



Vancouver Community College Education Council

Meeting Agenda

December 9, 2025

3:30-5:30 p.m.

Teams: [Join the meeting now](#)

Meeting ID: 267 651 055 433 1

Passcode: bh7gJ3Af

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		L. Dannhauer			
2. ACKNOWLEDGEMENT		TBD			
3. ADOPT AGENDA	Approval	L. Dannhauer	1 min	✓	1-2
4. APPROVE PAST MINUTES	Approval	L. Dannhauer	1 min	✓	3-8
5. ENQUIRIES & CORRESPONDENCE	Info	L. Dannhauer	1 min		
6. BUSINESS ARISING					
a. VCC Guidelines for Recording Classroom Activities	Info	E. Simpson, M. Corbett	15 min	✓	9-14
b. VCC Guidelines for Generative AI in Teaching & Learning (Update)	Info	E. Simpson	15 min	✓	15-30
c. Accuplacer Test for Academic Upgrading	Info	D. McMullen	10 min	✓	31-34
d. Post-Secondary Sector Update	Info	D. Wells	15 min		
e. EdCo Planning Day Debrief	Info	L. Dannhauer	2 min		
7. COMMITTEE REPORTS					
a. Curriculum Committee					
i. Course Update: MSKL 1104	Approval	R. Bennett	5 min	✓	35-41
ii. Program Update: Automotive Collision and Refinishing Foundation Certificate	Approval	K. Mew	5 min	✓	42-57
iii. Program Update & Name Change: Automotive Collision and Refinishing Foundation Certificate (Online Youth)	Approval	K. Mew	5 min	✓	58-112
iv. New Program: Automotive Electronics Repair Certificate	Approval	G. Ariana	5 min	✓	113-146

Topic	Action	Speaker	Time	Attachment	Page
v. Program Update: Fashion Design & Production Diploma	Approval	S. Murray	5 min	✓	147-321
vi. Course Deactivations	Approval	T. Rowlatt	2 min	✓	322
b. Policy Committee	Info	E. Logan	5 min		
c. Education Quality Committee	Info	A. Sellwood	5 min		
8. ELECTIONS	Decision	D. McMullen	10 min		
• EdCo Chair • EdCo Vice-Chair • Two Executive Committee Members Standing Committee Chairs: • Curriculum Committee • Education Policy Committee • Education Quality Committee					
9. CHAIR REPORT	Info	L. Dannhauer	5 min		
10. STUDENT REPORT	Info	J. Xu	10 min		
11. NEXT MEETING & ADJOURNMENT	Info	L. Dannhauer	1 min		
Next meeting: January 13, 2026, 3:30-5:30 p.m.					



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

November 12, 2025

3:00–5:00 p.m., Videoconference

ATTENDANCE

Education Council Members

Louise Dannhauer (Chair)	Jingwei (Matt) Xu	Rosie Gosling
Andy Sellwood	Lisa Beveridge	Shirley Lew
Brianna Higgins	Mandy Hayre	Todd Rowlatt (to 4:16 p.m.)
Emily Logan	Nafiseh Tohidi	
Emily Simpson	Nelba Garcia	

Regrets

Dave McMullen	Jessie Williams	Michael Weber
David Wells	Marcus Ng	Vivian Munroe

Guests

Adrian Lipsett	Jennifer Gossen	Natasha Mandryk
Brynn Joyce	Jennifer Kelly	Sid Khullar
Christina Carnacete	Keith Mew	Tannis Morgan
Dawn Cunningham Hall	Kseniia Osipova	
Ian Humphreys	Maya Redlick	

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:02 p.m.

2. ACKNOWLEDGEMENT

- R. Gosling acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the November 12, 2025 agenda as presented.

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

4. APPROVE PAST MINUTES

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

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

5. ENQUIRIES & CORRESPONDENCE

- L. Dannhauer provided an update from D. McMullen in response to question about the Linguaskill English language test raised at the last meeting. The test is provided by the Cambridge group, which also offers the IELTS (International English Language Testing System) and OET (Occupational English Test). The test maps to CEFR (Common European Framework of Reference) and CLB (Centre for Canadian Language Benchmarks) benchmarks, so no new scoring work was required. The test is

approved for both domestic and international admissions, with costs between \$150 and \$250. The Registrar's Office will monitor usage and student outcomes over time. ⁴

6. BUSINESS ARISING

a. Welcoming New EdCo Members

- L. Dannhauer welcomed newly elected EdCo members: student representatives N. Garcia and J. Xu, and faculty representatives R. Gosling and M. Weber. The following members were re-elected to another term: E. Simpson, L. Beveridge, Louise Dannhauer, and T. Rowlett (faculty); V. Munroe (staff); and M. Ng (student). A by-election will be held early next year to fill the two remaining vacancies on EdCo (student and staff seats).

b. Education Service Renewal Reports & Institutional Response: International Education

- J. Gossen and I. Humphreys presented the International Education Service Renewal Report and Institutional Response. The report was reviewed by Education Quality Committee in June. Recommendations in the action plan center around strengthening communication, leveraging technology, and enhancing student supports, particularly in housing, career development, and well-being.

c. International Education Update

- J. Gossen reported on declining international enrolment both at VCC and across Canada, in response to multiple policy changes by Immigration, Refugees, and Citizenship Canada (IRCC) in the last year. Overall, there are fewer applications, more study permit refusals, and increased scrutiny by IRCC. This uncertainty is leading more students to turn to other study destinations.
- VCC is working to mitigate these challenges through increased support for applicants, strategic enrolment management, heightening awareness of VCC's brand, and participation in campaigns to promote BC and Canada as a study destination (Study in BC, Learn Canadian).

d. Program Discontinuances: Continuing Studies

MOTION: THAT Education Council recommends to the Board of Governors discontinuance of the following programs, effective January 1, 2026:

- Addictions Counselling Skills Advanced Certificate
- Business Leadership and Management Certificate
- Community Counselling Skills Certificate
- Leadership Certificate
- Leadership Coaching Associate Certificate
- Leadership Coaching Certificate
- Management Skills for Supervisors Certificate
- Networking Technology Certificate
- Wedding and Event Management Certificate

Moved by E. Simpson, Seconded & CARRIED (with one opposed)

- A. Lipsett presented the proposal to discontinue several Continuing Studies programs, which have been functionally replaced through the program renewal and redesign process. All students who were enrolled in the original programs have either completed their program through teach-out or transition to the new program, or have exceeded the maximum program completion duration as of December 2024.
- L. Dannhauer noted that, as outlined in the procedures for VCC Policy 414 Suspension and/or Discontinuance of Programs, the first step in retiring a program is to formally initiate a suspension of the program. After two years of suspension, a decision on program discontinuance can be made. In this case, the EdCo Chair supported the approach of moving straight to discontinuance of these programs without a prior period of suspension, since they were functionally replaced by other

programs, which VCC continues to run. In addition, there is agreement among the dean and program coordinators, and no impacts on students who were enrolled in the original programs. EdCo had no concerns about this approach.

- As the Registrar's Office is working on the next edition of the VCC calendar, more programs may come forward for discontinuance as part of a system clean-up.

e. Program Discontinuances—School of Arts & Sciences: i. ABE Graduation Program Certificate & ABE Intermediate Program Certificate; ii. VR/AR Design and Development Diploma; iii. Applied Technology for the Visually Impaired Certificate & Office Administration for the Visually Impaired Certificate

MOTION: THAT Education Council recommends to the Board of Governors the discontinuance of the following programs, effective January 1, 2026:

ABE Graduation Program Certificate
ABE Intermediate Program Certificate
Applied Technology for the Visually Impaired Certificate
Office Administration for the Visually Impaired Certificate
VR/AR Design and Development Diploma

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

- S. Lew and J. Kelly presented several programs for discontinuance following suspension for at least two years, in line with VCC's Policy 414 Suspension and/or Discontinuance of Programs.
- The ABE Graduation Program Certificate and ABE Intermediate Program Certificate were initially developed to offer grade 12 and grade 10 level completion credentials, respectively. However, there was very little demand for these credentials, as most ABE students take individual courses to upgrade or complete specific pre-requisites. For this reason, these programs were suspended in June 2023. The courses continue to be offered, and completed credits count towards the B.C. Adult Graduation Diploma (Adult Dogwood).
- The VR/AR Design and Development Diploma, offered in partnership with Vancouver Film School (VFS), has seen low enrolment and was suspended in November 2023. The related affiliation agreement with VFS expired in January 2023 and was not renewed.
- The Office Administration Certificate for the Visually Impaired and the Applied Technology Certificate for the Visually Impaired were intended to provide an alternative pathway for visually impaired students to access the mainstream Office Administration or related programs. The programs were suspended in May 2018 due to low enrolment. The Visually Impaired department equips visually impaired students with the skills they need to use screen reading, magnification and keyboard shortcuts in their Basic level courses. With mastery of these skills, students can be accommodated in other VCC programs rather than requiring a program specific to visually impaired students.

f. Concept Paper: Information Systems Security and Administration Post-Degree Diploma

- A. Lipsett and S. Khullar presented the concept paper for the Information Systems Security and Administration Post-Degree Diploma. This is a revised and renamed version of the Network Technology Administration and Security (NTAS) Post-Degree Diploma. The NTAS PDD initially launched in September 2021 and saw very high student demand from 2021–2024. As a result of IRCC policy changes, the number of applicants declined through 2024.
- Following broad consultation, the program is being streamlined to better align with industry needs and improve the marketability of the ISSA PDD among international students. The number of program credits was reduced from 62 to 42, lowering the cost and shortening the time to completion. Revisions emphasize practical, hands-on learning and exposure to current and emerging technologies. The proposed change of the program name reflects the broader scope of this offering, including system

administration and security, and provides more clarity for students and employers. The curriculum is going through the accelerated program change process (see agenda item 7aii).⁶

g. Notice of Chair Elections

- L. Dannhauer announced elections for the January–December 2026 term, taking place at the December 9 EdCo meeting for the following positions: EdCo Chair, EdCo Vice Chair, two EdCo Executive Committee members, and Chairs of Curriculum Committee, Education Policy Committee and Education Quality Committee. Nominations will be taken from the floor at the meeting.

h. EdCo Planning Day

- The annual EdCo Planning Day will take place on December 8, 9 a.m. to 12 p.m., followed by lunch for EdCo and committee members, and committee planning sessions in the afternoon.

7. COMMITTEE REPORTS

a. Curriculum Committee

i) Program Update: Automotive Repair and Refinishing Diploma

MOTION: THAT Education Council approves, in the form presented at this meeting, revisions to the program content guide for the Automotive Repair and Refinishing Diploma, including 21 revised and 6 new course outlines.

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

- K. Mew presented proposed updates to the Automotive Repair and Refinishing Diploma to maintain alignment with provincial and federal policies and standards, ensuring students can pursue credit with SkilledTradesBC beyond the diploma program.

ii) Program Update & Name Change: Information Systems Security and Administration Post-Degree Diploma

MOTION: THAT Education Council approves the wireframe program content guide for the revised Information Systems Security and Administration Post-Degree Diploma; and recommends the Board of Governors approve the program name change from Network Technology Administration and Security Post-Degree Diploma, and implementation of the revised program.

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

- Following the discussion of the concept paper earlier in the meeting, the wireframe program content guided for the Information Systems Security and Administration Post-Degree Diploma was presented for approval under the accelerated program change process as outlined in the [Program Development and Approval \(409\)](#) procedures.
- A wireframe needs to contain (at a minimum): the intended credential name, effective date, program description (purpose), admission requirements, program learning outcomes, and the expected credit range. The purpose of the wireframe PCG is to allow for a credential and tuition to be approved by the Board of Governors before the full curriculum is developed. The plan is for course outlines to be finalized early next year. The full curriculum needs to be approved before the program is implemented. It was confirmed that this proposal constitutes a revision (and renaming) of the existing program, rather than a new program.

iii) Course Deactivations

MOTION: THAT Education Council recommends the Board of Governors approve the deactivation of the following courses: APAP 2003; FASH 2111, 2112, 2113, 2210, 2303, 2310, 2313; and MTSK 0750, 0760, 0877.

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

b. Policy Committee

i) Admissions (301) & Flexible Admissions (302)

MOTION: THAT Education Council recommends the Board of Governors approve, with changes approved at this meeting, the Admissions (301) policy and procedures.

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

MOTION: THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Flexible Admissions (302) policy and procedures.

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

- E. Logan presented proposed changes to the Admissions (301) and Flexible Admissions (302) policies. A statement was added to explicitly specify that students are required to provide complete, accurate and truthful information as part of the application process. This edit aims to provide clarity for students as well as ensuring VCC has appropriate mechanisms to safeguard the integrity of its admissions processes. In tandem with these updates, the Tuition and Fee Refund (311) policy is being revised to clarify that students denied a study permit by IRCC based on providing inaccurate, incomplete, untruthful or misrepresented information, may not be eligible for a full refund. This policy is currently going through the administrative policy approval process.
- EdCo members requested updates to wording in the Admissions policy, principle #1, to align with protected characteristics listed in the BC Human Rights Code. This edit will be completed and presented to the Governance Committee before the policy moves forward to the Board of Governors.

ii) Contract Administration (132); Rescind: Education Service Contract (406) & Educational Affiliations (407)

MOTION: THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Contract Administration (132) policy and procedures; and

THAT Education Council approves, and forwards to the Board of Governors for joint approval, rescinding the Educational Affiliations (407) policy and procedures, effective once the Contract Administration (132) policy is approved; and

THAT Education Council recommends the Board of Governors approve rescinding the Education Service Contract (406) policy and procedures, effective once the Contract Administration (132) policy is approved.

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

- E. Logan presented the proposed new Contract Administration policy (132), which centralizes most contract administration at VCC under one framework. The Educational Affiliations (407) and Education Service Contract (406) policies were incorporated into the new policy and are proposed to be rescinded once Policy 132 is approved.
- Comments received as part of the College feedback process focused on work-integrated learning agreements. In response, contract authority for these agreements was assigned to department heads instead of deans or directors, with the goal of streamlining approvals. Supporting policy resources such as templates will be made available once finalized.
- The policy, which covers both educational and non-educational agreements, was also reviewed by the Administrative Policy Committee and Operations Council. Currently, the review body is listed as Operations Council, and the approval body as Board of Governors with Education Council advice. Governance Committee will be asked to review and recommend the appropriate review and approval

pathway for future policy iterations, considering Education Council's role under the College and Institute Act related to educational affiliation agreements.

8

c. Education Quality Committee

i) Annual Program Review 2025 & Chair Report

- A. Sellwood reported that the Annual Program Review documents were sent out to department leaders, with supporting data available in Power BI. A workshop is planned to assist with APR report preparation.
- EQC also reviewed draft guidelines for classroom recordings, which will return at the next meeting. The committee discussed processes around new domestic program development with D. Wells, including upcoming revisions to the concept paper template. Planning has begun for the 2026–27 Curriculum Development Fund process, with a call for proposals expected in January.

8. RESEARCH REPORT

- A. Copp reported that the Teaching, Learning, and Research Symposium has been canceled for 2026. The Library is exploring a digital alternative for the student showcase, which used to be part of the symposium.
- NVivo licenses for qualitative data analysis are available through the Library. The call-out for the internal research grant will go out in the spring, and A. Copp is available to support planning.
- The Research Data Management (RDM) Committee held its first meeting. An RDM strategy is a requirement under the [Tri-Agency Research Data Management Policy](#), and the committee is working on reviewing and renewing VCC's strategy. The Library is also working on activating VCC's Borealis account by publishing its first open dataset and is seeking contributions, as well as developing tools to address questions related to Indigenous data.

9. CHAIR REPORT

- L. Dannhauer reiterated upcoming dates for EdCo Planning Day and Chair elections.

10. STUDENT REPORT

- No report.

11. NEXT MEETING AND ADJOURNMENT

- EdCo Planning Day will take place on December 8, 9 a.m. – a-12; followed by lunch.
- The next regular Education Council meeting will be held on December 9, 2025, 3:30-5:30 p.m.
- The meeting was adjourned 4:32 p.m.

Louise Dannhauer
Chair, VCC Education Council

VCC Guidelines for Recording Classroom Activities

Instructor Considerations: VCC Instructors have the choice to record classes, but there are requirements to notify students and (potentially) seek consent, depending on how you intend to distribute the recording. Recordings are the Intellectual Property of the person presenting in the recording (usually the instructor). As an instructor, you are also responsible to use AI technology in line with institutional guidelines. Please do not upload any classroom recordings to non-approved AI (ex: otter.ai, ChatGPT) tools for summarization, learning activity generation, etc., and never upload any portion of a recording that may contain personal information to an AI tool.

Student Considerations: Where recordings of classes are available, they are generally for your academic purpose within that particular course and must not be shared or copied without explicit permission of the instructor. As a student, you are also responsible to use AI technology in line with VCC institutional guidelines. Please do not upload any classroom recordings to non-approved AI tools (ex: otter.ai, ChatGPT) for summarization, learning activity generation, etc.

Purpose

For the purpose of these guidelines, “**class recording**” is defined as audio recording, video recording, and/or transcript creation of lectures and/or other synchronous/live classroom activities, whether occurring online or in-person, that are made for instructional purposes. Class recordings may include audio or video of instructors, students, and/or guest lecturers as well as digital materials projected on a screen such as PowerPoint slides.

Class recordings can be an intentional and valuable part of course design by providing flexibility for engaging with or reviewing materials and enhancing accessibility of learning materials in a course (e.g. through automated closed captioning). Instructors may also have valid pedagogical reasons for not wanting to record classroom activities, including the nature of the material and discussion topics. There are also institutional considerations around the requirements for cloud storage space of recordings. Recording class lectures/activities should be carefully considered as to the purpose, intent, and consider the lifespan of the recording.

The following principles inform and guide class recordings at VCC.

RECORDING OF CLASSES

Notifying Students

- Students must be notified that the class will be recorded, and how the recordings will be stored/distributed. Ideally, this information will be included in writing (for example, course syllabus), but can also be done orally before the recording starts.
- Inform and provide students with the option to turn off their cameras (online session) or sit where their image will not be recorded (in-person class), wherever possible.
- Students are NOT required to sign a consent form if the recording is done through institutional tools (Microsoft Teams with employee login, Kaltura) and only made available through Moodle/Kaltura Mediaspace for students within the same course instance.

Obtaining Consent

- Guest lecturers must always be notified that the class will be recorded. Share the Consent to Use of Image or Recording. If a guest lecturer agrees and signs, they are providing permission and recording can be done. A guest lecturer can choose not to consent, in which case, recording should not be done.
- Reuse or revision of recordings requires permission from the IP owner, unless:
 - a. the recording is licensed with an open license that permits reuse (e.g. Creative Commons), or
 - b. there is other permission to reuse indicated in the recording.
- If the instructor wishes to make a class recording that includes students more widely available within VCC (e.g. making it available to another class, or a subsequent year of the same class), then the students who appear in that recording should be asked to sign the Student Consent to Use Class Recording Form. If they do NOT consent, all of their personal information (all images/video/audio) must be removed or obscured, or if this is not possible, then the recording cannot be distributed.

Intellectual Property and Privacy

- Individuals who appear in recordings have a right to privacy under the *Freedom of Information and Protection of Privacy Act* (FIPPA).
- Recordings made of lectures and other classroom activities are usually considered to be the intellectual property ('IP') of the instructor who makes those recordings.
- If the recording includes presentations made by guest speakers, they own copyright in these presentations. Permission to record this copyrighted material is granted through a combination of notification and consent (see section above).
- Keep in mind that recordings may contain third party copyrighted material. For example, presentation slides may contain images or content that is copyrighted by

3rd parties (ex: textbook publisher slides). Permission to include excerpts of copyrighted material is generally granted by the “fair dealing exception” in the copyright act.

Access and Use of Recordings

- Make use of VCC’s institutional educational technology and software to ensure you are upholding student privacy and security requirements in the recording, storage and distribution of class recordings.
- Class recordings must be stored in a secure location and on an approved VCC platform: VCC’s OneDrive (VCC Teams recordings automatically record here), Kaltura MediaSpace, and Poodll (within Moodle) are acceptable. Storing recordings on an unapproved platform (e.g. Dropbox) may be a breach of FIPPA.
- It is strongly recommended to distribute class recordings through Moodle, so only students enrolled in the course during the same term as the class recordings can access them, as this is the least privacy-intrusive option.
- Recordings made available through Moodle (or other system where there is a defined cohort of students with permissions to view the material) must not be distributed beyond the course or reposted elsewhere, without the explicit permission of the instructor (and/or others who own the copyright in the recording).
- Instructors must delete class recordings **one week after the course has finished**.

Note: Recorded Student Assessments

Recordings made for the purposes of assessment are distinct from a recorded class lecture/activity. Recordings made for the purposes of student assessment must follow VCC [Policy 520: Records Management](#) of storage for 2 years and then destroyed.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Under Policy 327 [Accommodation for Students with Disabilities](#), students may request accommodations for disabilities or ongoing medical conditions through the Disability Services department at VCC. Accommodations granted under this Policy take precedence over any restrictions on recordings imposed by the instructor, or as may generally exist or arise under the department’s or school’s policies. Disability Services will provide instructors with a letter of accommodation stating the provided accommodation of audio recording of classroom lecture. Students sign an audio recording agreement with Disability Services that outlines that the recording is solely for personal academic use; that the recording cannot be distributed or published, including online; and that the student must also respect occasions where recording or notetaking would be inappropriate for all students in the class.

Instructors should not inform their classes when a student has an audio recording

accommodation. As a general practice, instructors are encouraged to include a brief statement in their course syllabus, Moodle shell, or student handbook noting that some students may have approved recording accommodations and that course content may be recorded for accessibility purposes. Any questions about suggested language for statements or for support about audio recording and its application in different settings (classrooms, labs, Work Integrated Learning) can be directed to disabilityservices@vcc.ca.

Guidelines on Recordings Made by Students

1. Students are permitted to make audio recordings of classroom activities solely for personal academic use, unless the course syllabus or the instructor state otherwise.
2. Students may not share, release, distribute, duplicate, post online or on social media, or publish the recordings in any form, including facsimiles (e.g. a transcript, an AI-generated summary). To do so may violate copyright or privacy laws.
 - a. Choose basic recording apps that store files locally on your device (e.g., Android Voice Recorder, iOS Voice Memos, your device's camera app).
 - b. Avoid apps that automatically upload, transcribe, or summarize recordings using cloud-based AI (**e.g., MeetGeek, Galaxy AI**). These tools may upload audio to external servers for processing. You may lose control over where the data goes and how it's used.
 - c. Keep recordings private. Do not share recordings publicly or on social media. Store recordings securely and delete them when no longer needed.
3. If students want to create video recordings (e.g. classroom demonstration of a technique or tool) or share any recordings on social media or other platforms outside of the classroom, they may only do so with explicit permission from the instructor. If not already addressed in the syllabus, instructors may provide this permission verbally or in writing on a case-by-case basis.
4. Students should not record when it is inappropriate to do so. Instructors may request that all students stop recording, or not record at all, during certain classroom activities where it would be a violation of privacy, confidentiality, or respect. For example: during the sharing of Indigenous Traditional Knowledge; where a guest speaker has not consented to recording; when students' sensitive personal experiences are being discussed; or when the pedagogical intent requires a confidential or spontaneous learning environment.
5. Students are responsible for the recordings they create and may be held liable under privacy, copyright, and any other applicable law in the case of any misuse of recordings.

For any questions about these recording guidelines, please contact the Centre for Teaching, Learning and Research: iasupport@vcc.ca

For questions about privacy, please contact the VCC Privacy Office: privacyandfoi@vcc.ca

Consent to Use of Image or Recording

Coordinating VCC Department / Instructor Name:

Image/Recording Collection Date:

Image/Recording Location/Class:

How VCC will use and disclose the Images/Recordings:

How VCC will identify you in the Images/Recordings:

By signing below, you give Vancouver Community College ("VCC") permission to use images and audio-visual recordings of you ("Images/Recordings") as follows:

- You grant to VCC permission to record, reproduce, transfer, transmit, and display the Images/Recordings as explained above.
- VCC may crop, alter or modify the Images/Recordings or combine them with other images, text, audio recordings and graphics.
- The Images/Recordings may be stored and accessed outside Canada.
- VCC is authorized by section 26 of the British Columbia *Freedom of Information and Protection of Privacy Act* to collect the Images/Recordings and the information on this form.

Your first and last name (please print):

Your signature:

Today's date:

Your email address:

Please contact the coordinating department as identified above, if you have any questions about the collection or use of these images/recordings.

Student Consent to Use Class Recording

Student First and Last Name	
VCC Student ID	
VCC Student Email	
Instructor First and Last Name	

I authorize my instructor at Vancouver Community College (VCC), as identified above, to use and disclose my personal information that is included in the class recording of **[Date of Recording]** of **[Course Name and ID]** for the following purpose:

[Specific details of where and when recording will be posted or shared, e.g. on Moodle in another term of same course, a different course, etc. and for what purpose, to be provided by the instructor]

This consent is valid from the date this form is signed and may be revoked at any time.

Signature of student giving consent:	
Date signed:	

Please contact the instructor or department as identified above, if you have any questions about the collect or use of this class recording.



VCC Guidelines for Generative AI in Teaching and Learning

Introduction	2
Alignment with VCC values	2
Principles	3
Institutional Guidelines	4
Developing AI Literacy	4
Institutional GenAI Tools and Considerations.....	4
Use low-risk information.....	5
Approved GenAI Tool: Microsoft Copilot Chat	5
Academic Integrity	6
Permission Level – Deciding on Appropriate AI use for a Course.....	6
Syllabus Statement Language: AI Permission Level	7
Designing Assessments to Support Academic Integrity.....	9
Academic Misuse of AI (Academic Integrity Breaches)	9
Privacy	11
Personal information (PI)	11
Terms of Service	11
Copyright and Intellectual Property.....	12
Educator and Student Intellectual Property	12
Third-party intellectual property	12
Teaching with GenAI	12
How can I use it in my teaching practice?.....	12
How can I plan for students to use GenAI in my course?	14
Learning with AI	14
Further Learning and Acknowledgement	16

Introduction

Generative AI (GenAI) is a type of artificial intelligence that can generate new content, such as images, text, video, code or music in response to user prompts. Unlike traditional AI systems (Netflix recommendations, Google Maps) which are designed to complete specific tasks, generative AI models use algorithms and neural networks to learn patterns and relationships in a massive data set and then generate new outputs.

Since late 2022, GenAI tools have evolved beyond simple text generation to include multimodal functions, reasoning models, and agentic AI capable of completing complex tasks autonomously. These tools are becoming embedded in everyday applications and platforms (Copilot, Grammarly, Google search) and wearable AI technology.

This rapid advancement presents both significant opportunities and complex challenges in higher education. Generative AI offers the potential of personalized learning at scale, supporting enhanced accessibility for learners, and enrichment and creativity in content generation. In terms of challenges, the question of what is meaningful to learn and how learning can be validated in the age of AI continues to be wrestled with. Beyond assessment validity, institutions must navigate the risk of cognitive offloading and diminished critical thinking from overreliance on these tools, erosion of trust in whether something is human or AI created, equity and ethical concerns embedded in the design and implementation of these tools, protecting privacy and data, and the impacts on human relationships between learners and educators.

Purpose of the Guidelines

The principles and guidelines below serve as a compass to support the responsible use of generative AI in teaching and learning at VCC, while seeking to mitigate the risk areas. It is essential for the VCC community to learn how to engage ethically and effectively with these tools given their growing prevalence in the education and work sectors.

This is a living document that will be regularly revisited to adapt and grow with continued developments and knowledge in generative AI and compliance with current and emerging regulatory standards and government direction. For feedback or questions, please contact [Centre for Teaching, Learning, and Research](#) who will bring them to Tannis Morgan, AVP Academic Innovation.

If you have specific questions around generative AI use in teaching, in learning, assessments, and/or academic integrity, please reach out to the [Centre for Teaching, Learning and Research](#).

Alignment with VCC values

How we use GenAI in teaching and learning should align with VCC's core values¹ and strategic plan initiatives, as well as existing VCC policies, procedures and legal requirements.

- Student success: We create an environment where students develop the skills, attributes and experiences for future success. We have a responsibility to prepare students with AI literacy skills for future life, education and workplace needs. The evolving nature of GenAI

¹ <https://www.vcc.ca/strategic-plan/>, VCC's Values section

requires educators to iteratively develop knowledge and skills to support VCC students in doing the same.

- **Excellence:** Our commitment to excellence entails exploring how AI can be innovatively and responsively used to enhance the teaching and learning experience, while keeping our humanity and critical thinking firmly in the center of our work.
- **Reconciliation and diversity:** Our commitment to decolonization, accessibility and inclusivity means we need to critically consider the risks of bias perpetuation and cultural appropriation in these tools, as well as exploring the ways these tools can be used to enhance accessibility, access and universal design for learning.
- **Stewardship:** Stewardship has implications with respect to the estimated environmental costs of these tools. We should consider how to ensure sustainable development and use of these tools with respect to the earth and all our relations. Likewise, there is a need to ensure ethical data stewardship of student and employee information.

Principles

These are the root principles grounding the guidelines on use of GenAI in teaching and learning at VCC.

1. **Opportunities to enhance teaching and learning.** Generative AI presents benefits such as enhancing student personalized learning experiences, creating learning materials more effectively, ability to develop multimodal materials, and innovative ways of engaging in learning and demonstrating learning.
2. **Supporting students' future success:** It is essential to prepare students to be critical, informed, and responsible users of these tools for further work, study or personal needs.
3. **Academic integrity:** All uses of GenAI must uphold academic integrity and adhere to the VCC policy and procedures on academic integrity.
4. **Educator and instructional staff use of GenAI:** Instructors and instructional staff may use GenAI for teaching and learning related work within the bounds of legal, College, School or department-level policies and guidelines, and the guidelines below.
5. **Student use of GenAI:** Students may use GenAI in academic course work if explicitly permitted within their specific course and/or program. They may choose to use GenAI to support their learning in other ways, within the bounds of legal and College policies and requirements and guidelines below.
6. **GenAI literacy:** VCC will continue to provide opportunities to learn about capabilities and limitations of GenAI tools and their applications in teaching and learning, and encourages VCC employees and staff to continue to develop basic literacy skills. Understanding the ethical risks associated with these tools is essential to critical engagement with and use of these tools such as, acknowledging the [exploitation of human workers](#), particularly in the Global South, to train and review their tools and moderate the content.
7. **Indigenous data sovereignty and respect for Indigenous Knowledges:** Use of GenAI tools should respect and [support Indigenous data sovereignty and protocols](#) for use and sharing of Indigenous knowledges and data. The [risks and harms of cultural appropriation, scraping Indigenous data without consent and perpetuation of bias/stereotypes](#) in the creation and use of these tools must be mitigated, while looking to Indigenous leadership on .
8. **Equity:** Bias in the training data and inputs can produce biased, discriminatory, inaccurate, or harmful outputs, which can contribute to continued systemic inequities. Use of these tools should be assessed for risks to equity and outputs evaluated to reduce harmful bias effects.

