Vancouver Community College Education Council
Meeting Agenda
March11, 2025
3:30–5:30 p.m. Videoconference
Zoom Link:
https://vcc.zoom.us/j/65749038472
ASL Interpretation

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		N. Tohidi			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-7**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. Budget Update	Info	J. Choi	15 min		
	b. Enrolment Plan 2025-2026	Decision	D. Wells	20 min	✓	**8-12**
	c. Annual Deans' & Directors' Presentations – Part 2	Info	A. Lipsett, D. Innes	15 min		
	d. Program Discontinuance: Acute Care for Health Care Assistants Short Certificate	Decision	L. Beveridge, M. Hayre	5 min	✓	**13-14**
	e. Program Discontinuance: Health Care Assistant Certificate (EAL Cohort)	Decision	L. Beveridge, M. Hayre	5 min	✓	**15-16**
	f. Concept Paper: Wind Turbine Maintenance Technician Certificate	Info	B. Griffiths	5 min	✓	**17-24**
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. New Courses: ASLD 1215 & INTR 1000	Approval	M. Klassen, B. Mykle-Hotzon	5 min	✓	**25-36**
	ii. New Program: Digital Learning for Innovative Teaching Short Certificate	Approval	K. Brooke, T. Elias	5 min	✓	**37-74**

	Topic	Action	Speaker	Time	Attachment	Page
	iii. New Programs: • Associate of Arts Degree in Psychology • Associate of Science Degree in Data Science • Associate of Science Degree in Environmental Science	Approval	S. Lew, J. Kelly, N. Mandryk, M. Weber, N. Tohidi	10 min	✓	**75-154**
	iv. Credential: Associate of Science Degree in Computer Science	Approval	N. Mandryk	5 min	✓	**155-163**
	v. New Program: Health & Wellness Professional - Cosmetology Diploma	Approval	L. Dannhauer, L. Griffith	5 min	✓	**164-208**
	vi. Course Deactivations	Approval	T. Rowlatt	2 min	✓	**209**
	b. Policy Committee	Info	L. Dannhauer	5 min		
	c. Education Quality Committee					
	i. Feasibility Working Group: Executive Assistant & Medical Transcriptionist	Info	T. Rowlatt	5 min		
	ii. Education Services & Program Renewal Schedules 2024–2029	Info	L. Dannhauer	2 min	✓	**211-212**
8.	**CHAIR REPORT**	Info	N. Mandryk	5 min		
9.	**STUDENT REPORT**	Info	TBC	5 min		
10.	**NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		
	Next meeting: April 8, 2025, 3:30–5:30 p.m.					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
February 11, 2025
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	Emily Logan	Shirley Lew
Louise Dannhauer (Vice-Chair)	Emily Simpson	Stephanie Callaghan
Andy Sellwood	Kseniia Osipova	Todd Rowlatt
Brianna Higgins	Nafiseh Tohidi	Vivian Munroe
Dave McMullen	Poorna Karthikeya	
David Kirk	Balachandar	
David Wells		
Regrets		
Anik Joy Varghese	Lisa Beveridge	
Dennis Innes	Rahul Ranwa	
Guests		
Adrian Lipsett	Jennifer Corbett	Patris Aghakian
Beth Beeching	Jennifer Kelly	Pervin Fahim
Bobbi Mand	Jo-Ellen Zakoor	Reza Siavashi
Brett Griffiths	John Demeulemeester	Sigrid Albert
Charles Chen	Lucy Griffith	Tannis Morgan
Clayton Munro	Mandy Hayre	Taryn Thomson
Dawn Cunningham-Hall	Marnie Findlater	William Alvarado Barraza
Herbie Atwal	Melissa Chirino	Willy Aroca Aguirre
Recording Secretary		
Darija Rabadzija		

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- P. Karthikeya Balachandar acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səl̓ilw̓ ətaʔɬ (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 February 11, 2025 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the January 14, 2025 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- N. Mandryk reported on correspondence with EdCo and Program Chairs at other institutions.

6. BUSINESS ARISING

a) Annual Deans' & Directors' Presentations – Part 2

- Annual updates were presented by C. Munro, Associate Vice President, Student and Enrolment Services; D. McMullen, Registrar; J.-E. Zakoor and M. Hayre, Dean and interim Dean, School of Health Sciences; and S. Lew, Dean of Arts & Sciences.
- Topics of discussion included food security initiatives, recruitment support with a focus on higher conversion rates, and simulation in health sciences as a complement and preparation for work in the clinical setting. Disability accommodations in clinical settings were suggested as a topic of discussion at Education Quality Committee, with a view to balancing accessibility with patient safety.

b) 2025–2026 Enrolment Plan

- D. Wells presented the draft Enrolment Plan for 2025–2026. Some numbers will be reviewed and clarified for the final version of the plan.
- Overall, the decline in budgeted enrolment numbers is mostly due to changes to policies around international students and the loss of the Language Instruction for Newcomers (LINC) contract.
- There is a modest increase in domestic demand for hospitality and culinary programs, most likely related to the current economic climate. University Transfer has seen stable student interest post-pandemic, and despite some fluctuations, demand for Health Sciences programs overall is stable. The College is working on increasing domestic enrolment next year, including through entrance awards and rapid new program development. There is interest from high school students in new programs in clean energy and transportation trades.
- The finalized Enrolment Plan will be presented to EdCo in March. Members were invited to send any questions to N. Mandryk.

c) Program Name: Program Name: Bachelor of Hospitality Management

MOTION: THAT Education Council recommends the Board of Governors approve changing the name of the Bachelor of Hospitality and Food Service Systems Management back to Bachelor of Hospitality Management.

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

- N. Mandryk presented the proposal to change the name of the recently renamed Bachelor of Hospitality and Food Service Systems Management back to Bachelor of Hospitality Management. The Board of Governors approved the name change in November 2024, but the College ultimately decided not to proceed with the name change. The rationale is that the Degree Quality Assessment Board (DQAB) would have required the program to go through a lengthy degree program review process. Since the degree program is small, it was decided not to go through this process and keep the program in its original form, which is supported and valued by industry partners.

d) Concept Paper: Virtual Environment and Simulation Design Diploma

- B. Griffiths presented the concept paper for the new Virtual Environment and Simulation Design Diploma. The program will provide students with the skills to develop virtual reality, extended reality and other types of simulation programs. The diploma was developed as part of a suite of programs created for the new Centre for Clean Energy and Automotive Innovation (CCEAI). The curriculum was adapted from the Mississippi Community College district and aligns with a CIP code eligible for a post-graduation work permit.
- A new department will be created for this program. There was a discussion about opportunities for collaboration with the School of Health Sciences in health simulation. This program focuses on simulation for education. By contrast, the VR/AR Design and Development Diploma formerly offered at VCC in partnership with Vancouver Film School focused on gaming and entertainment.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New & Updated Courses: VOVI 0301–0308, 0311, 0312

MOTION: THAT Education Council approve, in the form presented at this meeting, eight new course outlines and two revised course outlines in the Visually Impaired department.

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

- J. Corbett presented the proposal. The Visually Impaired department recently underwent renewal, resulting in the creation of new courses, which were approved in October 2024. After some additional review, the department determined that the three courses for uncontracted and contracted Unified English Braille do not give students enough time to develop their skills. For this reason, the department created eight new courses (two months each), to extend the time for students to practice reading and writing Braille more confidently. The launch date was postponed from September 2025 to January 2026 based on capacity in the Registrar's Office.
- It was determined that the new courses do not require Board of Governors approval, and the motion was amended accordingly.

ii) Program Update: Clean Energy Technology Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, updates to the admission requirements for the Clean Energy Technology Diploma.

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

- B. Griffiths and T. Rowlatt presented the proposal to adjust the program English language admission requirement from English 12 with a 'C-' grade to Composition 11 (English 11), making the program more accessible. The revised requirement is in line with similar foundational trades programs at other institutions. Curriculum Committee had no concerns. The program will launch in January 2026.

iii) Program Updates: Career Awareness Certificate & Food Service Careers Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Career Awareness Certificate program content guide and the Food Service Careers Certificate program content guide.

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

- B. Beeching presented revisions to two programs in the Employment Access & Skills Development department (formerly Community & Career Education). Admission requirements were updated to be more inclusive and utilize language that more accurately reflects the target audience. These programs are primarily designed for students with cognitive disabilities but are also open to students with other learning difficulties who may not have a formal diagnosis.

iv) Program Update: Hospitality and Food Service Systems Management Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Hospitality and Food Service Systems Management Diploma program content guide, three revised and three new course outlines.

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

- B. Mand presented final changes after the program was renamed to align with a CIP code that is eligible for post-graduation work permits. The program learning outcomes were approved at the last EdCo meeting and include two new outcomes around nutrition for diverse populations and food service operations in various institutional settings. To embed these outcomes throughout the program, three existing courses were revised, and three new courses created. Creation of the three new courses has been approved by the Board of Governors.

v) New Program: IT Project Management Post-Degree Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the new IT Project Management Post-Degree Diploma, nine new and two revised course outlines.

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

- A. Sellwood presented the full curriculum for this new program, including nine new courses and edits to pre-requisites in two existing courses. T. Rowlatt added that Curriculum Committee requested some minor adjustments to course learning outcomes, which were completed. The effective date for the program will be moved to January 2026.
- The Board of Governors previously approved the credential, program implementation and creation of new courses under the accelerated program change approval process.

vi) New Program: Digital Communication, Social Media and Multimedia Post-Degree Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Digital Communication, Social Media and Multimedia Post-Degree Diploma and 12 new course outlines, and recommend the Board of Governors approve the new credential, courses and program implementation.

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

- S. Albert presented the proposal for this new 16-month post-degree diploma program, aimed at students with a bachelor's degree. The program teaches project management, design and technical skills, and includes AI in several courses. The department revised the initial proposal to focus on higher-level skills and critical evaluation of digital marketing campaigns and content creation for social media. The program aligns with a CIP code that is eligible for post-graduation work permits.

vii) Chair Report

- T. Rowlatt reported that E. Simpson joined the working group reviewing the Recommended Characteristics of Students section in program content guides. The group aims to change this section to focus on identifying characteristic or potentially challenging aspects of the learning environment, rather than personal characteristics. The goal is to develop a style guide in consultation with departments.

b) Policy Committee

- The last committee meetings were cancelled, since no policies were ready to move forward. L. Dannhauer is exploring ways for the committee to support the policy review process.

c) Education Quality Committee

i) Program Renewal Report & Action Plan: Fashion Merchandising

- L. Dannhauer reported that the committee reviewed the Fashion Merchandising Program Renewal Report, which focused on updating the curriculum to better align with industry trends, including AI, sustainability and supply chain management.
- Both Education Services and Program Renewal Schedules are being finalized and will be presented to EdCo in March. The committee will meet with the deans on March 6 to discuss key themes arising from the 2024 Annual Program Reviews. CD Fund adjudication will take place on March 13; proposals are due by Friday, February 14, 2025.
- The Feasibility Working Group for the Executive Assistant and Medical Transcriptionist programs is planning to finalize its report in the next few weeks.

8. CHAIR REPORT

- N. Mandryk welcomed M. Chirino, who is taking over as the SUVCC Organizer, Advocacy and Governance, during S. Nielsen's leave.
- A by-election for one vacant student seat on EdCo is in progress; nominations close on February 14, 2025.
- At the last EdCo meeting, the Registrar's Office presented a new option for students to demonstrate their English language proficiency: completion of a four-year degree from the Philippines, taught in English. This option was introduced following a pilot, during which the IELTS test requirement was waived for students with a degree from the Philippines. After the meeting, J. Gossen provided more detailed data from the pilot, which demonstrated that students from the Philippines achieved higher than average Cumulative Grade Point Average (CGPA) scores in their VCC programs.
- N. Mandryk followed up on the recent Board meeting, the first since the new Curriculum and Program Development and Approval policies took effect in December 2024. All proposals were approved, including two new credentials (Health and Wellness Professional Cosmetology Diploma and IT Project Management Post-Degree Diploma), as well as new courses for various programs. Following the Board meeting, it was determined that new courses for the Accounting Diploma and Hospitality and Food Service Systems Management Diploma did not actually require Board approval, since they do not affect the cost of delivery or change the overall hours, credits or cost to students in the program.
- N. Mandryk also noted a unique situation regarding the IT Project Management PDD courses – they were recommended to the Board for approval without formal EdCo advice. EdCo had approved the wireframe PCG, but not explicitly discussed the creation of new courses, since the new policies were not yet in effect at the time. Ultimately, N. Mandryk suggested the Board consider the courses for approval without EdCo advice, since EdCo had seen the course list in December with the wireframe PCG, the full courses had gone through Curriculum Committee, and the full curriculum was set to come to EdCo within a week after the Board meeting. EdCo members had no concerns about this approach.

9. STUDENT REPORT

- No report.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on March 11, 2025, 3:30–5:30 p.m.
- The meeting was adjourned at 5:20 p.m.

Natasha Mandryk
Chair, VCC Education Council

2025-26 Enrolment Plan			Final FTE - CDW					2024-25								2025-26		
								Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
			2019-20	2020-21	2021-22	2022-23	2023-24	Domestic	International	Total		Domestic	International	Total		Domestic	International	Total
CCS	3,4,5	Centre for Continuing Studies	593.64	507.02	775.42	856.36	1,038.69	416.95	574.39	991.34	8,171	5,012	6,676	11,688	143%	3,080	1,971	5,051
CTT	1,4,5	Trades, Technology & Design	1,262.28	1,220.25	1,309.68	1,191.14	1,228.27	894.22	482.59	1,376.81	9,947	7,081	3,712	10,793	109%	6,432	2,426	8,858
LLTL	4	Library, Language, Teaching & Learning[6]	419.66	928.25	146.97	150.12	219.26	213.80	0.41	214.21	1,780	2,511	10	2,521	142%	1,548	-	1,548
SAS	2,4	Arts and Sciences	1,721.50	917.66	1,500.13	1,763.99	1,985.65	2,152.26	80.83	2,233.09	13,023	14,344	1,002	15,346	118%	12,176	3,020	15,196
SHP	1,4	Hospitality, Food Studies & Applied Business	1,088.38	1,050.97	1,047.64	1,215.28	1,319.41	525.54	837.63	1,363.17	13,283	4,817	8,830	13,647	103%	4,952	5,910	10,862
SHS	3,4	Health Sciences	750.05	704.75	876.95	856.39	755.94	762.19	20.67	782.86	9,388	9,739	281	10,020	107%	10,055	270	10,325
SIE	4	Instructor Education[7]	199.29															
CIN		International Education	780.01	743.57	867.47	1,136.30	1,714.25	0.60	1,988.05	1,988.65	20,085	7	20,706	20,713	103%	5	12,453	12,458
			6,814.83	6,072.47	6,524.25	7,169.58	8,261.49	**4,965.56**	**3,984.57**	**8,950.13**	**75,677**	**43,511**	**41,217**	**84,728**	**112%**	**38,248**	**26,050**	**64,298**

*as of February 24, 2025

FTEs are allocated in this report to Schools in order to reflect department performance. FTEs for government reporting are allocated by student

LINC reported in Actuals, not included in Budgeted

Actual and Budgeted Registrations include sections where the census/freeze date for the course activity falls within the 2024-25 (for Actuals) and 2025-26 (for Budgeted) Fiscal Years.

1. Contributes to SkilledTradesBC target.
2. Contributes to AVED ABE/ESL/ASE targets
3. Contributes to AVED Health target.
4. Contributes to AVED target.
5. Contributes to Expansion target
6. LLTL was new in 2019-20 and not active during the 2020-21 budget process. ESL moved back to SAS in 2021-22
7. SIE moved to LLTL

	2025-26 Enrolment Plan		2024-25								2025-26		
			Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
School of Arts and Sciences	1901	Visually Impaired Adult Program	9.60	0.00	9.60	56	60	0	60	107%	83	-	**83**
	1902	Deaf & Hard of Hearing	23.31	0.00	23.31	148	143	0	143	97%	232	-	**232**
	1903	Community & Career Education	37.03	0.00	37.03	362	384	0	384	106%	403	-	**403**
	1909	CCED Part Time Courses	12.11	0.00	12.11	33	43	0	43	130%	43	-	**43**
	1951	ASL and Deaf Studies	35.63	0.00	35.63	458	471	0	471	103%	507	-	**507**
	1952	ASL and Deaf Studies - Part time	9.34	0.00	9.34	120	54	0	54	45%	72	-	**72**
	1954	Sign Language Interpretation	18.12	0.00	18.12	294	192	0	192	65%	205	-	**205**
	2001	Access to Careers & Education	4.16	0.00	4.16	112	26	0	26	23%	51	-	**51**
	2003	ABE Intermediate Youth	16.96	0.00	16.96	135	113	0	113	84%	100	-	**100**
	2004	College & Career Access	235.38	0.16	235.54	1,182	1,506	1	1,507	127%	1,226	-	**1,226**
	2005	Basic Education	60.03	0.00	60.03	286	255	0	255	89%	250	-	**250**
	2006	CF - Humanities	29.44	0.00	29.44	174	184	0	184	106%	174	-	**174**
	2007	CF - Mathematics	42.88	0.00	42.88	361	268	0	268	74%	308	-	**308**
	2008	CF - Science	115.75	0.00	115.75	660	724	0	724	110%	800	-	**800**
	2016	UT Humanities	106.30	21.30	127.60	956	1,063	213	1,276	133%	961	4	**965**
	2017	UT Mathematics	39.80	15.50	55.30	448	398	155	553	123%	423	20	**443**
	2018	UT Science	115.20	4.10	119.30	903	907	35	942	104%	901	-	**901**
	2019	ABE Lab	9.58	0.00	9.58	40	60	0	60	150%	40	-	**40**
	2022	UT Engineering	5.80	1.90	7.70	90	58	19	77	86%	54	-	**54**
	2023	UT Computing Science&Software	4.40	11.40	15.80	185	44	114	158	85%	58	10	**68**
	2026	VR and AR	0.00	1.12	1.12	4	-	2	2	50%	-	-	**-**
	2027	ECCE Certificate	8.26	0.68	8.94	2263	191	14	205	9%	1,111	2,956	**4,067**
	3350	LINC	561.48	0.00	561.48	0	2,470	0	2,470		-	-	**-**
	3366	ESL Pathways	576.55	0.40	576.95	2,956	3,540	2	3,542	120%	3,464	-	**3,464**
	4204	Music	46.51	4.32	50.83	545	796	72	868	159%	504	-	**504**
	4206	Music Degree	12.71	2.25	14.96	163	149	27	176	108%	164	-	**164**
	4208	Dance Diploma	1.59	3.40	4.99	89	27	59	86	97%	42	30	**72**
	4209	Dancing Diploma - Arts Umbrella	6.67	14.17	20.84	-	134	288	422		-	-	**-**
	A314	ORFF Teacher Train 2223 Aug'22	1.87	0.13	2.00	-	19	1	20				**-**
	A340	2324 - ECCE Program Exp 2	2.05	0.00	2.05	-	55	0	55				**-**
	A373	2425 GPS - Gateway to PS	3.75	0.00	3.75		10	0	10				
	Total		**2,152.26**	**80.83**	**2,233.09**	**13,023**	**14,344**	**1,002**	**15,346**	**118%**	**12,176**	**3,020**	**15,196**
School of Library, Language, Teaching & Instruction	1500	Provincial instructor Diploma	196.02	0.41	196.43	1,636	2,250	6	2,256	138%	1,468	-	**1,468**
	1531	Trades Instructor	14.18	0.00	14.18	72	202	0	202	281%	80	-	**80**
	1535	Online/eLearning Instruction	0.00	0.00	0.00	72	-	0	-	0%			**-**
	A354	2425 BC Hydro PIDP 3210	1.00	0.00	1.00	0	10	0	10	-			**-**
	A355	2425 BC Hydro PIDP 3230	1.60	0.00			16	0					
	A363	2425 LNG Canada	0.00	0.00	0.00	0	18	4	22	-			**-**
	A364	2425 BC Hydro PIDP 3351	1.00	0.00	1.00	0	15	0	15	-			**-**
	Total		**213.80**	**0.41**	**214.21**	**1,780**	**2,511**	**10**	**2,521**	**142%**	**1,548**	**-**	**1,548**

	2025-26 Enrolment Plan		2024-25								2025-26		
			Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
School of Health Sciences	4610	Health Unit Coordinator	38.57	0.00	38.57	423	465	0	465	110%	423	-	**423**
	5004	Practical Nursing	131.31	0.00	131.31	2,264	1,968	0	1,968	87%	2,163	-	**2,163**
	5005	Pharmacy Technician	26.40	0.00	26.40	498	374	0	374	75%	453	-	**453**
	5017	Access to Practical Nursing	35.29	0.00	35.29	594	614	0	614	103%	582	-	**582**
	5031	Baccalaureate Nursing	140.27	0.00	140.27	1,262	1,368	0	1,368	108%	1,267	-	**1,267**
	5076	Occup/Physical Therap Assist	30.43	4.50	34.93	390	373	55	428	110%	521	84	**605**
	5078	LPN Bridging to BSN	20.00	0.00	20.00	96	96	0	96	100%	120	-	**120**
	5101	Dental Hygiene	55.04	0.00	55.04	388	482	0	482	124%	396	-	**396**
	5102	Dental Assisting	62.97	0.00	62.97	1,093	1,100	0	1,100	101%	1,092	-	**1,092**
	5103	Dental Technology	14.00	15.60	29.60	345	177	198	375	109%	198	186	**384**
	5104	Dental Reception Coordinator	27.47	0.00	27.47	266	248	0	248	93%	312	-	**312**
	5106	Dental Radiography	4.88	0.00	4.88	19	43	0	43	226%	33	-	**33**
	5115	Distance Dental Assisting	25.28	0.00	25.28	442	436	0	436	99%	651	-	**651**
	5116	Health Care Assistant	38.33	0.29	38.62	806	563	3	566	70%	1,332	-	**1,332**
	5117	Medical Lab Assistant	49.27	0.00	49.27	432	441	0	441	102%	432	-	**432**
	5120	CDA Directed Studies DAST 1600	0.66	0.28	0.94	70	55	25	80	114%	80	-	**80**
	A288	HCA Pathways Apr 21-Jun 22	60.19	0.00	60.19	-	901	0	901				**-**
	A368	2425 Pharmacy Technician	1.83	0.00	1.83	-	35	0	35				**-**
	Total		**762.19**	**20.67**	**782.86**	**9,388**	**9,739**	**281**	**10,020**	**107%**	**10,055**	**270**	**10,325**
School of Hospitality, Food Studies & Applied Business	4601	Legal Administrative Assistant	20.21	0.00	20.21	270	336	0	336	124%	400	-	**400**
	4602	Medical Office Assistant 15/16	49.23	0.00	49.23	520	599	0	599	115%	510	-	**510**
	4614	Admin Professional 1 & 2	37.54	6.60	44.14	909	720	124	844	93%	742	23	**765**
	4820	Accounting Diploma	11.10	107.70	118.80	1,349	125	1,189	1,314	97%	82	585	**667**
	4830	Marketing Technology Diploma	3.10	108.60	111.70	1,428	34	1,206	1,240	87%	49	920	**969**
	5301	Baking & Pastry Arts	74.29	8.82	83.11	1,065	952	113	1,065	100%	985	24	**1,009**
	5302	Baking Intn'l 5 month program				14							**-**
	5305	Baking Apprenticeship	15.00	3.00	18.00	20	15	3	18	90%	20	-	**20**
	5406	Culinary Arts - Satellite Program	60.29	0.17	60.46	588	478	1	479	81%	546	-	**546**
	5410	Culinary Arts (Blended)	92.44	212.85	305.29	2,994	855	1,940	2,795	93%	1,145	2,074	**3,219**
	5501	Asian Culinary Arts	13.94	2.39	16.33	242	186	33	219	90%	170	7	**177**
	5701	Hospitality Management	33.20	379.50	412.70	3,678	360	4,133	4,493	122%	227	2,277	**2,504**
	5702	Hospitality Management App Deg	4.20	8.00	12.20	110	46	88	134	122%	-	-	**-**
	5708	Culinary Arts Apprenticeship	111.00	0.00	111.00	96	111	0	111	116%	76	-	**76**
	Total		**525.54**	**837.63**	**1,363.17**	**13,283**	**4,817**	**8,830**	**13,647**	**103%**	**4,952**	**5,910**	**10,862**

