to be processed 6 times a year because programs and subsequent terms start randomly throughout the year (11 times a year if not more). Most other Canadian public institutions only process payments 3 times a year based on a regular academic term/schedule. The amount of back and forth communication and management of our agent network is incredibly time consuming based on this structure.

4. **Prospective Student Experience and Impact on Recruitment:** Certain important information is not readily available on the website, such as the length of each term, when future payments are due, and approximate tuition amount per term based on how many credits per term. Such information cannot be displayed when courses do not follow the college's academic term, and the information may be different depending on the intake. VCC staff also cannot provide support as the information is not available until after schedules are released and registration takes place, which does not help prospective students when making decisions. Students are less likely to apply or accept VCC offers if we cannot provide readily available information on the website or at least upon request for them to plan their studies in Canada.
5. **Agent/Recruitment Partner Relationships:** The above examples undermine our efforts to maintain good relationships with agents/recruitment partners, who recruit close to 70% of VCC's international students.
6. **Operational Excellence:** We have been working hard to create more efficiencies in our operations to create a better student experience and to promote international student success at VCC. We have a lot of functionality already available in Banner our student database system for example to help automate and better serve students such as through automated reminders, early intervention systems to promote student success etc. however setting these up require the adoption of a term-based structure without which it is challenging to efficiently operationalize these functions. We cannot use many of the 'out-of-the-box' features of the educational administrative technologies available to us because most technologies are designed for institutions that follow a term based structure. This means that we either can't use the technologies and have to result to manual work or we need to pay to request modifications which is expensive.

The above examples show the impact specifically on recruitment and operational excellence, and how crucial it is to standardize academic schedules. I really support this policy and hope that it is approved.

Nicole: Adjusted some definitions following consultation with Todd and Natasha.
 Consultation - more closely aligns with Suspension Policy definition; Curriculum Change - revision missed in last version; Curriculum Lead - move last sentence to procedure 40 (Responsibilities).

23-9: I appreciate the greater clarity of the policy and consistency and readability. I value

the change to term based courses, this will allow more consistent schedule for orientations for new students and planning for support services for new students and targeting for new student on line orientation. I believe the term enrolment will assist with our recruitment of student to new programming for Spring/Summer term.

Education Policy Committee recommended the revised Curriculum Development and Approval (CDA) policy to EdCo for joint approval with the Board of Governors at the October 2, 2024 committee meeting. However, following further discussions, the policy was split and some content moved into the new Program Development and Approval (PDA) Policy (409), in order to separate the approval authorities of Education Council and the Board of Governors as set out in the College & Institute Act.

Revised drafts of the CDA policy and procedures were posted for feedback from November 7-28, 2024. No feedback was received.

Education Policy Committee review December 4, 2024: minor edits to add Library to list of consultations and add a definition of Senior Team.

Program Development and Approval

Policy Type

Academic

Policy Name

Program Development and Approval

Policy Number

409

Effective Date - Policy

TBD

Effective Date - Procedures

TBD

Last Full Review Date

N/A

Next Scheduled Review Date

TBD

Approval Body

Board of Governors with Education Council Advice

Policy Sponsor

Vice President Academic & Applied Research

Review Body

Education Policy Committee

Responsible Authority

Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is committed to offering programs and courses that are current, relevant, effective, sustainable, and evaluated through the governance review process.

This policy guides the development, revision, and approval of all programs at the College, as well as course implementation decisions.

This policy and procedures should be used in concert with the Curriculum Development and Approval Policy (410) where the program development results in new or substantially modified programs.

Scope and Limits

This policy applies to all credentials, programs, and courses at the College, whether credit or non-credit.

The Board of Governors approves all new credentials and the implementation of new and substantial revisions to programs and courses with advice from Education Council and the Finance and Audit Committee.

Policy Principles

1. Programs and courses at VCC:
 - a. are consistent with the College's mission, goals, educational priorities, and plans;
 - b. meet the College's standards of excellence;
 - c. address community and/or industry needs;
 - d. support student success;
 - e. promote accessibility, justice, equity, diversity and inclusion of all learners;
 - f. promote the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices; and
 - g. promote responsible use of College resources.
2. VCC uses systematic practices and procedures for the development of programs and courses that:
 - a. enhance enrolment;
 - b. improve the student experience;
 - c. support operational efficiencies;
 - d. engage internal and external parties;
 - e. are transparent;
 - f. are current and relevant;
 - g. comply with relevant VCC policies, procedures, guidelines, and operational standards.
3. This policy is part of a broader framework designed to strengthen and maintain the quality of programs and courses offered by the College. This includes curriculum development, governance review, annual program review, program renewal, program accreditation, and the Risk, Financial and Quality (RFQ) Program Framework. The purpose is to ensure high quality educational offerings, manage risk to programs, and ensure financial sustainability.
4. Program and course development is informed by Ministry of Post-Secondary Education and Future Skills guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.
5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.

Procedures

General

1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system.

Support

2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:
 - a. Centre for Teaching, Learning and Research (CTLR) will assist with the design of program content guides, course outlines, and course maps to create aligned and inclusive learning outcomes, assessments and learning activities.
 - b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.
 - c. Finance will assist with completing program costing.

