



Vancouver Community College Education Council
 Meeting Agenda
 March 8, 2022
 3:30–5:30 p.m. Videoconference

<https://vcc.zoom.us/j/65099538701?pwd=Tm5YUjVMUHdKa3IPWXhZRVewQVl5UT09>

Meeting ID: 650 9953 8701

Passcode: 728935

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		N. Mandryk	1 min		
2.	ACKNOWLEDGEMENT		N. Mandryk	1 min		
3.	ADOPT AGENDA	Approval	N. Mandryk	1 min	✓	1-2
4.	APPROVE PAST MINUTES	Approval	N. Mandryk	1 min	✓	3-7
5.	ENQUIRIES & CORRESPONDENCE	Info	N. Mandryk	1 min		
6.	BUSINESS ARISING					
	a. Institutional Readiness Report on Indigenization	Info	R. Daum, L. Heller, J. Shin, R. Noel	30 min		
	b. Annual Update – Deans and Directors Part 1	Info	R. Noel, S. Ivits	5 min		
	c. Budget Update	Info	J. Choi	15 min		
	d. Annual Update – Deans and Directors Part 2	Info	J. Gossen, A. Lipsett, C. Munro, D. McMullen	25 min		
	e. Concept Paper: Building Manager Certificate	Info	S. Khullar, C. Sauvé	5 min	✓	8-18
7.	COMMITTEE REPORTS					
	a. Curriculum Committee					
	i. New Courses: DHHE 0605-0609	Approval	A. Finley	5 min	✓	19-42
	ii. New Courses COMP 0736, 0986, 0987 & Program Update ABE Graduation Program Certificate	Approval	M. Forster	5 min	✓	43-62
	iii. New & Revised Digital Media Design Courses	Approval	S. Albert	10 min	✓	63-200
	iv. Changes to Grading Scales	Approval	T. Rowlatt	5 min	✓	201-204
	b. Policy Committee	Info	S. Kay	2 min		
	c. Appeals Oversight Committee	Info	N. Mandryk	2 min		
	d. Education Quality Committee	Info	T. Rowlatt	2 min		

Item	Topic	Action	Speaker	Time	Attachment	Page
8.	RESEARCH REPORT	Info	E. Ting	2 min		
9.	CHAIR REPORT	Info	N. Mandryk	2 min		
10.	STUDENT REPORT	Info	M. Ng	2 min		
11.	NEXT MEETING & ADJOURNMENT	Info	N. Mandryk	1 min		

Special meeting:
Academic Plan & Enrolment Plan
March 16, 3:30-4:30 p.m.

Next regular meeting:
April 12, 2022, 3:30-5:30 p.m.

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

Natasha Mandryk (Chair)
 Shantel Ivits (Vice-Chair)
 Dave McMullen
 David Wells
 Heidi Parisotto
 Ishaan Saini
 Janita Schappert
 Jessica Yeung
 Jo-Ellen Zakoor
 John Demeulemeester
 Louise Dannhauer
 Lucy Griffith
 Marcus Ng
 Poshak Sachdeva
 Sarah Kay
 Todd Rowlett

Guests

Adrian Lipsett
 Ali Oliver
 Andrew Dunn
 Claire Sauvé
 Clay Little
 Dawn Cunningham Hall
 Dennis Innes
 Elle Ting
 Francesco Barillaro
 Jennifer Gossen
 Mari Paz Vera
 Milagros Palacios Infantas
 Patris Aghakian
 Pervin Fahim
 Shaun Wong
 Shirley Lew
 Sydney Sullivan
 Tannis Morgan
 Taryn Thomson

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- N. Mandryk acknowledged the College's location on the traditional and unceded territories of the x̱m̱əθḵ'əy̱ əm (Musqueam), S̱kw̱x̱ wú7mesh (Squamish), and sə̱ilw̱ 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 February 8, 2022 agenda as amended.

Moved by J.-E. Zakoor, Seconded & CARRIED (Unanimously)

- N. Mandryk noted that the timing of item 6d) Annual Update on Affiliation Agreements may need to be adjusted.

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the January 11, 2022 minutes as presented.

Moved by S. Ivits, Seconded & CARRIED (Unanimously)

6. ENQUIRIES & CORRESPONDENCE

- N. Mandryk reported on exchanges with Academic Governance Council members (Education Council Chairs from institutions across B.C.) around definitions of micro-credentials, as well as differentiation between revised and new programs at different institutions.
- N. Degagne's 2021 Policy Report was distributed to members before the meeting; this will be a regular annual item going forward.