	2025-26 Enrolment Plan		2024-25								2025-26		
			Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
School of Trades, Technology & Design	4110	Electronics Repair Technology	6.00	60.83	66.83	629	63	624	687	109%	60	369	**429**
	4202	Jewellery Art & Design	26.75	3.17	29.92	358	290	40	330	92%	346	3	**349**
	4203	Drafting	48.66	55.91	104.57	2,116	585	618	1,203	57%	635	219	**854**
	4301	Automotive Collision Repair	41.74	0.0	41.74	476	512	0	512	108%	514	-	**514**
	4303	Automotive ServiceTechnician	57.90	0.0	57.90	668	696	0	696	104%	736	-	**736**
	4304	Heavy Duty/Commercial Transport	75.58	0.0	75.58	2,136	2,809	0	2,809	132%	2,918	-	**2,918**
	4314	Auto Collision Apprentice	97.00	4.0	101.00	84	97	4	101	120%	88	-	**88**
	4316	Automotive Tech Apprenticeship	205.00	2.0	207.00	168	205	2	207	123%	168	-	**168**
	4322	Auto Paint - Apprentice	16.00	1.00	17.00	14	16	1	17	121%	14	-	**14**
	4324	Auto Glass - Apprenticeship	15.00	0.00	15.00	14	15	0	15	107%	14	-	**14**
	4326	AST Apprenticeship - Online	54.00	1.00	55.00	16	54	1	55	344%	40	-	**40**
	4328	Auto Service Technician Diploma Intl									-	60	**60**
	4329	Transportation Trades Sampler	8.89	0.00	8.89	154	147	0	147	0%	36	-	**36**
	4361	Auto Parts & Service Mgmt	0.50	10.50	11.00	-	6	126	132		5	195	**200**
	4430	Visual Comm Design Diploma	24.00	56.88	80.88	1,230	365	877	1,242	101%	278	560	**838**
	4702	Computer Systems Tech Diploma	16.97	32.36	49.33	607	244	455	699	115%	74	284	**358**
	5202	Hairstyling	66.62	116.46	183.08	598	266	457	723	121%	244	338	**582**
	5215	Hair Design -Satellite Prgrms	35.04	0.00	35.04	58	139	0	139	240%	76	-	**76**
	5219	Hair Apprenticeship	23.00	6.00	29.00	-	23	6	29		21	-	**21**
	5221	Esth-Skin 7 Body Non-ITA	43.78	132.48	176.26	621	211	501	712	115%	165	398	**563**
	A319	ASTH YIT SD41 Sep6'22-Jun29'23	6.18	0.00	6.18	-	76	0	76				**-**
	A352	2324-0525 Access Salon & Spa	5.78	0.00	5.78		26	0	26				
	A362	2425 AST SD46	9.03	0.00	9.03		108	0	108				
	A365	2425 AST SD41 Burnaby	10.80	0.00	10.80		128	0	128				
	Total		**894.22**	**482.59**	**1,376.81**	**9,947**	**7,081**	**3,712**	**10,793**	**109%**	**6,432**	**2,426**	**8,858**
Centre for International Education	2027	Early Childhood Care and Education	0.00	8.25	8.25		0	217	217				**-**
	4305	Technicial Training Access									0	350	**350**
	4306	Auto Collision Refinishing Dip	0.00	110.32	110.32	1,473	0	1,481	1481	101%	-	1,419	**1,419**
	4328	Auto Serv Tech Diploma Intl	0.00	89.18	89.18	754	0	714	714	95%	-	650	**650**
	4702	Computer Systems Tech Diploma				84					5	30	**35**
	4801	Canadian Business Mgmt. Diploma	0.00	472.85	472.85	4,323	0	4,632	4632	107%	-	1,400	**1,400**
	4811	Bus Project Mgmt PD Diploma	0.00	531.20	531.20	5,972	0	5,653	5653	95%	-	2,614	**2,614**
	4812	Hospitality Diploma Int'l									-	153	**153**
	4820	Accounting Diploma				-			0		-	-	**-**
	4830	Marketing Technology Diploma	0.00	15.30	15.30	-	0	153	153		-	-	**-**
	5122	Health Care Assistant Int'l	0.00	81.86	81.86	1,033	0	1,030	1030	100%	-	1,199	**1,199**
	5302	Baking Intn'l 5 month program	0.00	18.40	18.40	210	0	293	293	140%	-	278	**278**
	5306	Baking & Pastry - Artisan Int'l	0.00	46.38	46.38	714	0	591	591	83%	-	171	**171**
	5410	Culinary Arts (Blended)	0.00	100.68	100.68	905	0	955	955	106%	-	750	**750**
	5701	Hospitality Management	0.60	187.90	188.50	1896	7	2,146	2153	114%	-	1,496	**1,496**
	5703	Hospitality Diploma Int'l	0.00	325.73	325.73	2721	0	2,841	2841	104%	-	1,943	**1,943**
	Total		**0.60**	**1,988.05**	**1,988.65**	**20,085**	**7**	**20,706**	**20,713**	**103%**	**5**	**12,453**	**12,458**

	2025-26 Enrolment Plan		2024-25								2025-26		
			Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
Continuing Studies	1538	Instructor Education CS	2.59	0.00	2.59	-	48	0	48				-
	6022	Fashion Design	10.68	14.65	25.33	429	171	199	370	86%	217	64	217
	6023	Jewellery	2.04	0.00	2.04	24	47	0	47	196%	30	-	30
	6034	Cr Writng-now New Init Art&Des	0.86	0.21	1.07	15	55	5	60	400%	20		20
	6038	Bldg Mgr Residential	3.68	0.24	3.92	60	163	5	168	280%	90		90
	6046	Computers - City Centre	4.38	0.08	4.46	-	99	2	101				-
	6052	Early Childhood Education	33.00	175.03	208.03	1,108	612	2,952	3564	322%			-
	6060	Management Skills Supervisors	7.95	0.00	7.95	86	191	0	191	222%	123		123
	6064	Office & Admin CertificateProg	59.73	0.49	60.22	807	999	5	1004	124%	664		664
	6065	Leadership Skills Certificate	4.54	0.00	4.54	72	87	0	87	121%	50		50
	6067	Paralegal Program	77.58	0.00	77.58	1,039	849	0	849	82%	789		789
	6068	Small Business	0.72	0.20	0.92	30	15	4	19	63%	8		8
	6076	Allied Health	10.22	0.14	10.36	72	163	6	169	235%	100		100
	6082	Sterile Supply Room Aide	86.77	0.00	86.77	112	174	0	174	155%	152		152
	6088	Renal Technician	3.55	0.00	3.55	16	15	0	15	94%			-
	6093	Counselling Skills	46.51	0.00	46.51	-	421	0	421		368		368
	6199	Wedding & Event Management			0.00	-			0		11		11
	6197	Fashion Merchandising				383							
	6222	Fashion Non-credit Courses	4.49	0.00	4.49	10	94	0	94	940%	45		45
	6224	Compressed Natrual Gas (CNG)				45							
	6225	Technical and Creative Writing	4.96	0.00	4.96	60	124	0	124	207%	75		75
	6232	Production Micro-credential	3.56	0.00	3.56	160	111	0	111	69%	83		83
	6233	Cybersecurity PDD	1.56	9.36		-	15	90	105		128	365	493
	6245	LERN UGotClass	4.60	0.00	4.60	65	167	0	167	257%	127		127
	6255	Optician Diploma	0.00	50.83	50.83	353	0	444	444	126%		139	139
	6601	IT Operations	3.27	322.98	326.25	3,225	36	2,962	2998	93%		1,403	1,403
	6650	CS Music	0.45	0.05	0.50	-	9	1	10				-
	A125	ESA 1112 Building Management	0.27	0.00	0.27	-	20	0	20				-
	A131	ESA Consotrium CapU	2.33	0.00	2.33	-	35	0	35				-
	A179	LINC	0.80	0.00	0.80	-	4	0	4				-
	A271	Acct Sources Community	15.87	0.00	15.87	-	145	0	145				-
	A330	2324 - ECCE Program Exp	2.48	0.00	2.48	-	26	0	26				-
	A356	WrkPlcmntOrntation MC DBC-SLMP	1.87	0.00	1.87	-	7	0	7				-
	A358	EDI for Construction & Trades	0.35	0.00	0.35	-	7	0	7				-
	A366	Supportive Care Assistant	11.88	0.00	11.88	-	62	0	62				-
	A371	MNBC Kitchen Basics	0.40	0.00			6	0	6				
	A372	Sources MOSK Training	1.20	0.00			18	0					
	Z324	Tching Esntls for Adlt Lernrs	1.60	0.13	1.73	-	12	1	13				-
	Z348	Tching Esntls for Adlt Lernrs	0.21	0.00			5	0					
	Total		**416.95**	**574.39**	**991.34**	**8,171**	**5,012**	**6,676**	**11,688**	**143%**	**3,080**	**1,971**	**4,987.00**

*as of February 24, 2025

DECISION NOTE

DATE: February 13, 2025

PREPARED FOR: Education Council

ISSUE: Recommendation to Discontinue Acute Care for Health Care Assistants

BACKGROUND:

The Acute Care for Health Care Assistants program was temporarily suspended in the spring of 2023 due to the removal of the certificate from the hiring criteria for Health Care Assistants (HCAs) in acute care settings within Vancouver Coastal Health (VCHA). Following consultation with external practice partners over the past year, the department is now recommending the permanent suspension of the program.

DISCUSSION:

For many years, the Continuing Care Department at VCC supported the delivery of the Acute Care for HCAs program. This short four-month part time certificate provided HCAs with additional knowledge and skills required to work in acute care settings. Although acute care content was included in the 2016 HCA Provincial Curriculum, the department felt that there was limited time in the HCA program to address the content in a manner that would adequately prepare HCAs for the rigours of working in acute care. This position was supported by the Vancouver Coastal Health Authority, who required completion of the Acute Care certificate prior to hiring HCAs into acute care settings.

In December of 2022, VCHA informed VCC that they were planning to remove the acute care certificate from their hiring criteria for HCAs. In lieu of the certificate, VCHA designed a one-month full time orientation program that allowed them to onboard HCAs into acute care in an expediated fashion. This approach was tested throughout 2023 with positive outcomes. VCHA reports that they will continue to use this approach and confirmed that they will not be requiring the Acute Care for HCA certificate going forward.

In July 2023, the HCA provincial curriculum was updated with an enhanced focus on acute care skills and settings. The curriculum changes now allow HCA programs to provide 60 hours of practice education experience in acute care settings. This practice opportunity was not previously permitted in the original curriculum.

An environmental scan of the region noted that the Acute Care for HCAs certificate is not being required by any of the acute care settings in the lower mainland.

These changes collectively indicate that the Acute Care for HCAs certificate is no longer a marketable program.

RECOMMENDATION

That Education Council recommend the Board of Governors discontinue the Acute Care for Health Care Assistants program, effective April 1, 2025.

PREPARED BY:

Lisa Beveridge, Department Head
Continuing Care

DECISION NOTE

DATE: February 13, 2025

PREPARED FOR: Education Council

ISSUE: Recommendation to Discontinue the Health Care Assistant EAL Program

BACKGROUND:

The Health Care Assistant EAL (English as an Additional Language) program has experienced challenges with enrollment since September 2019. Despite efforts taken to address this issue, enrollment numbers have been resistant to improvement. As a result, the department is recommending the discontinuation of the program.

DISCUSSION:

The HCA EAL program last ran at full capacity in Sept 2018 with 24 students. In 2019, the program ran at half capacity with 15 students. Between 2020 to 2024, the department did not run the program due to numbers consistently falling below the minimum threshold. This trend occurred despite marketing efforts and outreach to potential students in the EAL department.

An investigation of potential influencing factors regarding students' behaviour was undertaken by the department. The department consulted internal VCC departments such as the Registrar, Academic Advising, Marketing and the EAL department, as well as external partners such as the BC Care Aide Registry, the HCA Articulation group and prospective students. It was determined that students found the higher cost of the HCA EAL program prohibitive and preferred to improve their English language scores through the EAL Pathways programs, rather than paying for the additional EAL support in the HCA EAL program. The RO reported a trend in students applying for the HCA EAL program, but then transferring their applications to the regular HCA program once their English language proficiency test scores had improved and met the higher admission requirements.

In 2022, the department partnered with the Vancouver Coastal Health (VCHA) to run a dedicated HCA EAL cohort for funded HCAP students. The strategy was proposed as a way of addressing the reported concerns regarding the cost of the HCA EAL program. Prospective students were encouraged to apply for the funded version of the HCA EAL program. However, VCHA was not able to fill the seats with students fully appropriate for the language admission requirements.
The declining enrollment of students into the HCA EAL program from 2019 to 2024, indicates that the HCA EAL program is no longer a marketable program.

RECOMMENDATION

That Education Council recommend the Board of Governors discontinue the Health Care Assistant EAL program, effective April 1, 2025.

PREPARED BY:

Lisa Beveridge, Department Head
Continuing Care

New Concept Paper Proposal

Wind Turbine Maintenance Technician Certificate

Name of Program:
Wind Turbine Maintenance Technician

School/Centre:
Trades, Technology & Design

Credential Level:
Certificate

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.
Brett Griffiths	bgriffiths@vcc.ca	7012
Feras Ghesen	fghesen@vcc.ca	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 **Wind Turbine Technician Program** prepares students for careers in the rapidly expanding renewable energy sector, specifically focusing on wind turbine maintenance and operations. Graduates will be equipped for roles such as:

- Wind Turbine Maintenance Technician
- Wind Farm Service Technician
- Renewable Energy Systems Technician
- Wind Energy Operations Specialist

Program objectives include:

- Developing comprehensive knowledge of wind turbine systems and components
- Building practical skills in maintenance, troubleshooting, and repair
- Understanding safety protocols, regulatory requirements, and industry standards
- Gaining hands-on experience with industry-standard equipment and procedures

- Developing project management and documentation skills

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 proposed program aligns closely with VCC's commitment to student success, innovation, and sustainability, as outlined in the **VCC Strategic Plan**. In particular, it supports:

- **Sustainability and Clean Energy Initiatives**: Contributing to provincial and national targets for reducing greenhouse gas emissions, in line with BC's CleanBC plan.
- **Industry-Relevant Skilled Trades Training**: Meeting labor market needs and preparing graduates with in-demand technical competencies.
- **Hands-on, Applied Learning**: Reflecting VCC's focus on practical, industry-responsive education that leads directly to employment.
- **Equity, Diversity, and Inclusion (EDI)**: Creating targeted outreach and support for underrepresented groups in trades, aligning with VCC's commitment to accessible education and Indigenous engagement.

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

This program complements and may provide pathways or cross-training opportunities for students in existing VCC programs, including:

- Electrical Trades - Clean Energy Technology
- Mechanical Trades - Transportation Trades
- Electronics Technology - Electronics Repair Technology

Needs Assessment

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

There is a recognized need for specialized, hands-on training in the renewable energy sector, particularly in wind energy operations. This program addresses:

- **Technical Maintenance Skills**: Focused instruction on wind turbine operation, diagnosis, and repair.
- **Safety and Regulatory Compliance**: Emphasizing safety standards and regulatory frameworks specific to large-scale wind energy installations.
- **Practical Experience with Industry Equipment**: Equipping students to be workforce-ready through extensive lab and field simulations.
- **Integrated Electrical and Mechanical Knowledge**: Bridging the gap between mechanical and electrical systems expertise.

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

British Columbia Labour Market Analysis indicates strong growth in the clean energy and renewable sectors. Key drivers include:

- **Provincial CleanBC Goals**: The government's plan to reduce greenhouse gas emissions by 40% by 2030 has sparked increased investment in renewable energy projects, including onshore and offshore wind farms.
- **Expanding Renewable Energy Installations**: As wind farm operations grow, the demand for qualified technicians who can maintain, troubleshoot, and repair wind turbines is rising.
- **Aging Workforce**: Many skilled trades professionals are nearing retirement, creating additional vacancies for new entrants.
- **BC Labour Market Outlook**: Projects thousands of job openings in trades and technology by 2030; renewable energy trades are among the high-opportunity occupations.
- **Federal and Industry Initiatives**: Canada's focus on environmental sustainability and net-zero goals has led to further local and regional incentives for wind energy development.

The **WorkBC** website and other labour market resources highlight that renewable energy careers, particularly those involving specialized technical skills, are among the top emerging fields in BC. This program positions VCC graduates to fill these emerging roles.

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

Evidence of robust student demand for this specialization includes:

- **Increased Public Interest in Green Careers**: Students and career-changers are seeking programs that offer sustainable, future-focused pathways.
- **Industry Requests**: Wind farm operators and renewable energy companies have expressed the need for locally trained, qualified technicians.
- **Limited Program Availability**: Few post-secondary institutions in Western Canada offer comprehensive wind turbine technician programs.
- **Strong Employment Prospects**: High employability in a growing sector supports continued and sustained student interest.

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?

Within BC and across Canada, there are limited institutions offering wind turbine technician training. Comparable or related programs:

- **Northern Lights College**: Currently offers specialized clean energy programs, including updates to existing wind energy curriculum.
- **Other Trades Colleges**: May offer partial or related trades training, but not a comprehensive wind-specific program.
- **Nationally**: Few extensive wind technician programs, making VCC's proposed program a potential leader in this field in BC's Lower Mainland.

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

No specific articulation committee exists for wind turbine technician programs in BC. However, VCC will explore the potential for creating an articulation committee under BCCAT to facilitate transferability and collaboration within the province.

Student Profile

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

Target Students

- Recent high school graduates with a strong mechanical/electrical aptitude
- Trades workers seeking specialization in renewables
- Career changers interested in green and sustainable energy solutions
- Individuals with mechanical, electrical, or industrial backgrounds looking for advanced, specialized training
- Physically fit students capable of working at heights and in variable weather conditions

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

To recruit a diverse and capable student body, VCC will:

- Partner with **industry** to host information sessions and site visits
- Conduct **high school outreach** through career fairs and co-op programs
- Engage in **trade show participation** and **online marketing**
- Showcase the program at **open houses** and **career info sessions**
- Promote via **VCC's Indigenous Education & Community Engagement** channels to encourage participation from Indigenous communities

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?

In support of VCC's commitment to **equity, diversity, and inclusion**, the program will:

- Develop targeted recruitment strategies for **women in trades**, Indigenous learners, and newcomers to Canada
- Provide enhanced **student support services**, including tutoring and mentoring
- Incorporate culturally responsive teaching and references to Indigenous knowledge, where applicable (e.g., land stewardship perspectives on renewable energy)

Quality

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

- Alignment with **industry certifications** (e.g., safety, Working at Heights, confined space certifications)
- Compliance with **WorkSafeBC** regulations
- Potential for **block transfer agreements** with related degree programs in sustainable energy, technology, or engineering

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

Faculty that will be part of Clean Energy Technology department will be qualified to deliver this program

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

- **Hands-on lab work** with industry-standard equipment
- **Simulated workplace scenarios** that replicate wind farm environments
- Comprehensive **safety procedure** instruction and practice
- **Documentation and reporting** practice aligned with industry standards

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?

10-month full-time program

- Two intakes per year (September, January)
- 24 students per intake

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.

- High school completion with a focus on Math 11 and Physics 11 (or equivalent)
- Trades foundation program graduates
- Applicants with relevant work experience in mechanical or electrical fields

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

- **Full- and part-time, blended** delivery
- Combination of **online instruction** and **simulation-based, hands-on training**
- Use of **industry-standard equipment** and simulation technology
- Potential **industry site visits** to operational wind farms for real-world context

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.

- **Single entry** point each intake; a structured cohort model ensures safety training and teamwork skills are embedded throughout
- No multiple exit points due to rigorous safety and technical requirements that must be met in sequence

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.

- **Specialized Lab Space**: Turbine components, mechanical/electrical testing stations
- **Training Equipment**: Turbine mock-ups, nacelle components, blade sections
- **Safety Equipment**: Harnesses, fall arrest systems, personal protective equipment (PPE)
- **Simulation Technology**: Virtual reality (VR) or augmented reality (AR) systems for high-risk scenarios
- **Computer Lab Access**: Monitoring, diagnostic software, SCADA systems

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

Existing faculty from the Clean Energy Technology department can be leveraged to develop this program

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?

Insufficient resources would directly affect:

- **Program Quality** (inadequate hands-on training, outdated or insufficient equipment)
- **Safety Training Capability** (lack of proper safety gear and certified instructors)
- **Industry Relevance** (equipment not matching current market needs)
- **Student Experience** (reduced access to modern technology and real-world scenarios)
- **Graduate Employment Readiness** (employers seeking well-trained, safety-conscious technicians)

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):

Not applicable, as this is a new program proposal. The program will be **phased in** once facilities, equipment, and curriculum are fully developed and approved.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Funding for this program would come from domestic tuition.

Program Name: Wind Turbine Technicial Certificate

Anticipated Start Date: January 2026 | Proposed

Scenarios	New Scenario A
Tuition per credit per student - International	$0
Tuition per student - International	$0
Tuition per credit per student - Domestic	$ 326
Tuition per student - Domestic	$ 9,774
No. of Intakes	1
No. of students per intake - Domestic (projected)	24
No. of students per intake - International (proj)	0
Total students (with X FTE attrition) - Domestic	22
Student FTE - Total	22.0
Duration - instructor months	5
Duration - instructional programming days	100
Other days	
Duty days per year	180
Instructor FTE required per intake	0.56
Number of credits	30
Tuition Fee per Credit -Domestic	325.81
Tuition Fee per Credit - International	0
Support Staff FTE	0.20
Operational costs	$ 1,000
Revenue per **credit per student**	$ 338
Cost per **credit per student**	$ 323
Revenue per **student**	$ 10,139
Cost (breakeven tuition fee) per **student**	$ 9,704
Breakeven tuition fee per **credit per student**	$ 323
Tuition fees per student - Domestic	$ 9,774
Tuition fees per student - International	#DIV/0!

Revenue		
Projected Tuition revenue -Domestic	$	215,035
Projected Tuition revenue - International	$	-
Projected Tuition revenue -Other Fees	$	8,022
Total revenue (projected)	**$**	**223,057**
Instructor		
Salary (step 1)	$	64,600
Benefits (28%) (FY2324)		18,411
Total instructor costs	**$**	**83,012**
Support Staff		
Salary	$	12,529
Benefits (30.5%)	$	3,821
Total support staff costs	**$**	**16,350**
Total labour cost	**$**	**99,362**
Operational costs		
Operational Expenses	$	1,000
Curriculum Renewal	$	33,075
Total operational costs	**$**	**34,075**
Indirect student support		
Indirect student support	$	80,062
Total indirect student support	**$**	**80,062**
Total expenditures	**$**	**213,499**
Net contribution to VCC overhead / (Deficit)	**$**	**9,558**
Net contribution to VCC overhead / (Deficit)		**4.3 %**

Gross Margin Income Statement		
Revenue from tuition and block fund allocation	**$**	**223,057**
Direct instructors cost	$	83,012
Direct non-labour cost	$	34,075
Direct support staff cost	$	16,350
Gross margin	**$**	**89,620**
Indirect IRA cost	$	-
Indirect support staff cost	$	-
Total indirect expenditures	**$**	**-**
Surplus / (Deficit) (prior VCC overhead)	**$**	**89,620**
VCC Institutional support	$	80,062
Net Surplus / (Deficit)	**$**	**9,558**

Gross margin breakeven tuition per student	*$ 6,066*
Minimum number of students to cover gross margin	*14*
Minimum number of students to cover direct + indirect	*14*
Minimum number of students to cover all costs	*22*

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 11, 2025

ISSUE: Two new bridging courses: INTR 1000 and ASLD 1215

BACKGROUND:
The ASL & Deaf Studies department is proposing two new courses: INTR 1000 Introduction to Sign Language Interpreting and ASLD 1215 American Sign Language Level 7B.

The ASL & Deaf Studies Certificate is the primary entry program into the Sign Language Interpretation (SLI) Diploma. In its recent renewal, the ASLD certificate was shortened from ten months to eight months to better fit into the College's standard term schedule. To manage this, the program removed the highest level of ASL taught; while many of their students plan on applying for the SLI diploma, not all of them do.

Therefore, the department has designed two bridging courses that students interested in becoming sign language interpreters will take as part of the admissions process to the diploma. ASLD 1215 is the final half of ASL Level 7 and will prepare students for the sign language instruction taught as part of the diploma. INTR 1000 is an overview of the role of a sign language interpreter and has no pre-requisites to allow any interested student to explore this critical career option.

DISCUSSION:
Mari Klassen, Department Head of ASL & Deaf Studies, and Barbara Mykle-Hotzon, Coordinator II, presented the proposal. The committee had small questions around the grading standard for INTR 1000, but no significant concerns.