9. **Accessibility:** While some GenAI tools can enhance accessibility and democratize knowledge, not every tool is accessible. Use of these tools in teaching and learning should seek to ensure equitable access by considering cost of tools, internet access, digital skill of users, and accessible infrastructure etc.
10. **Privacy and confidentiality:** The need to protect individuals', and especially students', personal information (privacy) and confidential information and act in accordance with FIPPA requirements is essential in all VCC activities. Instructors and students should be fully informed of all privacy considerations and risks of using GenAI tools and each tool's Terms of Service, and instructors should prioritize using tools with which VCC has a contractual relationship.
11. **Intellectual property and copyright:** User agreements of each tool should be reviewed to understand how input data will be used and implications for intellectual property rights. Use of these tools should respect intellectual property rights with respect to data input into the tools, and in how we use those outputs.
12. **Responsible use and ensuring accuracy:** Users of GenAI are ultimately responsible for critically evaluating GenAI outputs to ensure accuracy and mitigate harm before sharing those outputs.
13. **Environmental sustainability:** Training GenAI models requires large amounts of electricity and freshwater, and there are additional environmental costs with using these tools once trained, particularly for video creation. Consider when it is appropriate to use a web search without AI summary, to choose open educational resources or creative commons images/photos/texts instead of generating new content with AI and keep documentation of GenAI outputs to reduce the need to regenerate prompts.
14. **Transparency:** Materials (text, images, code, music, video, etc.) generated by these tools that are shared for the purposes of teaching and learning should include disclosure/attribution.

Institutional Guidelines

Developing AI Literacy

VCC has resources available for learning about and experimenting with GenAI. These are updated with new information and events as they become available, and further resources will continue to be developed.

- The [Gen AI in Teaching and Learning website](#) has generative AI literacy resources, prompts for educators, assessment redesign approaches, student literacy resources and more. Educators at VCC can participate in AI learning opportunities from the Centre for Teaching, Learning and Research and join the AI community of practice at VCC.
- The [Guide on Generative AI from the VCC Library](#) includes information on understanding Generative AI, citing and evaluating outputs from GenAI tools, and a using GenAI flowchart for students

Institutional GenAI Tools and Considerations

Under FIPPA, instructors cannot require students to use GenAI or any other technology tool that collects their personal information unless the tool has undergone a PIA and has been approved by VCC to be used with personal information. Instructors should prioritize using tools with which VCC has a

contractual relationship. (See: Privacy)

Use low-risk information

Users should only input low risk information into GenAI tools. For the purposes of these Guidelines, **low-risk information** is any information that does not pose any risks to privacy or confidentiality. To make sure you are using low-risk information, do not include the following in your input:

- Personal information about oneself or others (e.g. name, email, address, phone number, student or employee number, SIN, credit card information, grades, voice/audio, birthdate, etc.), including facial or other identifying images (photos, videos).
- Confidential or sensitive information/content: includes anything that could not be publicly released; confidential financial and legal documents; anything that may infringe on others' intellectual property rights; anything else sensitive or private.

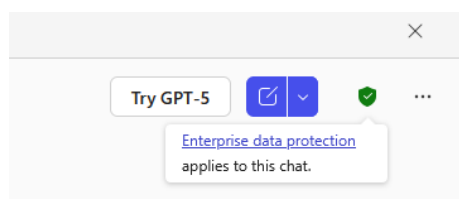
Low risk information should be used in all forms of input with GenAI tools, including prompts; image, audio, and video input; uploaded files; or granting a GenAI tool access to content available in a browser or in a drive.

Approved GenAI Tool: Microsoft Copilot Chat

All students and employees have access via their VCC M365 account to Microsoft Copilot Chat. Copilot Chat does not use chat data to train its LLM. This is a more secure option than other GenAI tools.

VCC has approved Microsoft Copilot Chat for required use for teaching and learning, with the following requirements only.

1. **Users should log in to Copilot Chat with their VCC account to ensure that they are working in VCC's protected environment.** Copilot Chat will display a green shield icon and indicate enterprise data protection on mouseover. To access Copilot Chat, visit <https://m365.cloud.microsoft/> and sign in. Copilot Chat will display:



2. Users should only enter low-risk information as described above.
3. Users should be aware that using Copilot Chat in select M365 apps like Word, Excel, PowerPoint, etc. provides Copilot Chat with access to content that they have open. In this scenario, Copilot Chat is able to engage with it directly, including any personal or confidential information.
4. Users should be aware that Copilot Chat logs users' prompts and responses (Chat History). Users can delete this chat history.
5. Users should avoid using the feedback buttons (thumbs up and thumbs down) to prevent any of their chat session data from being unintentionally shared with Microsoft.

GenAI Tools Embedded in VCC Software and Systems

Some VCC-licensed software and systems that are approved and in use by VCC may now include embedded GenAI tools. Unless these GenAI features have been assessed, instructors may only permit students to use these tools with **low-risk information** and they must exercise caution with intellectual property/copyrighted material. Instructors should review these tools' Terms of Service to understand how they are intended to be used (e.g. ownership; attribution requirements).

GenAI Tools Not Permitted for Use at VCC

VCC IT Services has blocked DeepSeek and Otter.ai from VCC devices and the network due to security and privacy risks and violations. Students and employees are encouraged not to use these tools on their personal devices.

Academic Integrity

The embedding of artificial intelligence in everyday life is “fundamentally changing how we teach, learn, and create” ([Eaton, 2023](#)). There are a variety of ways these tools can support teaching and learning in ethical and responsible applications. Using artificial intelligence for assignments/assessments does not automatically equal academic misconduct. ([Eaton, S., 2023. 6 Tenets of Post-plagiarism](#)), just as use of these tools does not automatically support learning. Supporting academic integrity requires a holistic approach from the first day of class conversations, syllabus language through to reminders on each assessment, and considering embedding reflection on how AI is positively or negatively impacting the learning process.

Permission Level – Deciding on Appropriate AI use for a Course

To support academic integrity, instructors should give clear AI permission levels in their course syllabus, and discuss with students why these particular permission levels support the learning outcomes of the course. It's a complex time with AI tools being embedded in everyday applications like Google search, Grammarly, chat help, where both educators and students may be unaware of these changes, or understand that it may be considered AI use. These conversations and intentionally planned discussions around generative AI support building student digital literacy. The decision to use Generative AI in a course is an academic decision and belongs to the instructor unless the program learning outcomes or course learning outcomes state students will acquire these skills. VCC provides three permission levels, best practices and considerations below.

Not Permitted

The instructor has determined that GenAI tools will not be used to complete the course.

- Describe why GenAI is not allowed; how its use will negatively impact a student's learning. This additional context will help a learner develop their perspective on appropriate and inappropriate use of GenAI.
- Be clear with respect to Spell Checkers, Grammar Checkers, Transcribers, and AI for studying. Outline how your students may check any software use that they feel may be questionable with you.

- **Any use of the “AI is restricted/not permitted” will be more impactful and ensure assessment validity when paired with a reflection on assessment AI resiliency and whether *assessment redesign* is needed.**

Permitted

The optional use of AI tools in the course, for specific tasks, is permitted as described by the instructor, but students can also choose not to use the tools. Encourage the use of institutional tools to ensure data privacy is upheld and instructors must provide a Notice of Use (see: [Generative AI tools are permitted Notice of Use](#)).

- Be clear if there are any assignments or parts of assignments where GenAI must not be used.
- Discuss with them if they need to seek your approval before using optional GenAI.
- Encourage the use of VCC Copilot Chat

Required

Required use in a particular course is acceptable provided the technology is selected from the institutionally approved tools and the Notice of Use document is included in the syllabus (see: [Generative AI tools are required Notice of Use](#)). Specify style of citation, activities requiring citation and how different activities may be accounted for.

- Be clear with expectations around citing GenAI work.
- See the library for support in citing GenAI in APA and MLA.
- Provide guidance for students choosing their own tools

Syllabus Statement Language: AI Permission Level

Generative AI tools are not permitted

The use of any GenAI tools to produce graded assignments or assessments is not permitted in this course. Using AI technology will limit your capacity to meet the learning goals of this course. Your graded submissions should solely reflect your voice and independent work. VCC's [Academic Integrity Policy 325](#) and its procedure apply to any unauthorized use of GenAI tools. If you're unsure about what counts as appropriate use of AI tools, please reach out to me so I can help.

Generative AI tools are permitted Notice of Use

The use of generative AI tools in this course is permitted as described below:

[Instructor to detail specific tools if applicable and the specified learning activities or components of learning activities where use of AI is permitted.]

- **[Tool A: Links to terms of service and privacy policy.]**
- **[Tool B: Links to terms of service and privacy policy.]**

You are encouraged to read the Terms of Service and the Privacy Policy of each GenAI tool that you choose to use. Students are always responsible for all materials submitted to their instructor. Students should carefully review and confirm the accuracy of all materials that are created with GenAI tools.

Last updated: [November 2025], version 2

The use of any GenAI tools to produce graded coursework in any way not specified above is considered academic misconduct and the VCC [Academic Integrity Policy 325](#) and its procedures apply to any unauthorized use of these tools.

Note that many GenAI tools use your inputs to train their models and for other purposes. As VCC has no control over the ways these tools collect, use, disclose, or store your data, your inputs could be disclosed to other users of the GenAI tool or publicly.

To protect your privacy and intellectual property while using GenAI tools:

1. Provide only the minimum personal information (e.g. VCC email address) when registering.
2. Do not input personal information about yourself or others (e.g. name, email, address, phone number, student number, grades, etc.) into the GenAI tool's prompt or uploaded content, including facial or other identifying images (photos, videos).
3. Do not input confidential information or content into the GenAI tool, or for information for which you wish to maintain intellectual property rights, or that may infringe on others' intellectual property rights.

Generative AI tools are required Notice of Use

You are required to use the following institutionally approved AI tools: **<insert names>** for this course to complete learning and assessment activities related to the learning outcomes.

- **[Tool A: Links to terms of service and privacy policy.]**
- **[Tool B: Links to terms of service and privacy policy.]**

You are encouraged to read the Terms of Service and the Privacy Policy of each GenAI tool that you use. If you are concerned about the tools' terms and/or privacy policy, please discuss your concerns with your instructor to see if there are any available alternatives.

Students are always responsible for all materials submitted to their instructor. Students should carefully review and confirm the accuracy of all materials that are created with GenAI tools.

The use of any GenAI tools to produce graded coursework in any way not specified above is considered academic misconduct and the VCC [Academic Integrity Policy 325](#) and its procedures apply to any unauthorized use of these tools.

Note that many GenAI tools use your inputs to train their models and for other purposes.

To protect your privacy and intellectual property while using GenAI tools:

1. Provide only the minimum personal information (e.g. VCC email address) when registering.
2. Do not input personal information about yourself or others (e.g. name, email, address, phone number, student number, grades, etc.) into the GenAI tool's prompt or uploaded content, including facial or other identifying images (photos, videos).

3. Do not input confidential information or content into the GenAI tool, or for information for which you wish to maintain intellectual property rights, or that may infringe on others' intellectual property rights.

Designing Assessments to Support Academic Integrity

GenAI is prompting deep questions about assessment: what learning outcomes matter today, and how we can reliably measure their achievement? What human-only competencies are needed as well as human-ai collaboration skills? AI in assessment has been described as a "wicked problem", with no perfect solution for every context ([Corbin, T. et.al 2025](#)). As GenAI has become more powerful, efforts to restrict its use in assessments have become increasingly ineffective. It is particularly hard to do so if students are allowed to work on assignments outside of class or with technology present.

By redesigning our assignments to include in-class elements, direct connections to local and current issues, and a focus on documenting the learning process, we can reduce the risk of Generative AI misuse, and thoughtfully build in appropriate opportunities for building GenAI literacy.

Key strategies to support authenticated learning:

1. Test the AI resiliency of your assessment so you understand what the tools are capable of and/or how they could augment/enhance learning in the assessment. You may decide structural changes in the assessment are necessary.
2. Regularly update assessments.
3. Build live verification into assessment. Include synchronous ways to verify students have met the learning objectives. This can include mock panels, debates, presentations, oral exams, in-person elements, in-person exams.
4. Value the learning process. Use authenticated checkpoints where students make their learning visible and demonstrate evolving learning. This can include draft submissions, annotations on changes/reasoning, process notes, short in-class tasks, reflections, structured peer feedback, use of AI and reflection on feedback, or live discussions.
5. Enhance motivation through assessment design. Students may be more likely to use AI if they perceive assignments as busy work, not meaningful, or boring. To engage student motivation, be transparent and connect the learning objectives to the assignments and the importance of that learning, choose renewable (non-disposable) assignments, authentic assessments, allow student choice, and/or include group work with a creation of team contract.

[\[see link here\]](#)

You can work with the Centre for Teaching, Learning and Research to help assess AI resiliency or redesign assessments: iasupport@vcc.ca

Academic Misuse of AI (Academic Integrity Breaches)

If instructors suspect that GenAI has been used inappropriately by students for their academic work, they should follow Policy 325 [Academic Integrity procedures](#) for informal or formal resolution as appropriate. You can also reach out to the Manager of Student Conduct for support.

Note that use of an [AI Detectors](#) will not be considered a valid proof of unauthorized AI use as there are no approved tools for this at VCC. Instead of AI detectors, consider approaches that educators have already been using such as comparing work produced out of class to work produced in class, documenting process of work through draft and editing submissions and peer review. Other signs of evidence, as in reviewing work for authenticity/original thought, lack of sources and examples, citations to sources that do not exist, themes/ideas/complexity of topic far outside the course content, and engaging the student in a discovery interview are all ways to gather evidence of academic integrity. [These guiding questions from University of Windsor may be a useful resource for discovery interview/conversation about suspected misuse of generative AI](#) with students.

Students who have questions or concerns about GenAI and academic misconduct, and who would like support and/or advocacy, can reach out to the following:

- o [Arbiter of Student Issues](#)
- o [SUVCC Students' Advocate](#)

AI Detectors

VCC has not completed a PIA for any AI detector (e.g. ChatGPTZero, TurnItIn, etc.) and does not intend to at this time. Instructors must not upload students' academic work or personal information to any tool of this kind, even if they have a personal account.

Uploading students' personal information to an unapproved third-party service may be a breach of FIPPA (see: [Privacy](#)). Providing students' academic work to these kinds of tools also puts students' intellectual property at risk and may be in violation of the tools' Terms of Service (see: [Privacy – Terms of Service](#)).

There are further concerns including [accuracy and reliability](#) of these tools, [bias against non-native English speakers](#), [ease of fooling detectors](#), [inability of tools to keep up with rapidly evolving AI](#), and [lack of ability to review](#) why/how tools detect content as AI-generated. VCC is not currently planning to purchase or support any such tools at the institutional level, in keeping with several other post-secondary institutions.

Hidden Prompts

This is also sometimes called “white text”, “hidden prompt”, “prompt poisoning,” or “trojan prompts”. It’s an approach of embedding hidden instructions as small, white text invisible to the human eye into assignment instructions or into an LMS course page. These instructions either give direction to insert meaningless words or phrases into the output, or to give unrelated/incorrect information. Some educators feel it is a valid way to try and catch AI misuse, while many others describe this as a deceptive, unethical and adversarial approach that contributes to a culture of mistrust between students and instructor and carries other risks. Any students using assistive technology like a screen reader/text to speech software will hear this white text as genuine instructions. Students who use dark mode, language translation, or copy/paste the assignment into another software will also see the text. It can also result in students who are genuinely confused by the instruction but do their best to follow it. Students may be pasting an assignment in for other reasons – such as to get a translation of the assignment, to summarize it, to ask questions to better understand it. For these reasons, it is not recommended to use this approach.

Privacy

The BC *Freedom of Information and Protection of Privacy Act* is the provincial legislation that concerns the public's right to access information held by public bodies, and the protection of individuals' privacy. FIPPA governs how public bodies are authorized to collect, use, and disclose personal information.

Privacy Impact Assessments (PIAs) are a legislative requirement of FIPPA for any initiative that involves the collection, use, and disclosure of personal information. PIAs assess the tool's compliance with FIPPA and evaluate any privacy and security risks. Instructors may only require students to use tools that involve the collection, use, and disclosure of personal information when a PIA is completed and VCC has approved the tool, including GenAI tools.

GenAI Tools & Personal information

This is recorded information about an identifiable individual other than business contact information (information used to contact someone at their place of business), including names, emails, student numbers, personal opinions, grades, etc.

GenAI companies collect personal information throughout the entire duration of a user's use or access of a tool or site. At minimum, account data includes enough information to associate the individual with their account to login (usually name and email address). Depending on the tool and payment model, demographic data and payment information may also be associated.

Even if the tool does not require a user account, depending on terms of service for the specific GenAI tool, it may still collect additional personal information like log data (IP address, date/time of use, browser settings), usage data (country, time zone, content requested/produced), device data, and session data.

Any personal information voluntarily entered into or accessed by the tool by the user may also be collected. Any data that user inputs or provides to a GenAI tool, including personal information, may or may not be stored or used for further training of the model or sold to third parties for marketing or other purposes, including surveillance. Any data used with a GenAI tool will also most likely be stored outside Canada.

Terms of Service

Instructors should always review and comply with the terms of service of any tool they use, including the Terms of Service of any third-party tool for which VCC has not completed a PIA. Different tools will have different terms around input and output, including ownership, and the tool's use of any content provided to it.

Depending on the tool's Terms of Service, instructors may also be in violation of a tool's Terms by uploading personal information and/or intellectual property of a third party (i.e. students' academic work) without their consent. Many third-party sites will also disclose content to other users or use

content to train their systems, which lead to further privacy breaches and intellectual property violations.

Copyright and Intellectual Property

GenAI tools rely on content scraped from the vast array of sources (large datasets) used to train AI. Some of the resources in the dataset have copyright that has not been shared with the AI tool and this may lead to new works that infringe on copyright. For example, the AI tool may be drawing on content from a journal article that was uploaded by a user who did not have permission to do so. The output would then be a copyright infringement of the original source. Copyright infringement and the fair dealing doctrine use remains unclear.

There is also the question of who owns copyright of AI generated materials. Canada law states that copyright can only exist in works created by humans. As there are likely to be varying degrees of human input in AI content generated, it is unclear in Canada how the appropriate author and owner of works will be determined.

Educator and Student Intellectual Property

Whether you are an educator or a student, be aware of inputting **your own** personal intellectual property (teaching materials or academic work) into GenAI tools as it may be used in further training or the data or result in sharing beyond your control.

Third-party intellectual property

Uploading third-party materials that are copyrighted or the intellectual property of someone else (e.g. journal articles, textbooks, teaching materials, etc.) may constitute copyright infringement. Only upload materials with the express permission of the copyright owner or if the use falls under Fair Dealing. There are also implications for using AI to create OER that is still being determined.

More information on AI and Copyright & Intellectual Property can be found in the VCC Library Guide on [ChatGPT and AI Technology](#).

Teaching with GenAI

How can I use it in my teaching practice?

There are many considerations when using GenAI tools, whether for teaching or learning. It is important to be aware of these factors to ensure use of GenAI is ethical and responsible. Understanding these considerations and risks supports collective AI digital literacy and the mitigation of these risks in

choosing when and how to use these tools in teaching and learning. While GenAI can offer opportunities, it cannot replace the value of human interaction in education.

GenAI tools can be used to effectively draft or refine teaching materials like learning outcomes, course maps, lesson plans, learning activities, assessments, rubric, cases studies and videos; evaluate alignment of curriculum with learning outcomes; and enhance UDL aspects of materials.

The following guidelines address such uses, alongside those listed above as applicable to all uses of GenAI in teaching and learning.

- **Educator choice:** Instructors, staff or other educators may choose to use GenAI tools to support teaching practices, unless their department, program, or School specifies rules for use. If a program is purchasing a tool for faculty and/or student use, it needs to be approved by the GEGIT (Governance Executive Group Information Technology) committee first.
- **Human oversight:** Any content you produce by GenAI to use in your teaching must be reviewed for accuracy, relevance, bias and other possible harms before sharing with students.
- **Copyright:** Have an understanding that while you can use these tools to create content, **you may not own or hold copyright in the works generated based on current Canadian copyright law. Be mindful of what you input into tools:** no confidential information or significant portions of intellectual property you do not have the rights or permissions to. All content entered may become part of the tool's training dataset and may be unintentionally disclosed in response to other prompts.
- **Attribution and Transparency:** Demonstrating ethical and responsible use in student-facing materials is important. Give citations for materials which are completely or partly generated by GenAI. Consider sharing how you will/will not use AI as an educator and why.

[Marc Watkins gives an example](#) in his syllabus/first day of class discussion: "I'm going to start by telling you what I won't be using AI for and why that is meaningful to me. I won't be using AI to answer emails, provide feedback, or grade your work. I also won't be using AI to write letters of recommendation. The reason why I won't be using AI for these purposes is that it can impact the relationship I have with you, and that is something I value much more than efficiency. You may feel differently, and that's okay. Any time that I do use AI, I will be transparent about how it is used, including labelling what was generated by a machine."

- **Use of AI for feedback and grading:** GenAI tools must go through a VCC PIA review and be approved in order to use for grading or feedback of student work. There are currently no specifically approved tools for feedback/grading. There are also considerations around the impact on student-instructor relationships and perception of course value if GenAI is used for grading.

Resources: Several resources and [CTLR workshops](#) are available on useful prompts for the creation of teaching materials, such as lesson plans, rubrics, practice questions, case studies and H5P activities.

How can I plan for students to use GenAI in my course?

Industry expectations and workflows are evolving with AI. Preparing students to engage ethically and responsibly with these tools in their personal lives and careers, while ensuring that learning is not negatively impacted, follows VCC's mandate of real learning for real change.

The decisions to use or not use generative artificial intelligence (GenAI) in a course lies with individual instructors except in cases where the program or course learning outcomes specify the use of GenAI.

The following guidelines apply to incorporating GenAI into student course activities.

1. **Build AI Literacy:** Share the strengths, limitations and ethical considerations of GenAI, what tool is being used, what data is collected through tool and how it will be used, how to use the tool responsibly. See the VCC AI student discussion slides which can be adapted for your class.
2. **Discuss Acceptable Use:** Clearly communicate what is permitted in terms of using GenAI for their course work and what is not permitted, and the pedagogical reasons behind integrating AI into the learning experience
3. **Scaffold the Use of GenAI to Ensure Student Learning and Equity:** Students have varying levels of proficiency and confidence in using GenAI. To help students develop their skills and ensure a level playing field, it is essential to scaffold and support their use of GenAI for assignments.
4. **Include Reflective Components:** To help students develop GenAI literacy and enhance their learning, provide opportunities for them to reflect on and evaluate GenAI outputs.
5. **Protect Student Privacy:** Instructors are required to inform students about the responsible use of GenAI tools if they are used within a course. Instructors must follow all applicable privacy legislation, policy, and guidance provided in these guidelines, including the Syllabus Statements and proper notification, when using GenAI for teaching and learning purposes.
6. **Follow Policy:** Use of all technology and digital tools must be done in accordance with VCC's Appropriate and Responsible Use of Educational and Information Technology Policy and other applicable College policies.

Q: How do I get support to evaluate a particular tool and determine if it can be used at VCC?

A: Please reach out to the Centre for Teaching, Learning and Research at IASupport@vcc.ca

Learning with AI

Generative AI offers possibilities to enhance the learning experience and support ways to gather and express knowledge. Learning to use artificial intelligence (AI) tools effectively and responsibly is an important part of developing digital literacy and being prepared to adapt to the evolving world. See

Last updated: [November 2025], version 2

[University of Toronto's free modules on GenAI: A Practical Guide for Students](#)

UBC's Digital Tattoo project modules on privacy, bias, and

At the same time, it's important to understand when use of AI is unethical, inappropriate, or breaches the College's rules about academic integrity.

Here are some guidelines:

Studying: GenAI tools can be useful for studying and application of learning, such as making quiz questions, asking a chatbot to act as a tutor, asking for examples, suggesting counterarguments, getting feedback, breaking down projects and more. Keep in mind these tools can generate outputs with misinformation and bias, and overreliance on these tools can decrease overall learning depending on how they are used. [Prompts to help you learn.](#)

Permissible use: Do not use GenAI to develop or complete any submitted academic work unless you have received clear permission from an instructor or supervisor to do so. If you are not clear about the course/assignment permissions, ask your instructor.

Responsibility and Human-Directed Use: Review and think critically about GenAI outputs to the best of your ability and address false or harmful aspects before sharing with others, including in your academic work.

Copyright: Vancouver College Library eResources—including databases and their contents (including images, graphics, indexing and abstracts), audio-only recordings, audio-visual works, artworks, musical works, books and journal articles—are in most cases protected by copyright and subject to licence agreements. If you have questions about what you can upload, contact VCC's copyright librarian.

Instructor/faculty created teaching materials and assignments are their intellectual property, and should not be uploaded into GenAI tools without permission. Uploading your own notes, if you choose to do so, is fine, or openly licensed, public domain work is also fine.

Privacy: Always be careful with your personal and confidential information when using GenAI tools. Read the Privacy Policy and Terms of Use for any tool, and be aware how they may use your information, intellectual property, and your input and prompts for training and or other purposes.

Protect your classmates' privacy, too: never use a GenAI with anyone else's personal information (name, photo, audio, video, etc.) and never upload personal information to any tool that could alter, share, distribute, or publish it online. For example, do not record lectures that may capture your classmates' audio or video with any third-party notetaking tools, like otter.ai, or upload others' images, video, or audio to any GenAI tool to summarize it. [<embed link to classroom recording guidelines>](#)

Further Learning and Acknowledgement

Connect with an Instructional Associate in CTRL for any support or questions around generative AI use in teaching and learning at VCC. You can also visit the [Centre for Teaching, Learning and Research AI resources](#) if you'd like to learn more on your own.

We would like to gratefully acknowledge the leadership and wisdom, and open sharing approach, in being able to use and remix [KPU's Generative AI: An Overview for Teaching and Learning](#); and [Generative Artificial Intelligence in Teaching and Learning at McMaster University](#), and draw inspiration from UBC's Principles and Guidelines for Generative AI in Teaching and Learning.



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: December 9, 2025

ISSUE: Adding Accuplacer as an Option for Academic Upgrading

BACKGROUND:

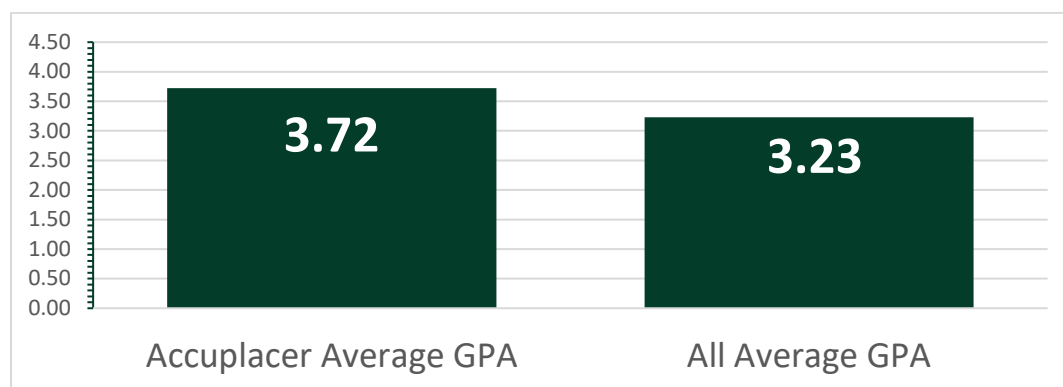
In April 2023, Accuplacer was approved by EdCo for use as an in-house English language proficiency assessment for admissions purposes to VCC programs. In May 2023, Academic Upgrading faculty recommended delaying the launch of Accuplacer for their area to allow time for further discussion and consideration.

A recent review of student outcomes (from 2023 – 2025) for those who used Accuplacer to meet English admissions requirements to applied programs indicates that students consistently demonstrate equal or higher average GPAs compared to all students in those programs. A secondary review of student outcomes for those whose Accuplacer scores were provided to the Academic Upgrading department as information during the admissions process also indicates students typically meet or exceed the average GPA of students in these courses. While the sample size is small, results show that these students are meeting or exceeding the average GPA outcomes of their classmates.

Adopting the Accuplacer assessments and minimum score grids across applied programs and Academic Upgrading will create a unified experience for applicants. This in-house assessment option gives applicants an opportunity to connect directly with VCC faculty and staff, creating a positive introduction to the college. Follow up with individuals who completed the assessment can help guide applicants to suitable programs or courses and improves conversion of applicants to students. Further, Accuplacer provides robust assessment options specifically designed for those whose first language is English, and for those whose first language is not English, giving a clear picture of academic readiness for all applicants.

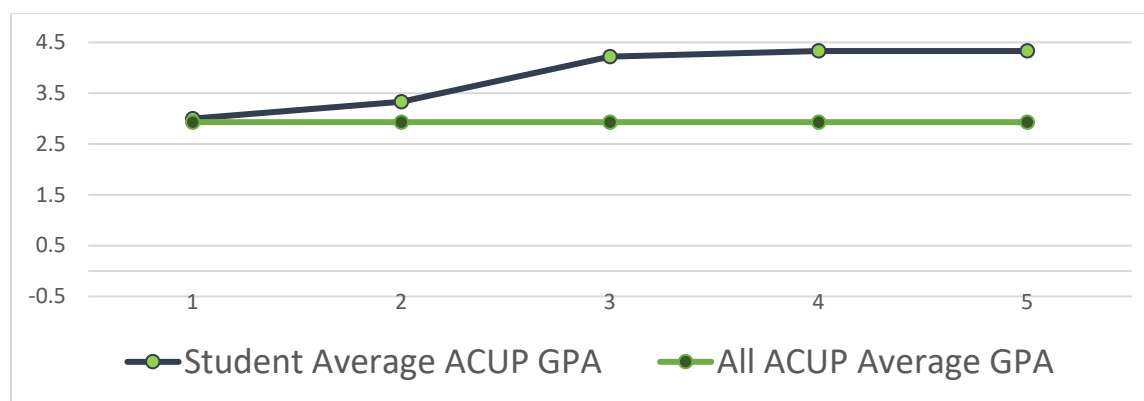
In consultation with faculty, department heads, and the Assessment Centre, Academic Upgrading has agreed to adopt the Accuplacer assessments and established minimum score grids for admissions purposes. Future review of outcomes for Academic Upgrading students will be conducted to ensure the assessments and scores continue to provide reasonable assurance of student success.

Average GPA: Students admitted to Applied Programs using Accuplacer compared to all students in those programs



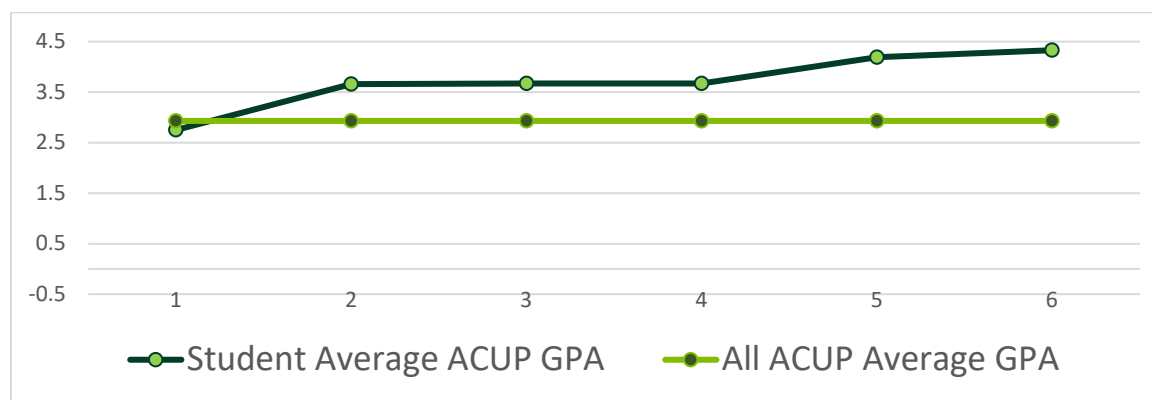
Note: Maximum GPA = 4.33; program count = 17; $n = 46$

Average Academic Upgrading GPA compared to all Academic Upgrading students, where NG Accuplacer results placed them in English 12



Note: Maximum GPA = 4.33; Average Academic Upgrading GPA = 2.93; $n = 5$

Average Academic Upgrading GPA compared to all Academic Upgrading students, where NG Accuplacer results placed them in undergraduate studies



Note: Maximum GPA = 4.33; Average Academic Upgrading GPA = 2.93; $n = 6$

Minimum scores:**Minimum Scores for Admission into Applied Programs for applicants whose first language is English****VCC NG Accuplacer**

Equiv Score	WP	Read.
EN 12 (B)	6	263
EN 12 (C+)	5	258
EN 12 (C)	5	253
EN 12 (C-)	5	250
EN 11	4	240
EN 10	3	230
Basic Ed.	≤ 2	≤ 229

*WP (WritePlacer) scores range from 1-8

*Reading scores range from 200-300

Minimum Scores for Admission into Applied Programs for applicants whose first language is not English**VCC EAL (ESL) Accuplacer**

Equiv Score	List.	Speaking	Read.Sk.	E.WP
EN 12 (B)	93	8	109	6
EN 12 (C+)	86	8	102	5
EN 12 (C)	86	8	102	5
EN 12 (C-)	86	8	102	5
EN 11	78	7	95	4
EN 10	71	6	87	3

*E.WP (EAL WritePlacer) scores range from 1-6

*Listening/Reading Skills scores range from 20-120

* The Speaking assessment is conducted by faculty

CONCLUSION:

Adopting Accuplacer for Academic Upgrading aligns with VCC's commitment to providing consistent, reliable admissions assessments across programs. Early outcome data indicates that students admitted using Accuplacer perform at or above average levels, supporting its effectiveness in predicting academic success. Implementing this option will streamline the applicant experience, strengthen applicant retention, and ensure equitable assessment for diverse learners. Ongoing monitoring will confirm its continued suitability.