7. BUSINESS ARISING

a) Annual Update – Deans and Directors

- Deans and directors presented their areas' accomplishments in 2021/22 and priorities for 2022/23. Presentations were made by D. Innes, Dean of Hospitality, Food Studies & Applied Business; S. Lew, Dean of Arts & Sciences; T. Morgan, Associate Vice-President Innovation, for Library, Teaching & Learning Services; J.-E. Zakoor, Dean of Health Sciences; and L. Griffith, Associate Director, Trades, Technology & Design.
- D. Innes reported that VCC is seeking membership in the Scottish Qualifications Authority ([SQA](#)), which would give the College access to curriculum, e.g., in supply chain management.

There was a discussion about Indigenization in the school, including as part of the Hospitality Management renewal. There are plans to reinvigorate collaborations with different First Nations in the Lower Mainland around Culinary and Baking & Pastry Arts. While the amount of food production has been reduced in these programs, a certain level of production is required to meet ITA requirements and prepare students for the workplace.

The school has conducted both formal and informal surveys to evaluate educational quality through the transition to online delivery. Enrolment has been steady, and feedback on online delivery has been positive overall.

A Hospitality Management micro-credential is in development, providing an orientation to main employment pathways in the industry.

- S. Lew responded to questions about marketing for developmental programs; prioritization of marketing resources will be discussed shortly.

There was a discussion about HyFlex learning (teaching students face-to-face and remotely at the same time) and challenges of online delivery for some student groups, such as students with disabilities; students tend to prefer either fully face-to-face or fully online delivery, with little interest in hybrid models. There is a need for training to prepare students for online learning.

- T. Morgan's presentation addressed Open Educational Resources (OER) and the currently favourable climate for OER development and adaptation.
- J.-E. Zakoor outlined efforts to develop a common vision for Indigenization across the School of Health Sciences. A course on Impacts of Colonization on the Health and Wellbeing of Indigenous People was developed for the new international HCA Diploma program, and there are conversations about an introductory module for all Health Sciences students.
- L. Griffith responded to questions about infrastructure requirements for new AR/VR and design programming; technology is becoming more and more accessible, and VCC will leverage its partnerships with other institutions and businesses.

The experience with online and hybrid/HyFlex learning in traditionally hands-on trades programs was discussed, with E-pprentice offerings in Automotive trades as one successful example.

b) Draft Enrolment Plan 2022-23

- P. Aghakian presented the draft Enrolment Plan. Actual numbers were retrieved from Banner; budgeted numbers were provided by Finance, based on their consultations with each school. Part 1 of the plan provides a summary at the school level, with more details outlined in Part 2. Budgeted numbers for Continuing Studies will be included in the final draft, which will be presented to Education

Council at a special meeting on March 16. Actual numbers are as of January 19 and will be updated for the next draft.

- J. Demeulemeester requested a review of some of the actual numbers; he will connect with D. Wells and P. Aghakian. There was a discussion about budgeted numbers and expectations for the next year, particularly in view of the large increases in UT, ABE and Hospitality & Food Studies. It was later clarified that some data was included in error; D. Wells will work with Finance to correct the numbers by the March 16 meeting.

8. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Business Management Post-Degree Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the program name change from Canadian Business Management Post-Degree Diploma to Business Management Post-Degree Diploma, related changes to the program content guide and 16 courses, and new course MGMT 2010 Fundamentals of Business Law.

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

- M. Palacios Infantas presented the proposal; the original plan was to rename the Canadian Business Management Post-Degree Diploma (PDD) to Global Business Management PDD. Following the Curriculum Committee meeting, the question was raised whether “Global” accurately represented the program content. The department, in consultation with the dean and International Education, ultimately decided on the name Business Management PDD. While the program targets international students, topics such as international finance and law or globalization are not covered. The department supports the changes that were made to widen the scope of the curriculum beyond the Canadian context.
- There were questions about Indigenization in the program; this was discussed at Curriculum Committee, and the department will take a more holistic look at Indigenization during the renewal starting in the next 1-2 years.
- T. Rowlatt adjusted the motion to approval of the name change to Business Management Post-Degree Diploma.

9. BUSINESS ARISING (continued)

a) Alternative Process for Curriculum Changes during COVID-19 Pandemic

MOTION: THAT Education Council approve ending the provisional process for curriculum changes necessitated by the COVID-19 pandemic at the end of March 2022.