The bridging courses will eventually need to be added as admission requirements to the SLI Diploma.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course outlines for INTR 1000 Introduction to Sign Language Interpreting and ASLD 1215 American Sign Language Level 7B, and recommend the Board of Governors approve the creation of the new courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 22, 2025

Course Change Request

New Course Proposal

Date Submitted: 01/31/25 10:17 am

Viewing: ASLD 1215 : ASL Level 7B

Last edit: 02/19/25 11:44 am

Changes proposed by: esimpson

Course Name:
American Sign Language Level 7B

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Sign Language Studies (1951)

Contact(s)

In Workflow

1. **1951 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 09/06/24 10:40 am Maria Klassen (mklassen): Approved for 1951 Leader
2. 09/06/24 11:24 am Shirley Lew (slew): Rollback to 1951 Leader for SAS Dean
3. 11/08/24 1:02 pm Darija Rabadzija (drabadzija): Rollback to Initiator
4. 01/29/25 1:50 pm Maria Klassen (mklassen): Approved for 1951 Leader
5. 01/29/25 2:43 pm Jennifer Kelly (jekelly): Approved for SAS Dean
6. 01/31/25 9:50 am Darija Rabadzija

(drabadzija): Rollback to Initiator
7. 02/03/25 2:58 pm Maria Klassen (mklassen): Approved for 1951 Leader
8. 02/03/25 3:02 pm Jennifer Kelly (jekelly): Approved for SAS Dean
9. 02/22/25 11:13 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Maria Klassen	-	-

Banner Course Name:	ASL Level 7B
Subject Code:	ASLD - ASL & Deaf Studies
Course Number	1215
Year of Study	1st Year Post-secondary
Credits:	4

Bridge College Code	VO
Bridge Billing Hours	0-5
Bridge Course Level	01

Course Description:

In this course, designed to be a bridge between ASLD 1200 and ASLD 2180, students will continue to develop their abilities to produce ASL narratives that are cohesive and that make visual sense. Students will practice using 3D referential space, topic-comment syntactical structure, constructed action, constructed dialogue and contextualization. They will develop their receptive and expressive ASL skills through a variety of activities including dialogue drills, scripted exchanges, conversational activities and video exercises. ASL

grammar features explored in this course will include topicalization and time/tense marking. Students will learn ASL vocabulary related to money, decision-making, health and medical conditions.

Course Pre-Requisites (if applicable):

ASLD 1200 or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Assessment of ASL skills

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate appropriate use of ASL facial grammar and non-manual markers.
CLO #2	Use clear topicalization and setup of story elements in 3D referential space.
CLO #3	Construct cohesive narrative discourse with appropriate discourse markers and pauses for topic transition/maintenance.
CLO #4	Appropriately incorporate the narrative techniques of constructed dialogue and constructed action.
CLO #5	Use a wide variety of classifiers and locatives.
CLO #6	Maintain appropriate temporal aspect and use time/tense markers when narrating.

Instructional Strategies:

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

Evaluation and Grading

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

B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10%	Participation
Assignments	10-20%	Short Expressive Assessment
Quizzes/Tests	15-25%	Receptive Quizzes - Receptive Assessment
Quizzes/Tests	20-30%	Production Tests- Expressive Assessment
Final Exam	25-40%	Final Exam- Both Receptive and Expressive Assessment

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 70

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture

Hours in Category 1: 45

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

Check all that apply:
Lab
Simulation

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
1) Sharing Interesting Facts
2) Explaining Rules and procedures
3) Talking about Money
4) Making Major Decisions
5) Discussing Health and Medical Conditions
6) Storytelling

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

Smith, Cheri. (2008). Signing Naturally 3. Student Workbook. San Diego, CA: DawnSignPress.

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

The new ASL/Deaf Studies Certificate launching in September 2025 and is significantly reduced from the previous version. Because of this there will need to be additional ASL language learning opportunity to allow students to continue to develop skills beyond Levels 5-7 (ASLD 1200). This will also be necessary prerequisite to have sufficient ASL fluency to enter the sign language interpreting diploma and be prepared for ASLD 2180: Level 8. (We consulted with Financial Aid)

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

?

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Gave feedback on the CLOs and evaluation plan, and alignment between certificate and diploma.
Other Department(s)	Sign language interpreting faculty were in consensus about CLOs and course description and scaffolding between certificate and diploma.
Registrar's Office	Consulted with RO about course name, numbering and pre-requisites.
Faculty/Department	Approval of course.

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Shirley Lew (slew) (09/06/24 11:24 am): Rollback: As requested, returning to you to ammend.

Darija Rabadzija (drabadzija) (11/08/24 1:02 pm): Rollback: rollback

Maria Klassen (mklassen) (01/29/25 1:47 pm): Forgot to add in Rationale: We consulted with financial aid

Darija Rabadzija (drabadzija) (01/31/25 9:50 am): 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

Course Change Request

New Course Proposal

Date Submitted: 01/31/25 10:16 am

Viewing: INTR 1000 : Intro Sign Interpreting

Last edit: 03/03/25 10:20 am

Changes proposed by: bmyklehotzon

Course Name:
Introduction to Sign Language Interpreting

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Sign Language Interpretation (1954)

Contact(s)

Name	E-mail	Phone/Ext.
Barb Mykle-Hotzen; Kirsten Hagemoen	bmyklehotzon@vcc.ca; khagemoen@vcc.ca	7557

In Workflow

1. **1954 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/31/25 10:02 am Darija Rabadzija (drabadzija): Rollback to Initiator
2. 01/31/25 10:17 am Barbara Mylke-Hotzon (bmyklehotzon): Approved for 1954 Leader
3. 01/31/25 2:32 pm Shirley Lew (slew): Approved for SAS Dean
4. 03/03/25 10:20 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Banner Course Name: Intro Sign Interpreting

Subject Code: INTR - Interpreting

Course Number 1000

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is an introductory look at the field of professional sign language interpreting. It is designed for students who are considering interpreting as an area of study and a career. Students will examine the roles, responsibilities, work settings, and ethical considerations of sign language interpreters. They will also be introduced to the history and evolution of the profession, and to credentialing processes. Students will reflect on the requisite attributes and core competencies of effective interpreters to consider their personal suitability to an interpreting career.

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 roles, responsibilities, and work settings of professional sign language interpreters.
CLO #2	Identify core interpreter competencies and requisite personal attributes.
CLO #3	Summarize the history and evolution of the sign language interpreting profession.

	Upon successful completion of this course, students will be able to:
CLO #4	Identify the processes by which interpreters gain credentials.
CLO #5	Outline basic ethical considerations and challenges faced by interpreting.
CLO #6	Assess their personal strengths, gaps, and readiness to pursue an interpreting career.

Instructional Strategies:

Interactive lectures, group discussions, and reflective writing

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: B- (68%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Two short answer quizzes
Reflection	45	Assessment and self-reflection on interpreter competencies and attributes
Assignments	15	Ethical decision making scenario(s)

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 15

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

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:

Hours in Category 3:

Course Topics

Course Topics:
- Work and responsibilities of professional sign language interpreters - Settings where sign language interpreters work - Core interpreter competencies - Personal attributes of effective interpreters - History of the profession and shifts in philosophical frame - Credentialing processes for sign language interpreters (in BC/Canada) - Guiding ethical principles of the profession - Examples of ethical challenges faced by interpreters - Awareness and examination of one's readiness and suitability for profession

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

ASLD 1215 - ASL Level 7B,

Additional Information

Provide any additional information if necessary.

When the ASL Deaf Studies certificate was revised to align with credential policy and academic terms, there was a need to create an additional term of ASL language studies and an introduction to interpreting courses to help students prepare for/determine if the Sign Language Interpreting diploma is a path they want to pursue. The ASL Level 7B course will be offered in May/June after completing the ASLDS certificate in April, and students will have various options to take the intro to interpreting course which will be a pre-requisite for the Diploma. This course in particular has no pre-requisites because the department would like it to be no barrier and help students who might not even be in the ASL/Deaf Studies certificate more fully consider and explore the basics of the interpreting profession.
This course was developed with input from both ASLDS and Interpreting faculty.
It was sent to the RO for consultation several times.

Supporting documentation:

Reviewer Comments

Darija Rabadzija (drabadzija) (01/31/25 10:02 am): 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? No

Badge Effective Date

Badge Name

Badge Description

Badge Earning Criteria

Badge Skills

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 11, 2025

ISSUE: New Program: Digital Learning for Innovative Teaching Short Certificate

BACKGROUND:
The School of Instructor Education (SIE) has developed a new short certificate program in Digital Learning for Innovative Teaching. The College receives Ministry funding to develop professional development opportunities for post-secondary educators in BC that address issues in teaching and learning in the age of digital technology, with a requirement to embed microcredentials within the program. SIE is proposing a 5-course, 10-credit short certificate with a badge attached to each course.

The curriculum balances practical competencies and theoretical learning; students develop skills in evaluating digital tools; designing, delivering and assessing learning in digital environments; fostering academic integrity; integrating Indigenous digital literacies; and modeling learner choice and flexible delivery models. The program is primarily delivered in a self-paced model, with both asynchronous and synchronous elements allowing significant student flexibility. These courses have been designed to eventually be available as electives in the Provincial Instructor Diploma as well.

DISCUSSION:
Karen Brooke, Department Head of SIE, and Tanya Elias, design lead, presented the proposal. The Committee discussed the flexible delivery option. There were no significant concerns with the curriculum.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Digital Learning for Innovative Teaching Short Certificate and five new course outlines, and recommend the Board of Governors approve the new credential, courses and program implementation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 22, 2025

Program Change Request

New Program Proposal

Date Submitted: 01/23/25 9:24 pm

Viewing: **Digital Learning for Innovative Teaching Short Certificate**

Last edit: 02/22/25 10:27 am

Changes proposed by: kbrooke

Program Name:
Digital Learning for Innovative Teaching Short Certificate

Credential Level:	Short Certificate
Effective Date:	September 2025
Effective Catalog Edition:	2025-2026 Academic Calendar
School/Centre:	Centre for Educational Excellence
Department	Digital Learning for Innovative Teaching (1539)

Contact(s)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	604 871 7507

In Workflow

1. **1539 Leader**
2. **CEE Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 01/23/25 9:36 pm Karen Brooke (kbrooke): Approved for 1539 Leader
2. 01/24/25 10:19 am David Kirk (dkirk): Approved for CEE Dean
3. 02/22/25 10:52 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Program Content Guide

Purpose

The Digital Learning for Innovative Teaching short certificate is designed to empower educators and learning designers to excel in today's rapidly evolving digital learning landscape. This applied program directly supports the goals of B.C.'s Post-Secondary Digital Learning Strategy by cultivating a community of digitally proficient educators who are prepared to design and deliver high-quality, innovative, and inclusive learning experiences. Students will develop practical skills in selecting and evaluating digital tools to meet diverse learner needs; designing, delivering, and assessing learning in digital environments; upholding academic integrity in an age of increased surveillance; fostering equity, diversity, and inclusion online; facilitating engaging digital learning communities; and respectfully integrating Indigenous digital literacies.

The program's emphasis on competency development, learner choice, and flexible delivery models contributes to quality enhancement by ensuring that graduates possess the knowledge, skills, and confidence to effectively navigate the complexities of digital learning. Upon successful completion of each course, students earn digital badges that demonstrate their mastery of essential skills, enhancing their professional profiles and showcasing their commitment to ongoing professional development. The program's flexible structure allows students to select courses and learning experiences most relevant to their individual needs and goals after completing the foundational Digital Learning and Literacy course.

Admission Requirements

English Studies 12, or equivalent
Evidence of subject matter expertise as demonstrated by a diploma, bachelor's degree, trades certification, substantial workplace experience, *or* departmental approval

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses:
DLIT 3020 Assessing Digital Learning
DLIT 3030 Curating Digital Learning
DLIT 3040 Creating Digital Learning
DLIT 3050 Facilitating Digital Learning
Students may complete up to six (6) credits through PLAR and/or transfer credit. Tuition and fees will still apply. Methods of assessment are listed on the course outlines.

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

See Prior Learning Assessment and Recognition policy for more information.

Program Duration & Maximum Time for Completion

The program is 10 credits (150 hours).
Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The program must be completed within 2 years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply informed decision-making and evidence-led methods to support the ethical and accountable selection and use of digital tools and practices
PLO #2	Adopt practices that foster digital well-being and resilience in the evolving digital education landscape
PLO #3	Incorporate Indigenization, decolonization and reconciliation principles to digital learning in a good way
PLO #4	Locate and critically evaluate the quality of digital information
PLO #5	Curate engaging and interactive digital course materials in alignment with learner needs and licensing requirements
PLO #6	Create effective, inclusive and accessible digital course materials, assessments and activities that promote meaningful learning

	Upon successful completion of this program, graduates will be able to:
PLO #7	Experiment with digital tools and practices to facilitate active and collaborative online learning
PLO #8	Solve issues and devise backup plans for when technologies change or fail
PLO #9	Recognize the core components of GenAI, including neural networks and training data and common errors as they relate to learning

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

A wide variety of instructional strategies is used in the program that model digital learning for innovative teaching. Instructional videos, guided digital tool applications, scenarios, reflection
Courses may be offered in online, face-to-face, and blended formats.

Evaluation of Student Learning

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a grade of 'S' in all 5 courses to be awarded the Short Certificate.

Recommended Characteristics of Students

This short certificate is appropriate for those with no teaching experience to those with substantial teaching experience. With the strong focus on digital teaching and learning, students should have basic computer skills (internet, word processing, email).

Courses

DLIT 3010	Digital Literacy and Learning	2
DLIT 3020	Assessing Digital Learning	2
DLIT 3030	Curating Digital Learning	2
DLIT 3040	Creating Digital Learning	2
DLIT 3050	Facilitating Digital Learning	2
Total Credits		10

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of each course. The transcript typically shows a letter grade or S/U (successful/unsuccessful) for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

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

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.
The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA

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

Rationale and Consultations

Provide a rationale
for this proposal.

The Ministry is seeking to foster the development, implementation and uptake of professional development opportunities for post-secondary educators in BC that address contemporary issues in post-secondary teaching and learning in the age of digital technology. the Digital Learning for Innovative Teaching certificate supports the goals and recommendations outlined in B.C.'s Post-Secondary Digital Learning Strategy. The Ministry stipulated microcredentials for learning in this program must be documented through MyCreds, hence the creation of 5 badges associated with the skills achievement in each of the 5 courses. This will actually have registration run through Destiny1, not the RO, and and the short certificate will be awarded through the RO. Billing will go through SIe and SIE instructors will deliver the program.

Are there any
expected costs to
this proposal.

The government funding covers start up costs.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Emily Simpson provided consultation on the development of curriculum.
Faculty/Department	Department is in favor of this new program - meeting on Jan 13, 2025. J. Harrison and K. Brooke were extensively involved in development.
Registrar's Office	Met with Dawn and Les (Dec 2024, Jan 2025) to discuss the proposed badging, program admission requirements, course numbers and names. RO is in favor of proposed admissions requirements noting there is built-in flexible admissions and pathways for mature students. Suggested courses be changed to 3rd level university as they will align as future electives in other SIE programs.
Other	Design Advisory Committee met to give input and review program competencies and structure at 3 meetings from Sep-Dec (Taruna Goels, Derrick Murray (Camosun) , Melanie Meyers (JIBC), Tracy Roberts (BC Campus). There were also 5 sector advisory committee

Consultated Area	Consultation Comments
	meetings to inform the creation of this program that included ministry of post-secondary education plus ~15 post-secondary school CTL/ digital learning experts
Indigenous Education & Community Engagement (IECE)	Tanya ONeill Manager Indigenous Education Initiatives was involved in initial design and discussions around embedding Indigenous digital literacies. Provided a final review on Jan 20, 2025
Other Department(s)	Met 3 times with Adrian to discuss the program structure and collaboration with CS to provide registration through Destiny 1.
Financial Aid	Emailed Jan 13, 2025
Advising & Recruitment	Emailed Jan 13, 2025. They note they dont typically advise on PID programs/courses, not their area of expertise. no particular feedback but excited to see AI in it. (Email Jan 20, 2025)

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

Marketing Description

Are you an educator or learning designer ready to thrive in the evolving landscape of digital education? VCC's new Digital Learning for Innovative Teaching short certificate empowers you to confidently design and deliver engaging, inclusive, and impactful learning experiences in today's technology-driven world. Built in partnership with the BC government, this program responds to the growing demand for digitally proficient educators and learning designers, providing you with a competitive edge in the education and training sector.

Course Change Request

New Course Proposal

Date Submitted: 01/23/25 9:25 pm

Viewing: DLIT 3010 : Digital Literacy and Learning

Last edit: 01/23/25 9:25 pm

Changes proposed by: kbrooke

Programs referencing this course

216: Digital Learning for Innovative Teaching Short Certificate

Course Name:
Digital Literacy and Learning

Effective Date: September 2025

School/Centre: Centre for Educational Excellence

Department: Digital Learning for Innovative Teaching (1539)

Contact(s)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

Banner Course Name: Digital Literacy and Learning

Subject Code: DLIT - Digital Learning for Innovative Teaching

Course Number 3010

In Workflow

1. 1539 Leader
2. CEE Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/23/25 9:36 pm Karen Brooke (kbrooke): Approved for 1539 Leader
2. 01/24/25 10:19 am David Kirk (dkirk): Approved for CEE Dean
3. 02/22/25 11:13 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 3rd Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In today's digitally driven world, instructors and other educators need strong digital competence. This course provides a comprehensive overview of the key concepts, ethical and legal considerations and technology selection strategies associated with digital learning and literacy.

Students will gain the practical skills necessary to navigate the digital learning landscape by identifying specific learning needs, exploring digital practices aligned with these learning needs and developing a personal learning path to guide your ongoing development and digital well-being.

This course combines the use of advanced technology and a robust online interface that allows students to work at their own pace with instructor guidance and feedback that aligns with specific student needs. Students are expected to interact with other students, colleagues and others and will receive instructor feedback throughout the course.

Students who successfully complete this course will receive the Digital Learning & Literacy Foundations badge. This course is a prerequisite for all other courses in the Digital Learning for Innovative Teaching Short Certificate and covers foundational competencies.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain how digital literacy applies to your work as an educator
CLO #2	Define the learner needs and constraints associated with a specific teaching and learning context
CLO #3	Reflect on the ethical and legal considerations and requirements associated with digital tools and practices to support teaching, learning and academic integrity
CLO #4	Generate critical questions regarding digital teaching and learning practices
CLO #5	Connect Indigenous digital literacies to your own reconciliation journey
CLO #6	Explore the use of digital tools and practices, including AI, to enhance a learning experience
CLO #7	Develop a personal learning plan to enhance digital competence and digital well-being

Instructional
Strategies:

Instructional strategies may include online workshops, experiential learning activities, discussions, online activities, and self-directed learning. Course delivery is fully online.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S is equal to or greater than 61%,
Must receive an S on every item
in the evaluation plan

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S	Digital learning challenges
Assignments	S	Learning context & digital enhancement project
Reflection	S	Personal learning plan and values

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
- Introduction to digital learning & literacy - Ethical & legal considerations - Accessibility & inclusivity - Indigenous digital literacies - Academic integrity - Digital surveillance - Digital well-being

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

Online resources: no textbook required.

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

Digital Learning for Innovative Teaching Short Certificate

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 Date: September 2025

Badge Name: Digital Learning & Literacy Foundations Badge

Badge Description

This badge indicates students have achieved foundational skills required for Digital Literacy in Innovative Teaching,with a focus on ethics in educational technology, digital well-being and a professional development plan.

Badge Earning Criteria

Successful completion of all assignments (examples include written, oral, multimedia, reflection) at the Foundation or higher level according to assignment scoring criteria. Instructors will evaluate at least 2 assignments, and there is also additional self-evaluation.

Badge Skills

#DigitalLiteracyFoundations

#DigitalLearningFoundations

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: No

Key: 10229

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 01/23/25 9:25 pm

Viewing: DLIT 3020 : Assessing Digital Learning

Last edit: 02/11/25 12:41 pm

Changes proposed by: kbrooke

Programs referencing this course

216: Digital Learning for Innovative Teaching Short Certificate

Course Name:
Assessing Digital Learning

Effective Date: September 2025

School/Centre: Centre for Educational Excellence

Is this a non-credit course?

Department: Digital Learning for Innovative Teaching (1539)

Contact(s)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

Banner Course Name: Assessing Digital Learning

Subject Code: DLIT - Digital Learning for Innovative Teaching

Course Number 3020

In Workflow

1. 1539 Leader
2. CEE Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/23/25 9:37 pm Karen Brooke (kbrooke): Approved for 1539 Leader
2. 01/24/25 10:19 am David Kirk (dkirk): Approved for CEE Dean
3. 02/22/25 11:13 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 3rd Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will explore the potential and challenges associated with digital assessment and analytics, particularly the role of generative artificial intelligence (genAI).

Students will consider the ethical and practical implications of various assessment methods and tools, and experiment with a variety of authentic assessment methods and techniques.They will also evaluate and use learning analytics data to enhance student learning and feedback. Students will then apply the assessment and analytics knowledge and skills that they have learned to address a real-world assessment need.

This course uses advanced technology and a robust online interface that allows students to work at their own pace (within syllabus deadlines). Students are expected to interact with other students, colleagues and others and will receive instructor feedback throughout the course.

Students who successfully complete this course will receive the Digital Assessment & Analytics badge.

Course Pre-Requisites (if applicable):

DLIT 3010.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / portfolio created and used by the applicant in their workplace which are judged equivalent to course assignments.
2. A successful interview with the School of Instructor Education Department Head or delegate.
3. An essay that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the implications of AI and other digital tools, practices and services with respect to academic integrity, online proctoring/surveillance and algorithmic accountability
CLO #2	Explore a variety of digital assessment methods and tools considering their ethical, cultural and practical implications
CLO #3	Assess the use of available learning data and consider the responsible use of that data to improve student learning
CLO #4	Apply authentic and alternative assessment approaches that enhance accessibility and inclusivity
CLO #5	Create a digital assessment activity that supports the reliable evaluation learning outcomes and/ or competence
CLO #6	Reflect on the evolving digital landscape and its implications for learning assessment

Instructional Strategies:

Instructional strategies may include online workshops, experiential learning activities, discussions, online activities, and self-directed learning. Course delivery is fully online.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade: S is equal to or greater than 61%, student must receive an S on every item in the evaluation plan to earn S in course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S	Digital learning challenges
Assignments	S	Learning context and proposal: assessment, student tech use expectations
Assignments	S	Digital assessment

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:
Self-Paced

Hours in Category 3: 60

Course Topics

Course Topics:
Introduction to Digital Assessment and Analytics
Digital Assessment Tools & Practices
Learning Analytics & Data Use
Authentic & Alternate Assessment
Assessment Development
Emerging trends in digital assessment

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

Online resources: no textbook required.

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG: DIgital Learning for Innovative Teaching Short Certificate

Provide a rationale for this proposal:

Are there any expected costs as a Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course? Yes

Badge Effective Date: September 2025

Badge Name: Digital Assessment Badge

Badge Description

This badge indicates students have achieved the foundational skills required for ethical and effective digital assessment practices with a focus on generative artificial intelligence, learning analytics and alternate assessment approaches.

Badge Earning Criteria

Successful completion of all assignments (examples include written, oral, multimedia, reflection) at the Foundation or higher level according to assignment scoring criteria. Instructors evaluate at least 2 assignments, and there is also self-evaluation.

Badge Skills

#DigitalAssessment
#AuthenticAssessment
#AcademicIntegrity

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: No

Key: 10251

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 01/23/25 9:25 pm

Viewing: DLIT 3030 : Curating Digital Learning

Last edit: 01/23/25 9:25 pm

Changes proposed by: kbrooke

Programs referencing this course

216: Digital Learning for Innovative Teaching Short Certificate

Course Name: Curating Digital Learning

Effective Date: September 2025

School/Centre: Centre for Educational Excellence

Is this a non-credit course?

Department: Digital Learning for Innovative Teaching (1539)

Contact(s)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

Banner Course Name: Curating Digital Learning

Subject Code: DLIT - Digital Learning for Innovative Teaching

Course Number 3030

In Workflow

1. 1539 Leader
2. CEE Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/23/25 9:37 pm Karen Brooke (kbrooke): Approved for 1539 Leader
2. 01/24/25 10:19 am David Kirk (dkirk): Approved for CEE Dean
3. 02/22/25 11:13 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 3rd Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will gain hands-on experience selecting and using technology effectively to curate dynamic digital content, with appropriate attribution, for diverse learners.

Curation involves gathering relevant information for a particular subject or audience and presenting it in a way that allows learners to access relevant and high quality learning quickly and easily. Students will explore a various of open pedagogies and experiment with a variety of digital curation tools and practices, including Creative Commons licensing and Indigenous digital literacies. Students will then apply the curation knowledge and skills that they have learned to address a real-world learning need.

This course uses advanced technology and a robust online interface that allows students to work at their own pace (within syllabus deadlines). Students are expected to interact with other students, colleagues and others and will receive instructor feedback throughout the course.

Students who successfully complete this course will receive the Digital Learning Curation badge.

Course Pre-Requisites (if applicable):

DLIT 3010.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / portfolio created and used by the applicant in their workplace which are judged equivalent to course assignments.
2. A successful interview with the School of Instructor Education Department Head or delegate.
3. An essay that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Consider how open pedagogies might enable agency, support digital well-being and foster curiosity
CLO #2	Effectively locate and assess the reliability and relevance of digital and open learning content that aligns with learner needs
CLO #3	Select and justify the use of a digital tool and practices, including AI, to curate meaningful learning content and environments
CLO #4	Curate online resources in alignment with learner needs and licensing requirements
CLO #5	Consider the representation of Indigenous cultures and knowledge within selected digital tools and content
CLO #6	Apply concepts of Indigenization and decolonization to content curation in ways that advance reconciliation

Instructional Strategies:

Instructional strategies may include online workshops, experiential learning activities, discussions, online activities, and self-directed learning. Course delivery is fully online.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S is equal to or greater than 61%,
students must recieve an S on
every item in the evaluation plan
to receive S in course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S	Digital learning challenges
Assignments	S	Learning context & digital learning activity proposal: curation of OER
Assignments	S	Curation activity

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 60

Course Topics

Course Topics:
Introduction to digital learning content curation
Open pedagogies
Creative Commons and copyright licensing
Indigenous digital literacies
Digital curation skills
Adopting open practices

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

Online resources: no textbook required.