PREPARED BY:

Dave McMullen, Registrar



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 9, 2025

ISSUE: Revisions to MSKL 1104 Interpersonal Communications - Health

BACKGROUND:

Continuing Studies is proposing revisions to the course outline for MSKL 1104 Interpersonal Communications – Health. This course is a preparatory course for the Medical Device Reprocessing Technician (MDRT) Certificate and the Renal Dialysis Technician Short Certificate programs. The course outline had not been updated in many years; this edit adds extensive information that was missing, including course learning outcomes, evaluation plan and course topics. The course description was also updated.

This course will be reviewed in more depth next year as part of the MDRT program renewal.

DISCUSSION:

Rebecca Bennett, program coordinator for CS Health, presented the proposal. The committee had no concerns.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the course outline for MSKL 1104 Interpersonal Communications – Health.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 30, 2025

Course Change Request

Date Submitted: 11/10/25 2:58 pm

Viewing: **MSKL 1104 : Interpersonal**

**Communication ~~Interpersonal/Commun-~~
~~Health~~**

Last edit: 11/10/25 3:46 pm

Changes proposed by: rbennett

Programs
referencing this
course

65: Medical Device Reprocessing Technician Certificate

83: Renal Dialysis Technician Short Certificate

Course Name:

Interpersonal Communications - Health

Effective Date: May 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Allied Health (6076) ~~Management Skills
Supervisors (6060)~~

Contact(s)

In Workflow

1. 6060 Leader
2. 6076 Leader
3. Senior PC
4. CCS Dean
5. Curriculum Committee
6. Education Council
7. CS Associate Registrar
8. Banner

Approval Path

1. 09/28/25 11:40 am
Rebecca Bennett (rbennett):
Approved for 6060 Leader
2. 09/28/25 11:40 am
Rebecca Bennett (rbennett):
Approved for 6076 Leader
3. 10/27/25 2:36 pm
Claire Sauve (csauve): Rollback to 6076 Leader for Senior PC
4. 10/31/25 11:37 am
Claire Sauve (csauve): Rollback to Initiator
5. 11/04/25 2:34 pm
Rebecca Bennett (rbennett):

Approved for 6060
Leader

6. 11/04/25 2:40 pm
Rebecca Bennett
(rbennett):

Approved for 6076
Leader

7. 11/07/25 1:29 pm
Andrea Korens
(akorens): Approved
for Senior PC

8. 11/07/25 3:52 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

9. 11/10/25 12:08 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator

10. 11/10/25 3:00 pm
Rebecca Bennett
(rbennett):
Approved for 6060
Leader

11. 11/10/25 3:07 pm
Rebecca Bennett
(rbennett):
Approved for 6076
Leader

12. 11/12/25 10:01 am
Claire Sauve
(csauve): Approved
for Senior PC

13. 11/12/25 12:48 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

14. 11/26/25 11:57 am
Darija Rabadzija
(drabadzija):
Approved for

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

Banner Course Name: Interpersonal Communication
~~Interpersonal/Commun - Health~~

Subject Code: MSKL - Management Skills

Course Number 1104

Year of Study Post-secondary Preparatory

Credits: 1

Bridge College Code CO

Bridge Billing Hours .1

Bridge Course Level 30

Course Description:

This course provides learners with the foundational knowledge for professional communication in health care settings. It uses an experiential and self-reflective approach to develop self-awareness and interpersonal communication skills in the context of safe, competent, and collaborative practice. Communication theory, self-empowerment, cross-cultural communication, and effective teamwork will be covered. Through interactive learning and real-world scenarios, learners will build the confidence and competence needed to communicate effectively within diverse healthcare teams. ~~Gain broad and practical interpersonal and teamwork skills to develop stronger communication, decision-making, and assertiveness for the workplace. Learn skills in conflict resolution, teamwork, leadership, and empowerment. For MDRT and Renal Dialysis Technician students.~~

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:
<u>CLO #1</u>	<u>Identify strategies to improve verbal and non-verbal communication skills for respectful interaction in healthcare team settings</u>
<u>CLO #2</u>	<u>Describe communication barriers to the development of professional relationships</u>
<u>CLO #3</u>	<u>Describe decision-making skills that contribute to a safe, efficient, and collaborative work environment</u>
<u>CLO #4</u>	<u>Explain the impact unresolved conflict has on workplace culture</u>
<u>CLO #5</u>	<u>Explain the importance of responsibility and accountability related to patient safety</u>
<u>CLO #6</u>	<u>Demonstrate the ability to give and receive feedback in an open, honest and respectful manner</u>
<u>CLO #7</u>	<u>Identify challenges preventing effective communication across cultures</u>

Instructional

Strategies:

The instructor fosters an active learning environment by incorporating communication skill-building activities such as guided discussions, group work, role-play, and case-based scenarios.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B- (68-71%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u>	<u>30</u>	<u>Group presentation</u>
<u>Assignments</u>	<u>30</u>	<u>Case scenario - group analysis</u>
<u>Reflection</u>	<u>20</u>	<u>Reflective written assignment</u>
<u>Reflection</u>	<u>10</u>	<u>Self-reflection analysis - presentation</u>
<u>Assignments</u>	<u>10</u>	<u>Communication demonstration</u>

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 24

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 24

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Self awareness

Responsibility and accountability in the health care setting

Active listening; clarifying by questioning and summarizing

Cross-cultural communication, cultural sensitivity and awareness

Providing and receiving constructive feedback

Verbal and non-verbal communication

Conflict resolution and problem solving

Assertiveness

Individual and shared decision making

Interprofessional communication

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

Course reader provided by instructor

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

This course did not have any information provided (CLO's, evaluation plan, instructional strategies, topics).

This information has been updated and filled in and we will review this course again as part of the MDRT program review/renewal next year.

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

none

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Claire Sauve (csauve) (10/27/25 2:36 pm): Rollback: further edits required

Claire Sauve (csauve) (10/31/25 11:37 am): Rollback: further edits required

Darija Rabadzija (drabadzija) (11/10/25 12:08 pm): Rollback: rollback



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 9, 2025

ISSUE: Revisions to Automotive Collision and Refinishing Foundation Certificate

BACKGROUND:

The Automotive Collision Department is proposing changes to the Automotive Collision and Refinishing Foundation Certificate. The primary changes are in the Purpose section to better align the description with that used in SkilledTradesBC (STBC) documentation; and updates to the Admissions Requirements to remove the math requirement and to clarify that there are two tracks for program entry: one for adult students and one for youth train-in-trades dual credit students. In addition, changes are proposed to conform with the new Program Considerations format. Course outcome and assessment plan changes have also been made to ACRF 1110 Industry Readiness to improve the facilitation of the material.

DISCUSSION:

Robin Popow, the main curriculum developer, presented the proposal. The Registrar's Office provided updated language for the admission requirement changes; otherwise, the committee had no significant concerns.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Automotive Collision and Refinishing Foundation Certificate program content guide and one revised course outline: ACRF 1110 Industry Readiness.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 30, 2025

Program Change Request

Date Submitted: 11/05/25 9:47 am

Viewing: **Automotive Collision and Refinishing Foundation Certificate**

Last approved: 11/07/23 12:53 pm

Last edit: 11/30/25 9:34 am

Changes proposed by: rpopow

Catalog Pages Using
this Program

[Automotive Collision and Refinishing Foundation Certificate](#)

Program Name:

Automotive Collision and Refinishing Foundation Certificate

Credential Level: Certificate

Effective Date: September ~~2022~~ 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 11/05/25 10:32 am
Derek Sproston (dsproston):
Approved for 4301 Leader
2. 11/05/25 10:55 am
Lucy Griffith (lgriffith): Approved for CTT Dean
3. 11/30/25 9:48 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Feb 11, 2021 by Robin Popow (rpopow)
2. Feb 11, 2021 by Darija Rabadzija (drabadzija)
3. Feb 24, 2021 by Nicole Degagne (ndegagne)
4. Mar 31, 2021 by Nicole Degagne (ndegagne)

5. Apr 14, 2022 by
Keith Mew (kmew)
6. Apr 19, 2022 by
Darija Rabadzija
(drabadzija)
7. Feb 28, 2023 by
Darija Rabadzija
(drabadzija)
8. Mar 10, 2023 by
Leszek Apouchtine
(lapouchtine)
9. Aug 2, 2023 by
Darija Rabadzija
(drabadzija)
10. Aug 2, 2023 by
Darija Rabadzija
(drabadzija)
11. Aug 2, 2023 by
Darija Rabadzija
(drabadzija)
12. Nov 7, 2023 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	604-313-0556
Keith Mew	kmew@vcc.ca	7543
~~David Cross~~	~~dcross@vcc.ca~~	~~7543~~

Program Content Guide

This program is designed for people who wish to obtain employment in the automotive industry ~~Automotive Industry~~ as an Auto Body and Automotive ~~Collision Repair~~ Technician or an Automotive Refinishing Paint Technician.

Auto Body and Collision Technicians repair and restore damaged motor vehicles. They assess body damage and develop repair estimates and repair plans. Their repair work may include repairing scratches, minor damage, dents and extensive structural damage. Some components may need to be removed for access during repairs or replaced due to damage. The alignment and replacement of suspension and steering components is also performed as well as work with interior components, mechanical and electronic components, and passenger restraint systems. Automotive Refinishing Technicians work on the surfaces of motor vehicles, primarily in restoring vehicle finishes once body work has been completed. Some of the duties include: removing layers of old coatings; matching colours and mixing paints; preparing surfaces for painting by spot filling, sanding, and masking; applying primers, primer surfacers, sealers, basecoats, single-stage and clear-coats; cleaning and polishing painted surfaces; and applying protective coatings.

Auto Body and Collision Technicians and Automotive Refinishing Technicians often work in close contact with one another, sometimes with overlapping duties.

Upon successful competition of this program students may be eligible for SkilledTradesBC technical training credits.

~~An Automotive Collision Repair Technician restores the structural integrity of damaged vehicles by straightening vehicle structure, repairing or removing damaged sections and priming and preparing and applying refinishing products to repaired surfaces. As an Automotive Collision Repair Technician, you will also repair and/or replace glass and interior and exterior components of the vehicle. Duties also include verifying dimensional accuracy, system functions, passenger protection, proper alignment and proper handling.~~

~~A first-level Automotive Refinishing Technician typically removes parts, masks, performs chemical cleaning, applies putty, sands, primes, and prepares an automobile, truck or bus for the Automotive Refinishing Technician in a safe and environmentally sound manner.~~

Graduates receive a VCC *Auto Collision and Refinishing Foundation Certificate*. Additionally, graduates receive the following credit by SkilledTradesBC:

Auto Body and Collision Technician – Certificate of Completion

Automotive Refinishing Technician – Certificate of Completion

Foundation Program Credit toward Apprenticeship:

Common Core Level 1 Technical Training

625 hours toward Auto Body and Collision Technician

450 hours toward Automotive Refinishing Technician

Admission RequirementsEnglish 10 or equivalentORDepartment approval

~~Applicants may choose to apply to one of two tracks: (1) Foundation Program or (2) Youth Train in Trades (formerly ACE-IT) Program.~~

-

1. ~~Foundation Program:~~~~English 10 or equivalent~~~~Apprentice & Workplace Math 10 or equivalent; or 80% on the VCC Basic Arithmetic Assessment~~~~or~~~~Department Leader approval based on relevant trade experience will be considered.~~

-

2. ~~Youth Train in Trades Program:~~~~Greater Vancouver area High School students: Applicants do not apply to VCC directly. Interested students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district.~~~~Regional B.C. High School students: Eligible regional B.C. high school students should apply to the *Automotive Collision and Refinishing Foundation (E-pprentice) Certificate* program.~~~~See the SkilledTradesBC Youth Train in Trades Program website for details (<https://skilledtradesbc.ca/youth-train-in-trades-program>).~~

Note: Basic ~~All students must have minimum basic~~ computer skills and access to an internet-connected computer or mobile device is required. ~~computer/mobile device.~~

Application ProcedureThe application process depends on your applicant type.

=

Adult ApplicantsApply on EducationPlanner BCYouth Train in Trades (Dual Credit) ApplicantsGreater Vancouver Area High School Students:Contact your school district's Career Program Coordinator or Administrator. Do not apply directly to VCC.For details, visit the SkilledTradesBC Youth Train in Trades Program website.

=

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This full-time program is 35 weeks in duration and must be completed within 2 years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles
PLO #2	Maintain tools and equipment to ensure top performance, safety and environmental compliance
PLO #3	Perform cutting, welding and heating processes to industry and vehicle manufacturers' standards
PLO #4	Analyze vehicle conditions and documentation to develop organized repair plans
PLO #5	Use communication techniques to build and maintain professional industry and customer relations
PLO #6	Remove and install vehicle components to manufacturers fit and finish standards
PLO #7	Prepare surfaces for refinishing accounting for substrate conditions and manufacturers' specifications
PLO #8	Use repair materials and equipment in preparation for top-coat application in accordance with manufacturers' specifications
PLO #9	Perform top-coating procedures to achieve a variety of original equipment (OE) finishes
PLO #10	Remove, repair and install metal panels and components to original contour, fit and finish
PLO #11	Remove, repair and install plastic panels and components to original contour, fit and finish
PLO #12	Perform automotive detailing tasks and inspect repaired vehicles according to quality assurance standards

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

This program provides a wide range of opportunities for student learning in classroom, shop, online, shop and in workplace settings. In addition to hands-on practical experience in VCC's automotive collision repair and refinishing facility, instructional activities such as lectures, demonstrations, group work, peer assessment, and project based learning strategies may be used throughout the program. Students are required to access VCC's online learning environment throughout the program.

~~Note: Students are required to purchase minimal basic tools and personal protective items early in the program. Approximate cost: \$350.00~~

Evaluation for this program includes theory quizzes and exams, practical performance-based lab and shop assignments, and problem-based learning projects in a real shop environment.

Attendance and Participation

Given the industrial nature of this program, professional and safe work practice is critical. A student may be withdrawn from the program for safety concerns and/or an inability to meet professional practice standards due to a failure to meet attendance requirements.

Excused absences are those reported in advance of the absence, wherever possible, or that suitable documentation be provided to support the absence. All other will be reported as unexcused absences.

Program activities require:frequent lifting and moving of heavy equipment, automotive parts, and materials;frequent movement alternating between standing, bending, kneeling and reaching;extended periods (5+ hours) of standing/walking on concrete floors/hard surfaces;differentiating colours for safety codes, wiring, and automotive paint colour analysis and tinting;the operation of automobiles for staging/positioning within the facility;precise hand-eye coordination and dexterity. Activities may include the operation of equipment and machines,detailed assembly, and small-scale technical work requiring steady hand movements.Program environment involves:exposure to fumes, dust, and airborne particles from paints, solvents, and mechanical processes;exposure to loud machinery noise, power tools, and equipment vibrations;exposure to automotive chemicals and strong odors from paint, solvents and additives, cleaning agents, polishing compounds, fuels, oils, lubricants and coolants.Other considerations include:the required use of computers to access web-based course materials, and to complete quizzes and exams;following detailed oral and written instruction in the English language.If you have a disability or diagnosis and think you might face challenges with any of the listed program considerations, please contact disabilityservices@vcc.ca or 604.871.7500 to explore possible accommodations/supports.~~Personal hygiene, grooming and appearance acceptable to a service industry;~~~~Good hand dexterity for operating equipment and machines;~~~~Ability to understand and follow verbal and written instruction;~~~~Good general health and respiratory condition;~~~~Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program;~~~~Ability to tolerate noise and vibration;~~~~Mechanical aptitude and interest;~~~~Good hand-eye coordination;~~~~Good eyesight and colour vision;~~~~Good line, form and depth perception;~~~~Possession of valid BC driver's license.~~

Courses

<u>ACRF 1100</u>	Occupational Safety	2.5
<u>ACRF 1110</u>	Industry Readiness	4.5
<u>ACRF 1120</u>	Construction and Components	5
<u>ACRF 1130</u>	Tools, Equipment and Maintenance	3.5

<u>ACRF 1140</u>	Welding, Heating and Cutting Steel	3
<u>ACRF 1150</u>	Metal Panels and Components	7.5
<u>ACRF 1160</u>	Plastic Panels and Components	2
<u>ACRF 1170</u>	Organize, Document and Communicate	2
<u>ACRF 1180</u>	Refinish Preparation	6.5
<u>ACRF 1185</u>	Refinish Application	4
<u>ACRF 1190</u>	Interior and Exterior Detailing	1.5
Total Credits		42

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Proposed updates to this PCG include:

- changes to the Purpose section to better match language used in STBC descriptions.
- changes to Admission Requirements to clarify "two tracks", to remove Math requirement, and to update new name for e-pprentice youth program.
- change preferred student characteristics to conform to Program Considerations format.

This proposal also includes the following CO changes:

- ACRF 1110 - Changes to simplify this course to better suit its facilitation.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

~~Automotive Collision and Refinishishing Certificate – Proposal-Detail of Changes Sep2020.pdf~~

~~National Harmonization Project- Automotive Collision Repair and Refinishing Trades.pdf~~

Marketing Information

This program is for:

! FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

Marketing Description

Get a full introduction to automotive collision and refinishing by learning to prime, repair, and finish damaged vehicles in VCC's state-of-the-art auto body shop.

Course Change Request

Date Submitted: 11/05/25 9:49 am

Viewing: **ACRF 1110 : Industry Readiness**

Last approved: 11/10/21 5:06 am

Last edit: 11/19/25 10:52 am

Changes proposed by: rpopow

Programs
referencing this
course

[153: Automotive Collision and Refinishing Foundation Certificate](#)
[154: Automotive Collision and Refinishing Foundation Certificate \(E-](#)

Course Name:
Industry Readiness

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	54 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Industry Readiness
Name:

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1110

Year of Study 1st Year Post-secondary

Credits: 4.5

Bridge College Code TT

Bridge Billing Hours 4.5

Bridge Course Level 01

Course Description:

In this course students document their challenges and successes in achieving major industry competencies and reflect on their experiences using described multimedia. Students also conduct research to create an effective resume for employment in the Collision Repair and Refinishing Industry and participate in a mock job interview. ~~Students document personal successes and achievements and develop a personal learning plan to become competent in those skills that may be lacking throughout the program. Students conduct research to create an updated resume for employment in the Collision Repair and Refinishing Industry. Additionally, students prepare for a professional presentation for potential employers.~~

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	<u>Document and provide evidence of acquired industry competencies.</u> ~~Develop and maintain a simple e-portfolio to document work progress and acquired industry competencies.~~
CLO #2	<u>Describe strategies used to successfully achieve industry competencies.</u> ~~Develop a personal learning plan based on industry competencies not yet met.~~
CLO #3	<u>Research job postings to identify elements for a targeted employment resume.</u> ~~Research and prepare to develop an employment resume.~~
CLO #4	Develop a resume to obtain employment in the Collision Repair Industry.
CLO #5	Use communication techniques appropriate to build and maintain professional relationships.

Instructional

Strategies:

Instructional strategies include reflective journaling, self-assessment, peer assessment, role-playing and individual home assignments.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>60</u> ~~30~~	<u>E-portfolio:</u> <u>Provide evidence and strategies used to achieve industry competencies. (Posts on 4 program topics/courses)</u> ~~E-portfolio:~~ ~~Create an E-portfolio providing evidence of competency achievement~~
~~Assignments~~	~~30~~	~~Personal Learning Plan:~~ ~~Develop a Personal Learning Plan that addresses competencies not yet met.~~
~~Assignments~~	~~10~~	~~Employment Resume Part 1:~~ ~~Research and prepare to develop an employment resume.~~

Type	Percentage	Brief description of assessment activity
Assignments	<u>25</u> 15	<u>Resume:</u> <u>Create</u> ~~Employment Resume Part 2:~~ ~~Create~~ an <u>effective</u> ~~updated~~ resume ~~designed~~ to obtain employment in the Collision Repair <u>Industry.</u> ~~Industry~~
Assignments	15	Job <u>Interview:</u> <u>Participate</u> ~~Interview Exercise:~~ ~~Participate~~ in and reflect on an actual or mock job interview.

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 135

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 10

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 125

Course Topics

Course Topics:

Reflective Learning with E-portfolio Journals

~~Developing a Personal Learning Plan~~

Resume Building:

- Collecting Information
- Resume Creating and Formatting

Employment Interview Skills

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG for details.

This proposal includes changes to simplify the course by removing the 'Personal Learning Plan' component and adding reflection to e-portfolio assignment. Changes are required to reflect how the facilitation of this course has evolved over time to make it practical for teaching.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 9, 2025

ISSUE: Revisions to Automotive Collision and Refinishing Foundation Certificate (Online Youth)

BACKGROUND:

The Automotive Collision Department is proposing changes to the Automotive Collision and Refinishing Foundation Certificate (Online Youth), including a program name change from E-pprentice to Online Youth. The department believes Online Youth is clearer terminology that is more consistent with the Youth Train-in-Trades language used by SkilledTradesBC (STBC).

In addition, the department is proposing to remove ACRF 1110 Industry Readiness from the program as this content is covered in high schools and is not part of the STBC program outline. The department has also changed the grading system to percentages and updated all course topics to match module changes within each course.

DISCUSSION:

Robin Popow, the main curriculum developer, presented the proposal. The Registrar's Office provided updated language for the admission requirements; otherwise, the committee had no significant concerns.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Automotive Collision and Refinishing Foundation Certificate (Online Youth) program content guide, including a program name change from Automotive Collision and Refinishing Foundation Certificate (E-pprentice), and 11 revised course outlines.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: November 30, 2025

Program Change Request

New Program Proposal

Date Submitted: 11/05/25 9:01 am

Viewing: **Automotive Collision and Refinishing
Foundation Certificate (Online Youth)**

Last edit: 11/30/25 9:34 am

Changes proposed by: rpopow

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/30/25 9:55 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

Program Name:

Automotive Collision and Refinishing Foundation Certificate (Online Youth)

Credential Level: Certificate

Effective Date: September 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	778-838-6292
Keith Mew	kmew@vcc.ca	7543
Derek Sproston	dsproston@vcc.ca	604.788.9740

Program Content Guide

This program provides alternate delivery options for regional British Columbia High School students wishing to obtain employment in the Automotive Industry as an Automotive Collision Repair Technician or an Automotive Paint Technician. Students complete theory assignments online and participate in instructor-lead practical lessons typically occurring in their communities at partnering industry or school facilities.

Auto Body and Collision Technicians repair and restore damaged motor vehicles. They assess body damage and develop repair estimates and repair plans. Their repair work may include repairing scratches, minor damage, dents and extensive structural damage. Some components may need to be removed for access during repairs or replaced due to damage. The alignment and replacement of suspension and steering components is also performed as well as work with interior components, mechanical and electronic components, and passenger restraint systems.

Automotive Refinishing Technicians work on the surfaces of motor vehicles, primarily in restoring vehicle finishes once body work has been completed. Some of the duties include: removing layers of old coatings; matching colours and mixing paints; preparing surfaces for painting by spot filling, sanding, and masking; applying primers, primer surfacers, sealers, basecoats, single-stage and clear-coats; cleaning and polishing painted surfaces; and applying protective coatings.

Auto Body and Collision Technicians and Automotive Refinishing Technicians often work in close contact with one another, sometimes with overlapping duties.

Upon successful competition of this program students may be eligible for SkilledTradesBC technical training credits.

Graduates receive a VCC *Auto Collision and Refinishing Foundation Certificate (Online Youth)*. Additionally, graduates receive the following credit by SkilledTradesBC:

Auto Body and Collision Technician – Certificate of Completion

Automotive Refinishing Technician – Certificate of Completion

Foundation Program Credit toward Apprenticeship:

Common Core Level 1 Technical Training

625 hours toward Auto Body and Collision Technician

450 hours toward Automotive Refinishing Technician

Admission Requirements

Admission Requirements

English 10 or equivalent

OR

Department approval

Note: Basic computer skills and access to an internet-connected computer or mobile device is required.

Application Procedure

Regional B.C. High School Students:

Contact your school district's Career Program Coordinator or Administrator. Do not apply directly to VCC.

For details, visit the [SkilledTradesBC Youth Train in Trades Program website](#).

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

Program Duration & Maximum Time for Completion

This program is offered over an 8-month period and may vary according to the requirements of regional School Districts. The program must be completed within 2 years.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Adhere to industry health and safety standards in the repair and reconditioning of automotive vehicles
PLO #2	Maintain tools and equipment to ensure top performance, safety and environmental compliance
PLO #3	Perform cutting, welding and heating processes to industry and vehicle manufacturers' standards
PLO #4	Analyze vehicle conditions and documentation to develop organized repair plans
PLO #5	Use communication techniques to build and maintain professional industry and customer relations
PLO #6	Remove and install vehicle components to manufacturers fit and finish standards
PLO #7	Prepare surfaces for refinishing accounting for substrate conditions and manufacturers' specifications
PLO #8	Use repair materials and equipment in preparation for top-coat application in accordance with manufacturers' specifications
PLO #9	Perform top-coating procedures to achieve a variety of original equipment (OE) finishes
PLO #10	Remove, repair and install metal panels and components to original contour, fit and finish
PLO #11	Remove, repair and install plastic panels and components to original contour, fit and finish
PLO #12	Perform automotive detailing tasks and inspect repaired vehicles according to quality assurance standards

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

This program provides a wide range of opportunities for student learning including:

Scheduled and self-paced online theory assignments

Online group discussions

Hands-on practical lessons and lectures in the workplace, school, or VCC facility according to regional agreements.

Evaluation of Student Learning

Evaluation for this program includes theory quizzes and exams, practical performance-based lab and shop assignments, and problem-based learning projects.

Attendance and Participation

Given the industrial nature of this program, professional and safe work practice is of critical importance. A student may be withdrawn from the program for safety concerns and/or an inability to meet professional practice standards due to inadequate attendance.

Excused absences are those reported in advance of a scheduled class, wherever possible, or if appropriate documentation can be provided for the time missed. Other absences will be reported as unexcused, and an excess of unexcused absences may result in a student being withdrawn from a course or program.

Program Considerations

Program activities require:

frequent lifting and moving of heavy equipment, automotive parts, and materials;

frequent movement alternating between standing, bending, kneeling and reaching;

extended periods (5+ hours) of standing/walking on concrete floors/hard surfaces;

differentiating colours for safety codes, wiring, and automotive paint colour analysis and tinting;

the operation of automobiles for staging/positioning within the facility;

precise hand-eye coordination and dexterity. Activities may include the operation of equipment and machines,

detailed assembly, and small-scale technical work requiring steady hand movements.

Program environment involves:

exposure to fumes, dust, and airborne particles from paints, solvents, and mechanical processes;

exposure to loud machinery noise, power tools, and equipment vibrations;

exposure to automotive chemicals and strong odors from paint, solvents and additives, cleaning agents, polishing compounds, fuels, oils, lubricants and coolants.

Other considerations include:

the required use of computers to access web-based course materials, and to complete quizzes and exams;

following detailed oral and written instruction in the English language.

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

Courses

<u>ACRF 1101</u>	Occupational Safety (Online Youth)	2
<u>ACRF 1116</u>	Shop Experience (Online Youth)	12
<u>ACRF 1121</u>	Construction and Components (Online Youth)	3.5
<u>ACRF 1131</u>	Tools and Equipment (Online Youth)	2.5

<u>ACRF 1141</u>	Welding, Heating and Cutting Steel (Online Youth)	2.5
<u>ACRF 1151</u>	Metal Panels and Components (Online Youth)	6
<u>ACRF 1161</u>	Plastic Panels and Components (Online Youth)	1.5
<u>ACRF 1171</u>	Organize, Document and Communicate (Online Youth)	1.5
<u>ACRF 1181</u>	Refinish Preparation (Online Youth)	5
<u>ACRF 1186</u>	Refinish Application (Online Youth)	3.5
<u>ACRF 1191</u>	Interior and Exterior Detailing (Online Youth)	1
Total Credits		41

Courses for this program are offered over one term and not necessarily in the order listed.

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade – unable to proceed to next Term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course			
Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The primary reason for this proposal is to replace the term "E-pprentice" with "Online Youth" for the PCG and all courses.

Additionally:

- Remove ACRF 1110 Industry Readiness from "Online Youth" program as content is covered in high schools and is not part of the STBC program outline. Note: This course to remain in regular foundation program.

And for each course:

- Update course name/banner name (Online Youth)/(OY).
- Change Effective dates to Sep 2026.
- Change Grading system from "Percentages STBC" to "Percentages" as this is not STBC apprentice training.
- Update all Course Topics to match emerging module changes within each course.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

This program is for:

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

Marketing Description

Get a full introduction to automotive collision and refinishing by learning to prime, repair, and finish damaged vehicles in a hybrid online/in-shop format. Available to British Columbia high school students.

What you will learn

What to expect

Major Code

Reviewer

Comments

Darija Rabadzija (drabadzija) (11/24/25 5:00 pm): Board of Governors Chair consulted regarding program name change (replacing E-pprentice with Online Youth) - agreement that this change can be approved by EdCo.

Course Change Request

Date Submitted: 11/05/25 9:02 am

Viewing: **ACRF 1101 : Occupational Safety (OY) (~~E~~)**

Last approved: 07/19/24 9:46 am

Last edit: 11/05/25 9:02 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-
pprentice)

Course Name:

Occupational Safety (Online Youth) (~~E-pprentice~~)

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)
3. Jul 19, 2024 by
Nicole Degagne

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Occupational Safety (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1101

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code TT

Bridge Billing Hours 2

Bridge Course Level 01

Course Description:

Students learn their rights and responsibilities in the workplace according to local, Provincial and National safety regulations and to identify job hazards and provide a safe workplace. The course focuses on Workplace Hazardous Materials Information Systems (WHMIS), fire prevention, personal protective equipment (PPE), emergency procedures and environmental safety such as hazardous material handling, storage and disposal. Additionally, students are introduced to vehicle hazards such as alternate fuel and electric vehicles, supplemental Restraint Systems (SRS).