Moved by S. Ivits, Seconded & CARRIED (Unanimously)

- N. Mandryk outlined the provisional process for curriculum changes, which was approved in May 2020, shortly after the start of the pandemic, and later extended until the end of March 2022. The goal was to provide more flexibility for certain changes during the transition to remote delivery. As this provision was not extensively used, N. Mandryk proposed ending the process at the previously approved end date of March 2022. There was no discussion.

b) Annual Update on Affiliation Agreements

- D. Wells provided the update. Most practicum placement agreements are ongoing/current or in the process of being renewed. In contrast, almost half of the education agreements are either expired or in a renewal state. Several questions and considerations around renewals were outlined:

- Some agreements are not captured under either C.3.10 Educational Affiliations (e.g., those included in the BC Transfer Guide) or C.3.5 Education Service Contract.
- The level of detail varies widely between agreements (e.g., very broad MOUs preceding more specific agreements; less detail on the VCC-side in partnerships in which other institutions provide benefits to VCC students or alumni).
- Questions around the process for renewing agreements classified as ongoing, which may remain substantially unchanged over the years.
- To address these points, D. Wells recommended revising policy and procedures C.3.10 to clarify the classification of agreements and outline appropriate processes for review and renewal of various agreement types. He requested input around reporting and level of detail Education Council would like to receive. It was suggested to improve tracking of existing agreements and renewal/review dates as a first step. The EdCo Executive will discuss the points raised before continuing the conversation at Education Council.

c) EdCo By-Election

- N. Mandryk reported that voting will take place from February 9–15; there are three nominees for two support staff seats, one nominee for the CTLR/School of Instructor Education faculty seat, and no Student Success faculty nominees.

10. COMMITTEE REPORTS (continued)

a) Policy Committee

- S. Kay reported that policy C.1.1 Grading, Progression and Withdrawal is still with the working group. Policy A.3.2 Policy Development and Management went out for community feedback and was reviewed by Administrative Policy Committee and Operations Council. This policy will move forward for Board approval.
- The committee will meet on February 9; R. Noel and S. Ivits will present on Gender-Based Analysis Plus (GBA+), and policy C.1.3 Granting of Credentials will be presented for initial feedback.

b) Appeals Oversight Committee

- No report.

c) Education Quality Committee

- No report.

11. RESEARCH REPORT

- E. Ting reported that the call for proposals for [VCC's Research Fund](#) will go out shortly. Individual projects are eligible for up to \$2,500, interdepartmental projects for up to \$5,000 in funding.
- The Research Ethics Board met last week and welcomed a new faculty member from Dental Hygiene and a physician as a community member. REB members have participated in various training opportunities, including the updated federal CORE-2022 training (Course on Research Ethics) to maintain certification; the OCAP® training (First Nations principles of ownership, control, access, and possession of data and information); and GBA+ training. BCcampus has added a guide for researchers to its Pulling Together series.
- VCC's [Teaching, Learning, and Research Symposium](#) will be held on March 10 & 11, 2022 - Untangling and Weaving Our History, Knowledge, and Ways of Being: Co-Creating and Making Space for Indigenization and Decolonization in Teaching, Learning, and Research.

12. CHAIR REPORT

- N. Mandryk reported that two new programs will be presented to the Board of Governors for approval on February 9: the Applied Leadership and Business Management Certificate and the Health Care Assistant Diploma (International Cohort).

13. STUDENT REPORT

- M. Ng reported on SUVCC's Lunar New Year activities. The union is working with the College to support gathering more student feedback on online learning. A week of action around Open Educational Resources (OER) is planned for March.

14. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on March 8, 2022, 3:30-5:30 p.m. A special meeting for approval of the Academic and Enrolment Plans will take place on March 16, 2022, 3:30-4:30 p.m.

MOTION: THAT Education Council adjourn the February 8, 2022 meeting.

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

- The meeting was adjourned at 5:37 p.m.

Natasha Mandryk
Chair, VCC Education Council

New Concept Paper Proposal

Building Manager

Name of Program:

Building Manager

School/Centre:

Continuing Studies

Credential Level:

Certificate

Anticipated Start Date:

January 2023

If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	604-443-8670
Claire Sauve	csauve@vcc.ca	604-443-8679
Erin Lenz	elenz@vcc.ca	604-443-8734

PART 1: CONCEPT

Purpose and Context

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

The Building Management program has been running with a mostly unchanged structure at VCC since 1987, with minor revisions taking place over the years, with the most recently approved PCG being from 2016.

The program underwent program renewal in 2019/20 and this redesigned program is an outcome of that renewal, and the corresponding action plan.

The purpose of the redesigned Building Manager program is to provide learners with the skills and knowledge necessary to move into positions in the management of the built-environment. This program is well-suited for those taking their **first steps in the built-environment industry**, with a

view to further advancement in their career. The courses in the Building Manager program will also provide **professional development opportunities** for those already working in the building and building-related industry.

Students will learn foundational skills in building maintenance and cleaning, contracts, budgeting, building operations and technology, sustainability, risk management, as well as the communication and conflict resolution skills required of a building manager.