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

Digital Learning for Innovative Teaching Short Certificate

Provide a rationale for this proposal:

Are there any expected costs as a Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

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

Is a Badge being offered for this course? Yes

Badge Effective Date: September 2025

Badge Name: Digital Curation Badge

Badge Description

This badge indicates students have achieved the skills to effectively curate engaging and relevant digital content for diverse learners, while considering ethical implications, licensing requirements and Indigenous perspectives.

Badge Earning Criteria

Successful completion of all assignments (examples include written, oral, multimedia, reflection) at the Foundation or higher level according to assignment scoring criteria. Instructors evaluate at least 2 assignments, and there is also self-evaluation.

Badge Skills

#DigitalContentCuration

#OpenEducationalPractices

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: No

Key: 10261

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 01/23/25 9:28 pm

Viewing: DLIT 3040 : Creating Digital Learning

Last edit: 02/22/25 10:30 am

Changes proposed by: kbrooke

Programs referencing this course

216: Digital Learning for Innovative Teaching Short Certificate

Course Name: Creating Digital Learning

Effective Date: September 2025

School/Centre: Centre for Educational Excellence

Is this a non-credit course?

Department: Digital Learning for Innovative Teaching (1539)

Contact(s)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

Banner Course Name: Creating Digital Learning

Subject Code: DLIT - Digital Learning for Innovative Teaching

Course Number 3040

In Workflow

1. 1539 Leader
2. CEE Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/23/25 9:37 pm Karen Brooke (kbrooke): Approved for 1539 Leader
2. 01/24/25 10:19 am David Kirk (dkirk): Approved for CEE Dean
3. 02/22/25 11:13 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 3rd Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students are empowered to create engaging digital learning activities that foster active participation, student curiosity and high quality learning. They will explore the use of Universal Design for Learning (UDL) principles to enhance inclusivity and accessibility and experiment with a variety of digital learning, considering how the use of various digital tools and practices might affect student privacy and digital well-being. They will then experiment with video, eLearning, generative artificial intelligence (GenAI), virtual and augmented reality and / or simulation digital tools and practices. Students will also reflect on the uncertainties associated with rapid technological advancements and adopt tactics that enable them to navigate and thrive in a dynamic educational landscape.Students will then select and apply a specific digital tool or practice to address a real-world learning need.

This course uses advanced technology and a robust online interface that allows students to work at their own pace (within syllabus deadlines). Students are expected to interact with other students, colleagues and others and will receive instructor feedback throughout the course.

Students who successfully complete this course will receive the Digital Learning Creation badge.

Course Pre-Requisites (if applicable):

DLIT 3010.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / portfolio created and used by the applicant in their workplace which are judged equivalent to course assignments.
2. A successful interview with the School of Instructor Education Department Head or delegate.

3. An essay that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explore how AI and other digital tools might affect trends and practices in digital learning creation
CLO #2	Select and use digital tools and practices, including AI, to create interactive learning activities
CLO #3	Create digital learning activities that support active learning and meaningful learning outcomes
CLO #4	Develop learning activities that enable agency and foster curiosity
CLO #5	Apply UDL and other principles to enhance the accessibility and inclusivity of learning activities
CLO #6	Explore how personal learning data and digital well-being might be affected by various digital tools and practices used to create learning activities

Instructional Strategies:

Instructional strategies may include online workshops, experiential learning activities, discussions, online activities, and self-directed learning. Course delivery is fully online.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S is equal to or greater than 61%;
students must recieve an S on
every item in the evaluation plan
to receive S in course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S	Digital learning challenges
Assignments	S	Learning context & digital learning activity proposal: creation
Assignments	S	Digital creation activity

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 60

Course Topics

Course Topics:
Introduction to Digital Learning
Digital tools and practices for active learning
Generative Artificial Intelligence
Universal Design for Learning
Creation of digital learning
Emerging trends in active digital learning

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

Online resources: no textbook required.

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

Digital Learning for Innovative Teaching Short Certificate

Provide a rationale for this proposal:

Are there any expected costs as a

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 Date	September 2025
Badge Name	Digital Creation Badge

Badge Description

This badge recognizes that students has acheived the skills to design and create engaging, interactive digital learning activities that promote active learning and meaningful outcomes for diverse learners. It signifies an understanding of Universal Design for Learning (UDL) principles and the ability to navigate the evolving landscape of educational technologies.

Badge Earning Criteria

Successful completion of all assignments (examples include written, oral, multimedia, reflection) at the Foundation or higher level according to assignment scoring criteria. Instructors evaluate at least 2 assignments, and there is also self-evaluation.

Badge Skills

#eLearning Development
#DigitalCourse Creation

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: No

Key: 10262

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 01/23/25 9:26 pm

Viewing: DLIT 3050 : Facilitating Digital Learning

Last edit: 01/23/25 9:26 pm

Changes proposed by: kbrooke

Programs referencing this course

216: Digital Learning for Innovative Teaching Short Certificate

Course Name: Facilitating Digital Learning

Effective Date: September 2025

School/Centre: Centre for Educational Excellence

Department: Digital Learning for Innovative Teaching (1539)

Contact(s)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

Banner Course Name: Facilitating Digital Learning

Subject Code: DLIT - Digital Learning for Innovative Teaching

Course Number: 3050

In Workflow

1. 1539 Leader
2. CEE Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/23/25 9:37 pm Karen Brooke (kbrooke): Approved for 1539 Leader
2. 01/24/25 10:19 am David Kirk (dkirk): Approved for CEE Dean
3. 02/22/25 11:13 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 3rd Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students develop the skills necessary to foster vibrant online learning communities. Students will learn practical strategies for engaging learners in synchronous and asynchronous environments, using a variety of digital tools to facilitate discussions, collaboration, meaningful feedback and troubleshooting skills. By participating in weekly sessions, they will experiment with diverse digital tools to facilitate discussions, group work, and real-time feedback as mechanisms to encourage critical thinking, problem-solving, and peer interaction.

Students will then apply these skills in four synchronous sessions in which students are expected to participate actively both as facilitators and participants.

This course combines the use of advanced technology and a robust online interface with required synchronous sessions that allow students to participate in cohort-based online learning that includes group work. Students are expected to actively participate with other students and instructors throughout the course.

Students who successfully complete this course will receive the Digital Facilitation badge.

Course Pre-Requisites (if applicable):

DLIT 3010.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / portfolio created and used by the applicant in their workplace which are judged equivalent to course assignments.
2. A successful interview with the School of Instructor Education Department Head or delegate.

3. An essay that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Reflect on the roles of instructor presence and group dynamics in supporting educator and student agency and well-being in digital learning environments
CLO #2	Facilitate collaborative and active learning activities in digital environments
CLO #3	Experiment with digital tools and practices and assess their suitability for providing constructive feedback
CLO #4	Explore digital facilitation tools and practices that incorporate diverse sources of Indigenous knowledge in a good way
CLO #5	Develop strategies to address technological issues that may arise during digital facilitation.

Instructional Strategies:

Instructional strategies may include online workshops, experiential learning activities, discussions, online activities, and self-directed learning. Course delivery is fully online.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

S is equal to or greater than 61%, students must recieve an S on every item in the evaluation plan to earn S in course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	S	Class activities and providing feedback on other student facilitated sessions
Assignments	S	Facilitated synchronous session
Assignments	S	Facilitated asynchronous session

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:
Self-Paced

Hours in Category 3: 60

Course Topics

Course Topics:
Building community online
Synchronous and asynchronous facilitation
Responsive facilitation - digital tools and practices
Collaboration - digital tools and practice
Information literacy

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

Online resources: no textbook required.

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

Digital Learning for Innovative Teaching Short Certificate

Provide a rationale for this proposal:

Are there any expected costs as a

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 Date: September 2025

Badge Name: Digital Facilitation Badge

Badge Description

This badge recognizes that students have achieved the skills and competencies to effectively facilitate engaging and interactive learning experiences in digital environments. It indicates an understanding of online group dynamics, strategies for fostering collaboration and communication, and the ability to leverage digital tools for meaningful feedback and support.

Badge Earning Criteria

Successful completion of all assignments (examples include written, oral, multimedia, reflection) at the Foundation or higher level according to assignment scoring criteria. Instructors evaluate at least 2 assignments, and there is also self-evaluation.

Badge Skills

#DigitalFacilitation
#OnlineFacilitation

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: No

Key: 10263

Preview Bridge

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 11, 2025

ISSUE: Three new Associate Degrees and 10 new courses

BACKGROUND:
The School of Arts and Science is proposing three new Associate Degree pathways, one for the Associate of Arts Degree and two for the Associate of Science Degree. An Associate of Arts Degree was first approved in 2020 but has been on hold as the College did not offer enough second-year courses. With the new proposed courses (two in philosophy, two in psychology, one in sociology), students will be able to complete this pathway in Psychology and meet the BC requirements for an associate degree.

The Associate of Science Degree in Environmental Science is an extension of our existing First-year University Transfer Environmental Studies Certificate, which provides an assured pathway to SFU; this expanded pathway will facilitate students transferring into the Bachelor of Science in Environmental Science at SFU. The pathway in Data Science is new to VCC but will facilitate transfer into SFU's Bachelor of Science in Data Science. Three second-year math courses are proposed to support this pathway.

DISCUSSION:
Natasha Mandryk, Department Head of Math, and Shirley Lew, Dean of the School of Arts & Sciences, presented the proposal. The Registrar's Office requested some adjustments to match our standard approach to student progression and to clarify guidelines for admissions.

In addition, the Committee requested edits to the course learning outcomes for SOCI 2250 for clarity and to remove outcomes related to assessments.

The effective date was updated to January 2026 from September 2025 for all PCGs and outlines.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the program content guides for the new Associate of Arts Degree in Psychology, the Associate of Science Degree in Data Science, and the Associate of Science Degree in Environmental Science, ten new course outlines and one revised course outline, and recommend the Board of Governors approve the credentials, courses and program implementation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 23, 2025

Program Change Request

New Program Proposal

Date Submitted: 12/04/24 4:40 pm

Viewing: Associate of Arts Degree in Psychology

Last edit: 03/03/25 11:11 am

Changes proposed by: jekelly

Program Name:
Associate of Arts Degree in Psychology

Credential Level:	Associate Degree
Effective Date:	January 2026
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Arts & Sciences
Department	UT Humanities (2016)

Contact(s)

In Workflow

1. **2016 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 11/28/24 12:03 pm Larry Perras (lperras): Approved for 2016 Leader
2. 11/28/24 12:08 pm Shirley Lew (slew): Approved for SAS Dean
3. 11/29/24 4:11 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 12/05/24 9:37 am Larry Perras (lperras): Approved for 2016 Leader
5. 12/05/24 12:25 pm Shirley Lew (slew): Approved for SAS Dean
6. 12/09/24 2:26 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

7. 12/11/24 5:28 pm Natasha Mandryk (nmandryk): Approved for Education Council
8. 02/07/25 4:15 pm Darija Rabadzija (drabadzija): Rollback to Curriculum Committee for Ministry Review
9. 03/03/25 11:12 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Michael Weber	humanities@vcc.ca	6044438774
Jennifer Kelly	jekelly@vcc.ca	604-871-7293

Program Content Guide

Purpose

This two-year Associate of Arts degree provides students with a comprehensive foundation in psychology and research methods while developing strong analytical and critical thinking skills. The program combines core concepts with hands-on research experience and data analysis. Students will explore human behavior, cognition, development, and mental health through various theoretical frameworks while developing strong academic writing and research skills. Students will learn to evaluate psychological research, understand ethical considerations in behavioral studies, and apply psychological principles to real-world situations.

The Associate of Arts degree comprises two years of undergraduate university study in the Arts and Sciences, equivalent to the first two years of a four-year bachelor's degree. While the goal is to provide students with an academic foundation for further university studies, an associate degree is also a stand-alone credential. The Associate of Arts degree is widely recognized by post-secondary institutions in the British Columbia Council on Admissions and Transfer (BCCAT).

Students who successfully complete the Associate of Arts degree have an increased likelihood of transferring to a university and entering the third year of a four-year bachelor's degree program.

Students are strongly advised to check the admissions policies of their desired transfer institution, specifically to ensure that they meet any additional criteria for specific program areas, such as majors and minors. A minimum Associate of Arts degree GPA may be required.

Admission Requirements

Grade 12 graduation or equivalent

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

Notes:

- Students are required to have successfully completed prerequisite courses leading to courses in the Associate degree (for example: a minimum grade of 'B' in English Studies 12 or equivalent is required to take ENGL 1100). See the requirements for each course.
- Specific post-secondary courses may be used to substitute for secondary school courses at the discretion of the appropriate departments.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The expected length of the program is 24 months. Most courses are offered during the VCC Academic Year, from September to April. Courses are also offered in the Summer Term, from May to August. There is the option of part-time studies, which would result in a longer time frame for completion of the credential. The maximum allowable time for students to complete the program is five years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Analyze, evaluate, and interpret written, spoken, and/or visual texts from a variety of academic disciplines
PLO #2	Analyze, evaluate, and synthesize information collected through classroom presentations and individual research
PLO #3	Construct effective essays, reports, and oral presentations that demonstrate an understanding of appropriate academic rhetorical strategies and research documentation
PLO #4	Integrate knowledge from a variety of academic disciplines
PLO #5	Apply general and specific disciplinary knowledge to solving problems in a classroom environment
PLO #6	Work well independently and in teams
PLO #7	Demonstrate effective computer skills to successfully complete academic projects
PLO #8	Apply the knowledge and skills gained in the associate degree to higher-level study in third and fourth-year courses at a university or related institution

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Courses are presented using a variety of instructional strategies, resources, and activities and may include the following, depending on the academic discipline and specific course objectives: lectures, class discussion, group work, guest speakers, films/videos, online and blended learning, demonstrations, case studies, field trips, laboratories, applied practical experiences and other approaches as determined by the instructor.

Evaluation of Student Learning

Student evaluation is determined by the specific evaluation plan listed in each course outline, and may include a combination of the following methods, depending on the academic discipline and course objectives: assignments and projects, such as essays, reports, and oral presentations; quizzes and tests; theoretical and/or practical mid and/or final exams, or other appropriate methods in line with the current scholarship on teaching and learning in higher education.

Students must achieve a minimum passing grade of 'D' (1.00) in each course to receive credit. To progress into subsequent courses, students must achieve the minimum grade shown on the course outline or shown in the prerequisites of the subsequent course. Students must have a minimum program grade point average of 2.00 (C) to successfully complete the program.

Upon successful completion of the program, the student will receive an Associate of Arts Degree in Psychology.

Recommended Characteristics of Students

-

Courses

The Associate of Arts degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.

Students are required to complete a minimum of 60 university-transferable credits at the 1st and 2nd-year level. These must include a minimum of 18 credits in Arts at the second-year level taken in two or more subject areas (See Specific Requirements C1).

No course can be used to meet more than one of the specific requirements (for example, MATH 1120 as both a Math requirement and a First Year Science requirement).

Students can accumulate credits at more than one institution and have them count as transfer credits towards the Associate of Arts degree at VCC as long as they meet the general and specific requirements of the credential.

Registration in courses is open to any student who meets the requirements for the course, regardless of program. Students in Open Studies or another program can later apply to the Associate Degree program, using any previously completed eligible courses toward associate degree requirements. However, students will need to meet the admission requirements to the program in order to complete the Associate of Arts degree.

For further details about how a course is defined (e.g. arts/science/other, first-year/second-year, lab science/non-lab science etc.) please see https://www.bctransferguide.ca/learn-more-about/associate-degrees/

Students must complete:

A. 6 credits in first-year English

B. 9 credits in Science which shall include at least:

- B1. 3 credits in Mathematics, Computing Science or Statistics
- B2. 3 credits in a laboratory Science

C. 36 credits in Arts which shall include:

- C1. A minimum of 18 credits in second-year Arts taken in two or more subject areas

C2. 6 credits in the Social Sciences

C3. 6 credits in Humanities (including the Creative and Performing Arts) other than English

D. 9 credits in Arts, Science, or other areas.

Total Program Credits: 60.0 (minimum)

Psychology Pathway

English (6 credits)		6
ENGL 1100	Academic Writing	
or ENGL 1101 and ENGL 1001		
ENGL 1200	English 2	
or ENGL 1102 and ENGL 1002		
Math or statistics (3 credits)		3
MATH 1111	Introduction to Statistics	
First-year Arts classes		18
PSYC 1100	Psychology 1	
PSYC 1200	Psychology 2	
INDG 1100	Introduction to First Nations & Indigenous Studies	
SOCI 1100	Sociology 1: Intro to Sociology	
SOCI 1200	Sociology 2: Canadian Society	
PHIL 1100	Introduction to Philosophy	
Second-year Arts classes (18 credits)		18
PSYC 2100	Developmental Psychology	
PSYC 2110	Cognitive Psychology	
PSYC 2300	Abnormal Psychology	
PSYC 2320	Research Methods in Psychology	
SOCI 2250	Sociology of Families	
PHIL 2100	Philosophy of Science	
Lab science (3 credits)		3
BIOL 1100		
or CHEM 1121		
or PHYS 1100		

or PHYS 1110		
Math or science (3 credits)		3
Electives (9 credits)		9
ECON 1100	Microeconomics	
ECON 1200	Macroeconomics	
CRIM 1150	Introduction to Criminology	
Or other electives with department approval		
Total Credits		60

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.
The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

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

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.
The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA

calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA. 84

Rationale and Consultations

Provide a rationale
for this proposal.

The Associate of Arts degree PCG was previously approved by Education Council, but has been on hold since September 2020. The approved program framework meets BCCAT requirements for an Associate of Arts degree, but the Humanities department has not offered enough second-year courses to meet the program requirements. The Humanities department is now prepared to proceed with the necessary course development to implement this program, starting with a Psychology pathway.

This pathway is part of the rapid program development project.

Are there any
expected costs to
this proposal.

Course development funding will be required for the new courses before the second year of the program can be offered in Sept-April 2026.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Marnie Findlater suggested removal of PLAR so as to not affect transferability. Dawn Cunningham-Hall recommended separation of pathways into separate PCGs for ease of admissions/tracking/advising.
Faculty/Department	Department is supportive of the program and ready to begin course development work.
International Education	Alison Rudko suggested term structure of four 15-credit terms with a summer break.

Additional Information

Provide any additional information if necessary.

Approval Pathway:

EdCo, Nov 29, 2024: Approval of wireframe PCG (with edits) and recommendation to the Board to approve the new credential and program implementation.

Supporting documentation:

DN - AofA Psychology EdCo.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:

Marketing Description

Complete two years of undergraduate arts at VCC, earning a solid foundation for upper-level university programs or a standalone credential.

What you will learn

What to expect

Reviewer Comments

Larry Perras (lperras) (11/28/24 12:03 pm): Are we considering having some Music Degree classes as part of electives choices : 6 credits in Humanities (including the Creative and Performing Arts)
Todd Rowlatt (trowlatt) (11/29/24 4:11 pm): Rollback: Add specifics of pathway to Purpose statement.
Darija Rabadzija (drabadzija) (02/07/25 4:15 pm): Rollback: rollback

Program Change Request

New Program Proposal

Date Submitted: 12/04/24 4:39 pm

Viewing: **Associate of Science Degree in Data Science**

Last edit: 03/03/25 11:09 am

Changes proposed by: jekelly

Program Name:
Associate of Science Degree in Data Science

Credential Level:	Associate Degree
Effective Date:	January 2026
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Arts & Sciences
Department	UT Math (2017)

Contact(s)

In Workflow

1. **2017 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 11/29/24 4:11 pm Todd Rowlatt (trowlatt): Rollback to Initiator
2. 12/05/24 5:13 pm Natasha Mandryk (nmandryk): Approved for 2017 Leader
3. 12/05/24 9:20 pm Jennifer Kelly (jekelly): Approved for SAS Dean
4. 12/09/24 2:26 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee
5. 12/11/24 5:28 pm Natasha Mandryk (nmandryk): Approved for Education Council
6. 02/07/25 4:15 pm Darija Rabadzija (drabadzija):

Rollback to Curriculum Committee for Ministry Review
7. 03/03/25 11:12 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Natasha Mandryk	math@vcc.ca	604-871-7294

Program Content Guide

Purpose

This two-year Associate of Science degree provides students with a strong foundation in the rapidly growing field of data science. The program combines mathematical and statistical theory with practical computing skills and real-world applications. Students develop expertise in statistical analysis, programming, data visualization, and machine learning fundamentals while building critical thinking and problem-solving abilities.

The Associate of Science in Data Science degree provides two years of undergraduate university level courses in the sciences and arts, equivalent to the first two years of a four-year bachelor's degree. The goal is to provide an academic educational foundation that enables students to continue their studies towards degree completion. The Associate of Science degree will provide a provincial credential widely recognized by many post-secondary institutions in the British Columbia Council on Admissions and Transfer (BCCAT).

Students who successfully complete the Associate of Science degree have an increased likelihood of being admitted into third year courses at the transfer institution. Students are strongly advised to check the admissions policy of the institution to which they would like to transfer, and to find out if there are additional criteria they must meet for specific program areas. A minimum Associate degree GPA may be required.

Admission Requirements

Grade 12 graduation or equivalent
English Studies 12 with a minimum 'C+' grade, or equivalent
Pre-Calculus 12 with a minimum 'B' grade, or equivalent
One of:
Life Sciences 11 (Biology 11) with a minimum 'C+' grade or equivalent, *or*
Anatomy & Physiology 12 (Biology 12) with a minimum 'C+' grade or equivalent, *or*
Chemistry 12 with a minimum 'C+' grade or equivalent, *or*
Physics 12 with a minimum 'C+' grade or equivalent
Notes:

- Students are required to have successfully completed prerequisite courses leading to courses in the Associate degree (for example: a minimum grade of 'B' in English Studies 12 or equivalent is required to take ENGL 1100). See the requirements for each course.
- Specific post-secondary level courses may be used to substitute for secondary school courses at the discretion of the appropriate departments.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The expected length of the program is two years. There is also the option of part-time studies, which would result in a longer time frame for completion of the credential. The maximum allowable time for students to complete the program is five years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Analyze and interpret data collected through research or laboratory experiences
PLO #2	Apply the core concepts of introductory sciences to real world problems
PLO #3	Apply competent and relevant technology skills in solving problems
PLO #4	Work well independently and in a team environment
PLO #5	Use their scientific educational experiences as a solid foundation for academic readiness to higher level study at the third and fourth year level courses

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, laboratories, online and blending learning, field trips, demonstrations, guest speakers, case studies, and applied practical experiences.

Evaluation of Student Learning

Students must achieve a minimum passing grade of 'D' (1.00) in each course to receive credit. To progress into subsequent courses, students must achieve the minimum grade shown on the course outline or shown in the prerequisites of the subsequent course. Students must have a minimum program grade point average of 2.00 (C) to successfully complete the program.
Upon successful completion of the program, the student will receive an Associate of Science degree in Data Science.