Program and Course Development & Approval Process

3. Program and course development will proceed pursuant to the following procedures and relevant procedures under Policy 410 Curriculum Development and Approval.
4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow multiple different sections of these procedures. CTLR, the Registrar's Office, or Curriculum Committee can provide guidance.

A. Program Change

5. Program change refers to all proposals related to:
 - a. New program or course development, where the courses are a required part of a program or credential.
 - b. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses.
 - c. Revisions to courses that impact course implementation, including total contact hours, cost, and course deactivations.
 - d. Revisions to programs resulting from program renewal or accreditation recommendations.
 - e. Revisions to programs resulting from a program suspension process per [Policy 414 Suspension and/or Discontinuance of Programs](#).

6. A Program/Credential Benchmark Report will be prepared by the Dean (or designate). This report will contain information on program costs and revenues, longitudinal enrolment projections, and sector comparison benchmarks where available.
 - a. For programs in a renewal and/or accreditation process, the Benchmark Report will be provided to the Program Renewal Steering Committee (refer to Program Review and Renewal Procedures) or Accreditation committees to support their final recommendations.
 - b. For programs in the program suspension process, the Benchmark Report will be provided to the Program Feasibility Working Group (refer to [Policy 414 Suspension and/or Discontinuance of Programs](#)) to support their recommendations. The Feasibility Working Group's report will be completed prior to the development of a concept paper to re-start the program.
7. To initiate approval for a Program Change in response to the Benchmark Report, the Dean must submit a concept paper and program costing for approval by Senior Team, with input from the Chief Financial Officer or designate and the Registrar or designate.
8. The Vice President, Academic & Applied Research may waive the requirements to complete a concept paper and/or benchmark report.
9. The concept paper and benchmark report will go to both Education Council and the Finance and Audit Committee of the Board of Governors for information.
10. At any point after the concept paper and benchmark report have been received by Education Council, the Dean or designate will write a decision note informing Education Council about matters related to the implementation of the program change proposal.
11. Curriculum development will proceed pursuant to the procedures documented under Program Change in Policy 410 Curriculum Development and Approval.
12. The Education Council Chair will inform the Board of the approval of new, changed, or deactivated curriculum, and will provide Education Council's advice on the implementation of the program change proposal.
13. Any affiliation agreements required as part of the curriculum proposal must be approved per [Policy 407 Educational Affiliations](#) prior to final approval of the curriculum proposal.
14. The office of the Vice President, Academic & Applied Research coordinates submissions to the Ministry of Post-Secondary Education and Future Skills (Ministry) as follows:
 - a. Diplomas and certificates that ladder into diplomas are posted for 30 days on the Post Secondary Institution Proposal System (PSIPS). Comments and feedback are forwarded to the Vice President, Academic & Applied Research and responded to as needed.

- b. Degree programs are submitted to the Degree Quality Assessment Board (DQAB) for approval. Timelines for DQAB reviews are set by DQAB. The College will respond to reviews as required.
 - c. Programs requiring change to credential tuition rates beyond the legislated limits are submitted to the Ministry's Strategic Policy and Initiatives Branch for consideration of new tuition rates.
- 15. The Board may approve new credentials, program and course implementation, and tuition while they are under Ministry review.
- 16. Program tuition and fees are approved by the Board in accordance with Ministry guidelines and the College's [Policy 310 Tuition and Fees](#).
- 17. For new courses that are not a required part of a program or credential:
 - a. The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.
 - b. Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's [Policy 310 Tuition and Fees](#).
 - c. Admission criteria are approved by Education Council.

B. Accelerated Program Change

- 18. The Board may approve new credentials, program implementation and/or tuition before curriculum is approved.
A decision note from the President must be provided to the Board in advance of the approval. The decision note will normally be accompanied by the concept paper and benchmark report, pursuant to procedure 9. Advice from Education Council and the Finance and Audit Committee will be presented to the Board as noted in clauses 10 and 11 of the procedures.
 - a. Education Council will be advised of approval matters in advance. The Dean or designate will write a decision note informing Education Council about matters related to the creation of a new credential or implementation of a program. Education Council will provide their advice to the Board on matters related to the credential and program implementation.
 - i. Education Council has the authority and responsibility to approve program/course curriculum elements necessary for early approval of any credential, such as program admissions criteria, program descriptions or program learning outcomes.
 - b. Simultaneous to any accelerated program change submission, the Finance and Audit Committee (FAC) will submit recommendations to the Board of Governors in relation to the program tuition. The Dean or designate will provide a decision note informing FAC about matters related to program/course tuition.
- 19. The commencement of programs is dependent upon the approval of the curriculum, as governed by Policy 410.

Responsibilities

20. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the Curriculum Delivery Framework or previously-granted Curriculum Delivery Framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.
21. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework (Policy 410 Curriculum Development and Approval). Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and brought to the Vice President Academic & Applied Research for decision.
22. The School Dean is responsible for ensuring that:
 - a. any new or revised programs or courses have been costed appropriately, and
 - b. any significant financial requirement for the College or students has been identified, and
 - c. a reasonable timeline has been established to ensure effective implementation of the proposal.