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 workers rights and responsibilities in the workplace according to local, Provincial and National safety regulations and to identify job hazards and provide a safe workplace.
CLO #2	Create and maintain a safe environment when performing work duties in the workplace in compliance with local, Provincial and National safety regulations.
CLO #3	Describe vehicle hazards and precautions associated with vehicle handling and repair processes.
CLO #4	Describe fire safety prevention, extinguishing and storage procedures and equipment according to local, Provincial and National safety regulations and fire safety standards.
CLO #5	Use the Workplace Hazardous Materials Information System (WHMIS) in the workplace in compliance with Provincial and National regulations.
CLO #6	Use personal protective equipment (PPE) and safety equipment in the workplace in compliance with Provincial and National regulations.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative theory
Assignments	25	Integrated safety performance evaluations. This mark is taken from other program courses with safety components.

Type	Percentage	Brief description of assessment activity
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 56

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: 6

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 50

Course Topics

Course Topics:
Occupational Health and Safety
Hazardous Materials
Workplace Hazardous Materials Information System (WHMIS)

Course Topics:

Fire Safety

Vehicle and Components Handling Safety

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

Refer to PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Badge Information

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

Is a Badge being offered for this course?

Badge Effective

Date

Course Change Request

Date Submitted: 11/05/25 9:03 am

Viewing: **ACRF 1116 : Shop Experience** **(OY)** ~~**(E)**~~

Last approved: 08/03/23 8:35 am

Last edit: 11/05/25 9:03 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-
pprentice)

Course Name:

Shop Experience (Online Youth) ~~(E-pprentice)~~

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 9, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)
3. Aug 3, 2023 by
Darija Rabadzija

Name	E-mail	Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Shop Experience (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1116

Year of Study 1st Year Post-secondary

Credits: 12

Bridge College Code TT

Bridge Billing Hours 12

Bridge Course Level 01

Course Description:

The purpose of this 350 hour work practicum is to provide students opportunities to apply practical skills and knowledge learned in the courses of this program in authentic learning environments.

Opportunities are provided by; students working in industry in a sponsor shop, working in the VCC or High School collision repair shop, or a combination of these based on the individual student situation.

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	Perform full range of practical job tasks required of an Auto Refinishing Prep Technician according to the SkilledTradesBC Program Outline.
CLO #2	Adapt skills to suit needs and standards of an auto refinishing facility.
CLO #3	Perform job tasks in an active, reliable and efficient manner.
CLO #4	Perform job tasks in accordance with occupational health and safety standard.

Instructional

Strategies:

Students are provided opportunities for hands-on practical work experience in an authentic collision and refinishing facility at VCC, High School and/or in industry. A Workplace Evaluation Guide is issued in alignment with practical assignments issued in the program.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	50	Students are graded on active participation, reliability and efficiency (evaluation rubric)
Assignments	50	Checklist of required practical tasks (Workplace Evaluation Guide) based on employer and/or HS Teacher feedback

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 360

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2: 10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 350

Course Topics

Course Topics:

Workplace Evaluation Guide

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

Refer to PCG

Additional Information

Course Change Request

Date Submitted: 11/05/25 9:04 am

Viewing: **ACRF 1121 : Construction & Components**

(OY) (~~E~~)

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:03 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-
pprentice)

Course Name:

Construction and Components (Online Youth) (~~E-pprentice~~)

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	77 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Construction & Components (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1121

Year of Study 1st Year Post-secondary

Credits: 3.5

Bridge College Code TT

Bridge Billing Hours 3.5

Bridge Course Level 01

Course Description:

This course begins with a brief history of the automobile followed by the evolution of the automotive technologies and materials and how vehicles are manufactured today. Students are introduced to vehicle body styles, structures and body components. A major focus of this course is the removal and installation vehicle trim, hardware, decals and stripes to assist repair and refinishing processes.

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 vehicle types and structures.

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

CLO #2	Describe interior vehicle components.
CLO #3	Describe automotive glass components.
CLO #4	Describe exterior trim components, fasteners and hardware.
CLO #5	Remove and install trim and hardware to specified fit and finish specifications.
CLO #6	Describe decals and striping.
CLO #7	Remove and install decals and striping.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative Theory
Assignments	25	Performance evaluations (Instructor)
Practicum	25	Performance evaluations (Instructor/Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 100

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: 12.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 87.5

Course Topics

Course Topics:

Evolution of ~~the~~ Automobile Manufacturing

Body Styles, Drivetrain and Major Components ~~Major Components and Structures~~

Introduction to Body Panels and Trim

Trim and Hardware

Removing & Installing Exterior Trim, Pinstripes, & Decals

Automotive Glass:

- Movable
- Stationary
- National Auto Glass Specifications (NAGS)

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

Course Change Request

Date Submitted: 11/05/25 9:04 am

Viewing: **ACRF 1131 : Tools and Equipment** **(OY)**

(E)

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:04 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-pprentice)

Course Name:

Tools and Equipment (Online Youth) ~~(E-pprentice)~~

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	81 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Tools and Equipment (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1131

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code TT

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

Students learn to identify, operate and maintain hand, electric and pneumatic tools. Students are introduced to pneumatic power systems, basic refinishing equipment and hydraulic equipment used in the industry. This course also focuses on safe vehicle lifting procedures using various lifting equipment.

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 hand, electric and pneumatic tools used during collision and refinishing repairs.

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

CLO #2	Perform various tool and equipment maintenance procedures according to manufacturers' recommendations and industry standards.
CLO #3	Use hand, electric and pneumatic tools appropriate for various tasks in a safe manner.
CLO #4	Perform test spray to demonstrate proper spray gun setup, cleaning and maintenance.
CLO #5	Perform vehicle lifting and lowering procedures using various equipment according to Provincial and National safety standards.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative Theory
Assignments	25	Performance evaluations (Instructor)
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2: 6

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 69

Course Topics

Course Topics:

Hand Tools

~~Electric and Pneumatic Tools and Equipment~~

Powered Tools and Equipment

Refinish Equipment ~~Hand Tools for Collision Repair~~

~~Basic Spray Gun Use and Maintenance~~

~~Hydraulic Equipment and Vehicle Lifting~~

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: 11/05/25 9:05 am

Viewing: **ACRF 1141 : Weld Heat Cut Steel** **(OY)** ~~**(E)**~~

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:05 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-
pprentice)

Course Name:

Welding, Heating and Cutting Steel (Online Youth) ~~(E-pprentice)~~

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	85 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Weld Heat Cut Steel (OY) ~~(F)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1141

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code TT

Bridge Billing Hours 2.5

Bridge Course Level 01

Course Description:

Students begin this course learning to safely perform oxyacetylene welding, cutting and heating operations to establish basic skills as a foundation for additional welding processes. Then, students learn to perform gas metal arc welding processes as well as troubleshooting, equipment maintenance and safe welding practices. The course concludes with an industry standard weld performance qualification test.

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 oxyacetylene components and safety devices.

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

CLO #2	Perform oxyacetylene setup and shut down procedures according to industry standards and safe work practice.
CLO #3	Describe gas metal arc welding (GMAW) equipment components and safety hazards.
CLO #4	Describe gas metal arc welding process variables and their affects on the structural integrity of vehicle repairs.
CLO #5	Perform gas metal arc welding setup and shut down procedures according to industry standards and safe work practice.
CLO #6	Perform various gas metal arc welds on sheet steel to industry standard visual and destructive testing criterion.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative Theory
Assignments	25	Performance evaluations (Instructor)
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 75

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2: 12.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 62.5

Course Topics

Course Topics:

Automotive Steels and the Affects of Heat ~~Properties of Steel 1: Steel Used in Vehicle Construction~~

Oxyacetylene Heating and Cutting

~~Properties of Steel 2: Steel Unitized Structures, Technologies and Repairs~~

Plasma-Arc Cutting and Induction Heating

Steel Gas Metal Arc Welding

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

Course Change Request

Date Submitted: 11/05/25 9:05 am

Viewing: **ACRF 1151 : Metal Panels &**

Components (OY) ~~(E)~~

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:05 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-pprentice)

Course Name:

Metal Panels and Components (Online Youth) ~~(E-pprentice)~~

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	89 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Metal Panels & Components (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1151

Year of Study 1st Year Post-secondary

Credits: 6

Bridge College Code TT

Bridge Billing Hours 6

Bridge Course Level 01

Course Description:

This course introduces students to the characteristics of sheet metal, types of sheet metal damage, and sheet metal tools and equipment. Students perform minor sheet metal damage repairs using a variety of panel shaping and filler contouring techniques. Additionally, students remove and install various body panels and components to industry fit and finish standards.

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 structural and cosmetic sheet metal body components.

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

CLO #2	Describe steel types and strength characteristics and the affects of repair processes.
CLO #3	Identify sheet metal damage conditions.
CLO #4	Prepare damaged panels for repair processes.
CLO #5	Remove various exterior body panels and their components.
CLO #6	Describe metal repair and shrinking procedures.
CLO #7	Perform minor repairs on sheet metal (steel) exterior body panels to restore original contours and dimensions.
CLO #8	Install various exterior body panels and components to industry standards for fit and finish.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative theory
Assignments	25	Performance evaluations
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 175

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: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 150

Course Topics

Course Topics:

Structures and Body Shells ~~Sheet Used in Vehicle Construction~~

Bolted-On Parts Replacement

~~Fitting and Adjusting~~

Corrosion Protection Overview

Repairing Damaged Exterior Body Panels

~~Body Fillers and Sanding~~

~~Additional Repair Methods~~

Course Change Request

Date Submitted: 11/05/25 9:06 am

Viewing: **ACRF 1161 : Plastic Panels Components**

(OY) (~~E~~)

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:06 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-
pprentice)

Course Name:

Plastic Panels and Components (Online Youth) (~~E-pprentice~~)

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	93 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Plastic Panels Components (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1161

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code TT

Bridge Billing Hours 1.5

Bridge Course Level 01

Course Description:

This course introduces students to automotive plastics identification, repair tools and equipment and repair techniques. Students perform adhesive and weld repairs to rigid and flexible plastic interior and exterior parts.

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 plastic characteristics and applications.
CLO #2	Describe methods of plastic identification.

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

CLO #3	Describe damage conditions and repair considerations.
CLO #4	Remove plastic panels in preparation for repairs.
CLO #5	Perform repair preparations on various plastic types.
CLO #6	Perform repair on plastic panel using hot-air welding procedures.
CLO #7	Perform repair on plastic panel using airless welding procedures.
CLO #8	Perform repair on plastic panel using adhesive repair procedures.
CLO #9	Install plastic panels and components to industry standards for fit and finish.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative theory
Assignments	25	Performance evaluations
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 50

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: 6

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 44

Course Topics

Course Topics:

Safety and Plastic Identification

Cleaning, Damage Types and Repair Techniques

Adhesive Repairs

Welded and Combination Repairs

Thermoplastic Repair Procedures

Thermoset Plastic Repair Procedures

Additional Repair Considerations

Course Change Request

Date Submitted: 11/05/25 9:07 am

Viewing: **ACRF 1171 : Organize Document Comm**

(OY) (~~E~~)

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:07 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-
pprentice)

Course Name:

Organize, Document and Communicate (Online Youth) (~~E-pprentice~~)

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:56 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	97 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Organize Document Comm (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1171

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code TT

Bridge Billing Hours 1.5

Bridge Course Level 01

Course Description:

Students learn planning and organizational work process skills needed to productively contribute to the workflow of a collision repair facility. Additionally, students learn to locate and interpret vehicle information, technical manuals and bulletins and to interpret work orders. This course also focuses on environmental safety regulation compliance and auto insurance claims processes in British Columbia.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use workplace and organizational skills.

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

CLO #2	Interpret trade terminology.
CLO #3	Locate and interpret vehicle information.
CLO #4	Use specifications and procedures.
CLO #5	Identify environmental regulations and compliance documentation.
CLO #6	Interpret damage reports, work orders and repair estimates.
CLO #7	Describe auto insurance claims processes in British Columbia.
CLO #8	Describe repair processes and timelines.
CLO #9	Collaborate with coworkers to develop an effective production schedule.
CLO #10	Describe shop roles and responsibilities.
CLO #11	Describe business relations.
CLO #12	Use active listening techniques to communicate effectively in the workplace.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative theory
Assignments	25	Performance evaluations
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 50

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: 6

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 44

Course Topics

Course Topics:

Workplace Organizational ~~Skills~~ and Relations ~~Workflow~~

Vehicle Identification, Estimating and Terminology

Mitchell Connect Cloud Estimating ~~Health and Safety for Refinishing~~

Environmental Safety Regulation Compliance

~~Auto Insurance Claims Processes in British Columbia~~

~~Effective Communication Skills for Industry Relations~~

Course Change Request

Date Submitted: 11/05/25 9:07 am

Viewing: **ACRF 1181 : Refinish Preparation** **(OY)**

(E)

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:07 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-pprentice)

Course Name:

Refinish Preparation (Online Youth) ~~(E-pprentice)~~

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:55 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:57 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	101 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Refinish Preparation (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1181

Year of Study 1st Year Post-secondary

Credits: 5

Bridge College Code TT

Bridge Billing Hours 5

Bridge Course Level 01

Course Description:

Students identify various substrates, topcoats and conditions found with automotive finishes and procedures required to correct them in preparation for refinishing. A major focus of this course is correct sanding and stripping of surfaces, masking vehicles, applying and blocking undercoat materials and fillers. Students are introduced to coatings, solvents and additives and important information regarding safe use, handling and storage.

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	Clean surfaces in preparation for repairs.
CLO #2	Describe substrates.
CLO #3	Identify substrate condition.
CLO #4	Describe masking materials and equipment.
CLO #5	Use masking techniques in preparation for primer.
CLO #6	Describe masking deficiencies and corrective procedures.
CLO #7	Remove masking after primer.
CLO #8	Describe paint removal techniques.
CLO #9	Describe sanding materials and equipment.
CLO #10	Use sanding techniques and procedures.
CLO #11	Describe body fillers.
CLO #12	Mix body fillers.
CLO #13	Describe undercoats, solvents and additives.
CLO #14	Mix undercoats.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative theory

Type	Percentage	Brief description of assessment activity
Assignments	25	Performance evaluations
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2: 12.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 137.5

Course Topics

Course Topics:

Refinishing Overview ~~Tools and Equipment for Refinish Preparations~~

Starting the Refinish Plan ~~Substrate Identification and Cleaning~~

Course Topics:

Masking ~~for Undercoats~~Undercoats ~~Undercoats, Solvents and Additives~~Finish ~~Sanding and~~ RemovalSurface Preparation ~~Filler Application and Sanding for Surface Preparation~~

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Refer to PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

Course Change Request

Date Submitted: 11/05/25 9:08 am

Viewing: **ACRF 1186 : Refinish Application** (OY) ~~(E)~~

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:08 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-
nnprenitice)

Course Name:

Refinish Application (Online Youth) ~~(E-pprentice)~~

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:56 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:57 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	106 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Refinish Application (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1186

Year of Study 1st Year Post-secondary

Credits: 3.5

Bridge College Code TT

Bridge Billing Hours 3.5

Bridge Course Level 01

Course Description:

This course focuses on the spray environment, vehicle and gun setup in preparation for various topcoat applications in compliance with personal and environmental safety regulations. Students also learn spray techniques for topcoating, refinish defect prevention and defect correction processes.

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 spray booth controls and operation.
CLO #2	Operate a spray booth.

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

CLO #3	Perform spray booth maintenance.
CLO #4	Describe topcoat materials.
CLO #5	Mix refinishing materials using manufacturers' software and mixing system.
CLO #6	Use cleaning materials in preparation for various coatings.
CLO #7	Apply primer sealers.
CLO #8	Apply single-stage paint.
CLO #9	Apply basecoat/clearcoat.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative theory
Assignments	25	Performance evaluations
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 100

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: 6.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 93.5

Course Topics

Course Topics:

Sealers and Topcoats ~~Understanding and Preventing Refinish Defects~~

Topcoat Application ~~Spray Environment Controls, Preparation, Operation and Maintenance~~

Blending Topcoats ~~Topcoat Materials, Paint Manufacturers' Software and Mixing Systems~~

Preparation and Application Issues ~~Primer/Sealer Application~~

Spray Setup ~~Single-Stage Paint Application~~

~~Basecoat/Clearcoat Application~~

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

Course Change Request

Date Submitted: 11/05/25 9:08 am

Viewing: **ACRF 1191 : Interior Exterior Detail** **(OY)**

(E)

Last approved: 11/10/21 5:06 am

Last edit: 11/05/25 9:08 am

Changes proposed by: rpopow

Programs
referencing this
course

154: Automotive Collision and Refinishing Foundation Certificate (E-pprentice)

Course Name:

Interior and Exterior Detailing (Online Youth) **(E-pprentice)**

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair (4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 11/05/25 10:32 am
Derek Sproston
(dsproston):
Approved for 4301
Leader
2. 11/05/25 10:56 am
Lucy Griffith
(lgriffith): Approved
for CTT Dean
3. 11/26/25 11:57 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Feb 13, 2021 by
Robin Popow
(rpopow)
2. Nov 10, 2021 by
Nicole Degagne
(ndegagne)

Name	E-mail	110 Phone/Ext.
Robin Popow	rpopow@vcc.ca	<u>778-838-6292</u> ~~604-313-0556~~

Banner Course Name: Interior Exterior Detail (OY) ~~(E)~~

Subject Code: ACRF - Auto Collision & Refinishing

Course Number 1191

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code TT

Bridge Billing Hours 1

Bridge Course Level 01

Course Description:

In this course student inspect paint finishes, correct minor paint defects and perform interior and exterior detailing processes. Students learn to perform final checks to ensure repairs are consistent with work orders and control quality standards in advance of delivery to customers.

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 post-refinish detailing process.
CLO #2	Polish to remove minor paint surface defects.

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

CLO #3	Describe post-refinish exterior vehicle cleaning.
CLO #4	Describe post-refinish interior vehicle cleaning.
CLO #5	Perform interior and exterior vehicle detailing.
CLO #6	Perform quality control inspection.

Instructional

Strategies:

Instructional strategies include: Self-paced and scheduled online learning assignments, lectures, demonstrations, group work, individual work, field trips, and project work in an authentic shop environment.

Evaluation and Grading

Grading System: Percentages ~~Percentages-STBC~~ Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Formative theory (quizzes and assignments)
Exam	20	Summative theory
Assignments	25	Performance evaluations
Practicum	25	Performance evaluations (Instructor/ Workplace as per Workplace Evaluation Guide)

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 37.5

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: 6.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 31

Course Topics

Course Topics:

Exterior Washing and Finish Inspection ~~Inspecting the Finish~~

Finish Defect Removal

Final Detailing ~~Final Detailing of Interior and Exterior Surfaces~~

~~Quality Control Inspections~~

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



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 9, 2025

ISSUE: New program: Automotive Electronics Repair Certificate

BACKGROUND:

The Electronics Repair Technology department is proposing a new program: the Automotive Electronics Repair Certificate. The program is designed to train qualified technicians in the diagnosis and repair of electronic systems used in electrified vehicles, including battery electric, hybrid and fuel cell electric vehicles.

This program builds on VCC's established electronics curriculum, sharing foundational courses (ELRT 1001-1005) in Term 1, creating efficiency and allowing students to potentially transfer between programs. Five new courses have been developed to complete this new program specialty, focusing on specific auto components as well as Python programming, the key programming language for automotive electronics.

This will also be a unique program offering in BC, specifically targeting automotive electronics repair at the component level. The program offers hands-on high-voltage battery and motor repair training not available elsewhere, integrates programming skills specific to automotive diagnostics, and provides a direct pathway from VCC's general electronics program for students seeking specialization.

While general electronics programs are available at other institutions, and provide valuable foundational knowledge, they critically lack automotive-specific elements including high-voltage safety training required for EVs, understanding of vehicle diagnostic protocols and tools, knowledge of automotive industry certifications and standards, familiarity with vehicle communication networks (CAN, LIN, FlexRay), and experience with automotive-grade components and environmental requirements.

DISCUSSION:

Gio Ariana, Department Head of Electronics Repair Technology, presented the proposal. The committee requested additional edits to the Program Considerations section, as well as minor rewording of a program learning outcome for clarity. These changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Automotive Electronics Repair Certificate program and five new course outlines, and recommend the Board of Governors approve the new credential, creation of five courses, and program implementation.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: November 30, 2025

Program Change Request

New Program Proposal

Date Submitted: 11/07/25 9:09 am

Viewing: **Automotive Electronics Repair Certificate**

Last edit: 12/02/25 10:46 am

Changes proposed by: bgriffiths

In Workflow

1. **4110 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 11/07/25 9:50 am
Gio Ariana
(gariana): Approved
for 4110 Leader
2. 11/07/25 9:51 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 12/02/25 10:47 am
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Program Name:

Automotive Electronics Repair Certificate

Credential Level: Certificate

Effective Date: September 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Trades, Technology & Design

Department: Automotive Electronics Repair (4111)

Contact(s)

Name	E-mail	Phone/Ext.
Gio Ariana	gariana@vcc.ca	6043760603

Program Content Guide

Purpose

This program is designed for individuals who wish to become qualified technicians in the diagnosis and repair of electronic systems used in electrified vehicles, including battery electric vehicles (BEVs), plug-in hybrid electric vehicles (PHEVs), hybrid electric vehicles (HEVs), mild hybrids, and fuel cell electric vehicles (FCEVs). The program emphasizes high-voltage battery servicing, electronic diagnostics, and safety procedures unique to these technologies. Graduates are prepared for entry-level roles in EV repair shops, service departments of dealerships, or North American car manufacturing and assembly plants, as well as service providers supporting the growing electric vehicle market.

Admission Requirements

English 11 (Composition 11) with a minimum 'C' grade [or equivalent](#)

WorkplaceMath 11 with a minimum 'C' grade [or equivalent](#)

Physics 11 with a minimum 'C' grade [or equivalent](#)

OR

Departmental approval based on relevant experience

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.

Students may complete up to twelve (12) credits through PLAR and/or transfer credit. Tuition and fees will still apply. Methods of assessment will include: Actual service records, technical documents, diagnostic logs, or artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.

An essay in which the applicant describes the development of their technical thinking and professional practice in relation to the themes, issues, and concepts of the course (e.g., safety, diagnostics, repair processes, and system integration).

A successful interview with the department to confirm applied knowledge and safety practices.

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

See [Policy 316 Prior Learning Assessment and Recognition](#) for more information.

Program Duration & Maximum Time for Completion

This is a one-year certificate program delivered over two academic terms. Students are expected to complete the program within one year of full-time study. The maximum time permitted for program completion is three years.

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Diagnose and repair electronic systems in electrified vehicles at an entry-level
PLO #2	Conduct safe servicing and reconditioning of high-voltage battery systems, drive electronics, and EV control components in accordance with industry protocols.
PLO #3	Use electronic testing equipment and diagnostic tools to interpret data, identify faults, and verify completed repairs to meet manufacturer specifications.
PLO #4	Adhere to high-voltage safety procedures, shop regulations, and environmental standards specific to electrified vehicle repair.
PLO #5	Demonstrate professionalism, effective communication, and attention to detail in interactions with clients, coworkers, and supervisors during repair tasks.
PLO #6	Collaborate effectively as a team member in technical service environments such as EV repair shops, dealership service departments, or manufacturing support facilities.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Instructional time is divided between classroom activities and practical workshop experiments.

Classroom activities consist of lectures, simulations, demonstrations, audio-visual presentations, and hands-on exercises that provide practical working knowledge of the concepts discussed. Extensive workshop experience is provided to reinforce theoretical concepts, develop hand skills, and build familiarity with diagnostic tools, high-voltage safety procedures, and electronic systems used in electrified vehicles.

During the first week of instruction, students will be given an orientation to the program, safety protocols, and the facilities of the College.

Evaluation of Student Learning

For each course in the program, a number of exams and formal lab projects will be undertaken by the students. The exact number of exams and lab projects will depend on the length and nature of each course and are specified in the Course Outline.

As the students are being trained for employment, professional attitude, attendance, practical skills, troubleshooting ability, and repair performance will impact their lab grades.

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

Program tasks require use of materials or chemicals that may aggravate respiratory or skin conditions

Program tasks require handling of equipment and materials that may be heavy

Program environment includes exposure to noise and vibration in lab/workshop environments

Program tasks require use of fine motor skills and coordination

Program tasks require differentiating colors for wiring and detailed visual assessments in automotive and technical work

Program tasks require depth perception for precision work

Courses

<u>ELRT 1001</u>	Alternating Current (AC) Basics	3
<u>ELRT 1002</u>	Direct Current (DC) Circuit Analysis	3
<u>ELRT 1003</u>	Power Supply Fundamentals	3
<u>ELRT 1004</u>	Technical Skills 1	5
<u>ELRT 1005</u>	Introduction to Lean Six Sigma	1
<u>ELRT 1110</u>	Automotive Electronic Control Module Repair	3
<u>ELRT 1120</u>	Python Programming for Automotive Repair	3
<u>ELRT 1130</u>	EV Electronics Lab	3
<u>ELRT 1140</u>	Electric Vehicle Motor Rebuilding	3
<u>ELRT 1150</u>	Automotive High Voltage Battery Repair	3
Total Credits		30

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Progression Grade	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course

Standings

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

Grade Point Average (GPA)

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

Rationale and Consultations

Provide a rationale
for this proposal.

This is part of the new suite of programs for the CCEAI, see attach consultations

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	see attach consultations
Registrar's Office	see attach consultations
Faculty/Department	see attach consultations
Advising & Recruitment	see attach consultations
Facilities	see attach consultations
Finance	see attach consultations
Indigenous Education & Community Engagement (IECE)	see attach consultations
Library	see attach consultations
Safety & Security	see attach consultations
Student Services	see attach consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

[EV Electronics Certificate_PCG_2025-Revised.docx](#)

[Template-CourseLeaf-Course-ELRT-12XX- HV Battery Repair-revised.docx](#)

[Template-CourseLeaf-Course-ELRT-12XX- EV Motor Overhaul- Revised.docx](#)

[Template-CourseLeaf-Course-ELRT-12XX- EV Electronics Lab-Revised.docx](#)

[Template-CourseLeaf-Course-ELRT-12XX- Automotive Python Programming-Revised.docx](#)

Course Change Request

New Course Proposal

Date Submitted: 11/07/25 9:10 am

Viewing: **ELRT 1110 : Automotive ECM Repair**

Last edit: 11/19/25 10:58 am

Changes proposed by: bgriffiths

In Workflow

- 1. 4110 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 11/07/25 11:17 am
Gio Ariana
(gariana): Approved for 4110 Leader
- 2. 11/07/25 11:21 am
Brett Griffiths
(bgriffiths): Approved for CTT Dean
- 3. 12/01/25 4:19 pm
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Programs
referencing this
course

119: Electronics Technician Certificate
~~250: Automotive Electronics Repair Certificate~~

Course Name:
Automotive Electronic Control Module Repair

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Electronic Repair Technology (4110)

Contact(s)

Name	E-mail	Phone/Ext.
Gio Ariana	gariana@vcc.ca	6043760603

Banner Course Automotive ECM Repair

Name:

Subject Code: ELRT - Electronic Repair Technology

Course Number 1110

Year of Study 1st Year Post-secondary

121

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on diagnosing and repairing automotive Electronic Control Units (ECUs) and related modules. Students will learn to identify faults, inspect, test, and repair electronic components on various ECU circuits, interpret waveforms using oscilloscopes, analyze component failures, and apply previously learned surface-mount and through-hole rework skills in advanced module repair scenarios. The course combines theoretical knowledge with hands-on practical skills to provide in-depth training in modern automotive electronics and control module repair techniques.

Course Pre-Requisites (if applicable):

ELRT 1003, ELRT 1004.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students may request formal recognition of prior learning attained through informal education, work, or other life experience. Assessment will include the following:

Actual repair reports, reprogramming records, or module service logs created and/or used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the Automotive Module Repair course assignments.

A successful interview with the Electronics Programs' Department Head or one of the department's full-time faculty, focusing on diagnostic strategies, repair techniques, and safety procedures specific to automotive control modules (e.g., ECM, TCM, BCM).

An essay in which the applicant reflects on and analyzes their prior experience in relation to the themes,

issues, and concepts of the course, such as module-level troubleshooting, firmware/software updates, circuit board repair, and system reintegration.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and explain the function of key electronic components in automotive control modules, including sensors, actuators, power supply circuits, and communication interfaces.
CLO #2	Diagnose common faults in automotive Electronic Control Units (ECUs) using appropriate test equipment.
CLO #3	Interpret Module's analog and digital waveforms using oscilloscopes to identify signal integrity issues and defective circuit elements.
CLO #4	Apply previously acquired surface-mount and through-hole rework techniques to replace and reflow damaged or faulty components on ECU circuit boards.
CLO #5	Analyze and diagnose failures in microcontrollers, memory chips, and other integrated circuits used in automotive control modules.
CLO #6	Use diagnostic simulators to test ECU functionality and perform comprehensive bench testing.

Instructional

Strategies:

Instructional time is primarily focused on classroom-based learning, including lectures, demonstrations, audio-visual presentations, and guided exercises to build a solid theoretical understanding of automotive control module diagnostics and repair. Simulations are incorporated to reinforce key concepts and provide opportunities for applying diagnostic techniques in virtual scenarios. Select hands-on activities may be used to enhance understanding of course content and support the application of theoretical concepts.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	3 quizzes
Assignments	40	4 assignments
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

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 Automotive Electronic Control Modules (ECMs/ECUs)
Classification of Vehicle Systems and Types of Control Modules
Overview of Diagnostic Test Equipment
Fundamentals of Waveform Analysis and Signal Interpretation
Testing of Semiconductor Devices: Transistors and Output Drivers

Course Topics:

Processor and Memory Chip Functions in ECUs

Functional Testing Using ECU Simulators

EPROM and Flash Memory Programming/Reprogramming Techniques

Application of SMD Rework Procedures in ECU repair

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

Textbooks and Reference Materials:

Understanding Automotive Electronics, 7th Edition – William B. Ribbens (Butterworth-Heinemann)

Bosch Automotive Electrics and Automotive Electronics, 6th Edition – Bosch Automotive Handbook Series

Automotive Diagnostic Systems: Understanding OBD-I & OBD-II – Keith McCord (Delmar Cengage Learning)

Manufacturer-specific ECU datasheets (e.g., Bosch ME7.5, Delphi MT20U, Denso 89661)

Instructor-developed technical packets and waveform interpretation worksheets

Lab/Shop Manuals:

Alldata Repair® and Mitchell1 ProDemand® – For OEM service procedures and wiring diagrams

ECU Rework and Reprogramming Manual – Custom lab guide prepared for this course (TBD)

Simulation and Diagnostic Tools:

Autel MaxiSim MS906 Pro – ECU simulator and diagnostic scan tool

ATS Escape Elite 4 – Professional automotive lab scope and waveform simulator

OBD-II Training Emulator – J-1979 protocol-based simulator with fault code generation

MegaLogViewer HD – Software for ECU data analysis and waveform review (used with log files from tools like TunerStudio)

Equipment and Tools (for demonstration and guided practice):

TL866II Plus Universal Programmer – For EPROM/EEPROM/Flash programming

Launch X431 V+/- Advanced bidirectional diagnostic scanner

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 11/07/25 9:10 am

Viewing: **ELRT 1120 : Python Programming Auto Repair**

Last edit: 11/18/25 1:24 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[119: Electronics Technician Certificate](#)

~~250: Automotive Electronics Repair Certificate~~

Course Name:

Python Programming for Automotive Repair

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Electronic Repair Technology (4110)

Contact(s)

In Workflow

1. **4110 Leader**

2. **CTT Dean**

3. **Curriculum
Committee**

4. **Education Council**

5. Board of Governors

6. Records

7. Banner

Approval Path

1. 11/07/25 11:23 am

Gio Ariana

(gariana): Approved
for 4110 Leader

2. 11/07/25 11:28 am

Brett Griffiths

(bgriffiths):
Approved for CTT
Dean

3. 12/01/25 4:19 pm

Darija Rabadzija

(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Gio Ariana	gariana@vcc.ca	6043760603

Banner Course
Name:

Python Programming Auto Repair

Subject Code:

ELRT - Electronic Repair Technology

Course Number

1120

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces the fundamentals of Python programming with a focus on applications in automotive diagnostics and repair. Students will learn to write scripts that read and analyze diagnostic data, automate service reports, and interface with modern vehicle control systems such as OBD-II and CAN bus networks. Emphasis is placed on practical, hands-on programming tasks that support real-world repair scenarios. No prior programming experience is required.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students may request formal recognition of prior learning attained through informal education, work, or other life experience. Assessment will include the following:

Actual scripts, programs, diagnostic logs, or service automation tools created and/or used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the Python Programming for Automotive Repair course assignments. Examples may include Python scripts written to interface with diagnostic tools, process OBD-II codes, automate shop tasks, or generate reports.