Recommended Characteristics of Students

-

Courses

The Associate of Science degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.
Students are required to complete a minimum of 60 university-transferable credits at the 1st and 2nd-year level. These must include a minimum of 18 credits in Science at the second-year level taken in two or more subject areas (See Specific Requirements C2).
No course can be used to meet more than one of the specific requirements (for example, MATH 1120 as both a Math requirement and a First Year Science requirement).
Students can accumulate credits at more than one institution and have them count as transfer credits towards the Associate of Science degree at VCC as long as they meet the general and specific requirements of the credential.
Registration in courses is open to any student who meets the requirements for the course, regardless of program. Students in Open Studies or another program can later apply to the Associate Degree program, using any previously completed eligible courses toward associate degree requirements. However, students will need to meet the admission requirements to the program in order to complete the Associate of Science degree.
For further details about how a course is defined (e.g. arts/science/other, first-year/second-year, lab science/non-lab science etc.) please see https://www.bctransferguide.ca/learn-more-about/associate-degrees/

Students must complete:

A. 6 credits in first-year English

B. 6 credits in Mathematics which shall include at least 3 credits in Calculus (6 credits in Calculus is recommended)

C. 36 credits in Science which shall include:

- **C1.** A minimum of 3 credits in a laboratory Science
- **C2.** A minimum of 18 credits in second-year Science taken in at least two different subject areas (including additional Mathematics credits)

D. 6 credits in Arts other than English (excluding Mathematics and Laboratory-based Science courses)

E. 6 credits of first or second-year transferable courses in Arts, Science or other areas.

Total Program Credits: 60.0 credits (minimum)

Data Science Pathway

English (6 credits)		6
ENGL 1100	Academic Writing	
or ENGL 1101 English and ENGL 1001 Integrated Language Support 1		
ENGL 1200	English 2	
or ENGL 1102 English and ENGL 1002 Integrated Language Support 2		
Calculus (6 credits)		6
MATH 1100	Calculus 1	
MATH 1200	Calculus 2	
Lab science (3 credits)		3
PHYS 1100	Physics 1	
or PHYS 1110 Introduction to Astronomy		
or CHEM 1121 Chemistry 1		
or BIOL 1100 Biology 1		
or BIOL 1120 Human Anatomy & Physiology 1		
First-year science (12 credits)		12
CMPT 1010	Introduction to Computer Programming 1	
CMPT 1020	Introduction to Computer Programming 2	
MATH 1120	Discrete Mathematics 1	
MATH 1221	Applied Linear Algebra	
Second-year science (minimum 18 credits from at least 2 subject areas)		18
CMPT 2225	Data Structures and Programming	
MATH 2120	Discrete Mathematics 2	
MATH 2230	Introduction to Operations Research with Excel	
MATH 2700	Probability and Statistics for Science and Engineering	
MATH 2705	Introduction to Data Science	
MATH 2710	Introduction to R for Data Science	

Organizational Behaviour (3 credits)		3
HOSP 2470	Organizational Behaviour	
or MGMT 1005 Organizational Behaviour		
Philosphy or Ethics (3 credits)		3
PHIL 2100	Philosophy of Science	
Electives (9 credits)		9
Arts other than English (3 credits)		
Any elective (3 credits)		
Science (3 credits)		
Total Credits		60

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.
The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
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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 of grades for repeated courses, they will be included in the calculation of 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 new pathway is part of the rapid program development project, and is designed to facilitate transfer into the third year of the BSc. in Data Science at SFU.

Are there any
expected costs to
this proposal.

The second-year courses will require development funding. Most or all of the curriculum development can be undertaken by subject matter experts at VCC, and some of it will take place during faculty AD time.

Consultations

Consultated Area	Consultation Comments
International Education	Alison R: suggested four 15-credit terms with a summer break in the middle; requested separation of pathways into PCGs
Registrar's Office	Requested separation of pathways into PCGs

Additional Information

Provide any additional information if necessary.

Approval Pathway:

EdCo, Nov 29, 2024: Approval of wireframe PCG (with edits) and recommendation to the Board to approve the new credential and program implementation.

Supporting
documentation:

DN - AofS DataSci EdCo.pdf

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.
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Program Change Request

New Program Proposal

Date Submitted: 12/04/24 4:38 pm

Viewing: **Associate of Science Degree in Environmental Science**

Last edit: 03/03/25 11:09 am

Changes proposed by: jekelly

Program Name:
Associate of Science Degree in Environmental Science

Credential Level:	Associate Degree
Effective Date:	January 2026
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Arts & Sciences
Department	UT Sciences (2018)
Contact(s)	

In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 11/28/24 6:07 pm Nafiseh Tohidi (ntohidi): Approved for 2018 Leader
2. 11/28/24 6:39 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 11/29/24 4:11 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 12/04/24 5:41 pm Nafiseh Tohidi (ntohidi): Approved for 2018 Leader
5. 12/05/24 12:24 pm Shirley Lew (slew): Approved for SAS Dean
6. 12/09/24 2:26 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

7. 12/11/24 5:28 pm Natasha Mandryk (nmandryk): Approved for Education Council
8. 02/07/25 4:15 pm Darija Rabadzija (drabadzija): Rollback to Curriculum Committee for Ministry Review
9. 03/03/25 11:12 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

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

Program Content Guide

Purpose

This two-year Associate of Science degree provides a foundation in environmental science through an interdisciplinary lens that combines natural sciences, mathematics, and social sciences. The program prepares students with fundamental skills to understand and address the complexity of environmental challenges through hands-on laboratory work, field trips, and evidence-based approaches to environmental problem-solving.
The Associate of Science degree provides two years of undergraduate university level courses in the sciences and arts, equivalent to the first two years of a four-year bachelor's degree. The goal is to provide an academic educational foundation that enables students to continue their studies towards degree completion. The Associate of Science degree provides a provincial credential widely recognized by many post-secondary institutions in the British Columbia Council on Admissions and Transfer (BCCAT).
Students who successfully complete the Associate of Science degree have an increased likelihood of being admitted into third year courses at the transfer institution. Students are strongly advised to check the admissions policy of the institution to which they would like to transfer, and to find out if there are additional criteria they must meet for specific program areas. A minimum Associate degree GPA may be required.

Admission Requirements

Grade 12 graduation or equivalent
English Studies 12 with a minimum 'C+' grade, or equivalent
Pre-Calculus 12 with a minimum 'B' grade, or equivalent
Chemistry 12 with a minimum 'C+' grade, or equivalent
Physics 12 with a minimum 'C+' grade, or equivalent
One of:
Life Sciences 11 (Biology 11) with a minimum 'C+' grade, or equivalent, *or*
Anatomy & Physiology 12 (Biology 12) with a minimum 'C+' grade, or equivalent
Notes:

- Students are required to have successfully completed prerequisite courses leading to courses in the Associate degree (for example: a minimum grade of 'B' grade in English Studies 12 or equivalent is required to take ENGL 1100). See the requirements for each course.
- Specific post-secondary level courses may be used to substitute for secondary school courses at the discretion of the appropriate departments.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The expected length of the program is two years. There is also the option of part-time studies, which would result in a longer time frame for completion of the credential. The maximum allowable time for students to complete the program is five years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Analyze and interpret data collected through research or laboratory experiences
PLO #2	Apply the core concepts of introductory sciences to real world problems
PLO #3	Apply competent and relevant technology skills in solving problems
PLO #4	Work well independently and in a team environment
PLO #5	Use their scientific educational experiences as a solid foundation for academic readiness to higher level study at the third and fourth year level courses

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, laboratories, online and blending learning, field trips, demonstrations, guest speakers, case studies, and applied practical experiences.

Evaluation of Student Learning

Students must achieve a minimum passing grade of 'D' (1.00) in each course to receive credit. To progress into subsequent courses, students must achieve the minimum grade shown on the course outline or shown in the prerequisites of the subsequent course. Students must have a minimum program grade point average of 2.00 (C) to successfully complete the program.
Upon successful completion of the program, the student will receive an Associate of Science degree in Environmental Science.

Recommended Characteristics of Students

-

Courses

The Associate of Science degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.
Students are required to complete a minimum of 60 university-transferable credits at the 1st and 2nd-year level. These must include a minimum of 18 credits in Science at the second-year level taken in two or more subject areas (See Specific Requirements C2).
No course can be used to meet more than one of the specific requirements (for example, MATH 1120 as both a Math requirement and a First Year Science requirement).
Students can accumulate credits at more than one institution and have them count as transfer credits towards the Associate of Science degree at VCC as long as they meet the general and specific requirements of the credential.
Registration in courses is open to any student who meets the requirements for the course, regardless of program. Students in Open Studies or another program can later apply to the Associate Degree program, using any previously completed eligible courses toward associate degree requirements. However, students will need to meet the admission requirements to the program in order to complete the Associate of Science degree.
For further details about how a course is defined (e.g. arts/science/other, first-year/second-year, lab science/non-lab science etc.) please see https://www.bctransferguide.ca/learn-more-about/associate-degrees/

Students must complete:

A. 6 credits in first-year English

B. 6 credits in Mathematics which shall include at least 3 credits in Calculus (6 credits in Calculus is recommended)

C. 36 credits in Science which shall include:

C1. A minimum of 3 credits in a laboratory Science

C2. A minimum of 18 credits in second-year Science taken in at least two different subject areas (including additional Mathematics credits)

D. 6 credits in Arts other than English (excluding Mathematics and Laboratory-based Science courses)

E. 6 credits of first or second-year transferable courses in Arts, Science or other areas.

Total Program Credits: 60.0 credits (minimum)

Environmental Science Pathway

English (6 credits)		6
ENGL 1100	Academic Writing	
OR ENGL 1101 English and ENGL 1001 Integrated Language Support 1		
ENGL 1200	English 2	
OR ENGL 1102 English and ENGL 1002 Integrated Language Support 2		
Calculus (6 credits)		6
MATH 1100	Calculus 1	
MATH 1200	Calculus 2	
First-year science (27 credits)		27
BIOL 1100	Biology 1	
BIOL 1200	Biology 2	
CHEM 1121	Chemistry 1	
CHEM 1223	Chemistry 2	
PHYS 1100	Physics 1	
PHYS 1200	Physics 2	
EVSC 1100	Introduction to Environmental Science	
Second-year science (18 credits)		18
BIOL 2105	Introductory Ecology	
EVSC 2010	Environmental Science Research and Communication	
MATH 2700	Probability and Statistics for Science and Engineering	
Second-year Biology (8 credits, choose 2 of the 3)		
BIOL 2106	Invertebrate Zoology	
BIOL 2216	Comparative Vertebrate Zoology	
BIOL 2204	Plant Biology	

INDG 1100	Introduction to First Nations & Indigenous Studies	3
Elective: Arts other than English (3 credits)		3
Total Credits		63

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 of grades for repeated courses, they will be included in the calculation of 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 new pathway is an extension of the existing first-year UT certificate in Environmental Science with assured admission to SFU. Environmental science was identified as an area for expansion into two-year Associate degree programs during UT program renewal. This degree is designed to facilitate transfer into the third year of the BSc. in Environmental Science at SFU.

This proposal is part of the rapid program development project.

Are there any
expected costs to
this proposal.

Development of the second-year courses will require development funding. All of the curriculum development can be undertaken by subject matter experts at VCC, and some of it will take place during faculty AD time.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Marnie: Advised we remove PLAR from PCG to avoid issues with transferability Dawn: Requested separation of pathways into PCGs
International Education	Alison R: suggested four 15-credit terms with a summer break in the middle; requested separation of pathways into PCGs
Faculty/Department	Faculty are very supportive of this program and are ready to begin course development work.
Department Support Staff	Lab staff are very supportive of this program and are able to work on lab development and testing.

Additional Information

Provide any additional information if necessary.

Approval Pathway:

EdCo, Nov 29, 2024: Approval of wireframe PCG (with edits) and recommendation to the Board to approve the new credential and program implementation.

Supporting documentation:

DN - AofS EnviroSci EdCo.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: Domestic
International

Marketing Description

Complete two years of undergraduate science at VCC, earning a solid foundation for upper-level university programs or a standalone credential.

What you will learn

What to expect

Reviewer Comments

Todd Rowlatt (trowlatt) (11/29/24 4:11 pm): Rollback: Add specifics of pathway to Purpose statement.

Darija Rabadzija (drabadzija) (02/07/25 4:15 pm): Rollback: rollback

Course Change Request

New Course Proposal

Date Submitted: 02/05/25 11:02 am

Viewing: BIOL 2105 : Introductory Ecology

Last edit: 02/23/25 11:06 am

Changes proposed by: ntohidi

Programs referencing this course

221: Associate of Science Degree in Environmental Science

47: First-year University Transfer Environmental Studies Certificate

Course Name: Introductory Ecology

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

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

Banner Course Name: Introductory Ecology

Subject Code: BIOL - Biology

Course Number 2105

Year of Study 2nd Year Post-secondary

In Workflow

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

Approval Path

1. 02/05/25 12:03 pm Nafiseh Tohidi (ntohidi): Approved for 2018 Leader
2. 02/05/25 2:26 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 4

Bridge College Code	UT
Bridge Billing Hours	0-3
Bridge Course Level	01

Course Description:

This course introduces fundamental ecological concepts through both theoretical and experiential (lab/fieldwork) approaches. Students will learn about abiotic and biotic environmental relationships and dynamics; ecological concepts; population dynamics, variation, adaptation and evolution. Students will explore the distribution of organisms, food chain and food web dynamics, energy and matter flow and cycles. Additional topics include species interactions such as competition, predation and symbiosis, and behavioural ecology.

Course Pre-Requisites (if applicable):

BIOL 1100 with a minimum 'C-' grade or equivalent, and BIOL 1200 with a minimum 'C-' grade or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain patterns observed in nature by applying fundamental ecological theories.
CLO #2	Communicate clearly about ecological systems and processes by applying appropriate ecological terminology.
CLO #3	Describe the contributions of important ecologists and the historical development of the discipline in order to understand contemporary ecological issues in a modern context.
CLO #4	Critically evaluate primary ecological literature and interpret case studies to formulate solutions to real-world ecological problems by applying ecological theory.

	Upon successful completion of this course, students will be able to:
CLO #5	Analyze ecological data using appropriate statistical methods, including calculating basic statistics, constructing graphs, and interpreting trends.
CLO #6	Develop and present a research proposal (including a review of literature, statement of hypothesis and predictions, appropriate research methodology, and anticipated results) on an ecological topic.
CLO #7	Apply fundamental lab and field ecology techniques and safety procedures including sampling methods, species identification, and habitat assessment.
CLO #8	Collect, analyze, and interpret ecological field data to draw evidence-based conclusions about ecological relationships.

Instructional Strategies:

The course will have interactive lectures, case studies, class discussions, labs and field studies.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	40	Lab and field work/reports
Assignments	15	Research proposal/presentation
Midterm Exam	30	Two mid-term exams
Final Exam	15	Final exam

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 60

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

Check all that apply:

Lab

Hours in Category 2: 60

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Overview of modern ecology in an historical context
Models predicting population distribution and abundance
Island biogeography
Biotic and abiotic effects on species distribution and dispersal
Population ecology including demographics, growth, and metapopulations
Interactions between species including competition and predation
Ecology laboratory and field work techniques

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

Rationale and Consultations

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

Course Change Request

Date Submitted: 02/05/25 1:43 pm

Viewing: EVSC 1100 : Intro to Environmental Science

Last approved: 02/05/22 5:03 am

Last edit: 02/23/25 11:07 am

Changes proposed by: ntohidi

Programs referencing this course

221: Associate of Science Degree in Environmental Science

47: First-year University Transfer Environmental Studies Certificate

Course Name:
Introduction to Environmental Science

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

In Workflow

1. 2018 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 02/05/25 1:44 pm Nafiseh Tohidi (ntohidi): Approved for 2018 Leader
2. 02/05/25 1:51 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/05/25 2:26 pm Darija Rabadzija (drabadzija): Rollback to SAS Dean for Curriculum Committee
4. 02/06/25 11:21 am Jennifer Kelly (jekelly): Approved for SAS Dean
5. 02/23/25 12:20 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 21, 2019 by Darija Rabadzija (drabadzija)
2. Feb 5, 2022 by Nicole Degagne (ndegagne)

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

Banner Course Name:	Intro to Environmental Science
Subject Code:	EVSC - Environmental Science
Course Number	1100
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	UT
Bridge Billing Hours	0-3
Bridge Course Level	01

Course Description:

This course introduces students to the approach used by environmental scientists to assess the health of Earth's systems, evaluate impacts of various land and ecosystem management practices and identify solutions to environmental problems. Earth systems (lithosphere, hydrosphere, biosphere and atmosphere) and cycles (rock, water, carbon, nitrogen, etc.) are examined briefly as context. Then underlying, fundamental physical and biological processes of environmental problems are examined. The course will cover environmental ethics, conservation movements, environmental policy and the concept of sustainability. As well, ecological principles will be examined in the context of conservation, restoration, resource management, and energy sources.

Course Pre-Requisites (if applicable):

~~Admission to University Transfer program at VCC;~~ Biology 11 or Biology ~~and~~ 12 ~~each~~ with a minimum grade of 'C+' ~~C+, or VCC Biology 0861/0871 and Biology 0983/0993 both with a C+,~~ or ~~equivalent; Chemistry 11 with a C+ or VCC Chemistry 0861/0871 with a C+ or~~ equivalent. Recommended: Biology 11 and 12, Chemistry 11, Precalculus 11.

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	Formally define environmental science and how it differs from environmental activism.
CLO #2	Describe the lithosphere, hydrosphere, biosphere and atmosphere.
CLO #3	Explain the processes of cycles including rock, water, carbon and nitrogen.
CLO #4	Define the fundamental physical and biological processes underlying environmental problems.
CLO #5	Understand the development of scientifically rigorous assessment and solutions to environmental problems.

Instructional Strategies:

The course will have lectures and tutorials, including class participation activities, case studies, lab and literature research activities. The ~~Also, the~~ class will also include ~~a series of videotaped~~ talks from professionals ~~prominent researchers~~ in the field of environmental science.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	40	Two midterm exams at 20% each
~~Participation~~	~~5~~	~~Participation in class activities and tutorials~~
Assignments	30 ~~20~~	Lab and Written assignments
Project	10	In class presentation

Type	Percentage	Brief description of assessment activity
Final Exam	20 ~~25~~	Final Exam

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online

Hours in Category 1: 60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Land use effect on watersheds
Hydroelectric development effects on river systems
Global warming impact on Earth’s hydrosphere.

Course Topics:
Threats to drinking water supplies at local and global scales
Prediction and modeling in environmental problem solving
Anthropogenic effects on the global carbon cycle
The effect of expanding human populations and climate change on biodiversity
Influence of climate change on the size and age composition of biological populations
Restoring degraded environmental 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?

No

Primary Proposal

Associate of Science - Environmental Science PCG, for EVSC 2010

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Darija Rabadzija (drabadzija) (02/05/25 2:26 pm): Rollback: rollback

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 02/05/25 11:15 am

Viewing: EVSC 2010 : Envir Sci Research & Communic

Last edit: 02/23/25 11:08 am

Changes proposed by: ntohidi

Programs referencing this course

221: Associate of Science Degree in Environmental Science

Course Name:
Environmental Science Research and Communication

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

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

Banner Course Name: Envir Sci Research & Communic

Subject Code: EVSC - Environmental Science

Course Number 2010

Year of Study 2nd Year Post-secondary

In Workflow

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

Approval Path

1. 02/05/25 12:04 pm Nafiseh Tohidi (ntohidi): Approved for 2018 Leader
2. 02/05/25 1:50 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:20 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores the practice of environmental science with a focus on research and communication. Students will analyze primary literature, popular media, and presentations around current environmental science topics and issues. Students will also examine how environmental science research and reporting inform decision-making and policy. This course emphasizes communication skills including literature research and synthesis, and presentation of environmental science topics to diverse audiences.

Course Pre-Requisites (if applicable):

EVSC 1100.

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	Describe various roles of environmental scientists and how they collaborate with other interested parties such as scientists, special interest groups and politicians.
CLO #2	Identify regulatory frameworks governing environmental practice in BC.
CLO #3	Find information regarding environmental science topics from a variety of sources.
CLO #4	Critically analyze diverse sources of information related to an environmental science topic for quality, relevance and potential biases.
CLO #5	Analyze scientific papers for key concepts, and identify the basis for the authors' conclusions in the data and analysis.
CLO #6	Describe how environmental science informs decisions around environmental policy-making and

	Upon successful completion of this course, students will be able to:
	implementation.
CLO #7	Synthesize environmental science information from a variety of sources and viewpoints
CLO #8	Create and deliver an oral presentation synthesizing a topic in environmental science, tailored to a specific audience.
CLO #9	Consider Indigenous interests and values in environmental science.

Instructional Strategies:

Lectures, class discussions, case studies, literature research and presentations

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	In-class activities and group discussions
Assignments	50	Several written assignments such as literature review, annotated bibliography, and reports
Project	15	Oral presentation(s)
Project	25	Case study collaborative project

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Environmental science practice - professional roles, sectors and collaboration
Current issues and trends
Environmental policy and regulation
Indigenous and stakeholder engagement
Evaluation of information sources on environmental science topic- quality, relevance, bias
Critical analysis of scientific articles
Communication skills for environmental science
Stakeholder communication for decision-making

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: 02/09/25 8:15 pm

Viewing: MATH 2230 : Intro to Operations Research

Last edit: 02/23/25 11:09 am

Changes proposed by: nmandryk

Programs referencing this course

220: Associate of Science Degree in Data Science

Course Name:
Introduction to Operations Research with Excel

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Math (2017)

Contact(s)

Name	E-mail	Phone/Ext.
Natasha Mandryk	math@vcc.ca	604-871-7294

Banner Course Name: Intro to Operations Research

Subject Code: MATH - Mathematics

Course Number 2230

In Workflow

1. 2017 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/09/25 8:19 pm Natasha Mandryk (nmandryk): Approved for 2017 Leader
2. 02/10/25 10:12 am Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code	UT
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

This course introduces students to the fundamental concepts and techniques of Operations Research (OR), with a strong focus on practical applications using Microsoft Excel. Emphasizing linear programming, optimization, and decision modeling, students will learn to formulate real-world problems mathematically, solve them using standard techniques, and interpret results. Through hands-on exercises and case studies, students will apply industry-relevant tools such as Excel Solver to conduct sensitivity analysis, simulation, and resource allocation.

Course Pre-Requisites (if applicable):

MATH 1221 or equivalent (taken prior to or concurrently).

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply fundamental concepts of Operations Research to solve practical problems using Excel.
CLO #2	Develop linear programming models and solve optimization problems using Excel Solver.
CLO #3	Conduct sensitivity analysis and evaluate the impact of variable changes on Operations Research models.
CLO #4	Solve transportation, assignment, and shortest path problems using network models.
CLO #5	Apply simulation techniques, including Monte Carlo methods, to analyze complex systems.
CLO #6	Interpret queueing theory models and apply them to practical business scenarios.

	Upon successful completion of this course, students will be able to:
CLO #7	Work collaboratively on case studies and group projects to solve real-world Operations Research problems.
CLO #8	Effectively communicate solutions and insights through written reports and presentations.
CLO #9	Analyze ethical considerations and future trends in Operations Research.
CLO #10	Enhance critical thinking and problem-solving skills through Excel-based modeling.

Instructional Strategies:

Lectures: Interactive sessions with coding demonstrations.

Lab Work: session with hands-on exercises to apply data science concepts in R and SQL.

Problem-Based Learning: Engage students with practical, data-focused, and real –world problems.

Peer learning and assessment: Collaborative activities for peer learning, teamwork, and mutual feedback.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-30	
Midterm Exam	10-15	Midterm 1
Midterm Exam	10-15	Midterm 2
Final Exam	15-20	
Project	25	Group project includes presentation (10%), report (10%), peer feedback (5%)
Participation	0-10	Class activities

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 45

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

Check all that apply:

Lab

Hours in Category 2: 15

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Overview of Operations Research in Decision Making
Mathematical Optimization and Decision-Modeling
Linear Programming and Graphical method
Excel for Optimization and Solver Reports
The Simplex Method
Sensitivity Analysis and Real-World Applications

Course Topics:
Network Models and Applications
Modelling problems using discrete-event simulations
Queuing Theory and Practical Applications
Case Studies in Operations Research
Ethical Considerations and Trends in Operations Research

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG- Associate of Science Degree, Data Science

Additional Information

Provide any additional information if necessary.

Consulted with RO Jan 13, 2025 and in Dec 2025 for course name, number, review of pre-reqs. Feedback: Course hours need to be broken down into categories. Q: MATH 1221 has MATH 1100 with a C- as the prereq. Would C- be sufficient preparation for 2230? If so, remove MATH 1100 from the pre-reqs. Otherwise use "MATH 1100 with a minimum C+ or equivalent; MATH 1221 or equivalent (taken prior to or concurrently). Fixed course hours.

Supporting documentation:

Course Change Request

New Course Proposal

Date Submitted: 02/09/25 8:17 pm

Viewing: MATH 2705 : Intro to Data Science

Last edit: 02/23/25 11:09 am

Changes proposed by: nmandryk

Programs referencing this course

220: Associate of Science Degree in Data Science

Course Name:
Introduction to Data Science

Effective Date: January 2026

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: UT Math (2017)

Contact(s)

Name	E-mail	Phone/Ext.
Natasha Mandryk	math@vcc.ca	604-871-7294

Banner Course Name: Intro to Data Science

Subject Code: MATH - Mathematics

Course Number 2705

In Workflow

1. 2017 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/09/25 8:19 pm Natasha Mandryk (nmandryk): Approved for 2017 Leader
2. 02/10/25 10:13 am Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code	UT
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

This course serves as an introduction to developing key data science skills. By the end of the course, students will be able to implement a complete data science workflow using the R programming language. This includes downloading data from the internet (scraping), managing it effectively (wrangling), and creating tables and figures that tell a meaningful and justifiable story based on the data. Students will also gain proficiency in tools for identifying patterns in data and making predictions about future trends.

Course Pre-Requisites (if applicable):

MATH 2700 with a minimum 'C+' grade or equivalent, and CMPT 1010 with a minimum 'C-' or equivalent.

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	Explain key concepts and the scope of data science, including its role in modern problem-solving and decision-making
CLO #2	Write basic R scripts to perform data analysis tasks
CLO #3	Utilize R libraries for data manipulation, visualization, and basic statistical operations
CLO #4	Write SQL queries to retrieve, filter, and summarize data from relational databases
CLO #5	Access and extract data from web sources using appropriate tools and techniques
CLO #6	Import data from local files and web-based sources into R

	Upon successful completion of this course, students will be able to:
CLO #7	Work with diverse data formats, including CSV, JSON, and HTML
CLO #8	Identify and handle missing, inconsistent, or duplicate data
CLO #9	Transform and organize datasets to prepare them for analysis
CLO #10	Generate effective data visualizations

Instructional Strategies:

Lectures: Interactive sessions with coding demonstrations.