Consultation

23. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes (see Policy 410).

Timelines

24. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time.
25. Program Changes should be approved at least 9-12 months prior to the planned effective date, except when approved on an Accelerated Program Change pathway.

Communication and Record Keeping

26. Following Board approval, a formal resolution is sent by the Board Office to key implementation areas within the College and is posted on the website.

References and Resources

Definitions

Term	Description
Concept Paper	A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Course Outline	A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course description, prerequisites, course learning outcomes, instructional strategies, student evaluation methods, and evaluation plans.
Curriculum	The planned sequence of instruction for a program or course.
Curriculum Change	The creation, modification, or elimination of individual courses, and the revision of programs where such change does not result in a change to a program's overall total hours, credits or cost. Curriculum Changes may be classified as major or minor by Education Council.
Curriculum Delivery Framework	A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are: 1. Courses start and end dates are compatible with Academic Calendar terms of instruction; 2. Course credit range allocations are between 2 credits and 6 credits; 3. Program per-term credit loads are between 12 credits and 18 credits; and 4. Courses run concurrently within a term of instruction
Curriculum Lead	The Department Leader or instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change.
Degree Quality Assessment Board (DQAB)	An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia.
Effective Date	The month and year the program/course will first be taught after governance approval.
Governance	A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council.

Term	Description
Post-Secondary Institution Proposal System (PSIPS)	A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma.
Program Change	New program development or revisions to programs related to: - Total program hours, credits, or cost of the program; - Program renewal or accreditation recommendations; and - Program suspension process per Policy 414 Suspension and/or Discontinuance of Programs.
Program Content Guide	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Program/Credential Benchmark Report (PCBR)	A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer programs offered by public post-secondary institutions (in B.C. and Canada as needed).
RFQ Program Framework	A framework of three pillars of enrolment Risk mitigation, Financial costing, and educational Quality used to analyze program creation, program review and renewal.
Senior Team	The President, Vice Presidents and other senior college leaders as determined by the President.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Assignment of Credit to Courses	413
Curriculum Development and Approval	410
Curriculum/Educational/Institutional Materials Created within the College	513
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Off-Campus Activity Involving Students	415
Prior Learning Assessment and Recognition	316
Program Review and Renewal	403
Records Management	520
Requirements for Student Attendance and Participation	326

VCC Policies	Policy Number
Selection of Library Materials	511
Suspension and/or Discontinuance of Programs	414
Tuition and Fees	310

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- IRCC Regulations

Rationale and Additional Information

Provide rationale for this change

New policy. Splitting Curriculum Development and Approval policy into two policies: Curriculum Development & Approval (EdCo approved) and Program Development & Approval (Board approved, with EdCo advice).

PDA policy includes the new accelerated program change process.

Consultation and Feedback

The policy and procedures were posted for College feedback from November 7-28, 2024. No feedback was received.

Education Policy Committee review on December 4, 2024. Minor edits made:

- Addition of definition of senior team
- Wording change “provide” to “write” a decision note – proc. 10, 18a
- Wording changes to procedure 18 – edits for flow, not substantive



EDCO CALENDAR

Updated: October 2024

	JAN	FEB	MAR	APR	MAY	JUN	SEP	OCT	NOV	DEC	As required
AT EACH MEETING											
- Approve minutes of previous meeting											
- Review action items											
- Chair Report											
- Student Report											
Committee Reports:	X	X	X	X	X	X	X	X	X	X	
- Curriculum Committee Business											
- Education Policy Committee Business											
- Education Quality Committee Business											
ANNUAL UPDATES/REPORTS											
EdCo Annual Report (EdCo Chair)						X					
Deans and Directors		X	X	X							
Strategic Innovation Plan Update					X				X		
Academic Plan (VP Academic)			X				X			X	
Enrolment Plan (IR)		X	X								
Budget Update (VP Admin)			X								
Campus Plan Update									X		
Contract Training (PDO)					X						
Affiliation Agreements (VP Academic)		X									
Academic Year (RO)				X							
Admission Requirements Update (RO)							X				
Appeals Summary Report							X				
Research or Research Ethics Board Report											X
EdCo and Committees Meeting Schedule							X				
EdCo Planning Calendar								X			
MEMBERSHIP											
Elect EdCo members (RO)								X			
Elect EdCo Chair, Vice Chair, Executive										X	
Elect Standing Committee Chairs (Curriculum, Education Policy, Education Quality)										X	
Appoint Admin. Representatives (President, VP Academic)								X			
Select Standing Committee members									X		
Training/Orientation for new Committee Chairs	X										
EdCo member orientation									X		X
Standing Committee member orientation										X	X
CURRICULUM DEVELOPMENT											
Update on CD funding (EQC Chair)				X							
Program Renewal Schedule (VP Academic)				X							
Annual Program Reviews Update (EQC Chair)				X							
CS non-credit course outlines (CS Dean)					X						
Minor curriculum changes (CC Chair)	X					X					
EVENTS											
EdCo Planning Day						X			X		