A successful interview with the Electronics Programs' Department Head or one of the department's full-time faculty, focusing on programming knowledge, problem-solving strategies, and the use of Python in automotive diagnostics and repair shop applications.

An essay in which the applicant reflects on and analyzes their prior experience in relation to the themes,

issues, and concepts of the course, such as applying Python fundamentals, developing diagnostic tools, automating workflows, and creating applications that support real-world automotive service tasks.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain core programming concepts such as variables, data types, loops, functions, and conditional statements in Python.
CLO #2	Write and debug Python scripts to interface with automotive diagnostic tools and systems.
CLO #3	Develop programs to analyze, interpret, and visualize data from vehicle diagnostic systems.
CLO #4	Create scripts to automate routine automotive repair shop tasks, including service report generation and inventory management.
CLO #5	Utilize Python libraries to read, process, and interpret OBD-II diagnostic codes and real-time sensor data.
CLO #6	Design and implement a functional Python application that addresses a practical problem in automotive diagnostics or repair shop operations.

Instructional

Strategies:

Daily instructional time is divided equally between classroom activity and practical workshop experience. Classroom activity consists of lectures, demonstrations, audio-visual presentations and exercises that provide a practical working knowledge of concepts discussed. Extensive workshop experience is provided to reinforce theoretical concepts, develop hand skills and achieve familiarity with a variety of electronic equipment and apparatus.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Weekly programming assignments applying Python concepts to automotive scenarios.
Lab Work	20	Practical lab exercises working with diagnostic equipment and Python

Type	Percentage	Brief description of assessment activity
		scripts.
Midterm Exam	15	Evaluation of core Python programming concepts and automotive applications.
Project	25	Term project developing a complete Python application for automotive repair applications.
Final Exam	15	Comprehensive evaluation covering all course learning outcomes.

Hours by Learning Environment Type

To complete this section:

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

Note: 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

Shop/Kitchen

Simulation

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Course Topics

Course Topics:

- Basic Python syntax, data types, and operators
- Conditional statements and control structures
- Functions and modular programming
- File handling and external data parsing (CSV, JSON)
- Python libraries for data analysis (pandas, numpy)
- Accessing and interpreting OBDII diagnostic data
- Interfacing with automotive diagnostic tools using Python
- Data visualization for automotive diagnostic information
- Building graphical user interfaces for automotive applications
- Database integration for service and inventory tracking
- Final project development and implementation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Automotive Electronics Repair Certificate

Provide a rating
for this proposal

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 11/07/25 9:10 am

Viewing: **ELRT 1130 : EV Electronics Lab**

Last edit: 11/18/25 1:32 pm

Changes proposed by: bgriffiths

In Workflow

1. **4110 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 11/07/25 11:27 am
Gio Ariana
(gariana): Approved for 4110 Leader
2. 11/07/25 11:28 am
Brett Griffiths
(bgriffiths): Approved for CTT Dean
3. 12/01/25 4:19 pm
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Programs
referencing this
course

[119: Electronics Technician Certificate](#)
[250: Automotive Electronics Repair Certificate](#)

Course Name:
EV Electronics Lab

 Effective Date: September 2026

 School/Centre: Trades, Technology & Design

 Department: Electronic Repair Technology (4110)

 Contact(s)

Name	E-mail	Phone/Ext.
Gio Ariana	gariana@vcc.ca	6043760603

Banner Course Name: EV Electronics Lab

 Subject Code: ELRT - Electronic Repair Technology

 Course Number: 1130

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on diagnosing and servicing key electronic systems found in electric vehicles (EVs). Students will learn to apply high-voltage safety protocols, test and troubleshoot battery management systems (BMS), operate and configure motor controllers, analyze power conversion circuits, and verify the function of sensors, actuators, and CAN-based communication networks. They will also inspect and test EV charging systems, including both wired and wireless setups.

Course Pre-Requisites (if applicable):

ELRT 1003.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students may request formal recognition of prior learning attained through informal education, work, or other life experience. Assessment will include the following:

Actual service logs, diagnostic records, repair reports, or lab documentation created and/or used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the EV Electronics Lab I course assignments. Examples may include records of high-voltage battery and BMS testing, motor controller setup and tuning, CAN bus analysis, charging system testing, and integrated system diagnostics.

A successful interview with the Electronics Programs' Department Head or one of the department's full-time faculty, focusing on lab-based diagnostic strategies, repair techniques, and safety procedures specific to EV subsystems, including batteries, motors, controllers, and communication networks.

An essay in which the applicant reflects on and analyzes their prior experience in relation to the themes,

issues, and concepts of the course, such as applying high-voltage safety, operating and troubleshooting power electronics, interpreting vehicle communication protocols, testing charging systems, and completing integrated fault resolution with proper service documentation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply high-voltage safety protocols and use proper PPE and procedures (e.g., Lockout/Tagout) when working with EV systems.
CLO #2	Identify and test components of EV battery systems, including packs, modules, and Battery Management Systems (BMS), using diagnostic tools and emulators.
CLO #3	Operate and troubleshoot power electronics subsystems, including DC-DC converters and inverters, using scopes, meters, and test procedures.
CLO #4	Set up and configure electric motors and controllers, perform torque and speed tuning, and interpret control behavior and faults.
CLO #5	Verify functionality and diagnose faults in sensors and actuators used in EV systems through hands-on testing and scan tool readings.
CLO #6	Analyze and interpret vehicle communication protocols, including CAN bus signals and diagnostic data, using analyzers and software tools.
CLO #7	Inspect, test, and simulate EV charging systems, including both wired (Level 1, 2, DC fast charging) and wireless setups, and interpret plug/socket compatibility and safety.
CLO #8	Use diagnostic tools and service software to identify, isolate, and document faults across multiple EV subsystems.
CLO #9	Demonstrate the ability to perform integrated system diagnostics involving batteries, controllers, motors, and communications, leading to complete fault resolution in a capstone task.
CLO #10	Maintain accurate service records and documentation for all testing, diagnostics, and repair procedures performed during lab activities.

Instructional

Strategies:

Extensive lab experience is provided to develop diagnostic skills, reinforce safe work practices, and build familiarity with EV systems, tools, and test equipment. Students perform structured tasks, follow standard procedures, and complete troubleshooting exercises under instructor supervision.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

134

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40	4 quizzes worth 10% each
Assignments	30	3 Lab assignments
Final Exam	30	3 Lab assignments

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 80

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Lab
Shop/Kitchen
Simulation

Hours in Category 2: 80

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

High-voltage safety procedures and use of PPE

Lockout/Tagout steps for EV systems

Visual inspection of battery packs and wiring

Battery Management System (BMS) testing and fault simulation

Testing and troubleshooting DC-DC converters

Inverter operation and waveform analysis

Motor controller setup and performance testing

Actuator operation and fault detection

CAN bus message capture and decoding

Use of diagnostic scan tools and service software

Testing wired and wireless EV charging systems

Multi-system troubleshooting and integration

Final fault diagnosis project and reporting

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

-TL866II Plus Universal Programmer – For EPROM/EEPROM/Flash programming.

-Launch X431 V+ 5.0 Elite Bidirectional Diagnostic Scanner with CANFD & DOIP Protocols, ECU Coding, and EV System Support.

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

Automotive Electronics Repair Certificate

Course Change Request

New Course Proposal

Date Submitted: 11/07/25 9:10 am

Viewing: **ELRT 1140 : EV Motor Rebuilding**

Last edit: 11/18/25 1:31 pm

Changes proposed by: bgriffiths

In Workflow

- 1. 4110 Leader
- 2. CTT Dean
- 3. Curriculum Committee
- 4. Education Council
- 5. Board of Governors
- 6. Records
- 7. Banner

Approval Path

- 1. 11/07/25 11:56 am
Gio Ariana
(gariana): Approved for 4110 Leader
- 2. 11/07/25 12:06 pm
Brett Griffiths
(bgriffiths): Approved for CTT Dean
- 3. 12/01/25 4:19 pm
Darija Rabadzija
(drabadzija): Approved for Curriculum Committee

Programs
referencing this
course

[119: Electronics Technician Certificate](#)
[250: Automotive Electronics Repair Certificate](#)

Course Name:
Electric Vehicle Motor Rebuilding

Effective Date: September 2026

School/Centre: Trades, Technology & Design

Department: Electronic Repair Technology (4110)

Contact(s)

Name	E-mail	Phone/Ext.
Gio Ariana	gariana@vcc.ca	6043760603

Banner Course EV Motor Rebuilding
Name:

Subject Code: ELRT - Electronic Repair Technology

Course Number 1140

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on diagnosing and rebuilding electric vehicle (EV) traction motors through theory and simulation. Students will learn to classify motor systems, identify common faults, interpret signals using diagnostic tools, and apply advanced analysis techniques in simulated repair scenarios. The course provides in-depth training in modern EV motor operation, failure modes, and rebuilding principles.

Course Pre-Requisites (if applicable):

ELRT 1103, ELRT 1104.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students may request formal recognition of prior learning attained through informal education, work, or other life experience. Assessment will include the following:

Technical reports, diagnostic records, or motor service documentation created and/or used by the applicant in their workplace, which are judged equivalent to the curriculum documents required in the Electric Vehicle Motor Rebuilding course assignments.

A successful interview with the Electronics Programs' Department Head or one of the department's full-time faculty, focusing on diagnostic strategies, simulation-based troubleshooting, and safety procedures specific to EV traction motors and their control systems.

An essay in which the applicant reflects on and analyzes their prior experience in relation to the themes, issues, and concepts of the course, such as motor failure modes, waveform and signal interpretation, simulation-based testing, and principles of motor rebuilding.

	Upon successful completion of this course, students will be able to:
CLO #1	Differentiate between major types of electric vehicle motors and describe their basic operating principles.
CLO #2	Identify key components of electric vehicle motors—such as stators, rotors, and control electronics—and explain their functions.
CLO #3	Diagnose common faults in electric vehicle motors using industry-standard diagnostic tools and software
CLO #4	Perform motor repair procedures on electric vehicle motors, including disassembly, fault inspection, and replacement of faulty defective components.
CLO #5	Complete a full motor overhaul, including precision reassembly, lubrication, and Performance testing.
CLO #6	Interpret and apply manufacturer technical manuals and specifications for motor maintenance and repair tasks.

Instructional

Strategies:

Instructional time is primarily focused on classroom-based learning, including lectures, demonstrations, audio-visual presentations, and guided exercises to build a solid theoretical understanding of automotive control module diagnostics and repair. Simulations are incorporated to reinforce key concepts and provide opportunities for applying diagnostic techniques in virtual scenarios. Select hands-on activities may be used to enhance understanding of course content and support the application of theoretical concepts.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	3 quizzes
Assignments	40	4 assignments
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

Check all that apply:

Lab

Shop/Kitchen

Simulation

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Overview of Electric Vehicle Motor Systems

Types of EV Motors and Operating Principles

Key Motor Components and Their Functions

Motor Control Systems and Electronics

Diagnostics Tools and Troubleshooting Techniques

Disassembly and Visual/Mechanical Inspection Procedures

Fault Identification and Component Replacement

Course Topics:

Overhaul and Precision Reassembly Techniques

Performance Testing and Verification Procedures

Safety Protocols for High-Voltage Motor Systems

Reading and Applying Manufacturer Technical Manuals and Specifications

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

Textbooks and Manuals

Electric Vehicle Technology Explained by James Larminie and John Lowry (for motor types, control systems, and theory)

EV Motor Diagnostics and Repair Manual (custom or institutional binder of procedures, checklists, and specs)

Manufacturer Service Manuals for commonly used EV platforms (e.g., Nissan Leaf, Chevy Bolt, Tesla)

Lab/Shop Manuals

Motor Disassembly & Rebuild Workbook (in-house or vendor-supplied lab guide with torque specs, safety checks, and inspection points)

Diagnostic Software User Guides (e.g., for EV-Scan, Autel, Bosch or OEM tools)

Tools and Equipment

High-voltage isolation gloves and PPE (Class 0 or better)

Motor test bench with load simulation

Torque wrenches and precision hand tools

Pullers, bearing installers, rotor alignment jigs

Megohmmeters (insulation testers)

Thermal cameras for detecting heat faults

OEM or aftermarket EV diagnostic scan tools (e.g., Autel MaxiEV, Launch X-431, or equivalent)

Lifting and safety stands for motor removal/installation

Lubricants and sealants specific to EV motor applications

Lockout/tagout kits and insulated tool sets

Course Change Request

New Course Proposal

Date Submitted: 11/07/25 9:10 am

Viewing: **ELRT 1150 : Automotive HV Battery Repair**

Last edit: 11/18/25 1:30 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

[119: Electronics Technician Certificate](#)

[250: Automotive Electronics Repair Certificate](#)

Course Name:

Automotive High Voltage Battery Repair

Effective Date:

September 2026

School/Centre:

Trades, Technology & Design

Department:

Electronic Repair Technology (4110)

Contact(s)

In Workflow

1. **4110 Leader**

2. **CTT Dean**

3. **Curriculum
Committee**

4. **Education Council**

5. Board of Governors

6. Records

7. Banner

Approval Path

1. 11/07/25 12:00 pm

Gio Ariana

(gariana): Approved
for 4110 Leader

2. 11/07/25 12:06 pm

Brett Griffiths

(bgriffiths):
Approved for CTT
Dean

3. 12/01/25 4:19 pm

Darija Rabadzija

(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Gio Ariana	gariana@vcc.ca	6043760603

Banner Course
Name:

Automotive HV Battery Repair

Subject Code:

ELRT - Electronic Repair Technology

Course Number

1150

Year of Study 1st Year Post-secondary

143

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores high-voltage battery systems used in modern electric vehicles and renewable energy storage. Students are provided with hands-on experience in handling, diagnosing, and repairing high-voltage battery packs. Key areas of study include battery architecture, the disassembly and reassembly of battery packs, safe procedures for discharging and recharging, and the techniques required for battery balancing. Learners will diagnose common issues and perform repairs on high-voltage batteries, gaining insight into both theoretical concepts and practical applications. A critical component of the course is the development of skills necessary for rebuilding battery packs, ensuring they meet performance and safety standards. Testing procedures and module-level diagnostics are also introduced. This course emphasizes safety and best practices, preparing students to work confidently with high-voltage systems in real-world scenarios.

Course Pre-Requisites (if applicable):

ELRT 1003, ELRT 1004.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students may request formal recognition of prior learning attained through informal education, work, or other life experience. Assessment will include the following:

Actual repair reports, reprogramming records, or module service logs created and/or used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the Automotive High Voltage Battery Repair course assignments. Examples may include records of battery pack disassembly and reassembly, discharge and recharge procedures, cell balancing, diagnostic testing, or the application of manufacturer specifications.

A successful interview with the Electronics Programs' Department Head or one of the department's full-time faculty, focusing on diagnostic strategies, repair techniques, and safety procedures specific to high voltage battery systems, including safe handling, discharging, and reassembly.

An essay in which the applicant reflects on and analyzes their prior experience in relation to the themes, issues, and concepts of the course, such as battery chemistry, diagnostic methods, fault repair, pack rebuilding, and safety standards.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Safely disassemble and reassemble high voltage battery packs
CLO #2	Perform safe discharge and recharge procedures for high-voltage battery systems
CLO #3	Apply techniques to balance battery cells and modules
CLO #4	Diagnose faults and carry out repairs on high-voltage battery packs
CLO #5	Rebuild high voltage battery packs to meet performance and safety standards

Instructional

Strategies:

Instructional time is primarily focused on classroom-based learning, including lectures, demonstrations, audio-visual presentations, and guided exercises to build a solid theoretical understanding of automotive control module diagnostics and repair. Simulations are incorporated to reinforce key concepts and provide opportunities for applying diagnostic techniques in virtual scenarios. Select hands-on activities may be used to enhance understanding of course content and support the application of theoretical concepts.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	3 quizzes
Assignments	40	4 assignments
Final Exam	30	

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

Check all that apply:

- Lab
- Shop/Kitchen
- Simulation

Hours in Category 2: 30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Battery chemistry and system architecture
High voltage safety and insulation protocols
Battery discharging and recharging
Battery pack disassembly and reassembly
Diagnostic methods and repair techniques

Course Topics:

Cell balancing strategies

Battery management systems (BMS) and CAN-bus integration

HV Battery charging and discharging tools and software

Insulation and isolation testing

Contactors, cell types and configurations

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

Textbooks and Reference Materials

“Hybrid and Electric Vehicle Technology” by James D. Halderman (latest edition) - Covers foundational EV systems, high-voltage safety, diagnostics, and battery service procedures.

“Advanced Electric Drive Vehicles” by Ali Emadi - In-depth reference for battery systems, control electronics, and system integration.

Manufacturer Battery Service Manuals (e.g., Toyota, Tesla, Nissan Leaf) - OEM documentation for specific battery configurations, safety instructions, and repair steps.

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

Automotive Electronics Repair Certificate

Additional Information

Provide any additional information if necessary.



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 9, 2025

ISSUE: Revised Fashion Design & Production Diploma program

BACKGROUND:

The Fashion Design area completed a program renewal in 2025 and is proposing changes to the Fashion Design & Production Diploma program. Overall, the renewal found that the program was functioning well for students, industry partners, and instructors. Minor adjustments were made to existing courses along with some new courses to reflect industry changes. Program credits have not changed.

DISCUSSION:

Sarah Murray, Program Coordinator, presented the proposal. The committee requested some additional revisions:

- Adjust wording in the Program Purpose section to be consistent with the standard approach
- Additional revisions to Program Considerations to match style guidelines
- Revise language around mandatory attendance to align process and consequences
- Minor course learning outcome adjustments in a number of courses, primarily for clarity

The committee also requested the area reflect on including a letter of intent, as some programs have recently removed this admission requirement as it can be a barrier and might having limited use in a ChatGPT age. After discussion, the department wishes to keep the letter of intent, as they do see its value in students identifying their goals. The area will continue to use information sessions and email communications to emphasize the flexibility of their process.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Fashion Design & Production Diploma, including 20 revised and 8 new course outlines.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: December 1, 2025

Curriculum Delivery Framework

How curriculum is delivered impacts a wide variety of issues for both domestic and international students. These includes how fees are charged, refunds, IRCC regulation of student attendance, post graduate work permits, student loan eligibility, Indigenous funding opportunities, transferability of courses, mobility within the broader post-secondary system, student expectations, and overall institutional enrolment to name just a few items.

Non-standardized delivery negatively impacts institutional ability to manage instructional space availability, ease of registration, Canada Revenue Agency calculation of full-time status, reporting capabilities, recruitment efforts, calculation of tuition fees, scheduling of classes, etc.

The following institutional requirements are designed to simplify structure, institutional efficiency and improve recruitment efforts and benefit to students. This framework is designed to serve the needs of students and the College as a whole, and supports the RFQ Program Framework.

Process

1. This document must be completed for:
 - New programs
 - Substantial revisions to existing programs
2. Respond to the 4 questions below. If the answer to any of the questions is “no”, a Curriculum Delivery Exemption Request must be completed.
 - a. For new programs or substantial revisions to a program, the requirements must be acknowledged and met as part of the concept paper. Note that a resubmission and approval of the concept paper may be required if responses to the requirements change during curriculum development.
 - b. For programs under renewal, requirement responses and an exemption request (where necessary) must be submitted before any new or revised curriculum development begins.
3. Completed requirement responses and exemption requests (where necessary) are submitted with the concept paper in CourseLeaf or to the Office of the VP Academic.
4. The VP Academic, and VP Administration, will review the information and may request additional consultation in order to make a determination as to whether or not curriculum development can proceed. Information will be provided to both VPs from the Chief Financial Officer, the Registrar’s Office .

REQUIREMENTS

1. Will individual classes start and end within a single term based in accordance with the Academic Calendar?
☐ Yes ☐ No
2. Will individual courses have a credit range between 2 and 6 credits? Some limited exceptions may be allowed, such as 1.5 credit courses after discussion with the Registrar's Office.
☐ Yes ☐ No
3. Will programs carry a credit load of between 12 and 18 credits in each term throughout the program?
☐ Yes ☐ No
4. Will all courses within a term run concurrently with other courses within that term? If no, please contact the Registrar's Office for additional consultation.
☐ Yes ☐ No

Note: Departments wishing to enrol international students must consult with the International Education department for up-to-date IRCC requirements. [suggest hyperlink to Int Ed curriculum info on myvcc]

COMMENTS:

While the Fashion Design & Production Diploma program does not meet all criteria of the provided framework, significant work has been done to bring it closer to compliance.

The program has been running in its current format since 2016. From the program renewal process, it was found that both instructors and alumni were satisfied with the quality of instruction and curriculum.

Current program updates work to update curriculum to meet current industry standards, while adjusting to fit VCC's term schedule (the program was originally designed to the now outdated CS term schedule). Further, the term-spanning final project course has now been broken up to meet requirement #1 above. At the same time, given the current post-secondary landscape, with significant reductions in international student enrolment, the program area seeks to avoid a significant redesign which may trigger a recost (especially considering the program is unique and working well, from department, student, and industry perspectives).

A fashion design education is broad by nature. Learners must get to know the full cycle of fashion design and production to work effectively in the industry, where positions are diverse and unstandardized. VCC's Fashion Design & Production program includes individual subject area courses, and broader

project-based courses where learners can synthesize knowledge and use their individual skills together – and these innovative “Fashion Cycle” courses are a pillar of our great reputation amongst industry members, and are a major attraction for prospective students. As a result, some of our courses are shorter than the minimum 2 credit requirement.

The only exceptions to #4 above are the aforementioned Fashion Cycles, which the program area wishes to leave relatively unchanged. These courses aim to support learners through rapid, iterative learning – and each time, they experience new customers, sales channels, production methods, garment types, and benefit from a new instructor’s perspectives and toolbox while working with a new collaborative team. Term 1 features Fashion Cycles 1 & 2, in sequence, and Term 2 features Fashion Cycles 3 & 4. Learners are motivated by completing a course and moving on to the next, and getting their final marks and breathing a sigh of relief.

The main risk associated with the concurrent nature of the Fashion Cycle courses within a term is ensuring learners receive final grades & satisfy required prerequisites before starting the subsequent course, but this has not been an issue for the department. Diverse and distributed assessments, and high levels of feedback and communication in the classroom and program area ensure that any progression concerns are identified early and often. Further, these courses typically have a week break between them.

These courses are immersive and bring about profound learning, often learning the hard way. Rapid iteration supports building creative resiliency as students “kill their darlings” and learn that precious ideas aren’t so precious after all. This learning is bumpiest in their first Fashion Cycle, but finishing in only 6 weeks and moving on to the next hopeful project keeps them looking forward.

Program Change Request

Date Submitted: 11/04/25 3:30 pm

Viewing: **Fashion Design & Production Diploma**

Last approved: 01/25/24 11:32 am

Last edit: 12/01/25 4:09 pm

Changes proposed by: smurray

Catalog Pages Using
this Program

[Fashion Design & Production Diploma](#)

Program Name:

Fashion Design & Production Diploma

Credential Level: Diploma

Effective Date: September ~~2024~~ 2026

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Continuing Studies

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**

Approval Path

1. 11/04/25 3:31 pm
Sarah Murray
(smurray):
Approved for 6022
Leader
2. 11/05/25 12:35 pm
Andrea Korens
(akorens): Approved
for Senior PC
3. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/01/25 4:19 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. May 28, 2018 by
Nicole Degagne
(ndegagne)

3. Aug 21, 2019 by
Nicole Degagne
(ndegagne)
4. Oct 10, 2019 by
Darija Rabadzija
(drabadzija)
5. Oct 17, 2019 by
Darija Rabadzija
(drabadzija)
6. Dec 13, 2021 by
Andrea Korens
(akorens)
7. Mar 22, 2023 by
Darija Rabadzija
(drabadzija)
8. Jan 25, 2024 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Program Content Guide

In VCC's Fashion Design and Production Diploma, students will learn the creative, technical, and business skills needed for the fashion industry. In the first year, students will apply their skills in a series of fashion cycle courses, where they will navigate dynamic production environments to create products for real customers. In the second year, students will refine their skills and showcase their creativity in a self-directed final collection or garment study. Integrated touchpoints with industry and a culminating practicum will prepare students with the skills, knowledge, and expectations of a diverse fashion industry – and the critical and creative tools to make it their own.

~~The Fashion Design & Production Diploma prepares students for career success and further education in the fashion and apparel industries by developing creative and technical skills and knowledge, and providing industry experience. Fundamental skills are put into immediate context through a series of five fashion cycles that allow students to experience a fast-paced production process, from design conception to sales. In the second year, students use their fashion cycle experiences and foundational skills to complete a self-directed garment project. Students will graduate with the ability to pursue entrepreneurship or a career in small or large apparel companies. An integrated work experience will allow students to graduate with real-life experience and a solid foundation for their professional network.~~

Admission Requirements

Admission to this program is through a competitive selection process. ~~based on the following criteria:~~

Admission Requirements:

=

Grade 12 graduation, or equivalent

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

Letter of Intent (500 words or fewer ~~less~~)

~~Two Letters of Reference~~

Portfolio:

Two pieces of original artwork

Sketch book including a minimum of 20 fashion-related drawings

Two sewn items

Interview with Program Coordinator ~~selection committee~~

~~VCC recognizes that some applicants may not possess a detailed portfolio or sewing experience. A demonstrated interest in fashion through hobby, education, portfolio, or work experience are acknowledged and seriously considered by the department. These applicants will still need to submit all other documentation, participate in an interview, and potentially take sewing and/or drawing courses prior to starting the program.~~

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.

~~VCC recognizes Prior Learning Assessment and Recognition (PLAR) as one of multiple pathways for students to complete their individual course of study.~~

PLAR is available for some courses in this program and will be assessed by the Department according to standardized practice and using one or more of the following components: project, professional portfolio, demonstration, and/or interview.

See Course Outlines for availability.

PLAR fees for every course apply without exception.

Students may complete up to 50% of program credits through PLAR and/or transfer credit.

See Prior Learning Assessment and Recognition policy for more information.

~~PLAR fees for every course apply without exception. The maximum number of credits of PLAR that a student may receive towards the diploma is 32.5.~~

The Fashion Design & Production Diploma Program can be completed in 2 years, maximum duration for completion is 5 years. The program is designed for flexibility allowing students to complete it in a variety of part time and full time options.

Students may choose to exit the program and receive a Certificate credential upon completion of all first-year courses (20 courses, 36.5 credits) and FSHN 2321 Work Experience for Fashion Design.

To achieve the Fashion Design & Production Diploma, students must successfully complete all first- and second-year courses (28 courses, 60.5 credits) which includes FSHN 2321 Work Experience for Fashion Design.

=

=

=

The Fashion Design & Production Diploma has 28 courses (1417.5 hours) and students must successfully complete all courses in this program to be eligible for the diploma.

There are two options for completion:

Two-year program. This is a full-time, daytime offering. After successfully completing the nineteen courses in Year One and with completion of a 120-hour work experience, students will have the foundational skills to opt for a Fashion Design & Production Certificate exit. Continuing onto Year Two, students will apply skills to a self-directed garment project and learn industry specific software: successful completion of the final nine courses will produce the Fashion Design & Production Diploma.

Three-year program. The first two years are a part-time, daytime offering. After successfully completing nineteen courses over two years and with completion of a 120-hour work experience, students will have the foundational skills to opt for a Fashion Design & Production Certificate exit. Alternatively, for the third year, students can transfer to the full-time, program to complete the final nine courses, in which they will apply skills to a self-directed garment project and learn industry specific software. Successful completion of the final nine courses will result in the Fashion Design & Production Diploma. Entry into the full-time final year must be done within two years of completing the first nineteen courses.

The maximum allowable completion time is five years for both completion options.

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Draft patterns with an eye to fit and function
PLO #2	Plan and execute garment construction <u>using professional industry-standard techniques and equipment</u>
PLO #3	Develop <u>and express</u> a creative vision in design
PLO #4	<u>Strategize and problem-solve the full cycle of fashion production, given a variety of contexts</u> ~~Engage in real-world business environments~~
PLO <u>#5</u> #6	<u>Examine, critique and re-imagine fashion industry practices and norms</u> ~~Demonstrate professional excellence~~

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

PLO ~~#6~~ ~~#5~~	<u>Collaborate effectively with diverse teams across the fashion industry</u> ~~Practice the art of communication~~

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Fashion Design & Production Diploma curriculum is designed to provide context and mimic the real-world fashion industry.

Courses are delivered through a combination of instructional activities including, but not limited to, interactive lectures, practical labs, ~~seminars~~, demonstrations, guest speakers, ~~lectures~~, videos, team activities, production simulations, computer labs, field trips, and work experience. ~~field trips~~. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent learning components.

The Fashion Design and Production program is committed to the following embedded values:

1. Respect Others

Creating inclusive learning experiences that accommodate diverse learning styles and needs, ensuring accessibility for all students.

Recognizing and integrating Indigenous ways of knowing and being in the curriculum, as a step towards truth and reconciliation.

Being mindful of biases in all forms. Striving to create an equitable and inclusive environment by challenging stereotypes and promoting diverse perspectives.

Co-creating a supportive and respectful learning space that encourages mutual respect, accountability, and a sense of belonging

2. Honour Earth

Empowering the next generation of merchandisers with the skills to consider environmental impacts and an attitude that is waste conscious, respects the entire lifecycle of a product, and knows the importance of mindful consumption and production.

Valuing relationship building with the more than human world and selling clothing that considers future generations.

3. Value Self

Becoming who you are meant to be as a merchandiser; allowing full expression of personal style, tastes, and preferences.

Being conscious and aware of our own thoughts and feelings, without judging, and staying open to new experiences.

Working mindfully with an appreciation of the deep connection between your vision, the energy of the materials, the hands that make the clothes, and the spirit of the wearer.

Celebrating and honouring your cultural identity, and the history of making in your life, family or heritage.

Students and instructors are expected to strive toward these values.

~~The program concludes with a work experience and presentation of student portfolios and collections/projects.~~

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, reports, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Attendance is important as the program follows a ladder learning approach with skills and concepts building upon previously mastered concepts. Students who miss more than 10% of a course may not have the skills to proceed. Students who miss more than 10% of a course will work with their instructor, and the program coordinator as needed, to assess their ability to continue in a course and move forward in the program.

Students must achieve a minimum grade of C (61%) ~~(60%)~~ to successfully complete each course and a minimum GPA of C (2.00) in each term to advance to subsequent terms of the program. ~~course.~~

Students must have a minimum GPA of C (2.00) in order to graduate.

Students must achieve a Satisfactory grade in Work Experience for Fashion Design in order to graduate.

~~90% attendance is mandatory to successfully complete each course.~~

Program activities involve extended periods in fixed positions and repetitive hand, wrist, and arm movements, such as assembling or using specialized tools.

Program tasks require precise hand-eye coordination and dexterity. Activities may include detailed assembly, intricate cutting or decorating, and small-scale technical work requiring steady hand movements.