Lab Work: session with hands-on exercises to apply data science concepts in R and SQL.

Case Study Analysis: Exploration of real-world examples.

Peer learning and assessment: Collaborative activities for peer learning, teamwork, and mutual feedback.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25-35	
Quizzes/Tests	25-35	3-5 quizzes
Project	30	Final project includes project documentation (15%) presentation (10%) and peer feedback (5%)
Participation	5-10	Online and in-class activities

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

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:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to Data Science
Introduction to R Programming Language
Introduction to SQL and Relational Databases
Introduction to Web and Data Technologies
Reading in Data Locally and from the Web
Cleaning and Wrangling Data
Data Visualization

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

R and RStudio with web scraping libraries (Free to download and use)
MySQL Community Edition (Free to download and use)
Spreadsheet software (Microsoft Excel, included in student M365 license)

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG- Associate of Science - Data Science

Provide a rationale for this proposal:

Are there any expected costs as a result of this Consultations

Additional Information

Provide any additional information if necessary.

Consulted with RO Jan 13, 2025 and in Dec 2025 for course name, number, review of pre-reqs. Adjusted pre-requisites in response. Department was consulted and supports these courses.

Supporting documentation:

Course Change Request

New Course Proposal

Date Submitted: 02/09/25 8:18 pm

Viewing: MATH 2710 : Intro R for Data Science

Last edit: 02/23/25 11:11 am

Changes proposed by: nmandryk

Programs referencing this course

220: Associate of Science Degree in Data Science

Course Name:
Introduction to R for Data Science

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Math (2017)

Contact(s)

Name	E-mail	Phone/Ext.
Natasha Mandryk	math@vcc.ca	604-871-7294

Banner Course Name: Intro R for Data Science

Subject Code: MATH - Mathematics

Course Number 2710

In Workflow

1. 2017 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/09/25 8:19 pm Natasha Mandryk (nmandryk): Approved for 2017 Leader
2. 02/10/25 10:13 am Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code	UT
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

This course introduces students to data science using the R programming language. Students will learn fundamental programming concepts while developing skills in data manipulation, visualization, and analysis. They will also gain practical skills in handling real-world data and applying foundational data science methods.

Course Pre-Requisites (if applicable):

MATH 2700 with a minimum grade of 'C+' or equivalent.

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	Write and execute R scripts to analyze and manipulate data.
CLO #2	Visualize data effectively using R libraries to identify patterns and trends.
CLO #3	Perform data wrangling tasks, including importing, cleaning, and organizing datasets.
CLO #4	Summarize data using statistical measures and exploratory techniques.
CLO #5	Transform messy datasets into tidy formats for analysis.
CLO #6	Utilize R for generating actionable insights from real-world data.
CLO #7	Communicate results through clear visualizations and summaries.

Instructional Strategies:

Lectures: Interactive sessions with coding demonstrations.

Lab Work: session with hands-on exercises to apply data science concepts in R and SQL.

Problem-Based Learning: Engage students with practical, data-focused, and real –world problems.

Peer learning and assessment: Collaborative activities for peer learning, teamwork, and mutual feedback.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25-35	
Midterm Exam	15-20	Midterm 1
Midterm Exam	15-20	Midterm 2
Final Exam	20-35	
Participation	10-15	Online and in-class activities

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

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:

Hours in Category 3:

Course Topics

Course Topics:
Data exploration and visualization
Customizing visualizations: colors, themes, and labels
Data transformation and summarization
Filtering, sorting, and summarizing data
Grouped operations and aggregations for exploratory data analysis
Calculating statistical summaries
Data wrangling
Importing data from various file formats
Cleaning messy datasets: handling missing values, duplicates, and inconsistencies
Reshaping and organizing data
Data types and structures
Understanding common data types in R
Working with vectors, matrices, data frames, and tibbles
Handling categorical data with factors and managing date-time formats.

Course Topics:
Workflow for data analysis Setting up and organizing RStudio projects. Writing and running R scripts for reproducible analysis. Writing custom functions to automate repetitive tasks. Basic control structures: if statements and loops (for, while). Debugging and error handling.

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

R and RStudio with the Tidyverse package (Free to download and use)
Spreadsheet software (Microsoft Excel, included in M365 student license)

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG - Associate of Science, Data Science

Provide a rationale for this proposal:

Are there any expected costs as a

Additional Information

Provide any additional information if necessary.

Consulted with RO Jan 13, 2025 and in Dec 2025 for course name, number, review of pre-reqs. In response, updated the course hours and the pre-requisites to align with RO feedback. Department supports these courses going forward.

Supporting documentation:

Reviewer Comments

Badge Information

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

Is a Badge being offered for this course? No

Badge Effective Date

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:

Course Change Request

New Course Proposal

Date Submitted: 02/04/25 5:52 pm

Viewing: PHIL 1100 : Introduction to Philosophy

Last edit: 02/23/25 11:12 am

Changes proposed by: mweber

Programs referencing this course

222: Associate of Arts Degree in Psychology

Course Name: Introduction to Philosophy

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Humanities (2016)

Contact(s)

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

Banner Course Name: Introduction to Philosophy

Subject Code: PHIL - Philosophy

Course Number 1100

In Workflow

1. 2016 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/04/25 6:12 pm Michael Weber (mweber): Approved for 2016 Leader
2. 02/05/25 1:45 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course develops students' critical thinking and argumentative skills through the study of philosophical problems and methods. Students will learn to construct and evaluate arguments, analyze logical structures, and apply these skills to philosophical questions about knowledge, reality, and ethics. Students will learn about Western philosophy and Indigenous ways of knowing. The course encourages students to think and communicate successfully across academic disciplines.

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	Identify and analyze the structure of arguments, including premises and conclusions
CLO #2	Evaluate arguments using formal and informal logic
CLO #3	Construct valid arguments using proper logical form
CLO #4	Apply critical thinking skills to philosophical and real-world problems
CLO #5	Translate natural language arguments into propositional logic
CLO #6	Write clear, concise philosophical essays
CLO #7	Discuss Western philosophical approaches and Indigenous ways of knowing

	Upon successful completion of this course, students will be able to:
CLO #8	Identify and demonstrate fundamental logical principles and common fallacies

Instructional Strategies:

The course uses a combination of lectures, demonstrations, videos, group work, class discussions, and library research.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-30	Class and group discussions of select course topics with report, debate, and/or presentation components.
Other	20-30	Two to three essays that apply philosophical concepts to a target argument or analysis.
Midterm Exam	20-30	A summative exam that focuses on core concepts and their application.
Final Exam	20-30	A summative exam that focuses on core concepts and their application.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Foundations of Logic and Critical Thinking - Propositions and truth-values - Premises and conclusions - Truth tables and logical connectors - Argument forms and validity - Natural language translation into propositional logic - Indigenous philosophies and logic
Argument Analysis and Evaluation - Standardizing arguments - Identifying implicit premises - Evaluating premise acceptability - Common fallacies - Different ways of knowing
Advanced Logic and Applications - Truth table proofs - Contraries and contradictories - Complex argument forms - Applied logic in different disciplines

Course Topics:
Philosophical Applications - Epistemology and theories of knowledge - Ethical reasoning - Scientific method and causation - Indigenous knowledge systems - Contemporary applications

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG- Associate of Arts Degree, Psychology

Provide a rationale for this proposal:

Are there any expected costs as a Consultations

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 02/04/25 5:52 pm

Viewing: PHIL 2100 : Philosophy of Science

Last edit: 02/23/25 11:12 am

Changes proposed by: mweber

Programs referencing this course

220: Associate of Science Degree in Data Science

222: Associate of Arts Degree in Psychology

Course Name: Philosophy of Science

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Humanities (2016)

Contact(s)

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

Banner Course Name: Philosophy of Science

Subject Code: PHIL - Philosophy

Course Number 2100

In Workflow

1. 2016 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/04/25 6:12 pm Michael Weber (mweber): Approved for 2016 Leader
2. 02/05/25 1:44 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course examines the philosophical foundations of scientific inquiry, combining historical perspectives with contemporary issues in scientific practice. Special attention is paid to the challenges of inductivism, the nature of scientific progress, and the boundaries between science and other forms of knowledge. The course investigates fundamental concepts including scientific method, explanation, evidence, and the interplay between science, values, and society.

Course Pre-Requisites (if applicable):

PHIL 1100 or equivalent, or 12 credits of undergraduate coursework.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze core philosophical problems regarding scientific knowledge, method, and truth
CLO #2	Evaluate different models of scientific explanation, evidence, and theory confirmation
CLO #3	Apply philosophical frameworks to distinguish scientific from non-scientific claims
CLO #4	Examine the relationship between science, values, and society
CLO #5	Identify and evaluate ethical principles in scientific practice and research
CLO #6	Analyze real-world scientific cases using philosophical concepts
CLO #7	Evaluate contemporary debates in the philosophy of science

	Upon successful completion of this course, students will be able to:
CLO #8	Engage in collaborative philosophical discussion and analysis

Instructional Strategies:

The course uses a combination of lectures, demonstrations, videos, group work, class discussions, and library research.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-30	Class and group discussions of select course topics with report, debate, and/or presentation components
Portfolio	20-30	Two to three analytical reports using target course concepts to examine real-world scientific cases
Midterm Exam	20-30	A summative exam that focuses on core concepts and their application.
Other	20-30	Two to three analytical essays that apply philosophical concepts with a relevant historical or contemporary focus

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Scientific Knowledge and Method - What counts as science? - Inductivism and its challenges - Scientific reasoning and explanation - Theory testing and confirmation
Scientific Change and Progress - Popper’s theory of falsification - The structure of scientific revolutions - Kuhn’s theory of rationality - The role of evidence and experiment
Demarcation and Scientific Authority - Science vs. pseudoscience - The role of expertise - Scientific consensus and disagreement - Interdisciplinary boundaries
Scientific Realism and Anti-realism - The no-miracles argument

Course Topics:
- Constructive empiricism - Models and idealization - Laws of nature
Science and Society - Values and ethics in science - Feminist approaches to science - Social dimensions of scientific practice - Science communication and public trust
Current Challenges in Science - Big data in scientific practice - Climate science and uncertainty - Science in the age of AI - Ethical dilemmas today - The future of scientific inquiry

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG - Associate of Arts Degree, Psychology

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 02/03/25 2:59 pm

Viewing: PSYC 2100 : Developmental Psychology

Last edit: 02/25/25 4:13 pm

Changes proposed by: esimpson

Programs referencing this course

222: Associate of Arts Degree in Psychology

Course Name: Developmental Psychology

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Humanities (2016)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Weber	mweber@vcc.ca	-

Banner Course Name: Developmental Psychology

Subject Code: PSYC - Psychology

Course Number 2100

In Workflow

1. 2016 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/03/25 3:30 pm Michael Weber (mweber): Approved for 2016 Leader
2. 02/03/25 3:38 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

Course Description:

This course examines human development from conception through emerging adulthood, focusing on physical, cognitive, social, and emotional development. Students analyze major theoretical perspectives, research methodologies, and contemporary findings in developmental psychology. Emphasis is placed on understanding normative development patterns, individual differences, and the influence of biological, psychological, and sociocultural factors.

Course Pre-Requisites (if applicable):

PSYC 1200 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	Evaluate major theories of human development using empirical evidence and key psychological concepts
CLO #2	Analyze research methodologies in developmental psychology and their real-world applications
CLO #3	Analyze the biological, psychological, and sociocultural factors shaping human development
CLO #4	Apply developmental theories and research findings to real-world situations
CLO #5	Analyze how cultural contexts influence development from conception through adolescence
CLO #6	Critique current research in developmental psychology using appropriate methodological criteria

	Upon successful completion of this course, students will be able to:
CLO #7	Integrate knowledge of physical, cognitive, and social-emotional development to explain developmental changes

Instructional Strategies:

This course includes interactive lectures, group discussions, and other activities.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Research methods analysis paper
Assignments	20	application of theoretical frameworks, analysis of developmental domains
Midterm Exam	40	2 midterms
Final Exam	20	

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Seminar

Hours in Category 1: 60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Prenatal and infant development
Biology and genetics
Language and communication
Attachment and early relationships
Cognitive development
Physical development
Social development
Emotional development
Moral development
Gender development
Intelligence and academic achievement
Family structures

Course Change Request

New Course Proposal

Date Submitted: 02/03/25 2:59 pm

Viewing: PSYC 2110 : Cognitive Psychology

Last edit: 02/25/25 4:13 pm

Changes proposed by: esimpson

Programs referencing this course

222: Associate of Arts Degree in Psychology

Course Name: Cognitive Psychology

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Humanities (2016)

Contact(s)

Name	E-mail	Phone/Ext.
Michael Weber	mweber@vcc.ca	-

Banner Course Name: Cognitive Psychology

Subject Code: PSYC - Psychology

Course Number 2110

In Workflow

1. **2016 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/03/25 3:29 pm Michael Weber (mweber): Approved for 2016 Leader
2. 02/03/25 3:39 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 02/23/25 12:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	0-3
Bridge Course Level	01

Course Description:

This course introduces the scientific study of human mental processes, examining how people perceive, attend to, and remember information. Students will explore major theories and research methods in cognitive psychology, including attention, memory, language, problem solving, and decision making. The course emphasizes both theoretical understanding and practical applications, including connections to cognitive neuroscience and real-world implications.

Course Pre-Requisites (if applicable):

PSYC 1100 or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain key cognitive processes such as sensation, perception, reasoning, and learning
CLO #2	Analyze major theories and models of cognitive processes using appropriate psychological concepts.
CLO #3	Evaluate research methodologies used in cognitive psychology.
CLO #4	Apply cognitive psychology principles to real-world situation
CLO #5	Analyze the relationship between brain function and cognitive processes, including memory, language, and decision-making
CLO #6	Design and interpret basic cognitive psychology experiments

	Upon successful completion of this course, students will be able to:
CLO #7	Integrate knowledge from different areas of cognitive psychology to explain complex cognitive phenomena

Instructional Strategies:

This course includes interactive lectures, demonstrations, research article analysis, group discussions, and case studies.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Research methods analysis paper
Assignments	20	Reports based on in-class experiments
Midterm Exam	40	2 midterms
Final Exam	20	

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Seminar

Hours in Category 1: 60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Cognitive neuroscience basics
Research methods in cognitive psychology
Attention and consciousness
Memory systems
Knowledge representation and organization
Language processing
Problem solving and decision making

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 02/03/25 2:59 pm

Viewing: SOCI 2250 : Sociology of Families

Last edit: 03/03/25 10:47 am

Changes proposed by: esimpson

Programs referencing this course

222: Associate of Arts Degree in Psychology

Course Name:
Sociology of Families

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: UT Humanities (2016)

Contact(s)

Name	E-mail	Phone/Ext.
Darcie Olijnek	dolijnek@vcc.ca	604-871-7000/2020

Banner Course Name: Sociology of Families

Subject Code: SOCI - Sociology

Course Number 2250

In Workflow

1. **2016 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 02/03/25 3:29 pm Michael Weber (mweber): Approved for 2016 Leader
2. 02/03/25 3:40 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 03/03/25 10:48 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on diversity, inequality and social change, in families in the Canadian context, including Indigenous Peoples. The historical, societal contexts of family forms, processes and social change is examined in relation to the following areas: colonisation/decolonisation and reconciliation; state institutions, laws and policies; economy and work; structural racism; politics; cultures, ideologies and mass media; religion and spirituality; social movements; demography; the environment and climate change.

Course Pre-Requisites (if applicable):

SOCI 1100 with a minimum 'C-' grade or equivalent, or SOCI 1200 with a minimum 'C-' grade or equivalent (SOCI 1200 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	Discuss diversity, inequalities and social change in families, including Indigenous Peoples, in the Canadian context.
CLO #2	Evaluate the multi-generational impacts of colonisation and the Indian Act (1876 to present) on Indigenous Peoples families, Nations and communities.
CLO #3	Discuss the main sociological theories of family, and explain differing approaches to the study of families, inequalities, and social change.
CLO #4	Apply knowledge of diversity, structural inequalities including racism, and social change to families in a Canadian and global context.

	Upon successful completion of this course, students will be able to:
CLO #5	Interpret qualitative and statistical research findings on diversity, inequality and social change in families.
CLO #6	Demonstrate information literacy by effectively locating, evaluating, and synthesizing scholarly sources relevant to the sociology of families.
CLO #7	Critically analyse full-length, peer-reviewed sociology articles.

Instructional Strategies:

A combination of the following: lectures; active learning activities, including small group work; large class discussions; films; library research; and guest-speakers.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade: D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Midterm Exam	20	
Project	25	Term paper
Final Exam	25	
Other	10	In-class active learning activities

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 60

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Socio-historical contexts of diverse, changing family structures, and experiences in Canada, including Indigenous Peoples, in Canadian sociological practice
Socio-historical context of changing legal and cultural definitions of family in Canada and globally
Diverse family structures and experiences that include the following: Indigenous Peoples families; Black Canadian families; other racialised ethnic families; immigrant, migrant, and refugee families; 2SLGBTQQIA families; extended families; common-law families; single-person households; blended families; single-parent families; childless families; married nuclear families; communal families; families with members with disabilities; egalitarian and non-egalitarian families etc.
Socio-historical contexts of family structures, processes, and social change, examined in relation to the following areas: colonisation/decolonisation and reconciliation; state institutions, laws and policies; economy and work; structural racism and discrimination; politics; cultures, ideologies and mass media; religion and spirituality; social movements; demography; the environment, land-based connections and climate change
Main theories: structural functionalism (family systems); life course and development; symbolic interactionism; conflict and critical theories, including critical race theory; and feminist theories
Research methods: historical, quantitative (statistical), qualitative (interpretative), feminist, critical including decolonising methods; and mixed-methods

Course Topics:
Traumas and inter-generational effects of colonisation and poverty effecting Indigenous Peoples families including the following: the Indian Act (1876 to present); Residential Schools and Day Schools; the "sixties scoop"; missing and murdered Indigenous women and girls; disproportionate criminalisation and incarceration; and health, family and child services practices etc.
Relationships/family formations and dissolution over the life course
Fertility, reproductive choices and aging in families
Child-rearing, socialisation and parenting
Power, authority and inequality in families
The domestic division of labour and caring, feminist theories and oppression
Abuse and violence effecting families
Poverty in families, housing, health and education
The state, family law, and social and health policies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG - Associate of Arts, Psychology. This supports the completion of the wireframe PCG.

Provide a r
for this pro

Additional Information

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 11, 2025

ISSUE: Associate of Science Degree in Computer Science Credential

BACKGROUND:
The Associate of Science Degree credential was approved by the Board of Governors in 2018.

In 2021, the program content guide (PCG) was revised to include the Computer Science pathway. This change was treated as a curriculum update, with no changes to the credential.

The School of Arts and Sciences is proposing new program pathways for the Associate of Arts and Associate of Science Degrees. In this context, based on recommendations from the Registrar's Office, separate PCGs were created for the new pathways (Arts: Psychology; Science: Data Science and Environmental Science), as well as for the existing Associate of Science in Computer Science pathway that was previously embedded in the generic Associate of Science Degree PCG. "Generic" PCGs for both the Associate of Arts and Associate of Science Degrees will be maintained.

Education Council approved the program content guide for the Associate of Science Degree in Computer Science in November 2024, which identified the credential awarded as Associate of Science.

DISCUSSION:
Following further discussions about awarding of generic versus specific Associate Degree credentials, it was decided to bring the Associate of Science Degree in Computer Science credential to the Board of Governors for approval.

The Evaluation of Student Learning section of the PCG will be updated to reflect the change in credential from Associate of Science to Associate of Science in Computer Science. Since there were no curriculum changes, the chairs of Education Council and Curriculum Committee agreed that the proposal did not require Curriculum Committee's advice.

RECOMMENDATION:
THAT Education Council recommends the Board of Governors approve the Associate of Science Degree in Computer Science credential.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
Natasha Mandryk, Chair, Education Council

DATE: March 4, 2025

Program Change Request

New Program Proposal

Date Submitted: 12/09/24 1:00 pm

Viewing: **Associate of Science Degree in Computer Science**

Last edit: 03/03/25 11:11 am

Changes proposed by: trowlatt

Program Name:
Associate of Science Degree in Computer Science

Credential Level:	Associate Degree
Effective Date:	September 2025
Effective Catalog Edition:	2025-2026 Academic Calendar
School/Centre:	Arts & Sciences
Department	UT Sciences (2018)

Contact(s)

In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. **Ministry Review**
6. Board of Governors

Approval Path

1. 11/28/24 12:26 pm Nafiseh Tohidi (ntohidi): Approved for 2018 Leader
2. 11/28/24 1:30 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 11/29/24 4:10 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 12/09/24 1:41 pm Nafiseh Tohidi (ntohidi): Approved for 2018 Leader
5. 12/09/24 1:42 pm Jennifer Kelly (jekelly): Approved for SAS Dean
6. 12/09/24 2:26 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

7. 12/11/24 5:21 pm Natasha Mandryk (nmandryk): Approved for Education Council

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

Program Content Guide

Purpose

This comprehensive two-year Associate of Science degree provides students with a solid foundation in computer science principles and practices. The program combines theoretical computer science concepts with practical programming skills and software development methodologies. Students develop strong analytical and problem-solving abilities while studying algorithms, data structures, computer architecture, and software engineering practices. Through laboratory work and project-based learning, students gain hands-on experience with current programming languages and development tools.

The Associate of Science in Computer Science degree provides two years of undergraduate university level courses in the sciences and arts, equivalent to the first two years of a four-year bachelor's degree. The goal is to provide an academic educational foundation that enables students to continue their studies towards degree completion. The Associate of Science degree will provide a provincial credential widely recognized by many post-secondary institutions in the British Columbia Council on Admissions and Transfer (BCCAT).

Students who successfully complete the Associate of Science degree have an increased likelihood of being admitted into third year courses at the transfer institution. Students are strongly advised to check the admissions policy of the institution to which they would like to transfer, and to find out if there are additional criteria they must meet for specific program areas. A minimum Associate degree GPA may be required.

Admission Requirements

Grade 12 graduation or equivalent
English 12 with a minimum 'C+' grade, or equivalent
Pre-Calculus 12 with a minimum 'B' grade, or equivalent
One of the following:
Biology 11 or 12 with a minimum 'C+' grade, *or*
Chemistry 12 with a minimum 'C+' grade, *or*
Physics 12 with a minimum 'C+' grade, *or*
Equivalent
Notes:

Students are required to have successfully completed prerequisite courses leading to courses in the Associate degree (for example: prerequisite course Chemistry 12 or equivalent needs to be successfully completed in order to take CHEM 1121 Chemistry 1; a minimum of a 'B' grade in English 12 or equivalent is required to take ENGL 1100 English 1). See the requirements for each course.
Specific post-secondary level courses may be used to substitute for secondary school courses at the discretion of the appropriate departments.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The expected length of the program is two years. There is also the option of part-time studies, which would result in a longer time frame for completion of the credential. The maximum allowable time for students to complete the program is five years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Analyze and interpret data collected through research or laboratory experiences
PLO #2	Apply the core concepts of introductory sciences to real world problems
PLO #3	Apply competent and relevant technology skills in solving problems
PLO #4	Work well independently and in a team environment
PLO #5	Use their scientific educational experiences as a solid foundation for academic readiness to higher level study at the third and fourth year level courses

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, laboratories, online and blending learning, field trips, demonstrations, guest speakers, case studies, and applied practical experiences.

Evaluation of Student Learning

Evaluation of the student is determined by the instructors and may include a combination of assignments, tests, projects, theory, exams and/or practical exams. A minimum program grade point average of 2.0 (C average) is required, with a minimum passing grade (D or better) in each course counting towards the Associate of Science. Upon successful completion of the program, the student will receive an Associate of Science degree in Computer Science.

Recommended Characteristics of Students

-

Courses

The Associate of Science degree requires the successful completion of a minimum 60 credits that have assigned or unassigned credit at Simon Fraser University, the University of British Columbia, the University of Victoria, or the University of Northern British Columbia.

Students are required to complete a minimum of 60 university-transferable credits at the 1st and 2nd-year level. These must include a minimum of 18 credits in Science at the second-year level taken in two or more subject areas (See Specific Requirements C2).

No course can be used to meet more than one of the specific requirements (for example, MATH 1120 as both a Math requirement and a First Year Science requirement).

Students can accumulate credits at more than one institution and have them count as transfer credits towards the Associate of Science degree at VCC as long as they meet the general and specific requirements of the credential.

Registration in courses is open to any student who meets the requirements for the course, regardless of program. Students in Open Studies or another program can later apply to the Associate Degree program, using any previously completed eligible courses toward associate degree requirements. However, students will need to meet the admission requirements to the program in order to complete the Associate of Science degree.