Program environment includes regular exposure to industrial grade machinery that may be loud, may vibrate and give off heat.

With appropriate safety protocols, the program environment may involve exposure to chemical products and strong odors. Students may also work with solvents and adhesives used in sewing and surface design environments.

Program environment involves regular exposure to airborne fabric particles.

Program involves physical contact with models during fittings.

Program tasks may involve high-pressure situations requiring quick decision-making, time-sensitive task completion, and sustained focus such as a photo shoot and fashion show.

Some elements of the program are self-paced, requiring students to manage their own study schedule and assignment completion.

Program tasks require access to a modern computer capable of running Microsoft Windows with full privileges.

Required hardware consists of at least a quad-core processor and 16GB of RAM and 256GB storage, in order to complete assignments or connect to the lab computers remotely.

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

~~Imagination and creativity~~

~~An aesthetic point of view~~

~~Comfort with a fast-paced environment~~

~~Good communication skills, both verbal and written~~

~~The ability to receive, consider, and incorporate feedback~~

~~The ability to work well with a wide variety of people~~

~~Motivation, curiosity, and research-orientation~~

~~Demonstrated interest in fashion~~

~~Comfort and proficiency with basic computer systems and software~~

-

Courses

Plan of Study Grid

First Year	Credits
<u>FSHN 1101Fashion Cycle 1</u>	<u>1.5</u>
<u>FSHN 1103Fashion Cycle 2</u>	<u>1.5</u>
<u>FSHN 1107Illustration and Design 1</u>	<u>2</u>
<u>FSHN 1109Pattern Drafting 1</u>	<u>2</u>
<u>FSHN 1111Sewing Techniques 1</u>	<u>2</u>
<u>FSHN 1313Fabric and Textile Studies</u>	<u>2</u>
<u>FSHN 1215Tech Fashion Illustration 1</u>	<u>1.5</u>

<u>FSHN 1201Fashion Cycle 3</u>	<u>1.5</u>
<u>FSHN 1203Fashion Cycle 4</u>	<u>1.5</u>
<u>FSHN 1115Fashion Portfolio 1</u>	<u>1</u>
<u>FSHN 1207Illustration and Design 2</u>	<u>2</u>
<u>FSHN 1209Pattern Drafting 2</u>	<u>2</u>
<u>FSHN 1211Sewing Techniques 2</u>	<u>2</u>
<u>FSHN 1315Tech Fashion Illustration 2</u>	<u>3</u>
<u>FSHN 1301Fashion Cycle 5</u>	<u>3</u>
<u>FSHN 1309Introduction to Pattern Grading</u>	<u>1</u>
<u>FSHN 1205Fashion History</u>	<u>1.5</u>
<u>FSHN 1317Fashion Exploration</u>	<u>2</u>
<u>FSHN 1319Textile Surface Design</u>	<u>2</u>
Credits	35

Second Year

<u>FSHN 2117Project Final 1</u>	<u>6.5</u>
<u>FSHN 1113Draping</u>	<u>2</u>
<u>FSHN 2109Computer Aided Drafting</u>	<u>2</u>
<u>FSHN 2315Fashion Portfolio 2</u>	<u>1.5</u>
<u>FSHN 2217Project Final 2</u>	<u>6</u>
<u>FSHN 23093D Pattern Making</u>	<u>1.5</u>
<u>FSHN 2205Overseas Production</u>	<u>1.5</u>
<u>FSHN 2320Business of Fashion</u>	<u>1.5</u>
<u>FSHN 2321Work Experience for Fashion Design</u>	<u>4.5</u>
Credits	27
Total Credits	62

=

=

=

Plan of Study Grid

Term One	Credits
FSHN 1101Fashion Cycle 1	1.5
FSHN 1103Fashion Cycle 2	1.5
FSHN 1105Fashion Fundamentals	1.5
FSHN 1107Illustration and Design 1	2
FSHN 1109Pattern Drafting 1	2
FSHN 1111Sewing Techniques 1	2
FSHN 1113Draping	2
- Credits	0
Term Two	
FSHN 1201Fashion Cycle 3	1.5
FSHN 1203Fashion Cycle 4	1.5

FSHN-1205Fashion History	1.5
FSHN-1207Illustration and Design-2	2
FSHN-1209Pattern Drafting-2	2
FSHN-1211Sewing Techniques-2	2
FSHN-1215Tech Fashion Illustration-1	1.5
- Credits	0
Term Three	
FSHN-1301Fashion Cycle-5	3
FSHN-1305Fashion Marketing	1.5
FSHN-1313Fabric and Textile Studies	2
FSHN-1315Tech Fashion Illustration-2	3
FSHN-1319Textile Surface Design	2
- Credits	0
Term Four	
FSHN-2101Fashion Cycle: Project Preview	2
FSHN-2103Fashion Cycle: Project Final	9
FSHN-2105Business Planning	1.5
FSHN-2109Computer Aided Drafting	2
FSHN-2115Website Design and Ecommerce	1.5
- Credits	0
Term Five	
FSHN-2205Overseas Production	1.5
FSHN-2209Pattern Grading	2
FSHN-2215Fashion Portfolio	2
- Credits	0
Term Six	
FSHN-2321Work Experience for Fashion Design	4.5
- Credits	0
- Total Credits	0

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

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

Grade Point Average (GPA)

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

Grade	Percentage	Description	Grade-Point

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

After completion of the renewal, it was apparent that the existing Fashion Design & Production program was functioning well. Only minor adjustments have been made to courses with a few new courses added to better represent our changing industry and to speak to the recommendations in the renewal.

In light of fiscal constraints exhibited by our students, and the changing landscape of post-secondary

education, we have kept the credits for the program the same to ensure the program remain financially competitive in the BC fashion education sector.

Are there any expected costs to this proposal.

Yes. We will need to add CLO 3D to our software requirements for the program.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Dawn Cunningham Hall, Assistant Registrar, Curriculum & Calendar: The courses are all looking great. I especially appreciate the attention to the course hours and credits. You will need new course numbers. An in-person meeting clarified the credit requirements per term and options for practicums that may span terms. We also reviewed the curriculum framework exemption request form.
Financial Aid	Murray MacGregor, Financial Aid Supervisor: Looks great and I see no issue with loan funding.
Indigenous Education & Community Engagement (IECE)	Tanya O'Neill, Manager, Indigenous Education Initiatives, Curriculum & Pedagogy: provide course mapping utilizing the First People's Principles of Learning, Paddling Together, and other frameworks. ,
International Education	Celine and Angela Liang: Thanks for touching base with us. From time to time, I get asked if the 2-year diploma can ladder into a bachelor's degree in Canada. If there is any plan to articulate the program for a block transfer to a degree, it may also be a good option for students even though not everyone will opt for it.
Marketing & Communications	Lorena Dexter Chaichian, former Associate Director, Advertising & Public Relations: Cool! Here's some ideas for search terms for when you are ready to launch.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

[Curriculum Delivery Framework and Exemption Request FASHION OCT 2025 \(1\).docx](#)

Marketing Information

This program is for: Domestic
 International

❗ FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

Marketing Description

Expand your creative and technical skills for the fashion and apparel industry by gaining hands-on experience in conception, design, production, [sales](#), and [more](#). ~~sales through a self-directed garment project.~~ [Part-time and full-time options offer flexibility in completing the certificate and diploma programs.](#)

Major Code

Reviewer
Comments

Course Change Request

Date Submitted: 10/29/25 10:47 am

Viewing: **FSHN 1101 : Fashion Cycle 1**

Last approved: 02/11/22 5:38 am

Last edit: 11/18/25 1:12 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Fashion Cycle 1

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:21 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/11/25 2:43 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 09/16/25 11:19 am
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
5. 09/16/25 3:07 pm
Sarah Murray (smurray):

- Approved for 6022
Leader
6. 10/07/25 9:08 am
Andrea Korens
(akorens): Approved
for Senior PC
7. 10/07/25 4:35 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
8. 10/08/25 11:30 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
9. 10/29/25 11:36 am
Sarah Murray
(smurray):
Approved for 6022
Leader
10. 11/04/25 9:21 am
Andrea Korens
(akorens): Approved
for Senior PC
11. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
12. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Nov 25, 2020 by
ksamnani
2. Feb 11, 2022 by
Andrea Korens
(akorens)

Name	E-mail	167 Phone/Ext.
<u>Sarah Murray</u> ~~Andrea Korens~~	<u>smurray@vcc.ca</u> ~~akorens@vcc.ca~~	<u>604-443-8668</u> ~~604-443-8661~~

Banner Course Fashion Cycle 1
Name:

Subject Code: FSHN - Fashion Design & Production

Course Number 1101

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

Course Description:

Fashion Cycle 1 immerses students in the full cycle of fashion production from concept to sales. In a fast paced, hands-on environment, students will collaborate in small groups to design, draft, and construct a soft goods product. The course emphasizes technical construction, sustainability, cost analysis, and industry-level documentation while mimicking the pressures and problem-solving required in real-world apparel production environments. ~~Fashion Cycle 1 engages students in the full cycle of fashion production while implementing and building on skills learned in other courses. Students will experience a fast-paced production process, from design conception to sales, and will work in small groups to produce a simple soft goods product.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply basic design and illustration skills
CLO #2	Apply basic pattern drafting and yielding skills
CLO #3	<u>Document</u> ~~Create~~ a simple sequence of construction ~~and construct a product~~
CLO #4	Perform simple machine sewing techniques and operate industrial machines and pressing equipment
CLO #5	<u>Develop simple costing and specification sheets</u> ~~Document simple costing~~
~~CLO #6~~	~~Prepare product for sale~~
<u>CLO #6</u>	<u>Conduct quality control assessment and prepare product for retail sale</u>
CLO #7	Identify and describe the stages in a fashion <u>production</u> cycle
~~CLO #8~~	~~Reflect on learning~~
~~CLO #9~~	~~Manage time effectively in a production environment~~
CLO ~~#8~~ ~~#10~~	<u>Discuss sustainable and ethical design principles</u> ~~Work effectively as part of a production team~~
<u>CLO #9</u>	<u>Develop a production workflow and simulate assembly-line garment construction in teams</u>
<u>CLO #10</u>	<u>Value self-reflection and feedback from others as a method of insight and developing personal accountability</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Individual <u>assignments on</u> ~~assignments:~~ design and production
Project	35	<u>Group assignments on</u> ~~Final product:~~ design and production
Assignments	<u>10</u> ~~5~~	<u>Reflection on product and process</u> ~~Self evaluation~~
Assignments	<u>5</u> ~~15~~	<u>Peer evaluation</u> ~~Reflection on product and process~~
Assignments	5	<u>Self</u> ~~Peer~~ evaluation
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 33

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 18 ~~13~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3: 0

Course Topics

Course Topics:

~~Designing to a brief~~

Designing to a brief

Flat illustrations

Basic pattern drafting techniques

Basic sewing and construction techniques

Documentation / costing

Selecting fabric

Calculating yield

Components of product (branding, care label, trims, etc)

Creating a simple sequence of construction

Creating an assembly line

Sales and marketing

Planning a production cycle

Reflection and evaluation (intro to research)

Sustainability and ethical design

Benefits of apparel adjacent products

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: 10/29/25 10:47 am

Viewing: **FSHN 1103 : Fashion Cycle 2**

Last approved: 02/17/22 5:38 am

Last edit: 11/18/25 1:29 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Fashion Cycle 2

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 9:10 am
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 8:49 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:30 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:36 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:23 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 17, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
<u>Sarah Murray</u> ~~Andrea Korens~~	<u>smurray@vcc.ca</u> ~~akorens@vcc.ca~~	<u>604-443-8668</u> ~~604-443-8661~~

Banner Course
Name:

Fashion Cycle 2

Subject Code:

FSHN - Fashion Design & Production

Course Number 1103

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

Course Description:

Fashion Cycle 2 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in previous Fashion Cycles and other courses. In a fast paced, hands-on environment, students will collaborate in small groups to design, draft, and construct a market-ready, functional hoodie. Students will learn to collaborate with a local apparel store and explore designing with knit fabric and trims. The course emphasizes technical construction, sustainability, cost analysis, and industry-level documentation while mimicking the pressures and problem-solving required in real-world apparel production environments. ~~Fashion Cycle 2 engages students in the full cycle of fashion production while implementing and building on skills learned in Fashion Cycle 1 and other courses. Students will experience a fast-paced production process, from design conception to sales, and will discuss and implement methods to increase product value. Students will work in small groups to produce a simple knit garment.~~

Course Pre-Requisites (if applicable):

FSHN 1101.

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 basic design and illustration skills
CLO <u>#2</u> ~~#3~~	Apply basic pattern drafting <u>manipulation</u> and yielding skills

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

CLO #3 #2	<u>Apply industry-standard knitwear construction methods using appropriate machines and stitch types</u> ~~Explore methods for sourcing fabric in a local environment~~
CLO #4	<u>Identify market gaps and align hoodie design with a unique selling proposition and that aligns with retailer expectations</u> ~~Create a simple sequence of construction and construct a product~~
CLO #5	<u>Analyze and select knit fabrics and trims based on functionality, performance, and aesthetic considerations</u> ~~Perform simple machine sewing techniques for knit fabrics, and operate industrial machines and pressing equipment~~
CLO #6	<u>Discuss fit testing for refining garment fit, mobility, and quality, and conduct quality control assessment</u> ~~Strategize simple costing~~
CLO #7	~~Prepare product for online sales~~
CLO #8	~~Identify and describe the stages in a fashion cycle~~
CLO #9	~~Reflect on learning~~
CLO #10	~~Manage time effectively in a production environment~~
CLO #11	~~Work effectively as part of a production team~~
CLO #7	<u>Document a sequence of construction, develop a production workflow and simulate assembly-line garment construction in teams</u>
CLO #8	<u>Create a specification sheet and simple costing sheet</u>
CLO #9	<u>Discuss the stages in a fashion production cycle and the product life cycle considering sustainability</u>
CLO #10	<u>Value self-reflection and feedback from others as a method of insight and developing personal accountability</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, simulation, problem solving, model making, reflective discussion, and practice of illustration, drafting, and sewing skills.~~

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Individual <u>Assignments on</u> ~~assignments:~~ design and production
Project	35	<u>Group Assignments on</u> ~~Final product:~~ design and production
Assignments	<u>10</u> ~~15~~	Reflection on product and process
Assignments	5	Self <u>Evaluation</u> ~~evaluation~~
Assignments	5	Peer <u>Evaluation</u> ~~evaluation~~
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 33

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 18 ~~13~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Research and branding ~~Trend and market research~~

Pattern augmentation and sewing mock-up ~~Designing to a brief~~

Sewing, assembly line, and fit testing ~~Adding value to a design/product~~

Costing, spec sheets, and flats ~~Flat illustrations & spec sheets~~

Quality control and lifecycle analysis ~~Basic pattern drafting techniques~~

Final hoodie construction and presentation ~~Basic sewing and construction techniques~~

~~Documentation / costing~~

~~Sourcing & selecting fabric~~

~~Calculating yield~~

~~Components of product (branding, care label, trims, etc)~~

~~Creating a sequence of construction~~

~~Creating an assembly line~~

~~Branding~~

~~Sales and marketing~~

~~Planning a production cycle~~

~~Reflection and evaluation~~

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

Rationale and Consultations

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

Course Change Request

Date Submitted: 10/29/25 10:48 am

Viewing: **FSHN 1107 : Illustration and Design 1**

Last approved: 02/11/22 5:38 am

Last edit: 12/01/25 4:09 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Illustration and Design 1

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 11:04 am
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 8:49 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:30 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:36 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:27 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 11, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Illustration and Design 1

Subject Code:

FSHN - Fashion Design & Production

Course Number 1107

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

Fashion Designers explore, develop and communicate ideas through illustrations and technical sketches.

~~The fashion designer communicates ideas through presentation and technical illustration.~~ This course introduces students to the core principles of illustration and design within ~~in~~ a fashion context. Students will engage in the design process, from research and inspiration to the final presentation of design.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Identify</u> ~~Apply basic~~ elements and principles of illustration and design
CLO #2	Develop <u>and communicate</u> a creative vision in design <u>and illustration</u>
CLO #3	<u>Create and utilize croquis figures and flat templates as a foundation for garment design</u> ~~Develop croquis figures~~

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

CLO #4	<u>Develop foundational skills in illustration, hand-drawn flats and floats</u> ~~Create garment designs~~
CLO #5	<u>Conduct market research in relation to fashion design</u> ~~Manage time effectively in the design process~~
CLO #6	<u>Evaluate design work, providing constructive and compassionate feedback to support ideation at each stage of the design process</u> ~~Conduct independent research~~
<u>CLO #7</u>	<u>Consider sustainable and ethical fashion practices when developing design projects</u>
<u>CLO #8</u>	<u>Manage time effectively in the design process</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, practice, research projects, and discussion.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>20</u> ~~25~~	<u>A range of minor assignments on course concepts</u> ~~Shopping report~~
Assignments	<u>15</u> ~~20~~	<u>A series of smaller assignments and projects for a sketchbook.</u> ~~Minor assignments totaling 20%~~
Assignments	<u>20</u> ~~5~~	<u>Market research shopping report</u> ~~Visual picture file~~
Project	<u>25</u> ~~30~~	<u>Presentation illustration project</u> ~~Design project~~
Assignments	<u>10</u> ~~15~~	<u>Critique design work</u> ~~Sketchbook assignments~~
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u>

Type	Percentage	Brief description of assessment activity
		Professionalism

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 42 ~~42.25~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 17 ~~30~~

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

Check all that apply:

Lab

Hours in Category 2: 25 ~~12.25~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Creative vision and concept development ~~The fashion figure: fashion figure proportions vs human figure proportions~~

Croquis figures ~~Model drawing~~

Hand-drawn flats ~~Introduction to garment design~~

Advanced illustration techniques ~~The design process~~

Course Topics:

Design process ~~The croquis figure~~Time management in design ~~Elements and principles of design~~Critique and feedback ~~Introduction to technical drawing~~Sustainable and ethical fashion practices ~~Introduction to presentation illustration~~Presentation skillsTechnical drawing

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Andrea Korens (akorens) (09/10/25 3:22 pm): Rollback: Edits & course number changes required**Darija Rabadzija (drabadzija) (10/08/25 11:30 am):** Rollback: rollback

Course Change Request

Date Submitted: 10/29/25 10:49 am

Viewing: **FSHN 1109 : Pattern Drafting 1**

Last approved: 02/11/22 5:38 am

Last edit: 10/29/25 11:38 am

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Pattern Drafting 1

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 9:17 am
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 8:51 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:30 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:38 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:28 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 11, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Pattern Drafting 1

Subject Code:

FSHN - Fashion Design & Production

Course Number 1109

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

In Pattern Drafting 1, students are introduced to the principles of precision drafting beginning with the skirt and trouser block. Blocks are basic foundation patterns that represent standard body measurements. These blocks are used to ensure consistency in sizing and fit before making design modifications to develop unique styles. Students will draft the skirt and trouser blocks to their own personal measurements, and apply methods of pattern manipulation. ~~Blocks/slopers are fitted foundation patterns, which are manipulated to create pattern designs. This course introduces students to the principles of precision drafting as they construct a set of blocks to a sample size (to be used in future courses) and fit a selection of blocks to their own bodies.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Draft basic size 8 blocks for trousers and skirts with precision</u> ~~Draft a block~~

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

CLO #2	<u>Take accurate measurements and draft a personal block for trouser and skirts</u> ~~Fit a block~~
CLO #3	<u>Display accurate documentation when drafting trousers and skirts</u> ~~Explain and apply knowledge of human form as it applies to pattern drafting~~
CLO #4	<u>Apply methods and principles of pattern manipulation to create trouser and skirt patterns</u> ~~Practice accurate documentation in pattern drafting~~
CLO #5	<u>Cut, sew, and fit a muslin for trousers and skirts</u> ~~Manage time effectively while drafting~~
<u>CLO #6</u>	<u>Design and develop a trouser and skirt pattern</u>
<u>CLO #7</u>	<u>Effectively manage time while drafting to meet deadlines</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, and practice of drafting, fitting, and measuring.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>30</u> ~~50~~	<u>Draft standard size 8 dress skirt and trouser blocks</u> ~~Draft blocks (5-10 assignments at 5-10% each)~~
Assignments	<u>20</u> ~~35~~	<u>Draft personal blocks, cut and sew a muslin</u> ~~Draft & fit personal blocks (2-3 assignments at 10-15% each, plus 5% peer assessment)~~
<u>Assignments</u> ~~Exam~~	<u>20</u> ~~5~~	<u>½ scale pattern manipulations</u> ~~Practical: Fitting~~
<u>Project</u> ~~Exam~~	<u>20</u> ~~5~~	<u>Design, develop pattern, cut and sew the muslin</u> ~~Written: Fitting~~

Type	Percentage	Brief description of assessment activity
Participation	<u>10</u> 5	<u>Professionalism, preparedness, and contributions to the class community</u> Professionalism

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 49 45.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 20

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

Check all that apply:

Lab

Hours in Category 2: 34 25.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Size 8 block ~~Pattern-drafting techniques: measuring, drafting accurately, drawing curves, blending, squaring, documenting, trueing, calculating ease, transferring to card~~

Personal block ~~Block-construction considerations: fabric, ease, demographic, function, and sizing~~

Course Topics:

Drafting instructions ~~Personal block construction: taking measurements, analyzing of figures, measuring and describing the human form respectfully, sewing toiles~~

Paper drafts and manila cards ~~Fitting: fitting on the body, making adjustments to pattern~~

Cut and sew patterns

Labelling

Measurement techniques

Fitting and alteration techniques

½ Scale pattern manipulation

Muslin toiles

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

Provide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 10/29/25 10:49 am

Viewing: **FSHN 1111 : Sewing Techniques 1**

Last approved: 02/11/22 5:38 am

Last edit: 10/29/25 11:38 am

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Sewing Techniques 1

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 9:19 am
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 8:54 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:30 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:38 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:30 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 11, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Sewing Techniques 1

Subject Code:

FSHN - Fashion Design & Production

Course Number 1111

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

Sewing Techniques 1 provides students with a comprehensive introduction to various sewing techniques and their practical applications. Through hands-on experience, students will assemble samples using both hand-sewing methods and professional industrial machinery. Some of these techniques will be integrated into the construction of a simple garment, following the proper sequence of construction. ~~This course will introduce students to sewing and garment construction on professional industrial machinery. Students will practice hand and machine sewing techniques to assemble a wide range of samples and will apply learned techniques to the construction of a garment.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	~~Upon completion of this course, students will be able to:~~

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

CLO <u>#1</u> ~~#2~~	Operate industrial sewing and pressing equipment
CLO <u>#2</u> ~~#3~~	Execute various sample sewing techniques by machine and hand
CLO <u>#3</u> ~~#4~~	<u>Develop accuracy and consistency in sewing and pressing skills</u> ~~Mark, cut, and assemble a simple garment~~
CLO <u>#4</u> ~~#5~~	<u>Discuss how each sewing technique works in practice</u> ~~Practice accurate sewing and pressing skills~~
CLO <u>#5</u> ~~#6~~	<u>Mark, cut, and assemble a simple garment following the sequence of construction</u> ~~Manage time effectively while sewing~~
<u>CLO #6</u>	<u>Present a professionally assembled sample binder and completed garment</u>
<u>CLO #7</u>	<u>Effectively manage time to optimize in class productivity</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, problem-solving, and practice sewing techniques.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Basic sewing <u>techniques</u> ~~sample assignments~~
<u>Assignments</u> ~~Project~~	<u>30</u> ~~15~~	<u>Complex sewing techniques</u> <u>Presentation of technique</u>
Project	<u>10</u> ~~25~~	<u>Sewing techniques binder</u> ~~Garment~~
<u>Project</u> ~~Assignments~~	<u>25</u> ~~30~~	<u>Garment marker, cut, construction and presentation</u> ~~Complex sewing sample~~

Type	Percentage	Brief description of assessment activity
		~~assignments~~
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 49 ~~45.5~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 34 ~~25.5~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Operation, maintenance, and troubleshooting ~~Operation~~ of industrial sewing and pressing equipment

Various sewing techniques ~~Sewing techniques~~

Course Topics:

Pressing skills ~~Introduction to marker making and cutting techniques~~

Marker, cutting, and assembly of garments ~~Introduction to garment construction~~

Sewing sample binder ~~Following a sequence of construction~~

Notions and materials

Time management

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rat

for this prop

As a placeholder

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Andrea Korens (akorens) (09/10/25 3:22 pm): Rollback: Edits & course number changes required

Darija Rabadzija (drabadzija) (10/08/25 11:30 am): Rollback: rollback

Course Change Request

Date Submitted: 10/29/25 10:50 am

Viewing: **FSHN 1113 : Draping**

Last approved: 02/11/22 5:38 am

Last edit: 10/29/25 11:39 am

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Draping

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:55 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 8:55 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:30 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:39 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:31 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 11, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Draping

Subject Code:

FSHN - Fashion Design & Production

Course Number 1113

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

Draping is the art of draping fabric directly on a dress form to create patterns, garments, and design details. In this course students learn to manipulate fabric, translate between two- and three-dimensional design, and develop both basic blocks and original concepts. Emphasis is placed on understanding fabric behavior, considering the human form and fit in design, and converting draped work into paper patterns ~~Draping is the practice of creating patterns in three dimensions directly on the dress form. In this course, students translate between two and three dimensions, drape blocks/slopers and garments, and create paper patterns from their work. Students experience inherent fabric properties through practice and learn to drape on straight and bias grainlines.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students with previous schooling in draping will be assessed by appropriate course instructor or the Fashion Arts Program Coordinator for Education.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Apply foundational draping techniques on a dress form</u> ~~Drape blocks/slopers and garment designs~~
CLO #2	<u>Drape basic blocks with attention to accuracy and fit</u> ~~Apply basic drafting techniques~~

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

CLO #3	<u>Convert draped muslin into paper patterns, including accurate marking, truing, and adding construction details</u> ~~Identify and describe basic fabric characteristics as they relate to draping~~
CLO #4	<u>Explore draped block variations and develop original garment designs</u> ~~Drape a garment from a flat illustration~~
CLO #5	<u>Identify and evaluate basic fabric characteristics and their influence on drape, structure, and design outcomes</u>
CLO #6	<u>Analyze flat fashion illustrations and translate them into three-dimensional draped garments</u>
CLO #7	<u>Develop an eye for proportion, style lines, and construction feasibility</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, model-making, and practice of draping and drafting techniques.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<u>Assignments</u> ~~Project~~	<u>10</u> ~~20~~	<u>A series of minor creative exploration in-class activities</u> ~~Interpretation design project~~
Assignments	<u>20</u> ~~15~~	Draped blocks
Assignments	<u>15</u> ~~20~~	Draped variations
~~Assignments~~	~~20~~	~~Draped garments~~
<u>Midterm Exam</u>	<u>15</u>	<u>In-class practical exam</u>
<u>Assignments</u>	<u>15</u>	<u>Interpretation design project</u>
Project	<u>15</u> ~~20~~	Personal design project

Type	Percentage	Brief description of assessment activity
Participation	<u>10</u> 5	<u>Professionalism, preparedness, and contributions to the class community</u> Professionalism

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 42 45.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 20

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

Check all that apply:

Lab

Hours in Category 2: 27 25.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to draping

Draping blocks/slopers on the dress form

Draping garments and design variations on the dress form with various fabrics and grainlines

Course Topics:

Interpreting a flat design illustration to a draped garment

Designing on the dress form

Creative draping techniquesFabric behavior and manipulation

Transfer of draped patterns to paper

Pattern completion

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Andrea Korens (akorens) (09/10/25 3:22 pm): Rollback: Edits & course number changes required**Darija Rabadzija (drabadzija) (10/08/25 11:30 am):** Rollback: rollback

Course Change Request

New Course Proposal

Date Submitted: 10/29/25 10:50 am

Viewing: **FSHN 1115 : Fashion Portfolio 1**

Last edit: 10/29/25 10:50 am

Changes proposed by: smurray

Programs
referencing this
course
[42: Fashion Design & Production Diploma](#)

Course Name:
Fashion Portfolio 1

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

- 1. 6022 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Curriculum Committee
- 5. Education Council
- 6. CS Associate Registrar
- 7. Banner

Approval Path

- 1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
- 2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
- 3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
- 4. 10/07/25 11:05 am
Andrea Korens (akorens): Approved for Senior PC
- 5. 10/07/25 4:28 pm
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:39 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:33 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course Fashion Portfolio 1
Name:

Subject Code: FSHN - Fashion Design & Production

Course Number 1115

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In Fashion Portfolio 1 students explore the fundamentals of creating a working fashion portfolio. Students investigate presentation methods and organize their ideas into project summaries. Emphasis is placed on time management, planning strategies, and documenting the design and development process. Students learn basic photography and editing skills to showcase their work effectively while considering their evolving personal style and branding.

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	Create and organize the building blocks of a portfolio using a chosen platform
CLO #2	Document design processes through to final products using appropriate methods and tools
CLO #3	Organize portfolio content for clarity and impact by categorizing and sequencing work effectively
CLO #4	Capture images of design work using smartphones or basic cameras under various lighting conditions
CLO #5	Edit portfolio images to enhance their visual appeal using basic photo editing techniques
CLO #6	Incorporate feedback from peers and mentors to iterate and improve portfolio content
CLO #7	Express a personal style through visual and written communication
CLO #8	Manage time effectively for portfolio development by setting realistic goals and deadlines

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	A variety of minor assignments
Assignments	20	Design process documentation methods and tools
Project	25	Draft portfolio
Assignments	5	Professional portfolio assessment
Participation	10	Professionalism, preparedness, and contributions to the class community

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 20

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 7.5

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

Check all that apply:

Lab

Hours in Category 2: 12.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Building up their fashion catalog
Documenting work and process
Basic photography skills
Editing and enhancing photos
Organizing a portfolio
Sharing work
Feedback and iteration
Introduction to creating a personal style in presenting work
Time management and planning

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale
for this proposal:

Are there any

Course Change Request

Date Submitted: 10/29/25 10:51 am

Viewing: **FSHN 1201 : Fashion Cycle 3**

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

Last edit: 11/18/25 1:29 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Fashion Cycle 3

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 12:57 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 8:57 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:39 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:34 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 26, 2022 by
Andrea Korens
(akorens)
3. Feb 28, 2022 by
ksamnani

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-433-8668

Subject Code: FSHN - Fashion Design & Production

Course Number 1201

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

Course Description:

Fashion Cycle 3 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in previous Fashion Cycles and other courses. In a fast paced, hands-on environment, students will collaborate in small groups to design, draft, and construct a top with a facing for a retail store. Students will work with a pattern grader to develop a size range from their base pattern. The course emphasizes technical construction, sustainability, cost analysis, and industry-level documentation while mimicking the pressures and problem-solving required in real-world apparel production environments.