For further details about how a course is defined (e.g. arts/science/other, first-year/second-year, lab science/non-lab science etc.) please see https://www.bctransferguide.ca/learn-more-about/associate-degrees/

Students must complete:

A. 6 credits in first-year English

B. 6 credits in Mathematics which shall include at least 3 credits in Calculus (6 credits in Calculus is recommended)

C. 36 credits in Science which shall include:

C1. A minimum of 3 credits in a laboratory Science

C2. A minimum of 18 credits in second-year Science taken in at least two different subject areas (including additional Mathematics credits)

D. 6 credits in Arts other than English (excluding Mathematics and Laboratory-based Science courses)

E. 6 credits of first or second-year transferable courses in Arts, Science or other areas.

Total Program Credits: 60.0 credits (minimum)

Computer Science Pathway

In order to be eligible for transfer into third year computer science at UBC, SFU, and other institutions, it is recommended that students complete the following courses as part of their Associate of Science degree.

English (6 credits)		6
ENGL 1100	Academic Writing	
or ENGL 1101 English and ENGL 1001 Integrated Language Support 1		
ENGL 1200	English 2	
or ENGL 1102 English and ENGL 1002 Integrated Language Support 2		
Calculus (6 credits)		6
MATH 1100	Calculus 1	
MATH 1200	Calculus 2	
Lab science (3 credits)		3
PHYS 1100	Physics 1	
or PHYS 1110 Introduction to Astronomy		
or CHEM 1121 Chemistry 1		
or BIOL 1100 Biology 1		
or BIOL 1120 Human Anatomy & Physiology 1		
First-year science (12 credits)		12
CMPT 1010	Introduction to Computer Programming 1	
CMPT 1020	Introduction to Computer Programming 2	
MATH 1120	Discrete Mathematics 1	
MATH 1221	Applied Linear Algebra	
Second-year science (minimum 18 credits from at least 2 subject areas)		18
CMPT 2225	Data Structures and Programming	
CMPT 2276	Introduction to Software Engineering	

CMPT 2295	Introduction to Computer Architecture	
MATH 2700	Probability and Statistics for Science and Engineering	
MATH 2251	Calculus 3	
MATH 2120	Discrete Mathematics 2	
MATH 2310	Ordinary Differential Equations	
Electives (15 credits)		15
Arts other than English (6 credits)		
Science (3 credits)		
Arts or science (6 credits)		
Total Credits		60

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.
The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		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 of grades for repeated courses, they will be included in the calculation of 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 Associate of Science in Computer Science was originally included in the general Associate of Science PCG, and is now being moved to a separate PCG. The original PCG including this pathway was approved in 2021 and the program has been offered since that time. There are no changes to the courses or program structure.

Are there any expected costs to this proposal.

No.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Requested separation of pathways into their own PCGs.

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

Complete two years of undergraduate science at VCC, earning a solid foundation for upper-level university programs or a standalone credential.

What you will learn

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 11, 2025

ISSUE: Health & Wellness Professional - Cosmetology Diploma PCG and courses

BACKGROUND:
The Hair Design & Skin/Body Therapy department is proposing final curriculum for the rapidly developed Health & Wellness Professional - Cosmetology Diploma program. The program's foundations rest in VCC's hairstyling and skin and body therapy programs. Revisions highlight the focus on health and wellness practices that existed in the program, focused on hair and skin health and conditions, wellness techniques, massage and nutrition. Extensive changes have been made to course learning outcomes and course descriptions.

Education Council has already reviewed and approved the program learning outcomes as part of the rapid development process.

DISCUSSION:
Louise Dannhauer, Department Head of Hair Design & Skin/Body Therapy, and Lucy Griffith, Dean of the School of Trades, Technology and Design, presented the proposal. The Committee discussed a number of course learning outcomes, asking for some edits for clarity. There was additional discussion related to course naming conventions and drawing connections to all elements of the program, including hair, esthetics and skin and body therapy, building to a focus on health and wellness.

The initial plan was to launch all course revisions in May 2025. The Registrar's Office cannot support changes to the course names and course description for May. Therefore, the proposal is to approve the changes to the course names and course descriptions effective September 2025, with all other changes effective May 2025.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the program content guide for the Health & Wellness Professional - Cosmetology Diploma and revisions to six courses, in two stages: course names and course descriptions effective September 2025, and all other changes effective May 2025.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 23, 2025

Program Change Request

Date Submitted: 02/06/25 1:56 pm

Viewing: Health & Wellness Professional - Cosmetology Diploma

Last approved: 02/06/25 1:45 pm

Last edit: 03/03/25 2:35 pm

Changes proposed by: drabadzija

Program Name:
Health & Wellness Professional - Cosmetology Diploma

Credential Level:	Diploma
Effective Date:	May 2025
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Trades, Technology & Design
Department	Esth-Skin & Body Non-ITA (5221)

Contact(s)

Name	E-mail	Phone/Ext.
Lucy Griffith	lgriffith@vcc.ca	7789841421
Louise Dannhauer	ldannhauer@vcc.ca	6049431593

In Workflow

1. 5221 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council

Approval Path

1. 02/07/25 12:33 pm Darija Rabadzija (drabadzija): Approved for 5221 Leader
2. 02/07/25 12:34 pm Darija Rabadzija (drabadzija): Approved for CTT Dean
3. 03/04/25 10:32 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Feb 6, 2025 by Lucy Griffith (lgriffith)

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 10 or equivalent
~~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.

	Upon successful completion of this program, graduates will be able to:
PLO #2	Demonstrate knowledge of anatomy, physiology, chemical composition and nutrition in providing personalized hair and spa treatments that support overall health and wellness.
PLO #3	Perform spa treatments to enhance clients' health and well-being through manual techniques based on client consultation, skin and body analysis, and nutritional needs.
PLO #4	Incorporate holistic care methods, such as aromatherapy, lymphatic drainage, mindfulness, and stress-relief techniques, into hair and spa services to enhance client well-being.
PLO #5	Apply the principles of trichology to provide health and wellness care and specialized treatments and techniques.
PLO #6	Demonstrate ethical and professional conduct suitable for salon and spa practitioner environments, incorporating eco-friendly and sustainable materials and practices in hair and spa services to support environmental stewardship and enhance client well-being.
PLO #7	Apply retail business administration practices and marketing techniques for operating a health and wellness centre, spa or salon.
PLO #8	Integrate knowledge of personal health, community health, nutrition, health behaviours, and skin/hair disease prevention into professional practice
PLO #9	Educate clients on preventative care, lifestyle choices, and self-care routines to support long-term wellness
PLO #10	Apply fundamental principles of health and wellness within the field of cosmetology, upholding ethical standards and fostering inclusivity to ensure equitable access to hair and spa services that support overall well-being

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Health & Wellness Professional - Cosmetology Diploma provides a wide range of opportunities for student learning in classroom, salon/spa and workplace settings. In addition to hands-on practical experience in VCC's state of the art Health and Wellness Salon and Spa, instructional activities such as lectures, demonstrations, group work, peer assessment, reflective journaling, and project-based learning strategies are used throughout. Students are required to successfully complete each course prior to advancement to the next suite of course. Course sequencing may vary but will be confirmed prior to the start of the program.

Practical training is conducted in the fully equipped Health & Wellness Salon and Spa at VCC's Downtown Campus, In class, students can explore the unique health needs of the community surrounding VCC where services are provided to the public, providing authentic representation of the demands and conditions encountered in the industry. Students participate in workplace practicums in year one and two which provide opportunities for students to apply their technical skills outside in the industry.

Evaluation of Student Learning

Each course is graded individually, most containing practical, theoretical and assignment/project marks. Student service transactions are evaluated and recorded by instructors using day-to-day observation and performance evaluation sheets which list skills to be demonstrated by students on customers in the salon.

*Students are required to achieve a minimum of 70% in all courses and exams before progressing onto the next level.

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		
ESTH 1010	Skin & Body Therapy Foundations: Professional Practice	16
ESTH 1020	Skin & Body Therapy Foundations: Enhanced Treatments	16
ESTH 1030	Skin & Body Therapy Foundations: Health, Wellness and Career Development	9
HAIR 1010	Hairstylist Foundations: Fundamentals of Professional Practice	16
HAIR 1020	Hairstylist Foundations: Specialized Services and Client Care	16
HAIR 1030	Hairstylist Foundations: Technical Skills and Career Development	9
Total Credits		82

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.
The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

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

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.
The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale
for this proposal.

see attached for details. Rapid development - wireframe PCG approved by EdCo, credential approved by Board on Feb 5, 2025.

Full curriculum (PCG and courses) going through governance process.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

~~Darija Rabadzija (drabadzija) (02/06/25 12:17 pm):Note:Moving PCG through workflow steps following approval of wireframe PCG by EdCo and credential by Board (Feb 5) to allow for posting on the website - Final EdCo approval of curriculum is still pending - program needs to be posted on PSIPS once finalized.Consulted with Chairs of Curriculum Committee and EdCo.Program will be resubmitted into workflow after Board step/dr~~

Supporting
documentation:

HWP Cosmetology PCG for BoG - wireframe.docx

HWP Cosmetology Proposal Details.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:

Marketing Description

What you will learn

What to expect

Course Change Request

Date Submitted: 02/06/25 7:48 pm

Viewing: ESTH 1010 : Foundations of Prof Practice ~~Esthetics & Spa Therapy 1~~

Last approved: 08/15/24 10:11 am

Last edit: 03/04/25 10:29 am

Changes proposed by: ldannhauer

Programs referencing this course

209: Health & Wellness Professional - Cosmetology

85: Esthetics & Spa Therapy Certificate

Course Name:

Skin ~~Esthetics~~ & Body ~~Spa~~ Therapy Foundations: ~~1~~ Professional Practice

Effective Date:	September 2025
School/Centre:	Trades, Technology & Design
Department:	Esth-Skin & Body Non-ITA (5221)

Contact(s)

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/28/24 2:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
2. 02/07/25 6:11 am Louise Dannhauer (ldannhauer): Approved for 5221 Leader
3. 02/07/25 9:03 am Lucy Griffith (lgriffith): Approved for CTT Dean
4. 03/04/25 10:32 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Aug 15, 2024 by Louise Dannhauer (ldannhauer)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	236-333-4876

Banner Course Name: Foundations of Prof Practice ~~Esthetics & Spa Therapy 1~~

Subject Code: ESTH - Esthetics

Course Number 1010

Year of Study 1st Year Post-secondary

Credits: 16

Bridge College Code VO

Bridge Billing Hours 16

Bridge Course Level 01

Course Description:

Students embark on the foundational journey into the world of skin ~~esthetics~~ and body therapy, esthetics, health and wellness and complementary ~~spa~~ therapy. Topics include industry-specific professional health ~~spa hygiene, skincare, manicure, pedicure, hair removal,~~ and hygiene practices, an understanding of anatomy ~~eyelash~~ and physiology functions and structures, and the theory and practical application within skin health. ~~eyebrow tinting.~~ Students learn to perform customized ~~proper spa hygiene practices, learn about~~ skin treatments ~~types~~ and hand ~~conditions, perform professional manicure~~ and foot treatments related to specific conditions. ~~pedicure procedures, safely conduct eyelash and eyebrow tinting treatments, effectively perform hair removal using wax techniques, and communicate professionally with clients.~~ They also learn to safely and effectively conduct epilation, lash, and brow treatments, and communicate with clients on contraindications, contra-actions, and prescriptions. Emphasizing industry standards and safety protocols, this course ensures students are well-prepared for success in the salon, spa, and health and wellness industries. ~~spa industry.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss ~~Understand Esthetics History and Industry Trends by exploring~~ the historical evolution of health and wellness ~~esthetics~~ and ~~its~~ significant industry trends and cultural practices. ~~trends.~~
CLO #2	Apply health and ~~proper spa~~ hygiene practices in accordance with industry standards.
CLO #3	Identify all ~~different~~ skin types and conditions, as well as ~~types,~~ common diseases and disorders, and advise on ~~skin conditions, and~~ appropriate personalized skincare ~~skin care~~ routines.
CLO #4	Demonstrate personalized hand ~~professional manicure~~ and foot ~~pedicure~~ procedures, including nail shaping, cuticle maintenance, callus reduction ~~reduction, paraffin application,~~ and polish application. ~~application.~~
CLO #5	Apply foundational skills in holistic massage by integrating relaxation massage, pressure point techniques, and paraffin therapy to promote balance, well-being, and address specific skin conditions.
CLO #6	Identify and treat specific skin and nail conditions while providing recommendations and preventive care for diabetic clients.
CLO #7 ~~#5~~	Safely ~~Demonstrate eyelash~~ and effectively demonstrate eyelash ~~eyebrow tinting treatments safely~~ and eyebrow treatments, ~~effectively,~~ considering client preferences and adhering to safety protocols.
CLO #8 ~~#6~~	Identify principles of trichology to safely and effectively perform epilation services. ~~Implement hair removal services safely and effectively, employing hard and soft wax techniques on the face and body.~~
CLO #9 ~~#7~~	Integrate mindfulness practice to enhance communication and professionalism in client consultations by focusing on active listening, presence, and responsiveness to client needs. ~~Facilitate effective Communication with clients, providing consultation and recommendations, and maintaining professionalismin a spa setting.~~
CLO #10 ~~#8~~	Describe the functions ~~function of anatomy~~ and structures of anatomy ~~physiology systems as they relate to skin~~ and physiology systems. ~~body therapy processes.~~

Instructional Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when failing ~~falling short in~~ theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Presentations and independent research projects.
Assignments	15	Workbooks and independent study activities
Reflection	5	Reflective practice activities
Quizzes/Tests	10	Topic Quizzes. *Must achieve a minimum of 70% in all assessments.
Field Experience	30	Health ~~Public spa attendance, performance,~~ and wellness centre attendance, performance, and sign-off sheets. *Must attend 90% * Must achieve 70%
Clinical Examination	25	Practical exams

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 100

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

Check all that apply:

- Lab
- Rehearsal
- Simulation

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

- Self-Paced
- Individual Learning

Hours in Category 3: 150

Course Topics

Course Topics:
Historical Evolution of the Health and Wellness Industry ~~1.Introduction to Esthetics and Spa Therapy~~ ~~2.Bacteriology and safe practices~~ ~~3.Anatomy and physiology:cells & tissues, skin, osteology & myology~~ ~~4.Manicure & nail anatomy~~ ~~5.Pedicure & nail anatomy~~ ~~6.Hair removal & trichology~~ ~~7.Facial, skin analysis & consultation~~ ~~8.Eyelash and eyebrow tinting~~ ~~9.Introduction to customer service and public spa~~
Bacteriology, Contraindications, Contra-actions and Safe Practices
Diseases and Disorders
Anatomy and Physiology: Structure and Function: Cells & Tissues, Skin, Osteology, Myology

Course Topics:
Epilation and Trichology
Consultation, Skin Analysis, and Prescription Consultation
Natural Eyelash and Eyebrow Enhancements
Hand and Foot Treatments
Customer Service in a Health and Wellness Setting

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

Students are required to purchase a kit from the VCC bookstore.
Student kit includes uniform, tools, product equipment and textbook.

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

The proposed changes are being made to better align the curriculum with CIP (Classification of Instructional Programs) codes and ensure consistency with the content taught in the program. This alignment will enhance accuracy in program classification and improve the relevance of instructional material to industry standards and learning outcomes.

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

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Meeting with the faculty and staff to discuss the course. Course one: CLO#1 – We will enhance the curriculum to expand

Consulted Areas	Consultation Comments
	beyond esthetics history, incorporating historical timelines of health and wellness across cultures. This will also include Indigenous wellness and health practices. Lymphatic drainage is moved to course 2, where students learn about the lymphatic/circulatory system. Instructors request further training on lymphatic drainage. Course 2: We would be teaching lymphatic drainage in course two to align with the theory (lymphatic and cardiovascular systems) The curriculum for aromatherapy will be revised to reflect a more robust understanding of the use and application of essential oils and the distinction between aromatherapy massage and other massage modalities. Course 3 While nutrition is already part of our curriculum, we aim to enhance its depth by incorporating more comprehensive information on macronutrients, micronutrients, and the internal and external benefits of vitamins and minerals for skin and overall cellular health. Additionally, we will integrate asynchronous activities to further enrich the learning experience.

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (11/28/24 2:59 pm): Rollback: more edits

Badge Information

Course Change Request

Date Submitted: 02/06/25 8:24 pm

Viewing: ESTH 1020 : Enhanced Treatments

~~Esthetics & Spa Therapy 2~~

Last approved: 08/15/24 10:11 am

Last edit: 03/04/25 10:29 am

Changes proposed by: ldannhauer

Programs referencing this course

209: Health & Wellness Professional - Cosmetology

85: Esthetics & Spa Therapy Certificate

Course Name: Skin ~~Esthetics~~ & Body ~~Spa~~ Therapy Foundations: ~~2~~ Enhanced Treatments

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Esth-Skin & Body Non-ITA (5221)

Contact(s)

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/28/24 2:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
2. 02/07/25 6:12 am Louise Dannhauer (ldannhauer): Approved for 5221 Leader
3. 02/07/25 9:03 am Lucy Griffith (lgriffith): Approved for CTT Dean
4. 03/04/25 10:32 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Aug 15, 2024 by Louise Dannhauer (ldannhauer)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course Name: Enhanced Treatments ~~Esthetics & Spa Therapy 2~~

Subject Code: ESTH - Esthetics

Course Number 1020

Year of Study 1st Year Post-secondary

Credits: 16

Bridge College Code VO

Bridge Billing Hours 16

Bridge Course Level 01

Course Description:

~~This course builds on topics introduced in Esthetics & Spa Therapy1.Students are introduced to new techniques using gel nail polish and light-curingtechnology.Students will learn to use specific tools and techniques to perform spa and gel manicures andpedicures.Students are introduced to specialized footservices.~~Building ~~Students will continue to build~~ on the foundational knowledge from ESTH 1010, students advance into specialized ~~and master~~ facial treatments ~~and develop confidence in~~ using electrical equipment, including ~~equipment (laser theory,~~ microdermabrasion, microcurrent, galvanic, LED, and ultrasonic technologies. ~~ultrasonic), professional-grade products, and advanced techniques.~~ Students will also explore the theory of medical-grade laser therapies such as IPL, laser, LED, and light therapy.

Incorporating professional-grade products and chemical ingredients for corrective skin treatments, students enhance their understanding of ingredient technology. Students further develop their skills in face and body treatments, including holistic massage, stone therapy massage, aromatherapy with essential oils, lymphatic drainage, exfoliation, and body wrap techniques. Emphasis is placed on client comfort, draping, and therapist ergonomics to ensure a professional and practical treatment experience.

Additionally, students ~~Students~~ are introduced to advanced ~~new techniques using gel~~ nail techniques, ~~polish and~~ light-curing technology, colour theory, and makeup principles. ~~technology. In addition to product knowledge, students will be introduced to body massage services (hot stone massage, aromatherapy), client comfort, anddraping.~~Throughout the course, students ~~Students will~~ learn in a professional health and wellness ~~spa~~ environment that provides real-life, hands-on experience.

Course Pre-Requisites (if applicable):

ESTH 1010.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1 ~~#9~~	Describe the function ~~of anatomy~~ and structures of anatomy and physiology systems as they relate to skin and ~~and~~ body therapy processes.
CLO #2	Use professional-grade products and chemical ingredients to perform corrective skin treatments and advanced skin techniques.
CLO #3 ~~#5~~	Perform specialized facial treatments using a range of electrical modalities while adhering to safety considerations and recognizing contraindications. ~~Apply microdermabrasion techniques, including precautions and post-treatment care, tailored to various skin types and concerns.~~
CLO #4	Advise clients on precautions and post-treatment care, tailored to various skin types and concerns.
CLO #5 ~~#3~~	Perform face ~~Apply the principles~~ and body massage treatments, including relaxation body ~~benefits of relaxation~~ massage, stone massage, aromatherapy, ~~demonstrate various massage techniques for different body areas,~~ and lymphatic drainage massage to help improve body functions ~~implement proper body mechanics~~ and promote wellness for a holistic and comprehensive spa experience, implementing proper body mechanics and client/therapist ~~client~~ positioning.
~~CLO #4~~	~~Explain LED and Laser therapy and apply protocols and treatment planning while adhering to safety considerations and recognizingcontraindications.~~
CLO #6	Perform ~~Demonstrate exfoliation techniques,~~ body exfoliation, ~~scrub selection and application,~~ body wrap techniques, and moisturizing principles for overall health and wellness. ~~principles.~~
CLO #7 ~~#1~~	Apply techniques in natural nail advancements and light-curing technology. ~~Apply gel polish for both hands and feet, encompassing nail preparation, shaping, cuticle care, and safe removal techniques.~~
CLO #8 ~~#7~~	Apply ~~Demonstrate~~ makeup principles, colour theory, ~~foundation application, eye makeup techniques,~~ and application to create ~~the creation of~~ versatile looks for different occasions.

	Upon successful completion of this course, students will be able to:
~~CLO #8~~	~~Safely administer electrical facial treatments while differentiating between machines and executing direct and indirecttechniques.~~
CLO #9 ~~#2~~	Develop ~~Craft~~ professional and personalized ~~esthetic~~ resumes and cover letters showcasing their key skills, unique strengths, and relevant experience in the health and wellness sector. ~~experience.~~

Instructional Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when falling short in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	30	Spa work experience, ~~practicum,~~ lab attendance and completion of signature sheets.
Project	15	Presentations and independent research projects.
Assignments	15	Completion of workbooks and independent study activities.
Reflection	5	Reflective practice assignments. *Must attend 90% * Must achieve 70%

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Topic quizzes. *Must achieve a minimum of 70% in all assessments.
Clinical Examination	25	Practical skills exams. *Must achieve a minimum of 70% in all assessments.

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 100

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

Check all that apply:

- Clinical
- Lab
- Rehearsal
- Simulation

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum
Self-Paced
Individual Learning

Hours in Category 3: 150

Course Topics

Course Topics:
Face and Body Wellness and Massage Modalities include Stone Therapy, Aromatherapy, Pressure Point, Lymphatic Drainage, and Holistic Treatments ~~1.Body Treatments - Massage modalities~~ ~~2.Anatomy and Physiology - Circulatory, nervous, endocrine, and digestive systems~~ ~~3.Hand and Nail Treatment - Gel polish and spa modalities~~ ~~4.Foot and Nail Treatment - Gel polish and spa modalities~~ ~~5.Resume building and self-branding~~ ~~6.Advanced esthetics skin treatments with machines~~ ~~7.Customer service through the public spa experience~~
Anatomy and Physiology Structure and Function- Cardiovascular, Lymphatic, Endocrine, and Digestive, Nervous and Olfactory Body Systems
Natural Nail Enhancements and Light-Curing Technology for Hand and Foot
Advanced Skin Treatment with Electrotherapy
Resume Building and Self-branding
Exfoliation and Body Wraps
Make-up Principles
Customer Service through Public Health and Wellness Spa Experience

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 02/06/25 8:41 pm

Viewing: ESTH 1030 : Health, Wellness & Career Dev ~~Esthetics & Spa Therapy 3~~

Last approved: 08/15/24 10:11 am

Last edit: 03/04/25 10:30 am

Changes proposed by: ldannhauer

Programs referencing this course

209: Health & Wellness Professional - Cosmetology

85: Esthetics & Spa Therapy Certificate

Course Name:

Skin ~~Esthetics~~ & Body ~~Spa~~ Therapy Foundations: ~~3~~ Health, Wellness and Career Development

Effective Date:	September 2025
School/Centre:	Trades, Technology & Design
Department:	Esth-Skin & Body Non-ITA (5221)

Contact(s)

In Workflow

1. **5221 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/28/24 2:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
2. 02/07/25 6:12 am Louise Dannhauer (ldannhauer): Approved for 5221 Leader
3. 02/07/25 9:04 am Lucy Griffith (lgriffith): Approved for CTT Dean
4. 03/04/25 10:32 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Aug 15, 2024 by Louise Dannhauer (ldannhauer)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course Name: Health, Wellness & Career Dev ~~Esthetics & Spa Therapy 3~~

Subject Code: ESTH - Esthetics

Course Number 1030

Year of Study 1st Year Post-secondary

Credits: 9

Bridge College Code VO

Bridge Billing Hours 9

Bridge Course Level 01

Course Description:

Building on the skills acquired in ESTH 1020, students develop advanced practical skills, client ~~customer service~~ experiences, and business acumen within the scope of practice. ~~acumen.~~ Students explore the role of nutrition in skin health, including macronutrients, micronutrients, and the benefits of vitamins for maintaining healthy skin. Students participate in an ~~a two-week~~ offsite work experience in a health ~~placement, complete a business project, build a professional portfolio, conduct skincare case studies~~ and wellness setting, where they gain insight into industry practices, business operations, ~~projects,~~ and the daily running of a real-world environment. ~~undergo practical assessments for body waxing and customized facials.~~ Additionally, students complete a business project, build a professional portfolio, conduct skincare case studies and projects, and undergo practical assessments for body waxing and customized facials.