~~Fashion Cycle 3 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in Fashion Cycles 1 and 2 and other courses. Students will experience a fast-paced production process, from design conception to sales, and will work with a pattern grader to develop a size range from their base pattern. Students will work in small groups to produce a woven top.~~

~~Note: FSHN 1209 taken prior or concurrently. FSHN 1211 taken prior or concurrently.~~

Course Pre-Requisites (if applicable):

FSHN 1103, FSHN ~~1105, FSHN 1107, FSHN~~ 1109, FSHN 1111, ~~1111, FSHN 1113.~~

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 basic design and illustration skills~~

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

CLO #2	~~Explore methods for sourcing fabric in a local environment~~
<u>CLO #1</u>	<u>Design a top with a facing for a unique retail environment</u>
CLO #2 #3	<u>Apply pattern drafting and yielding skills, and communicate pattern drafting and yielding requirements to a grader</u> ~~Apply basic pattern drafting and yielding skills~~
CLO #3 #4	<u>Document and execute a sequence of construction</u> ~~Create a simple sequence of construction and construct a product~~
CLO #5	~~Perform machine sewing techniques and operate industrial machines and pressing equipment~~
<u>CLO #4</u>	<u>Perform machine sewing techniques and construct a size range of final garments</u>
CLO #5 #6	<u>Strategize and document costing for retail sales</u> ~~Strategize simple costing~~
CLO #7	~~Prepare product for sale~~
CLO #6 #9	<u>Value self-reflection and feedback from others as a method of insight and developing personal accountability</u> ~~Reflect on learning~~
CLO #10	~~Manage time effectively in a production environment~~
<u>CLO #7</u>	<u>Discuss fitting procedures and etiquette</u>
<u>CLO #8</u>	<u>Create a specification sheet</u>
<u>CLO #9</u>	<u>Conduct quality control assessments and prepare product for retail sales</u>
CLO #10 #8	<u>Discuss the stages in a fashion production cycle and sustainability in terms of fabric and cut waste</u> ~~Identify and describe the stages in a fashion cycle~~
CLO #11	<u>Develop a production workflow and simulate assembly-line garment construction in teams</u> ~~Work effectively as part of a production team~~

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

210

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Individual <u>assignments on</u> ~~assignments:~~ design and production
Project	35	<u>Group assignments on</u> ~~Final product:~~ design and production
Assignments	<u>10</u> ~~15~~	Reflection on product and process
Assignments	5	Peer evaluation
Assignments	5	Self evaluation
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community.</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 33

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 18 ~~13~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Fittings

Trend and market research

Designing to a brief

Flat illustrations and & spec sheets

Pattern drafting techniques and & preparing a pattern for factory production

Pattern grading / working with a pattern grader

Creating a layplan

Sewing and construction techniques

Sourcing and & selecting fabric

Components of product (branding, care label, trims, etc)

Calculating yield

Creating a sequence of construction

Creating an assembly line

Costing

Branding

Sales and marketing

Planning a production cycle

Reflection and evaluation

Sustainable and ethical design

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

Course Change Request

Date Submitted: 10/29/25 10:51 am

Viewing: **FSHN 1203 : Fashion Cycle 4**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:29 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Fashion Cycle 4

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 12:58 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 8:58 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:39 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:35 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Fashion Cycle 4

Subject Code:

FSHN - Fashion Design & Production

Course Number 1203

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

Course Description:

Fashion Cycle 4 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in previous Fashion Cycles and other courses. In a fast paced, hands-on environment, students will collaborate in small groups to design, draft, and construct bespoke garments. Students will work to professional standards, modifying design and patterns to fit a distinct client. The course emphasizes technical construction, sustainability, cost analysis, and industry-level documentation while mimicking the pressures and problem-solving required in real-world apparel production environments. ~~Fashion Cycle 4 immerses students in the full cycle of fashion production as they continue to apply and build on skills learned in Fashion Cycles 1, 2, and 3 and other courses. In Fashion Cycle 4, students will experience a fast-paced production process, from design conception to sales, including consultation with a local factory. Students will work in small groups to produce a lined dress.~~

Course Pre-Requisites (if applicable):

FSHN 1201.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
~~CLO #1~~	~~Apply design and illustration skills~~
~~CLO #2~~	~~Explore methods for sourcing fabric in a local environment~~
<u>CLO #1</u>	<u>Develop a design and render an illustration for presentation to a client</u>

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

CLO ~~#3~~ <u>#2</u>	Apply pattern drafting and yielding skills
~~CLO #4~~	~~Create a sequence of construction and construct a product~~
CLO ~~#5~~ <u>#3</u>	<u>Perform machine sewing techniques and create a sequence of construction</u> ~~Perform machine sewing techniques and operate industrial machines and pressing equipment~~
CLO ~~#6~~ <u>#4</u>	Strategize costing <u>for a client</u>
~~CLO #7~~	~~Prepare product for sale~~
~~CLO #8~~	~~Identify and describe the stages in a fashion cycle~~
CLO ~~#9~~ <u>#5</u>	<u>Value self-reflection and feedback from others as a method of insight and developing personal accountability</u> ~~Reflect on learning~~
~~CLO #10~~	~~Manage time effectively in a production environment~~
<u>CLO #6</u>	<u>Communicate professionally with a client</u>
<u>CLO #7</u>	<u>Conduct a fitting and execute pattern modification</u>
<u>CLO #8</u>	<u>Create specification sheets</u>
<u>CLO #9</u>	<u>Conduct quality control assessment and prepare product for client</u>
<u>CLO #10</u>	<u>Discuss equity centered design principles and custom wear in relation to the stages in a fashion production cycle</u>
CLO #11	<u>Develop a production workflow and simulate assembly-line garment construction in teams</u> ~~Work effectively as part of a production team~~

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.~~

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Individual <u>assignments on design</u> ~~assignments:design~~ and production
Project	35	<u>Group assignment on</u> ~~Final product:~~ design and production
Assignments	<u>10</u> ~~15~~	Reflection on product and process
Assignments	5	Self evaluation
Assignments	5	Peer evaluation
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and</u> <u>contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 33

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 18 ~~13~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Trend and market research

Designing to a brief

Flat illustrations, spec sheets, tech packs

Pattern drafting techniques and & preparing a pattern for factory production

Sewing and construction techniques

Costing for a client ~~Costing~~

Sourcing and & selecting fabric

Components of product (branding, care label, trims, etc)

Creating a sequence of construction

Creating an assembly line

Branding

Fashion photoshoots

Sales and marketing in an online context

Planning a production cycle

Reflection and evaluation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 10/29/25 10:51 am

Viewing: **FSHN 1205 : Fashion History**

Last approved: 12/19/20 3:58 am

Last edit: 12/01/25 4:11 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Fashion History

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:22 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:56 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 8:59 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:39 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 11:41 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course Fashion History
Name:

Subject Code: FSHN - Fashion Design & Production

Course Number 1205

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

Course Description:

In Fashion History, ~~this course~~, students explore the influence of world events, politics, technology, culture, and other factors on fashion. Students explore western fashion through the ages and consider today's fashions through a historical lens.

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	<u>Discuss the influences of world events and technology on fashion in the context of historical timeframes</u> ~~Discuss western fashion in the context of various historical periods, considering the influence of world events and available technology~~
CLO #2	<u>Discuss the current state of fashion and build connections between today's fashions and the fashions of the past</u> ~~Discuss variations in fashion in different cultural contexts~~
CLO #3	<u>Identify cultural and historical influences on fashion</u> ~~Discuss the current state of fashion, in relation to the past~~
~~CLO #4~~	~~Develop an awareness of cultural and historical influences in fashion~~
CLO ~~#4~~ #5	<u>Reflect</u> ~~Draw~~ inspiration from fashion history <u>in design projects</u>
CLO ~~#5~~ #6	<u>Conduct research on fashion history topics and present findings with appropriate academic sources</u> ~~Conduct independent research~~

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, research reports, movies, handouts, and presentations.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	2-3 research assignments ~~totaling 30%~~
<u>Assignments</u> ~~Project~~	<u>30</u> ~~15~~	<u>A variety of minor design assignments</u> ~~Research and interpretation project~~
~~Project~~	~~15~~	~~Period design project~~
Quizzes/Tests	<u>10</u> ~~15~~	<u>Weekly terminology quizzes</u> ~~3-5 quizzes~~ ~~totaling 15%~~
<u>Midterm Exam</u> ~~Exam~~	<u>10</u> ~~20~~	<u>Open-book midterm exam</u> ~~2-exams~~ ~~totaling 20%~~
<u>Final Exam</u>	<u>10</u>	<u>Open-book final exam</u>
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and</u> <u>contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20 ~~30~~

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

Check all that apply:

Lab

Hours in Category 2: 10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Fashion through the ages, from ancient history to current time

The influence of world events, economy, politics, culture, climate, and technology on fashion

Introduction to fashion forecasting, from a historically informed perspective

Research, inspiration, and interpretation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Course Change Request

Date Submitted: 10/29/25 10:52 am

Viewing: **FSHN 1207 : Illustration and Design 2**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:30 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Illustration and Design 2

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:08 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:00 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:40 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:38 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Illustration and Design 2

Subject Code:

FSHN - Fashion Design & Production

Course Number 1207

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

Fashion designers' creations serve functional purposes, tell stories, evoke emotions, and inspire others. In this course, students refine their ability to create ~~The fashion designer presents~~ individual designs that stand ~~both~~ on their own ~~merits~~ and as part of a cohesive group or collection of garments. Students ~~In this course, students~~ build on their design and illustration skills, ~~skills while~~ engaging in the entire design process ~~process~~, from research and inspiration to the final presentation. ~~presentation of design.~~

Course Pre-Requisites (if applicable):

FSHN 1107.

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 elements and principles of illustration and design
CLO #2	<u>Refine and articulate</u> ~~Develop~~ a creative vision ~~and individual style~~ in design and illustration
CLO #3	<u>Create and refine detailed croquis figures for garment design</u> ~~Produce croquis figures for single and multiple figure formats~~
CLO #4	<u>Refine and expand skills in illustration, creating detailed designs on figures, hand-drawn flats and floats with precision and creativity</u> ~~Create garment designs as individual designs, and as part of a design group~~

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

CLO <u>#5</u> #6	Conduct <u>comprehensive</u> independent research <u>to inform design decisions</u>
CLO <u>#6</u>	<u>Critique design work, offering detailed, constructive, and compassionate feedback to refine ideation throughout the design process</u>
CLO <u>#7</u>	<u>Integrate sustainable and ethical fashion practices while developing a unique design perspective</u>
CLO <u>#8</u> #5	Manage time effectively in the design process

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, practice, research projects, and discussion.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>45</u> 25	<u>A variety of major core concept assignments</u> ~~Group/collection design & illustration: fabric focused~~
~~Assignments~~	20	~~Pastiche assignment~~
~~Assignments~~	15	~~Design exploration~~
<u>Assignments</u> ~~Lab Work~~	<u>15</u> 5	<u>A series of minor sketchbook assignments</u> ~~Sketchbook progress~~
Project	<u>25</u> 30	Group/collection design project
<u>Other</u>	<u>5</u>	<u>Critique design work</u>
Participation	<u>10</u> 5	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 42 ~~42:25~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 17 ~~30~~

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

Check all that apply:

Lab

Hours in Category 2: 25 ~~12:25~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Elements and principles of design ~~Line design and organization~~

Research and inspiration ~~Presentation illustration~~

Creative vision and concept development ~~Rendering techniques~~

Pastiche style exploration

Illustrating clothing ~~Trend research, analysis, and application~~

Croquis figures

Hand-drawn flats

Course Topics:

Advanced illustration techniquesDesign processTime management in designCritique and feedbackSustainable and ethical fashion practicesLine design and organizationPresentation skillsRendering techniquesTrend research, analysis, and application

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

Date Submitted: 10/29/25 10:52 am

Viewing: **FSHN 1209 : Pattern Drafting 2**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:30 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Pattern Drafting 2

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:21 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:02 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:41 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:42 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Pattern Drafting 2

Subject Code:

FSHN - Fashion Design & Production

Course Number 1209

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

In Pattern Drafting 2, students will enhance their drafting skills as they progress to creating the bodice and sleeve blocks, which serve as the foundation for developing tailored blocks. Through increasingly complex pattern development, they will build both expertise and confidence in creating a custom fit. Students will draft the bodice and sleeve blocks to their own personal measurements, and apply methods of pattern manipulation. ~~A patternmaker uses a variety of manipulation techniques to transform their blocks/slopers into unique pattern designs. In this course, students will practice pattern manipulations and will create finished patterns from instructions and technical illustrations.~~

Course Pre-Requisites (if applicable):

FSHN 1109, FSHN 1111.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Draft Basic size 8 bodice and sleeve blocks with precision</u> ~~Apply the methods and principles of pattern manipulation~~

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

CLO #2	<u>Take accurate measurements and draft a personal block for bodice and sleeves</u> ~~Apply drafting techniques to create a pattern~~
CLO ~~#3~~ #4	<u>Display accurate documentation when drafting bodice and sleeves</u> ~~Practice accurate documentation in pattern-drafting~~
<u>CLO #4</u>	<u>Apply methods and principles of pattern manipulation to create bodice and sleeve patterns</u>
CLO ~~#5~~ #3	<u>Cut, sew, and fit a muslin for bodice and sleeves</u> ~~Cut and sew a muslin~~
<u>CLO #6</u>	<u>Design and develop a bodice and sleeve pattern</u>
CLO ~~#7~~ #5	<u>Effectively manage time while drafting to meet deadlines</u> ~~Manage time effectively while drafting~~

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, model making, and practice of drafting and sewing techniques.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>30</u> ~~25~~	<u>Draft standard size 8 bodice and sleeve blocks</u> ~~Drafting techniques samples= simple~~
Assignments	<u>20</u> ~~30~~	<u>Draft personal blocks, cut and sew a muslin</u> ~~Drafting techniques samples= complex~~
Assignments	<u>25</u> ~~15~~	<u>½ scale pattern manipulation</u> ~~Presentation of technique~~
Project	<u>15</u> ~~25~~	Pattern <u>design</u> project

Type	Percentage	Brief description of assessment activity
Participation	<u>10</u> 5	<u>Professionalism, preparedness, and contributions to the class community</u> Professionalism

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 49 45.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 20

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

Check all that apply:

Lab

Hours in Category 2: 34 25.5

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Size 8 block ~~Pattern-manipulation techniques~~

Personal block ~~Pattern-development~~

Drafting instructions ~~Developing a muslin/toile~~

Course Topics:

Paper drafts and manila cards ~~Pattern alterations~~

Cut and sew patterns

Labelling

Measurement techniques

Fitting and alteration techniques

½ scale pattern manipulation

Muslin toiles

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

Provide a

Feedback on

the proposal

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Andrea Korens (akorens) (09/10/25 3:23 pm): Rollback: Edits & course number changes required

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria

Badge Skills

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website: Yes

Key: 3416

[Preview Bridge](#)

Course Change Request

Date Submitted: 10/29/25 10:52 am

Viewing: **FSHN 1211 : Sewing Techniques 2**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:30 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Sewing Techniques 2

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:22 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:03 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:41 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:43 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:14 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Sewing Techniques 2

Subject Code:

FSHN - Fashion Design & Production

Course Number 1211

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

Building on the skills learned in Sewing Techniques 1, ~~In this course~~, students will strengthen ~~develop~~ their sewing and garment construction skills by applying new and previously learned techniques to garment construction. Students will mark, cut, and assemble a selection of garments using a wide range of construction techniques.

Course Pre-Requisites (if applicable):

FSHN 1111.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Skillfully operate</u> ~~Operate~~ industrial ~~sewing~~ and pressing equipment
CLO #2	Execute various <u>machine</u> sewing techniques <u>with precision</u> ~~by machine~~
CLO #3	<u>Accurately mark</u> , ~~Mark~~ , cut, and assemble garments
CLO #4	<u>Serge, sew, and press with accuracy and efficiency</u> ~~Sew and press accurately~~

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

CLO #5	<u>Follow the garment construction sequence with confidence</u>
CLO #6 #5	<u>Manage time effectively to meet deadlines throughout the garment-making process</u> ~~Manage time effectively while sewing~~

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, problem solving, model making, practice of sewing and construction techniques.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	<u>25</u> ~~30~~	<u>Lined skirt</u> ~~Skirt project~~
Project	30	<u>Shorts</u> ~~Shorts/pants project~~
Project	<u>25</u> ~~20~~	<u>Dress shirt</u> ~~Shirt project~~
Project	15	<u>Assemble new sample techniques</u> ~~Bodice project~~
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 49 ~~45.5~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 34 ~~25.5~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Operation, basic maintenance, and troubleshooting of industrial sewing and pressing equipment

Techniques for marker ~~Marker~~ making and fabric cutting ~~techniques~~

Application of various sewing techniques in garment construction

Additional new sewing techniques

Garment construction and following a sequence of construction

Professional garment presentation

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

Rationale and Consultations

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

Course Change Request

Date Submitted: 10/29/25 10:53 am

Viewing: **FSHN 1215 : Tech Fashion Illustration 1**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:14 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Tech Fashion Illustration 1

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 12:55 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:04 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:41 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 9:44 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Tech Fashion Illustration 1

Subject Code:

FSHN - Fashion Design & Production

Course Number 1215

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

Course Description:

In the fashion industry, technical illustrations (flats) are a fundamental communication tool. This course introduces students to technical fashion drawing by hand and in Adobe Illustrator, focusing on accuracy, clarity, and industry standards. ~~In the fashion industry, designs are communicated using technical illustrations (flats), and accompanying specification (spec) sheets and technical packages (tech packs). In this course, students will create flats by hand and in Illustrator, and will produce spec sheets and tech packs to industry standards.~~

Course Pre-Requisites (if applicable):

~~FSHN 1107:~~

Course Co-requisites (if applicable):

FSHN 1107.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Produce technical illustrations <u>(flats)</u> by hand and using <u>Adobe</u> Illustrator
CLO #2	Compare and contrast <u>fashion</u> ~~design~~ illustrations, flats, and floats

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

CLO #3	<u>Use Illustrator's pen tool and brush tool effectively for technical drawing</u> ~~Create brush, pattern, and detail libraries in Illustrator~~
CLO #4	<u>Create and apply basic brushes, patterns, and detail libraries in Illustrator</u> ~~Create spec sheets and tech packs~~
CLO #5	<u>Develop basic spec sheets and technical packages (tech packs) to industry standards</u> ~~Apply an orientation to detail in illustration~~
<u>CLO #6</u>	<u>Apply precision and detail-oriented thinking to technical drawings</u>
<u>CLO #7</u>	<u>Build basic garment structures</u>
<u>CLO #8</u>	<u>Work efficiently with layer management, reflection tools, and vector-based techniques</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, problem solving, model making, and practice of illustration skills.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>25</u> ~~10~~	<u>A variety of minor assignments</u> ~~Presentation assignment~~
Project	<u>25</u> ~~30~~	Micro-collection project
Project	25	Final project
~~Assignments~~	~~15~~	~~Research and preparation assignment~~
Final Exam	15	<u>Final exam</u>
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 33

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 18 ~~13~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to flat drawing and illustrator ~~Introduction to technical illustration~~

Creating basic garments ~~Introduction to Adobe Illustrator and vector images~~

Understanding the pen tool ~~Design and illustration in detail~~

Using layers and reflection tools ~~The differences between rendering fashion illustrations, flats, and floats~~

Brush tool vs. pen tool ~~Design details, finishing details, and illustrative details~~

Adding details to flats ~~Creating pattern, brush, and design element libraries~~

Building pattern and brush libraries ~~Spec sheets and tech packs~~

Course Topics:

Applying brushes and patternsRefining digital workflow

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

Provide a link to the proposal for this proposal.

Provide a link to the proposal for this proposal.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Andrea Korens (akorens) (09/10/25 3:23 pm): Rollback: Edits & course number changes required

Darija Rabadzija (drabadzija) (10/08/25 11:31 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.

Course Change Request

Date Submitted: 10/29/25 10:53 am

Viewing: **FSHN 1301 : Fashion Cycle 5**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:31 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Fashion Cycle 5

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:36 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:14 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:41 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 11:42 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Fashion Cycle 5

Subject Code:

FSHN - Fashion Design & Production

Course Number 1301

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code CO

Bridge Billing Hours 3

Bridge Course Level 30

Course Description:

Fashion Cycle 5 engages students in the full cycle of fashion production as they continue to apply and build on skills learned in previous Fashion Cycles and other courses. In a fast paced, hands-on environment, students will collaborate in small groups to design, draft, and construct office attire for donation. Students will create a size 12-16 or men's wear look from deadstock fabrics and work with a local factory to assess costing. The course emphasizes technical construction, sustainability, cost analysis, and industry-level documentation while mimicking the pressures and problem-solving required in real-world apparel production environments. ~~Fashion Cycle 5 engages students in the full cycle of fashion production while implementing and building on skills learned in Fashion Cycles 1-4 and other courses. This course immerses students in a fast-paced production process, from design conception to sales, and students will collaborate to produce a small collection of office attire for a niche body type and create branding for their garment label~~

Course Pre-Requisites (if applicable):

FSHN 1203, FSHN 1209, FSHN 1211. ~~FSHN 1203:~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<u>Design a cohesive business look</u> ~~Apply design and illustration skills~~
CLO #2	<u>Produce apparel in size 12-16 or men's wear</u> ~~Explore methods for sourcing fabric in a local environment~~

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

CLO #3	Apply pattern drafting and yielding skills <u>in size 12-16 or men's wear</u>
~~CLO #4~~	~~Create a sequence of construction and construct a product~~
<u>CLO #4</u>	<u>Discuss the benefits and use deadstock fabrics to create market ready apparel</u>
CLO #5	<u>Create and execute a sequence of construction and perform advanced machine sewing techniques</u> ~~Perform machine sewing techniques and operate industrial machines and pressing equipment~~
CLO #6	<u>Create refined specification sheets and assess costing for factory based production</u> ~~Strategize costing~~
CLO #7	<u>Conduct quality control assessment and prepare product for donation</u> ~~Prepare product for sale~~
CLO ~~#8~~ <u>#9</u>	<u>Value self-reflection and feedback from others as a method of insight and developing personal accountability</u> ~~Reflect on learning~~
CLO ~~#9~~ <u>#8</u>	<u>Conduct a fitting and execute pattern modification</u> ~~Identify and describe the stages in a fashion cycle~~
CLO #10	<u>Discuss collection development in relation to a fashion production cycle and opportunities to give back to community</u> ~~Manage time effectively in a production environment~~
CLO #11	<u>Develop a production workflow and simulate assembly-line garment construction in teams</u> ~~Work effectively as part of a production team~~

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, simulation, problem solving, model making, practice of illustration, drafting, and sewing skills, and reflective discussion.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Individual <u>assignments on</u> ~~assignments:~~ design and production
Project	35	<u>Group assignments on design and production</u> ~~Final product: design and production and marketing~~
Assignments	<u>10</u> ~~15~~	Reflection on product and process
Assignments	5	Self evaluation
Assignments	5	Peer evaluation
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 63 ~~69~~

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20 ~~30~~

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

Check all that apply:

Lab

Hours in Category 2: 43 ~~39~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Trend and market research

Branding and brand identity

Design to a brief

Flat illustrations, spec sheets, tech packs

Designing for different body types

Pattern drafting techniques and & preparing a pattern for production

Sewing and construction techniques

Costing

Sourcing and selecting fabric

Components of product (branding, care label, trims, etc)

Creating a sequence of construction

Creating an assembly line

Planning a production cycle

Reflection and evaluation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Course Change Request

New Course Proposal

Date Submitted: 10/29/25 11:33 am

Viewing: **FSHN 1309 : Intro to Pattern Grading**

Last edit: 11/18/25 1:31 pm

Changes proposed by: smurray

Programs
referencing this
course
[42: Fashion Design & Production Diploma](#)

Course Name:
Introduction to Pattern Grading

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

- 1. 6022 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Curriculum Committee
- 5. Education Council
- 6. CS Associate Registrar
- 7. Banner

Approval Path

- 1. 10/29/25 11:42 am
Sarah Murray (smurray):
Approved for 6022 Leader
- 2. 11/04/25 1:14 pm
Andrea Korens (akorens): Approved for Senior PC
- 3. 11/06/25 12:13 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
- 4. 12/01/25 4:15 pm
Darija Rabadzija (drabadzija):
Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8686

Banner Course Name: Intro to Pattern Grading

Subject Code: FSHN - Fashion Design & Production

Course Number: 1309

Year of Study: 2nd Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Pattern grading is the practice of developing a pattern size range from a base pattern size. In this course, students apply concepts in sizing and proportion to grade patterns by hand using different techniques.

Course Pre-Requisites (if applicable):

FSHN 1209.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Interpret and distribute measurements proportionally
CLO #2	Analyze and discuss a measurement chart in relation to pattern grading
CLO #3	Grade simple garments using manual techniques

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

CLO #4 Discuss the purpose, methods, and limitations of pattern grading

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	A variety of group in-class assignments
Assignments	30	Individual assignments
Final Exam	20	Final exam
Quizzes/Tests	5	Course content quizzes
Participation	10	Professionalism, preparedness, and contributions to the class community

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 24

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15

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

Check all that apply:

Lab

Hours in Category 2: 9

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Pattern grading concepts and theories

Pattern grading manually using a ruler and a grading machine

Pattern grading with basic blocks

Applying block grading to styled patterns

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

Course Change Request

Date Submitted: 10/29/25 10:54 am

Viewing: **FSHN 1313 : Fabric and Textile Studies**

Last approved: 02/11/22 5:38 am

Last edit: 11/04/25 11:46 am

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Fabric and Textile Studies

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 12:53 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:16 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:42 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 11:47 am
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 11, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	664-443-8668

Banner Course
Name:

Fabric and Textile Studies

Subject Code:

FSHN - Fashion Design & Production

Course Number 1313

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

Fabric and Textile Studies investigates various materials, processes and approaches to transforming fibres into fabrics. Students will develop an awareness of how various paradigms — from community to industry — impact the cost, significance, sustainability, and performance of a final design. Students will identify and create textile projects with cultural significance as well as commercial viability. They will develop an understanding of fabric selection in design through hands-on experience. They will be encouraged to examine factors that contribute to the sustainability of a fabric, through a deeper understanding of the textile supply chain, from raw materials to fabrics and finishings. ~~This course offers insight into the components, properties, and production of a variety of apparel fabrics, and will prompt students to demonstrate their understanding of these concepts in real-world fashion industry applications, including fabric selection in design, fabric testing, and sourcing. The course will also examine innovations and ethical issues in the textile industry.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

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

CLO #1	Describe textile production from fibre to finished fabric <u>and its impact on performance, sustainability and end use of fabric</u>
CLO #2	Discuss the properties of various fibres and fabrics
CLO #3	<u>Discuss textiles through a historical and cross-cultural lens</u> ~~Apply fabrics appropriately in the design process~~
<u>CLO #4</u>	<u>Conduct hands-on labs to develop proficiency in fabric selection, and fabric production</u>
<u>CLO #5</u>	<u>Experiment with fabrics and processes for various end-uses, considering durability, drape and function</u>
CLO #6 #4	<u>Critically examine</u> ~~Think critically about~~ ethical and environmental issues in the fashion industry

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, research projects, conducting experiments, problem solving, and field trips.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Swatch <u>Project</u> ~~project~~
<u>Assignments</u> ~~Final Exam~~	15	<u>A selection of core concept assignments</u>
Midterm Exam	<u>10</u> ~~15~~	<u>Midterm exam</u>
Lab Work	<u>10</u> ~~25~~	<u>Fibre, fabric and dye</u> ~~in-class labs~~
<u>Assignments</u> ~~Quizzes/Tests~~	10	<u>Innovative textile design</u>
<u>Assignments</u>	<u>15</u>	<u>Design idea</u>

Type	Percentage	Brief description of assessment activity
Participation	<u>10</u> 5	<u>Professionalism, preparedness, and contributions to the class community</u> Professionalism

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 42

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 20 ~~30~~

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

Check all that apply:

Lab

Hours in Category 2: 22 ~~12~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Textile production ~~Fabric care~~

Fabric performance ~~Textile regulations~~

Sustainability and end of life in the textile industry ~~Ethics & the environment in the textile industry~~

Course Topics:

Fibre and fabric types ~~New technology in textiles~~

Historical and cross-cultural textile considerations ~~Sourcing fabrics~~

Fabric selection ~~Matching the fabric to the design, and vice versa~~

Fabric processes for various end-uses such as waterproofing, durability, drape and function ~~Fabric production~~

Personal connections to fibre ~~Fibre properties~~

Dye methods ~~Fabric testing~~

Labelling laws

Textile innovation

Fabric care

Finishing

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 10/29/25 10:54 am

Viewing: **FSHN 1315 : Tech Fashion Illustration 2**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:32 pm

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Tech Fashion Illustration 2

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:34 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:18 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:31 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:42 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 12:04 pm
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Tech Fashion Illustration 2

Subject Code:

FSHN - Fashion Design & Production

Course Number 1315

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code CO

Bridge Billing Hours 3

Bridge Course Level 30

Course Description:

This course builds on the skills learned in Technical Fashion Illustration 1, focusing on the application of Illustrator for technical design, garment construction detailing, and industry-standard product documentation. Students will develop advanced spec sheets and comprehensive tech packs, learning how to effectively communicate garment construction details to manufacturers and industry professionals. The course emphasizes file organization, professional layouts, and digital accuracy, ensuring students can prepare production-ready technical packages. ~~This course builds on skills learned in Technical Fashion Illustration 1 and introduces artistic applications of Illustrator and Photoshop. Students will develop an extensive library of brushes, patterns, and design details for future use and will experiment with layout, typography, and other graphic design elements to convey individual aesthetic~~

Course Pre-Requisites (if applicable):

FSHN ~~1105, FSHN 1207, FSHN~~ 1215.

Course Co-requisites (if applicable):

FSHN 1207.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Produce detailed technical illustrations using <u>Adobe</u> Illustrator

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

CLO #2	Create an extensive <u>digital</u> library of <u>stitches, trims</u> , details, ~~textures~~ , and <u>garment construction design</u> elements
~~CLO #3~~	~~Create print design and surface texture using Illustrator and Photoshop~~
CLO ~~#3~~ #4	<u>Develop accurate, professional-quality spec sheets for apparel production</u> ~~Create detailed spec sheets and tech packs~~
CLO ~~#4~~ #5	<u>Assemble and re-order comprehensive tech packs, including graded specs, bill of materials (BOMs), and assembly details</u> ~~Apply basic graphic design principles in various contexts~~
CLO ~~#5~~ #6	<u>Utilize layer organization, pattern fills, and vector adjustments to streamline technical drawings</u> ~~Apply a general working knowledge of Photoshop~~
CLO #6	<u>Communicate garment construction details through callouts, material specs, and finishing notations</u>
CLO #7	<u>Format multi-page technical packages for seamless digital submission and printing</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, problem-solving, model making, practice of illustration skills.~~

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
~~Project~~	~~25~~	~~Photoshop project~~
Project	<u>25</u> ~~20~~	Illustrator project
Assignments	20	Spec assignment
Assignments	<u>35</u> ~~20~~	Tech pack assignment
Final Exam	10	<u>Illustrator proficiency test</u>
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u>

Type	Percentage	Brief description of assessment activity
		Professionalism

Hours by Learning Environment Type

To complete this section:

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

Note: 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 65

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 30 40

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

Check all that apply:

Lab

Hours in Category 2: 30 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Illustrator review and file organization ~~Development of a thorough design library as a resource for future projects~~

Advanced brushes and symbols ~~Print development and surface design/texture~~

Creating spec sheets - part 1 and part 2 ~~Experimentation with typography, layout, and other graphic design elements~~

Tech packs ~~Creating technical illustrations for more complex garments and details~~

Course Topics:

Building a BOM (bill of materials) ~~Introduction to Adobe Photoshop~~

Garment construction notations ~~Using Photoshop as an artful tool and as a component of personal aesthetic~~

Graded specs and tolerance

Multi-page formatting

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Andrea Korens (akorens) (09/10/25 3:23 pm): Rollback: Edits & course number changes required

Darija Rabadzija (drabadzija) (10/08/25 11:31 am): Rollback: rollback

Course Change Request

New Course Proposal

Date Submitted: 10/29/25 10:55 am

Viewing: **FSHN 1317 : Fashion Exploration**

Last edit: 11/18/25 1:10 pm

Changes proposed by: smurray

Programs
referencing this
course
[42: Fashion Design & Production Diploma](#)

Course Name:
Fashion Exploration

Effective Date:September 2026

School/Centre:Continuing Studies

Is this a non-credit course?No

Department:Fashion Design (6022)

Contact(s)

In Workflow

1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee
5. Education Council
6. CS Associate
Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray
(smurray):
Approved for 6022
Leader
2. 09/10/25 3:23 pm
Andrea Korens
(akorens): Rollback
to 6022 Leader for
Senior PC
3. 09/16/25 3:07 pm
Sarah Murray
(smurray):
Approved for 6022
Leader
4. 10/07/25 11:07 am
Andrea Korens
(akorens): Approved
for Senior PC
5. 10/07/25 4:29 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean

6. 10/08/25 11:32 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:43 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 12:59 pm
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course Fashion Exploration
 Name:

 Subject Code: FSHN - Fashion Design & Production

 Course Number 1317

 Year of Study 1st Year Post-secondary

 Credits: 2.0

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description:

Fashion Exploration empowers students to explore their creative identities through self-directed learning, experimentation, and reflection. Centered on the philosophy of process over product, students will pursue a personally meaningful project - supported by instructors, mentors, and peers. Through fearless play, research, iteration, and documentation, students will gain the confidence to express their voice as designers while bridging personal curiosity with real-world design thinking.