Course Pre-Requisites (if applicable):

ESTH 1020.

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	Apply advanced ~~esthetic~~ practical ~~skills, encompassing all practical~~ skills through customer service interactions ~~learned~~ in a professional environment, encompassing all practical skills learned in previous course levels.
CLO #2	Apply knowledge of macronutrients, micronutrients, and vitamins to assess their impact on skin health and integrate nutritional awareness into client consultations and skincare recommendations.
CLO #3 ~~#6~~	Analyze various skin conditions, design suitable treatment plans, and present comprehensive case studies showcasing advanced skincare knowledge.
~~CLO #7~~	~~Demonstrate body waxing techniques for client comfort and safety and execute customized facials with consideration for individual skin concerns.~~
CLO #4 ~~#2~~	Create ~~Demonstrate exceptional customer service by creating~~ a positive customer experience by ~~environment,~~ actively listening to clients ~~clients,~~ and offering professional ~~offeringprofessional~~ recommendations for sustained satisfaction during treatments.
CLO #5 ~~#8~~	Apply comprehensive knowledge and skills to solve complex problems, make sound decisions, and communicate professionally in real-world contexts within the health and wellness industry. ~~esthetic scenarios.~~
CLO #6 ~~#3~~	Demonstrate ~~Participate in an offsite practicum by applying learned skills in a real-world esthetics setting, adapting to diverse client needs, and demonstrating~~ professionalism and teamwork in collaboration with other industry professionals.
CLO #7 ~~#4~~	Develop a ~~comprehensive~~ business plan for a health and wellness-related ~~an esthetics-related~~ venture, including ~~analyzing~~ market analysis, ~~trends,~~ target audience, competition, ~~and~~ financial projections, ~~projections and applying~~ ethical practices, and ~~business practices and effective~~ marketing strategies ~~strategies.~~
CLO #8 ~~#5~~	Create a visually appealing professional portfolio showcasing skills, customer service, projects, accomplishments, certifications, and industry achievements.

Instructional Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when failing ~~falling short in~~ theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum	15	Spa work experience and related assignments.
Project	20	Presentations and independent research projects.
Assignments	10	In-class and independent learning activities.
Reflection	5	Three reflective practice assignments.
Lab Work	30	Attendance in the public health & wellness spa and completion of signature sheets. *Must attend 90% * Must achieve 70%
Clinical Examination	20	Practical exams. * Must achieve 70%

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 225

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 45

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

Check all that apply:

Clinical

Lab

Rehearsal

Simulation

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 30

Course Topics

Course Topics:
~~1.~~Advanced Practical Skills Application ~~2. Customer Service Excellence~~ ~~3.Offsite Practicum Engagement~~ ~~4.Business Project Development and Analysis~~ ~~5.Professional Portfolio Building~~ ~~6.Skincare Case Studies and Project Execution~~
Customer Service Excellence
Offsite Practicum Engagement
Business Project Development and Analysis
Professional Portfolio Building
Skincare Case Studies and Project Execution
Nutrition and Skin Health Essentials

Course Change Request

Date Submitted: 02/07/25 6:55 am

Viewing: HAIR 1010 : Fundamentals of Prof Practice ~~Hairstyling Foundation 1~~

Last approved: 08/16/24 10:06 am

Last edit: 03/04/25 10:23 am

Changes proposed by: ldannhauer

Programs referencing this course

209: Health & Wellness Professional - Cosmetology

49: Hairstylist Certificate

Course Name:

Hairstylist Foundations: Fundamentals of Professional Practice ~~Hairstyling Foundation 1~~

Effective Date:	September 2025
School/Centre:	Trades, Technology & Design
Department:	Hairstyling (5202)

Contact(s)

In Workflow

1. **5202 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/28/24 2:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
2. 02/07/25 6:57 am Louise Dannhauer (ldannhauer): Approved for 5202 Leader
3. 02/07/25 9:04 am Lucy Griffith (lgriffith): Approved for CTT Dean
4. 03/04/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Aug 16, 2024 by Louise Dannhauer (ldannhauer)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876
Melanie Burke	mburke@vcc.ca	6046146650

Banner Course Name:	Fundamentals of Prof Practice ~~Hairstyling Foundation 1~~
Subject Code:	HAIR - Hairstylist
Course Number	1010
Year of Study	1st Year Post-secondary
Credits:	16

Bridge College Code	VO
Bridge Billing Hours	16
Bridge Course Level	01

Course Description:

Students are provided with a solid foundation in essential skills in hairstyling preparing them for careers in salons, spas, and health and wellness centres. ~~the hairstyling profession, laying the groundwork for future courses.~~ Students learn how to use and care for tools and maintain a safe and hygienic environment in adherence to health and safety standards. Topics include service preparation, hair and scalp treatments and services, colour formulations, and ~~hair colouring basics, and~~ fundamental cutting ~~hair-cutting~~ techniques using various tools, styling methods, and ~~and~~ dry finishing.

The course also equips students with the ability to assess client needs in a professional environment. ~~needs.~~ Students conduct client consultations ~~They learn to analyze face shapes, make service recommendations, establish timelines~~ and analyze face shapes, ~~pricing, and~~ identify potential diseases and disorders, and make client recommendations. ~~disorders.~~ Students also gain insights into industry expectations regarding professionalism ~~professionalism, cultivating skills in professional behaviour~~ and effective communication with clients and, colleagues, and industry partners. ~~coworkers.~~

Emphasizing a holistic approach, the course integrates nutrition and mindfulness practices to promote overall wellness for both hairstylists and clients, recognizing their impact on physical health, stress management, and common skin and scalp conditions.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify ~~what qualifies as~~ single-use tools and accessories and the appropriate procedures for use, maintenance ~~how to use~~ and disposal. ~~maintain them.~~
CLO #2	Sanitize and disinfect tools and equipment using specific materials and procedures.
CLO #3	Use ~~Prepare clients for services and the~~ various types of draping techniques to prepare clients for services. ~~techniques.~~
CLO #4	Perform hair and scalp treatment, including analyzing and manipulating the scalp and hair and performing scalp massage.
CLO #5	Identify the structure and functions of the skin and the composition of hair and recognize possible diseases and disorders.
CLO #6	Analyze the impact of nutrition on overall wellness, including its effects on hairstylist health and common client scalp and hair conditions.
CLO #7 ~~#6~~	Demonstrate professional behaviour and communication skills with clients and co-workers, incorporating mindfulness practices to enhance active listening, client engagement, and workplace interactions. ~~co-workers.~~
CLO #8 ~~#7~~	Demonstrate wet hair styling using a combination of styling techniques and the art of dry and finishing styling using thermal tools and comb-out techniques.
CLO #9 ~~#8~~	Identify basic colour formulation and application techniques suitable for specific client colour needs.
CLO #10 ~~#9~~	Describe the procedure for performing bleach application and recognize degrees of lightening.
CLO #11 ~~#10~~	Determine where excess hair needs to be removed and perform the fundamental hair-cutting techniques of elevated and non-elevated haircuts.
CLO #12 ~~#11~~	Perform cutting of facial and nape hair.

Instructional Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when failing ~~falling short in~~ theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages-STBC Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Assignments
Lab Work	10	Client services. ~~Customerservice.~~ *Must achieve a minimum of 70% in this assessment.
Final Exam	30	Final Practical Assessments. *Must achieve a minimum of 70% in this assessment.
Exam	20	Topic Theory Exams. *Must achieve a minimum of 70% in this assessment.
Lab Work	25	Sign Off Sheets & Client Services *Must attend 90%
Quizzes/Tests	05	Online Quiz

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 100

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

Check all that apply:

- Clinical
- Lab
- Rehearsal
- Simulation

Hours in Category 2: 300

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Use and Maintenance of Tools and Equipment
Haircutting
Hair Styling
Hair Colouring
Hygiene, Sanitation and Disinfection Practices

Course Topics:
Hair and Scalp Care Treatments
Client Services
Nutrition and Scalp Health Essentials

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

Tool and equipment supplies are required for this program. For kit information and prices, visit the VCC Bookstore.

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

The proposed changes are being made to better align the curriculum with CIP (Classification of Instructional Programs) codes and ensure consistency with the content taught in the program. This alignment will enhance accuracy in program classification and improve the relevance of instructional material to industry standards and learning outcomes.

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

Purchase scalp/skin analysis equipment for client consultation and student learning objectives.

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Course one: "Healthy Body, Healthy Mind" is already being taught, and it covers nutrition as it relates to scalp health and overall wellness. Students learn to identify common scalp disorders, such as alopecia and psoriasis, and provide client

Consulted Areas	Consultation Comments
	recommendations within their scope of practice. Through consultations, they assess potential causes of these conditions and explore nutrition and topical product recommendations to support scalp health. Mindfulness activities are introduced in Course One and reinforced throughout the program, helping students develop active listening skills, remain present, and effectively interpret clients' body cues. Course Two: Massage theory is introduced in this course, teaching students how to apply various techniques to stimulate hair follicles and improve blood circulation, helping to prevent hair loss. Additionally, a new module on aromatherapy and essential oils will be added, covering their use in relieving skin conditions such as psoriasis and alopecia and managing scalp disorders like infestations and dandruff. Course 3: Additional case studies will be incorporated, focusing on the diagnosis and potential treatment of various skin and scalp diseases and disorders. These studies will emphasize the connection to nutrition, essential oils, and overall wellness, all within the scope of practice.

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (11/28/24 2:59 pm): Rollback: additional edits

Course Change Request

Date Submitted: 02/07/25 7:18 am

Viewing: HAIR 1020 : Specialized Svs & Client Care ~~Hairstyling Foundation 2~~

Last approved: 08/16/24 10:06 am

Last edit: 03/04/25 10:32 am

Changes proposed by: ldannhauer

Programs referencing this course

209: Health & Wellness Professional - Cosmetology

~~49: Hairstylist Certificate~~

Course Name:

Hairstylist Foundations: Specialized Services and Client Care ~~Hairstyling Foundation 2~~

Effective Date:	September 2025
School/Centre:	Trades, Technology & Design
Department:	Hairstyling (5202)

Contact(s)

In Workflow

1. **5202 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/28/24 2:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
2. 02/07/25 7:32 am Louise Dannhauer (ldannhauer): Approved for 5202 Leader
3. 02/07/25 9:05 am Lucy Griffith (lgriffith): Approved for CTT Dean
4. 03/04/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Aug 15, 2024 by Louise Dannhauer (ldannhauer)
2. Aug 16, 2024 by Darija Rabadzija

Name	E-mail	Phone/Ext.
Louise	Dannhauer	2363334876

Banner Course Name:	Specialized Svs & Client Care ~~Hairstyling Foundation 2~~
Subject Code:	HAIR - Hairstylist
Course Number	1020
Year of Study	1st Year Post-secondary
Credits:	16

Bridge College Code	VO
Bridge Billing Hours	16
Bridge Course Level	01

Course Description:

Building upon the foundational knowledge introduced in HAIR 1010, students delve into advanced hairstylist ~~cutting~~ techniques ~~involving razors~~ and master specific tools and techniques for texturizing methods. ~~specialty shears. Students master specific tools and techniques for texturizing methods like thinning, slithering, point cutting, slicing, and razorrotation.~~Topics include scalp ~~Expanding their styling repertoire, students explore wet~~ and ~~dry~~ hair health, in-depth client consultations, ~~techniques~~ and specialized services such as chemical application ~~long hair preparation~~ and colour formulation. ~~styling, fostering creativity and gaining an understanding of desired finishing results and client suitability.~~ Students also explore the benefits of aromatherapy and massage techniques for scalp health, learning how essential oils and scalp massage can promote relaxation, stimulate blood circulation, and support hair growth. ~~Colour skills are enhanced by exploring multi-dimensional foil highlights, lowlights, virgin bleach application, lightning retouch, and tonerservices.Students are introduced to additional permanent wave wrapping techniques, including specialty wraps, long hair permanent waving methods, and insights into the Keratin hair smoothing system and various hairrelaxers.Students also explore salon and spa business concepts, covering branding, marketing, business plans, financial requirements, rental agreements, insurance, and humanresources.~~Emphasis ~~A unique aspect of the course~~ is placed on incorporating these holistic practices within the scope of ~~the opportunity for students to observe, learn, and assist in~~ a professional hairstylist. ~~salon environment of their choice.~~ Additionally, ~~Students also explore salon and spa~~ business concepts ~~concepts,~~ covering branding, marketing, business plans, financial requirements, rental agreements, insurance, and human resources. A unique aspect of the course is the opportunity for students to observe,

learn, and assist in a professional environment of their choice. This ~~salon~~ work experience provides valuable insights into the ~~a stylist's~~ general functions, duties, roles, and responsibilities in a real-world setting.

Course Pre-Requisites (if applicable):

HAIR 1010.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform texturizing methods on elevated and non-elevated haircuts using specific tools and techniques.
CLO #2	Demonstrate clipper over comb and scissors over comb and using trimmers.
CLO #3	Perform wet or dry hair styling, including finger waving, long hair preparation and styling, finishing techniques and longhair flat iron and curling iron techniques.
CLO #4	Demonstrate multi-dimensional foil highlights and lowlights, virgin bleach application, lightening retouch and toner services.
CLO #5	Demonstrate pre-colour analysis, in-depth client consultations, safe processing and application of toner.
CLO #6	Identify the fundamentals of colour correction including the removal of artificial pigment and tint back applications.
CLO #7	Analyze the hair for possible problems, causes and solutions associated with the chemicals and their effects on hair during ~~during,~~ perming and relaxing ~~relaxing.~~
CLO #8	Demonstrate sectioning, wrap patterns, tool placement, and chemical application for permanent waving procedures, and Keratin hair smoothing system.
CLO #9	Advise clients on personalized scalp and hair health practices, incorporating aromatherapy and massage techniques to support overall well-being and hair vitality.
CLO #10 ~~#9~~	Identify fundamental concepts and skills relevant to salon operation and explore general functions, duties, roles, and responsibilities within a chosen salon environment. ~~environment during a~~

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

Instructional Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when falling short in theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages-STBC Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Assignments.
Practicum	10	Work Experience. *Must achieve a minimum of 70% in this assessment.
Exam	20	Topic Theory Exams. *Must achieve a minimum of 70% in this assessment.
Final Exam	30	Practical Assessments. *Must achieve a minimum of 70% in this assessment.
Lab Work	20	Practical Assessment Sign-off-Sheets
Lab Work	10	Customer Service *Must attend 90%

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 400

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 110

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

Check all that apply:

Hours in Category 2: 230

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

- Practicum

Hours in Category 3: 60

Course Topics

Course Topics:
Use and Maintenance of Tools and Equipment ~~Equipment.~~
Haircutting ~~Haircutting.~~
Hair Styling ~~Styling.~~
Hair colouring ~~colouring.~~
Chemical Waving ~~Waving.~~

Course Topics:
Hygiene, Sanitation and Disinfection Practices ~~Practices.~~
Hair and Scalp Care Treatment ~~Care.~~
Client Services ~~Services.~~

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

Tool and equipment supplies are required for this program. For kit information and prices, visit the VCC Bookstore.

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

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (11/28/24 2:59 pm): Rollback: additional edits

Badge Information

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

Is a Badge being offered for this course? No

Course Change Request

Date Submitted: 02/07/25 7:31 am

Viewing: HAIR 1030 : Technical Skills and Careers ~~Hairstyling Foundation 3~~

Last approved: 08/16/24 10:06 am

Last edit: 03/04/25 10:32 am

Changes proposed by: ldannhauer

Programs referencing this course

209: Health & Wellness Professional - Cosmetology

49: Hairstylist Certificate

Course Name:

Hairstylist Foundations: Technical Skills and Career Development ~~Hairstyling Foundation 3~~

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Hairstyling (5202)

Contact(s)

In Workflow

1. **5202 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/28/24 2:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
2. 02/07/25 7:32 am Louise Dannhauer (ldannhauer): Approved for 5202 Leader
3. 02/07/25 9:06 am Lucy Griffith (lgriffith): Approved for CTT Dean
4. 03/04/25 10:33 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Aug 16, 2024 by Louise Dannhauer (ldannhauer)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	2363334876

Banner Course Name: Technical Skills and Careers ~~Hairstyling Foundation 3~~

Subject Code: HAIR - Hairstylist

Course Number 1030

Year of Study 1st Year Post-secondary

Credits: 9

Bridge College Code VO

Bridge Billing Hours 9

Bridge Course Level 01

Course Description:

Expanding upon the skills acquired in HAIR 1020, students dive into the essentials of specialized services. ~~services, focusing on wigs, hairpieces, and extensions. Students explore the intricacies of different wig types, hairpieces, and extensions, delving into measuring criteria for fitting maintenance and cleaningtechniques.~~As part of their practical experience, students have a second opportunity to observe, learn, and assist in a professional environment, including wigs, hairpieces, and extensions. ~~salon environment.~~ Students also engage in case studies that explore the causes ~~intricacies of different wig types, hairpieces,~~ and solutions to various scalp ~~extensions, delving into measuring criteria for fitting maintenance~~ and hair diseases and disorders, deepening their understanding of treatment options and client care. ~~cleaning techniques. Applying their acquired skills following salon requirements, students also take the time to reassess their career goals and craft self-marketingtools.~~Additionally, students also have ~~This includes~~ the opportunity to refine their career goals ~~development of a professional portfolio, practicing interview techniques,~~ and develop self-marketing tools, such as the development of a professional portfolio, practicing interview techniques, ~~creating a comprehensive resume~~ and creating a comprehensive resume and cover letter. Guest speakers from across the industry ~~representing salon franchises, corporations, and salon owners~~ are invited to share valuable insights into their hiring practices. ~~criteria.~~ Throughout ~~Over nine weeks, students prepare for~~ the course, students prepare for ~~SkilledTradesBC practical exam and gear up for~~ the SkilledTradesBC practical and theory exams. ~~exam leading to their SkilledTradesBC Hairstylist Certificate of Completion.~~

Course Pre-Requisites (if applicable):

HAIR 1010, HAIR 1020.

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	Identify fundamentals of specialized services such as wigs, hairpieces and extensions.
CLO #2	Explore the composition of the types of wigs, hairpieces, and extensions and the measuring criteria for fitting, maintenance, and cleaning techniques.
CLO #3	Analyze and present case studies to identify causes, treatment options, and solutions for various scalp and hair disorders, applying knowledge of industry best practices and client care.
CLO #4 ~~#3~~	Develop self-marketing tools, including a professional portfolio, resume and cover letter.
CLO #5 ~~#4~~	Discuss business ~~Review~~ concepts ~~related to owning or operating a salon and spa business,~~ such as branding, marketing, business ~~business~~ plans, financial requirements, rental agreements, insurance, and human resources.
CLO #6 ~~#5~~	Discuss hiring criteria and job opportunities with industry leaders. ~~leaders representing salon franchises, corporations, salon managers and salon owners.~~
CLO #7 ~~#6~~	Demonstrate proficiency in advanced hairstyling techniques, hair care, problem solving, ~~problem-solving abilities,~~ and ~~effective~~ communication within the industry throughout their work experience. ~~industry, during a practicum.~~
~~CLO #7~~	~~Prepare for the SkilledTradesBC SLE theory exam.~~
~~CLO #8~~	~~Prepare for the SkilledTradesBC practical exam.~~
CLO #8	Refine their theoretical and practical skills in preparation for the SkilledTradesBC standard level exams.

Instructional Strategies:

Students will be assessed on their theoretical and practical knowledge throughout the program. This evaluation involves a mix of assignments, projects, client services and exams. Instructors will actively observe students and use practical assessment guides to measure their ability to apply what they've

learned in real-world scenarios. To advance in the program, students must achieve a minimum 70% score in theoretical and practical assessments for each course topic.

Students can retake a maximum of two theory exams per course when failing ~~falling short in~~ theoretical exams.

Students must maintain an attendance rate of 90% per course to proceed to the next level and complete the program.

Evaluation and Grading

Grading System: Percentages-STBC Passing grade: 70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Business Assignment.
Practicum	15	Work Experience. *Must achieve a minimum of 70% in this assessment.
Exam	15	Topic Theory Tests. *Must achieve a minimum of 70% in this assessment.
Final Exam	25	Practical Assessment Part A. *Must achieve a minimum of 70% in this assessment.
Final Exam	25	Practical Assessment Part B. *Must achieve a minimum of 70% in this assessment.
Lab Work	10	Customer Service. *Must attend 90%

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 225

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 45

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

Check all that apply:

- Clinical
- Lab
- Rehearsal
- Simulation

Hours in Category 2: 150

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

- Practicum

Hours in Category 3: 30

Course Topics

Course Topics:
Wigs, Hairpieces ~~hairpieces~~ and Extensions. ~~extensions.~~
Self-marketing and Professional Portfolio. ~~professional portfolio.~~
Business Operations ~~Salon and spa business.~~
SkilledTradesBC Exam ~~Prepare for the SkilledTradesBC practical exam / SkilledTradesBC Hairstylist theory exam.~~

Course Topics:
Case Studies

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

Tool and equipment supplies are required for this program. For kit information and prices, visit the VCC Bookstore.

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

Provide a rationale for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (11/28/24 2:59 pm): Rollback: additional edits

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 11, 2025

ISSUE: Course Deactivations

BACKGROUND:

Recent revisions to the Curriculum Development and Approval policy (410) and the new Program Development and Approval policy (410), both approved on December 17, 2024, return approval authority for course deactivations to the Board of Governors. Going forward, course deactivation proposals will go through Education Council and the Board.

The current proposal is to deactivate the following courses, which are no longer taught or have never been taught:

- ENSK 0916 Reading and Study Skills 12
- STAC 0101 Skills for College Success
- VCDP 2120 Brand Identity Design 1
- VCDP 2360 Brand Identity Design 2
- WRSK 0802 Writing Skills 11 for Health Sciences
- WRSK 1076 Writing Skills
- ICST 1120 Safety, Sanitation & Equipment
- ICST 1121 Basic Kitchen Skills
- ICST 1122 Hot and Cold Sandwiches
- ICST 1124 Hot & Cold Breakfast Cooking
- ICST 1125 Kitchen Mgmt & Health Care
- ICST 1126 Stocks, Soups & Sauce Cooking
- ICST 1127 Cold Kitchen
- ICST 1130 Vegetable and Starch Cooking
- ICST 1131 Meat and Poultry Cooking
- ICST 1132 Seafood Cooking
- ICST 1133 Veg Entrees, Pastas & Soups
- ICST 1134 Culinary Practicum 1

RECOMMENDATION:
THAT Curriculum Committee recommends deactivation of 18 courses that are no longer taught to Education Council for approval by the Board of Governors.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 3, 2025

Education Services Renewal Schedule 2024-2029

**Last Updated March 3, 2025*

2024/25	2025/26	2026/27 (start of new 8-year cycle)	2027/28	2028/29
1. International Education (*end of March)* 2. Academic Advising *(end of April)* *From 2023/24 schedule* 1. Student Conduct Office *(in progress; likely done March 2025)* 2. Disability Services *(in progress; likely done March 2025)* 3. CS Office & CS Registrar (*in progress; likely done Feb 2025)*	1. RO – Admissions/ Registration 2. RO – Financial Aid 3. Student Services Centre 4. Indigenous Education & Community Engagement	1. Assessment Services 2. RO – Scheduling/ Systems 3. Learning Centre 4. Interpreting Services	1. Counselling Services 2. CTLR	1. Arbiter of Student Issues

Completed Service Renewals

2023/2024

1. Library - Complete

2022/2023 - *None*

2021/2022

1. Arbiter of Student Issues - Complete

2020/2021 - *None (COVID)*

2019/2020 - *None*

2018/2019

1. Centre for Teaching, Learning & Research – Complete
2. Counselling Services – Complete
3. Interpreting Services – Complete
4. Learning Centre – Complete

Program Renewal Schedule 2024-2029

**Last Update February 14, 2025*

SCHOOL	2024/2025	2025/2026	2026/2027	2027/28	2028/29
Continuing Studies	*Fashion Merchandising - complete*	MDRT	ITOP / PDD	Counselling Skills/ Addictions	
		Optician Diploma (started 2023)		Applied Business & Leadership	
Trades, Technology & Design	Auto Collision & Refinishing	Automotive Service Tech	Heavy Mechanical Trades		
			Cosmetology		
Arts & Sciences	Music Diploma + Degree - complete	CACE – Career Awareness			
	ACED courses (started 2023)	CACE – Food Services			
		ECCE	Sign Language Interpreting		
Health Sciences	Occupational Physical Therapist Assistant		Dental Technology Sciences	Bachelor of Science in Nursing (CASN review)	Practical Nursing (CASN review)
	Practical Nursing + Access to PN *(BCCNP review)*	Health Care Assistant	Medical Lab Assistant		
			Bachelor of Science in Nursing (BCCNM recognition)		
Hospitality, Food Studies, & Applied Business	Culinary Arts	Administrative Professional			
Centre for Educational Excellence		PIDP			

Legend:	Program Renewal	Curriculum Review	Accreditation