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	Lead a self-directed project rooted in personal curiosity or a creative question
CLO #2	Create and follow a learning plan with clear goals, methods, and milestones
CLO #3	Explore ideas through hands-on experimentation
CLO #4	Document and reflect on process using visuals, notes, and journaling
CLO #5	Seek feedback and apply it to shape their creative direction
CLO #6	Present work in an engaging format that highlights process over product
CLO #7	Explore identity, interests, and strengths as emerging designers
CLO #8	Investigate real-world challenges through an industry or community lens
CLO #9	Build creative confidence through time management and self-assessment

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative

activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	A variety of minor assignments
Assignments	35	Project plan and process documentation
Project	35	Midterm and final project
Other	10	Critique and feedback implementation
Participation	10	Professionalism, preparedness, and contributions to the class community

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 40

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15

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

Check all that apply:

Lab

Hours in Category 2:

25

273

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

The power of process: Why what you learn along the way matters most

Curiosity as compass: How to form meaningful questions and identify real-world problems to explore

Experimental techniques: Low stakes testing, play, and prototyping

Iteration: Pushing a concept beyond the first idea

Research beyond the internet: Observing, interviewing, collecting, sensing

Documenting the journey: Journals, visuals, mind maps, mood boards

Creative problem solving: Bridging your creativity with industry needs and imagining possible solutions

Personal identity in design: What makes your project yours—your story, values, and perspective

Navigating feedback: Listening, filtering, and evolving

Time and energy management: Setting realistic goals

Presentation as expression: Finding the right format for your story

Self-assessment: Reflecting on what you learned, not just what you made

Creative confidence: Letting go of perfection and embracing failure as part of the process

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

Rationale and Consultations

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

Yes

Course Change Request

Date Submitted: 10/29/25 10:55 am

Viewing: **FSHN 1319 : Textile Surface Design**

Last approved: 06/22/21 4:37 am

Last edit: 10/29/25 10:55 am

Changes proposed by: smurray

Programs
referencing this
course

[41: Fashion Design & Production Certificate](#)

[42: Fashion Design & Production Diploma](#)

Course Name:

Textile Surface Design

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:07 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:45 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:20 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:32 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:43 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 1:00 pm
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Jun 22, 2021 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
<u>Sarah Murray</u> ~~Andrea Korens~~	<u>smurray@vcc.ca</u> ~~akorens@vcc.ca~~	<u>604-443-8668</u> ~~8661~~

Banner Course Textile Surface Design
Name:

Subject Code: FSHN - Fashion Design & Production

Course Number 1319

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

In Textile Surface Design students explore the manipulation of fabrics and the use of print and dye techniques to create a variety of surface designs and textures. They also learn to document their process to support problem-solving and the replication of surface design outcomes. ~~This course deals with the manipulation of fabrics and the use of print and dye techniques to create a variety of surface designs and textures. Students will be taught to document methods and results to assist with problem solving, and to facilitate the replication of technique.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create a variety of surface designs on fabric
CLO #2	Practice accurate documentation of the surface design process
CLO #3	Manage time effectively when creating surface designs
<u>CLO #4</u>	<u>Apply appropriate dye or print to chosen fabrics</u>

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

<u>CLO #5</u>	<u>Describe the health and safety considerations when working in a dye lab/studio/home studio</u>
<u>CLO #6</u>	<u>Discuss the environmental and ethical impacts of colour on cloth</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, practice of surface design techniques, conducting experiments, problem solving, and model making.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Midterm project: yardage
<u>Assignments</u>	<u>10</u>	<u>A variety of short in-class assignments</u>
Assignments	<u>10</u> ~~15~~	<u>Sample</u> ~~Set 1 sample~~ book: techniques
Assignments	<u>10</u> ~~20~~	<u>Sample</u> ~~Set 2 sample~~ book: colourants
Project	30	Final project: garment
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 30 ~~25~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Principles of fabric design

Fibre classifications

Printing techniques

Colour theory

Fabric dyes

Sustainable and ethical practices ~~Felt making~~

Surface design documentation

Time management

Health and safety and dye labs

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

Course Change Request

Date Submitted: 10/29/25 10:56 am

Viewing: **FSHN 2109 : Computer Aided Drafting**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:32 pm

Changes proposed by: smurray

Programs
referencing this
course

[42: Fashion Design & Production Diploma](#)

Course Name:

Computer Aided Drafting

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:24 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:08 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 1:43 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:21 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:32 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:44 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 1:46 pm
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Computer Aided Drafting

Subject Code:

FSHN - Fashion Design & Production

Course Number 2109

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

Computer Aided Drafting (CAD) software brings efficiency and ease of transport to the pattern drafting process. This course teaches students to draft, manipulate, and digitize patterns using Gerber software and hardware. Students will also learn how to apply grading concepts to generate a size range and create markers for efficient fabric use.

Course Pre-Requisites (if applicable):

FSHN 1309. ~~FSHN 1209, FSHN 1211.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Navigate Gerber pattern making software platform
CLO <u>#2</u> ~~#4~~	Apply critical thinking to solve <u>computer aided drafting (CAD)</u> ~~CAD~~ design problems
CLO <u>#3</u> ~~#2~~	Digitize manual patterns <u>into CAD digital file formats</u>

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

CLO ~~#3~~ <u>#4</u>	Draft and manipulate simple patterns using Gerber software
<u>CLO #5</u>	<u>Add and modify seam allowances on pattern pieces using Gerber Pattern Design System</u>
<u>CLO #6</u>	<u>Accurately measure patterns using Pattern Design System measure functions</u>
<u>CLO #7</u>	<u>Create markers for efficient use of material</u>
<u>CLO #8</u>	<u>Set up grading tables using Gerber software and apply the grade rule coordinates using Pattern Design System</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, demonstration, model making, problem solving, simulations, and practice of various drafting techniques.~~

Evaluation and Grading

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

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	<u>A variety of in-class Gerber related assignments</u> ~~In-class assignments~~
<u>Project</u> ~~Assignments~~	35	<u>Two major projects</u> ~~Major assignments~~
Quizzes/Tests	10	<u>Gerber usage</u> ~~Quizzes~~
Final Exam	<u>10</u> ~~15~~	<u>Final Exam</u>
Participation	<u>10</u> ~~5~~	<u>Professionalism, preparedness, and contributions to the class community</u> ~~Professionalism~~

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 45.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 ~~20~~

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

Check all that apply:

Lab

Hours in Category 2: 30.5 ~~25.5~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

CAD patternmaking and Gerber software ~~Intro to Gerber software and hardware~~

Digitizing patterns and computer aided drafting (CAD) file formats ~~Digitizing patterns~~

Pattern cards and models in Gerber ~~Introduction to Pattern Drafting System (PDS)~~

Pattern manipulation functions in Gerber ~~Drafting and manipulating patterns in PDS~~

Walking off patterns in Gerber ~~Introduction to plotting~~

Printing and plotting

Seam allowances in Gerber

Measurement functions in Gerber

CAD design problem solving

Course Topics:

[Markers](#)[Grading patterns in Gerber](#)

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Andrea Korens (akorens) (09/10/25 3:24 pm): Rollback: Edits & course number changes required

Darija Rabadzija (drabadzija) (10/08/25 11:32 am): Rollback: rollback

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 10/29/25 10:57 am

Viewing: **FSHN 2117 : Project Final 1**

Last edit: 11/18/25 1:11 pm

Changes proposed by: smurray

Programs
referencing this
course
[42: Fashion Design & Production Diploma](#)

Course Name:
Project Final 1

Effective Date:September 2026

School/Centre:Continuing Studies

Is this a non-credit course?No

Department:Fashion Design (6022)

Contact(s)

In Workflow

1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee
5. Education Council
6. CS Associate
Registrar
7. Banner

Approval Path

1. 10/07/25 11:16 am
Sarah Murray
(smurray):
Approved for 6022
Leader
2. 10/07/25 11:25 am
Andrea Korens
(akorens): Approved
for Senior PC
3. 10/07/25 4:30 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 10/08/25 11:32 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
5. 10/29/25 11:44 am
Sarah Murray
(smurray):
Approved for 6022
Leader
6. 11/04/25 1:05 pm
Andrea Korens

²⁸⁶
(akorens): Approved
for Senior PC
7. 11/06/25 12:14 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
8. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course Project Final 1
Name:

Subject Code: FSHN - Fashion Design & Production

Course Number 2117

Year of Study 2nd Year Post-secondary

Credits: 6.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Project Final 1 provides students with personalized guidance and consultation as they conceptualize their final projects, which may include a runway collection or a product line. The focus is on effectively planning the necessary time, materials, and human resources, and anticipating and mitigating potential setbacks while maintaining their original vision. Additionally, students will bring their projects to life by executing the first look, engaging in the full cycle of fashion production. The final garments will be showcased in a professional photoshoot.

Course Pre-Requisites (if applicable):

FSHN 1301, FSHN 1313, FSHN 1315, FSHN 1319.

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	Conceptualize, refine and present a comprehensive plan for their garment collection concept
CLO #2	Follow and adapt a detailed timeline and resource plan for their collection creation
CLO #3	Address challenges creatively and make necessary adjustments while maintaining integrity of vision
CLO #4	Research and source creative skills and techniques
CLO #5	Design a cohesive collection of garments
CLO #6	Draft, sew, and construct the first look of their garment collection
CLO #7	Efficiently manage resources in a fashion production environment
CLO #8	Artistically direct a photoshoot for the first look of their collection

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

C (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Conceptualization and timeline assignments
Project	25	Design pack, testing and sampling
Project	25	Project final look one
Reflection	10	Reflection and self-evaluation
Participation	10	Professionalism, preparedness, and contributions to the class community

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 154

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 25

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

Check all that apply:

Lab

Hours in Category 2: 129

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Conceptualization of final project
Resource research and management
Timelines and work schedule
Anticipating and planning for potential setbacks
Organization and presentation of plan
Photoshoots
Runway shows
Creative problem-solving strategies
Self-care
Decision making
Execution of look one

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

Pro

Additional Information

Course Change Request

Date Submitted: 10/29/25 10:58 am

Viewing: **FSHN 2205 : Overseas Production**

Last approved: 02/25/22 5:23 am

Last edit: 11/18/25 1:32 pm

Changes proposed by: smurray

Programs
referencing this
course

[42: Fashion Design & Production Diploma](#)

Course Name:

Overseas Production

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:24 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:08 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 2:33 pm
Andrea Korens (akorens): Approved for Senior PC
5. 10/08/25 9:22 am
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:32 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:45 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 1:11 pm
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:14 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani
2. Feb 25, 2022 by
Andrea Korens
(akorens)

Name	E-mail	Phone/Ext.
Andrea Korens	akorens@vcc.ca	604-443-8661
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Overseas Production

Subject Code:

FSHN - Fashion Design & Production

Course Number 2205

Year of Study 2nd Year Post-secondary

Credits: 1.5

Bridge College Code CO

Bridge Billing Hours 1.5

Bridge Course Level 30

Course Description:

Overseas Production introduces students to the globalized nature of apparel production, focusing on the end-to-end process of manufacturing garments overseas. Students will develop practical industry skills in sourcing, tech pack creation, factory communication, quality control, costing, compliance, and production troubleshooting. Through hands-on exercises, students will learn to navigate supplier relationships, ensure production accuracy, and problem-solve common manufacturing challenges. Ethical considerations and sustainability practices will also be examined to align with responsible global production practices. ~~The fashion industry is a global industry, and the fashion designer will often need to communicate with production partners all over the world. In this course, the student will be introduced to offshore production, and the communication techniques required for working in real-world global business environments.~~

Course Pre-Requisites (if applicable):

FSHN 1315. ~~FSHN 1215, FSHN 1301.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, products/portfolio, demonstration, interview, and/or external evaluation.

Course Learning

Outcomes (CLO):

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

CLO #1	<u>Source and evaluate overseas factories based on minimum order quantity, pricing, and ethical considerations</u> ~~Create detailed specification (spec) sheets and technical packages (tech packs) for offshore production~~
CLO #2	<u>Develop and refine detailed tech packs, including construction, bill of materials, and comments pages</u> ~~Apply resourcefulness in material and labor sourcing~~
CLO #3	<u>Communicate effectively with manufacturers</u> ~~Plan an off-shore production cycle~~
CLO #4	<u>Assess prototypes and production samples, providing clear feedback through comment pages</u> ~~Discuss relevant laws, regulations, and restrictions in importing and exporting~~
CLO #5	<u>Calculate production costs, including materials, labour, tariffs, and shipping logistics</u> ~~Discuss ethical issues inherent in offshore production~~
CLO #6	<u>Identify compliance regulations for labeling, duty, and legal import/export requirements</u> ~~Consider language and cultural barriers in communication~~
<u>CLO #7</u>	<u>Discuss bulk production challenges and troubleshoot common manufacturing errors</u>

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing. ~~Lecture, research projects, problem solving, simulation, model making, and case studies.~~

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

C (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<u>40</u> ~~30~~	<u>A variety of in class assignments</u> ~~in-class assignments~~
Project	<u>15</u> ~~20~~	<u>Factory sourcing and communication project</u> ~~Resource project~~
Assignments	<u>25</u> ~~15~~	<u>Tech pack and production packages</u>
<u>Assignments</u> ~~Quizzes/Tests~~	10	<u>Fitting assignment</u> ~~Quizzes~~

Type	Percentage	Brief description of assessment activity
Final Exam	20	
Participation	<u>10</u> 5	<u>Professionalism, preparedness, and contributions to the class community</u> Professionalism

Hours by Learning Environment Type

To complete this section:

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

Note: 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 33

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 15 20

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

Check all that apply:

Lab

Hours in Category 2: 15 13

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Introduction to overseas manufacturing and ethical considerations ~~Introduction to offshore production~~

Minimum order quantity (MOQ), costs and supplier communication ~~Sourcing~~

Course Topics:

Tech pack development ~~Lead times for quotes, sampling, and production~~

Tech pack revisions ~~Logistics~~

~~Laws, regulations and restrictions in importing and exporting~~

Fitting and prototyping ~~Offshore sales~~

Pre-production sample (PPS) and production approval ~~Specs & tech packs for offshore production~~

Bill of materials (BOM) and costing ~~Language vs. visual communications~~

Compliance, labeling, and shipping ~~Cultural awareness and sensitivity~~

Production handoff and troubleshooting ~~Ethical issues in offshore production~~

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

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 10/29/25 11:25 am

Viewing: **FSHN 2217 : Project Final 2**

Last edit: 11/18/25 1:20 pm

Changes proposed by: smurray

Programs
referencing this
course

[42: Fashion Design & Production Diploma](#)

Course Name:
Project Final 2

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 10/07/25 11:16 am
Sarah Murray (smurray): Approved for 6022 Leader
2. 10/07/25 11:27 am
Andrea Korens (akorens): Approved for Senior PC
3. 10/07/25 4:34 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 10/07/25 4:38 pm
Todd Rowlatt (trowlatt): Rollback to CCS Dean for Curriculum Committee
5. 10/07/25 4:39 pm
Adrian Lipsett (alipsett): Approved for CCS Dean

6. 10/08/25 11:32 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 10/29/25 11:45 am
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 11/04/25 1:49 pm
Andrea Korens
(akorens): Approved
for Senior PC
9. 11/06/25 12:14 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
10. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course Project Final 2
 Name:

 Subject Code: FSHN - Fashion Design & Production

 Course Number 2217

 Year of Study 2nd Year Post-secondary

 Credits: 6

Bridge College Code
 Bridge Billing Hours
 Bridge Course Level

Course Description:

Building on Project Final 1, students will finalize their projects, which may include a runway collection or a product line. With guidance and consultation, students will engage in the full cycle of fashion within the context of their own creative and entrepreneurial visions. Students will present their completed projects highlighting their journey and achievements at a showcase event.

Course Pre-Requisites (if applicable):

FSHN 2117.

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	Draft, sew, and construct a collection of garments
CLO #2	Follow and adapt a detailed timeline and resource plan for a creative project
CLO #3	Efficiently manage resources in a fashion production environment
CLO #4	Make adjustments to a plan while maintaining integrity of vision
CLO #5	Solve production problems creatively
CLO #6	Make decisions in a production setting
CLO #7	Present a creative project professionally and appropriately for target audience
CLO #8	Apply ethical practices and sustainability practices outlined in a production plan

Instructional**Strategies:**

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

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

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	35	Final product completion
Lab Work	25	Execution of process
Assignments	10	Showcase related assignments
Other	10	Industry evaluation
Reflection	10	Reflection and self evaluation
Participation	10	Professionalism, preparedness, and contributions to the class community

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 154

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Lab

Hours in Category 2: 154

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Execution of final project

Creative problem solving strategies

Resource and personal management

Timeline and work schedule

Anticipating and planning for potential setbacks

Making decisions

Fashion show production

Project presentation

Drafting

Sewing

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

Course Change Request

New Course Proposal

Date Submitted: 10/29/25 11:26 am

Viewing: **FSHN 2309 : 3D Pattern Making**

Last edit: 10/29/25 11:26 am

Changes proposed by: smurray

Programs
referencing this
course
[42: Fashion Design & Production Diploma](#)

Course Name:
3D Pattern Making

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

- 1. 6022 Leader
- 2. Senior PC
- 3. CCS Dean
- 4. Curriculum Committee
- 5. Education Council
- 6. CS Associate Registrar
- 7. Banner

Approval Path

- 1. 09/16/25 3:19 pm
Sarah Murray (smurray):
Approved for 6022 Leader
- 2. 10/07/25 11:10 am
Andrea Korens (akorens): Approved for Senior PC
- 3. 10/07/25 4:32 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
- 4. 10/08/25 11:32 am
Darija Rabadzija (drabadzija):
Rollback to Initiator
- 5. 10/29/25 11:45 am
Sarah Murray (smurray):
Approved for 6022 Leader
- 6. 11/04/25 1:40 pm
Andrea Korens

302
(akorens): Approved
for Senior PC
7. 11/06/25 12:14 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
8. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course 3D Pattern Making
Name:

Subject Code: FSHN - Fashion Design & Production

Course Number 2309

Year of Study 2nd Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In 3D Pattern Making, students will explore the intersection of fashion design and 3D digital software. Learners will perform sewing and simulation tasks in both 2D and 3D environments and create and manipulate digital avatars, gaining a comprehensive understanding of garment construction in 3D spaces. Students will also learn to import and integrate Gerber patterns into the 3D platform, bridging traditional and digital workflows. By the end of the course, students will be able to create, simulate, and print professional-quality 3D garment designs.

Course Pre-Requisites (if applicable):

FSHN 1207, FSHN 1315, FSHN 2109.

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 basic concepts and navigation of 3D software
CLO #2	Create and manipulate avatars in 3D software
CLO #3	Perform sewing and simulation tasks in both 2D and 3D environments
CLO #4	Apply fabric properties in 3D software
CLO #5	Import and integrate Gerber patterns into 3D software
CLO #6	Create and print 3D garment designed simulations

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	35	A variety of minor projects

Type	Percentage	Brief description of assessment activity
Assignments	30	A variety of minor assignments
Quizzes/Tests	5	3D software workspace quiz
Midterm Exam	10	Midterm exam
Final Exam	10	Final exam
Participation	10	Professionalism, preparedness, and contributions to the class community

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 35

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 10

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

Check all that apply:

Lab

Hours in Category 2: 25

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics:

3D software operation & navigation

Measuring bodies and creating avatars

Sewing in 3D basic functions and applications

Application of garment alterations and details in 3D

Importing Gerber patterns to 3D software

Design development in 3D using imported references

Printing and presentation with 3D software

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Darija Rabadzija (drabadzija) (10/08/25 11:32 am): Rollback: rollback

Course Change Request

New Course Proposal

Date Submitted: 10/29/25 11:25 am

Viewing: **FSHN 2315 : Fashion Portfolio 2**

Last edit: 11/19/25 11:28 am

Changes proposed by: smurray

Programs
referencing this
course
[42: Fashion Design & Production Diploma](#)

Course Name:
Fashion Portfolio 2

Effective Date:September 2026

School/Centre:Continuing Studies

Is this a non-credit course?No

Department:Fashion Design (6022)

Contact(s)

In Workflow

1. 6022 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee
5. Education Council
6. CS Associate
Registrar
7. Banner

Approval Path

1. 10/07/25 11:16 am
Sarah Murray
(smurray):
Approved for 6022
Leader
2. 10/07/25 11:24 am
Andrea Korens
(akorens): Approved
for Senior PC
3. 10/07/25 4:30 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 10/08/25 11:32 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
5. 10/29/25 11:45 am
Sarah Murray
(smurray):
Approved for 6022
Leader
6. 11/04/25 1:08 pm
Andrea Korens

307
(akorens): Approved
for Senior PC
7. 11/06/25 12:14 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
8. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course Fashion Portfolio 2
Name:

Subject Code: FSHN - Fashion Design & Production

Course Number 2315

Year of Study 2nd Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The fashion portfolio is an essential tool for showcasing a designer's skills, technical proficiency, and creative identity. In this course, students will conceptualize, curate, and produce an industry-standard digital portfolio of their work throughout the program. Students will learn to critically edit and present their collections, ensuring cohesion, brand alignment, and clarity in communicating their design aesthetic. Students will explore formatting, layout, and professional presentation techniques while refining their unique creative voice.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

FSHN 2117.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Communicate designs, ideas, and mood as part of a cohesive collection
CLO #2	Critically edit, select, and curate creative work for industry relevance
CLO #3	Use design software (Adobe Photoshop, Illustrator, InDesign) to create a digital portfolio
CLO #4	Research and source creative skills and techniques to enhance portfolio presentation
CLO #5	Consider various portfolio formats and delivery methods for different audiences
CLO #6	Develop branding and storytelling elements to strengthen their personal design identity
CLO #7	Refine their technical documentation and layout organization for portfolio clarity

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

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

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Portfolio research and development
Assignments	25	Portfolio curation and personal voice
Assignments	10	Portfolio execution and resource management
Portfolio	35	Final portfolio
Participation	10	Professionalism, preparedness, and contributions to the class community

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 28

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 14

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

Check all that apply:

Lab

Hours in Category 2: 14

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Portfolio types, industry applications, and personal branding

Curating and editing work

Target market needs

Portfolio formats, layouts, and visual storytelling

Conducting critiques

Portfolio sequence

Portfolio presentations

Accepting feedback

Professional printing techniques

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 10/29/25 11:26 am

Viewing: **FSHN 2320 : Business of Fashion**

Last edit: 12/01/25 4:12 pm

Changes proposed by: smurray

Programs
referencing this
course

[42: Fashion Design & Production Diploma](#)

Course Name:

Business of Fashion

Effective Date:

September 2026

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 08/27/25 4:51 pm
Sarah Murray (smurray):
Approved for 6022 Leader
2. 09/10/25 3:23 pm
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
3. 09/16/25 3:08 pm
Sarah Murray (smurray):
Approved for 6022 Leader
4. 10/07/25 11:18 am
Andrea Korens (akorens): Rollback to 6022 Leader for Senior PC
5. 10/07/25 11:44 am
Sarah Murray (smurray):

Approved for 6022

Leader

6. 10/07/25 12:45 pm

Andrea Korens

(akorens): Approved
for Senior PC

7. 10/07/25 4:33 pm

Adrian Lipsett

(alipsett): Approved
for CCS Dean

8. 10/08/25 11:32 am

Darija Rabadzija

(drabadzija):

Rollback to Initiator

9. 10/29/25 11:45 am

Sarah Murray

(smurray):

Approved for 6022
Leader

10. 11/04/25 1:11 pm

Andrea Korens

(akorens): Approved
for Senior PC

11. 11/06/25 12:14 pm

Adrian Lipsett

(alipsett): Approved
for CCS Dean

12. 12/01/25 4:15 pm

Darija Rabadzija

(drabadzija):

Approved for
Curriculum
Committee

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course
Name:

Business of Fashion

Subject Code: FSHN - Fashion Design & Production

Course Number 2320

Year of Study 2nd Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Business of Fashion provides foundational knowledge for building a successful brand in today's competitive market. Students explore the key aspects of sales, distribution, marketing, pricing, and sustainability while understanding how to manage finances and plan for business growth. The course focuses on providing practical skills for students to confidently navigate the business side of the fashion 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	Develop a simple business plan by identifying key elements such as mission, target audience, financial goals, and strategies for growth
CLO #2	Identify different sales and distribution models (DTC, wholesale, e-commerce) and discuss which approach fits different types of fashion brands
CLO #3	Create a basic marketing plan for a fashion brand
CLO #4	Discuss pricing strategies and financial models for growing a fashion brand

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

CLO #5	Discuss ethical and sustainable fashion practices by assessing supply chain transparency, material sourcing, and circular economy models
CLO #6	Outline the key steps to launching a fashion brand, including brand identity, budgeting, and go-to-market strategies
CLO #7	Identify basic legal and business requirements for a fashion brand, including trademarks, contracts, and ethical guidelines

Instructional

Strategies:

Instruction involves lectures, presentations, demonstrations, discussions, practical examples, and individual and team work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	A variety of core concept assignments
Quizzes/Tests	20	Quizzes on key course concepts
Project	20	Business plan for a fashion brand (combined smaller submissions- part one)
Project	20	Business plan for a fashion brand (combined smaller submissions- part two)
Participation	10	Professionalism, preparedness, and contributions to the class community

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 30

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Sales and distribution models - wholesale, direct to consumer, ecommerce

Marketing strategies for fashion brands - social media, public relations, branding

Understanding finances and balancing a budget - costing, expenses, overhead, cash flow, budget

Sustainability in fashion - ethical sourcing, repair and returns, circularity

Launching a fashion brand - concept and vision, design and product development

Legal and business requirements - copyright, trademarks, business licenses

Growth strategies for fashion businesses

Course Change Request

Date Submitted: 10/29/25 11:26 am

Viewing: **FSHN 2321 : Work Experience for**

Fashion Practicum

Last approved: 12/19/20 3:58 am

Last edit: 11/10/25 3:19 pm

Changes proposed by: smurray

Programs
referencing this
course

41: Fashion Design & Production Certificate

42: Fashion Design & Production Diploma

Course Name:

Work Experience for Fashion Design **Practicum**

Effective Date: September 2026

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Design (6022)

Contact(s)

In Workflow

1. **6022 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

Approval Path

1. 10/30/23 10:42 am
Sarah Murray
(smurray):
Approved for 6022
Leader
2. 10/30/23 1:16 pm
Claire Sauve
(csauve): Approved
for Senior PC
3. 10/30/23 2:52 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 11/22/23 2:47 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee
5. 03/27/24 2:24 pm
Azeez
Alabdulhassan
(aalabdulhassan):
Approved for CS
Associate Registrar

6. 07/17/25 12:54 pm
Darija Rabadzija
(drabadzija):
Rollback to Initiator
7. 08/27/25 4:51 pm
Sarah Murray
(smurray):
Approved for 6022
Leader
8. 09/10/25 3:24 pm
Andrea Korens
(akorens): Rollback
to 6022 Leader for
Senior PC
9. 10/07/25 11:16 am
Sarah Murray
(smurray):
Approved for 6022
Leader
10. 10/07/25 1:58 pm
Andrea Korens
(akorens): Approved
for Senior PC
11. 10/07/25 4:40 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
12. 10/08/25 11:33 am
Darija Rabadzija
(drabadzija):
Rollback to Initiator
13. 10/29/25 11:45 am
Sarah Murray
(smurray):
Approved for 6022
Leader
14. 11/04/25 1:10 pm
Andrea Korens
(akorens): Approved
for Senior PC

15. 11/06/25 12:14 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
16. 12/01/25 4:15 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee

History

1. Dec 19, 2020 by
ksamnani

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	604-443-8668

Banner Course Name: Work Experience for Fashion Practicum

Subject Code: FSHN - Fashion Design & Production

Course Number 2321

Year of Study 2nd Year Post-secondary

Credits: 4.5

Bridge College Code CO

Bridge Billing Hours 4.5

Bridge Course Level 30

Course Description:

Work Experience for Fashion Design supports students in bridging the gap between education and industry by preparing them for a successful transition into the fashion workforce. Through networking, cover letter and resume updates, and interview practice, students will gain essential tools for career development. The course focuses on a practicum placement with a local fashion or apparel company, providing real-world experience and industry connections. Students will engage in career exploration through informational interviews, setting the foundation for future professional opportunities. A practicum bridges the gap

between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will pursue and complete a practicum placement in a local fashion/apparel company.

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	Communicate skills, knowledge, and interest with a resume and cover letter and in an interview
CLO #2	<u>Conduct research on</u> ~~Research~~ a career path
CLO #3	Develop a professional network <u>by connecting with industry professionals</u>
CLO #4	Observe <u>and reflect on</u> workplace culture, norms, and expectations
CLO #5	<u>Discuss the connection between work and a meaningful life</u> ~~Request and reflect on feedback~~
<u>CLO #6</u>	<u>Utilize self-care practices for support during their career</u>
<u>CLO #7</u>	<u>Identify the next step in their career launch</u>

Instructional

Strategies:

Lecture, role-playing, work experience, research projects, practice, informational interviews, and reflective discussion ~~practice~~.

Evaluation and Grading

Grading System:

Satisfactory/Unsatisfactory

Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		<u>Networking</u> ~~Industry interview~~
Practicum		<u>Practicum report</u> ~~Practicum supervisor evaluation (rubric)~~
Assignments		<u>A variety of life and career assignments</u> ~~Practicum report~~
Assignments		Career path study
Assignments		Resume <u>and</u> & cover letter

Hours by Learning Environment Type

To complete this section:

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

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

TOTAL COURSE HOURS: 130

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 10

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

Check all that apply:

Hours in Category 2: ~~120~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Practicum

Hours in Category 3: 120

Course Topics:

Local industry and networking

Industry informational interviews

Interview skills

Workplace culture and etiquette

Resumes, cover letters, and other job search communications

Career paths

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

Provide a r

for this pr

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Darija Rabadzija (drabadzija) (07/17/25 12:54 pm): Rollback: rollback - more edits - requested by
Francesco Barillaro



DECISION NOTE

PREPARED FOR: Education Council

DATE: December 9, 2025

ISSUE: Course Deactivations

BACKGROUND:

The Registrar's Office is working on the next edition of the College catalog. To prepare for this publication, a clean-up of CourseLeaf, VCC's curriculum inventory management system (CIM), is in progress. A number of courses that are no longer taught are proposed for deactivation as part of this clean-up.

The following courses are no longer taught and proposed for deactivation:

- CCAC 1084 Communications for Health Sciences
- HAIR 1109 Salon and Spa Business 1
- HAIR 1216 Salon and Spa Business 2

RECOMMENDATION:

THAT Education Council recommends the Board of Governors approve the deactivation of CCAC 1084, HAIR 1109 and HAIR 1216.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 1, 2025