Learners will be prepared to take on various roles in building management such as:

- Building Caretaker,
- Building Maintenance Manager,
- Building Superintendent,
- Cleaning Supervisor,
- Cleaning Account Manager,
- and Front-desk/Reception Concierge.

Topics of study will include:

- Tenant application, screening process, inspections, and conflicts
- Basic rights and responsibilities of landlords and tenants under B.C. law and dispute-handling measures
- Records management, budgets, costing and inventory control, performance and benchmarking metrics
- Building maintenance and inspections
- Fire safety, security and risk management protocols
- Ethical, cultural, and privacy related aspects of communication
- Cleaning and disinfection processes
- Trends in building technology and sustainability
- Principles of building operation, project, and asset management

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

This proposed program aligned with VCC Values and Strategic Innovation Plan Priorities:

- The Building Manager program (initially established in 1987) has a long history of serving a diverse student body; demographic data collected for the program renewal (completed in 2020) indicated that students in the program are demographically diverse, with significant majority (>70%) being over the age of 40, which includes a high proportion of new immigrants. It is expected that the demographic of the renewed program will be similar.

- The redesigned program will maintain many of the qualities (for instance, flexible, part-time schedule and à la carte registration, for working individuals) that cater to the diverse student body.
- Because the program is designed to be completed part-time, it may not necessarily appeal to Indigenous students, for whom funding often requires full-time studies, or international students. A long-term plan for the Building Management Certificate program, is to build it out to a longer program.
- The program design and content are well suited to online and blended delivery formats, which can increase access both for students within the Lower Mainland and in communities across BC.
- There may be opportunities to explore partnerships for remote delivery through CETABC, and in Indigenous communities around BC.
- The historic program has had good success outcomes in terms of both student advancement (low rate of attrition) and student satisfaction (high percentage of students that would recommend the program to others).
- Starting with the already positive student outcomes, the redesigned program has been designed in consultation with a group of industry-representatives and subject-matter experts to be more relevant, up-to-date, and employment-focused.
- The new program leverages the success of the existing program and incorporates industry feedback gathered through the Program Renewal and curriculum design processes.
- The program instructors are well connected practitioners in the industry and have demonstrated excellence and commitment to student success.
- As with all CS programs, the program costing will ensure balance between affordability for students and fiscal responsibility, and will include margins to cover all direct, indirect, and overhead expenses and costs.

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

The program is a redesign of the existing Building Manager program at VCC – www.vcc.ca/programs/building-manager/.

This program also provides a natural career progression pathway for graduates of the Building Service Worker course (also offered through VCC CS).

Needs Assessment

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

The program is designed to fulfill two unique educational needs; students entering the field of management in the built-environment industry, and students requiring professional development and upskilling for career advancement or a career transition.

The content and learning outcomes, as well as the flexible structure of the program uniquely position the program to meet those needs.

The changes proposed result from feedback received in the program renewal and from subsequent industry and instructor consultations. The changes include:

- Updated Program Goal and Learning Outcomes,
- Increase in the number of courses from four to nine,
- Exit pathway at the Short Certificate level,
- Expanded scope of graduate roles, stemming from a shift in focus from solely residential building management to include commercial management,
- Incorporation of online and blended delivery methods and modalities,
- Increased emphasis on hands-on and experiential learning, and
- An update and refresh of the course content to meet current and upcoming industry needs.

The current program structure and format support sponsorship through agencies such as WorkBC and WorkSafe, increasing access and options for learners seeking career change, and it is anticipated that the new program will have similar appeal.

In consultation with industry and subject experts, this program incorporates focused training on current and upcoming technological changes and trends in the built-environment, such as energy/heating system considerations, building automation, access controls, and building security. In light of the global, Canadian (canada.ca/en/services/environment/weather/climatechange/climate-plan/net-zero-emissions-2050.html) , and provincial (BC: cleanbc.gov.bc.ca) push for sustainability and net-zero emissions targets, this program, with intent, encompasses topics in energy use, energy efficiency, energy savings, green retrofitting, HVAC and automation, electric vehicle (EV) readiness and more, through courses, such as *Building Technology* and *Sustainable Buildings*.

This program presents a first-of-its-kind opportunity for VCC to engage in training options that connect learners and industry professionals for developing skills and competencies to meet the current and future challenges of climate change and support provincial goals.

This program's design support future expansion in breadth and depth of content that can fulfill the needs of the local industry and workforce training gap.

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

NOC 6733 is listed as one of the **High Opportunity Occupations** with 12,780 jobs expected in BC by 2029, and 2,350 on Vancouver Island and the South Coast.

<https://www.workbc.ca/careers/6733#view-full-profile>

Job posting analysis of the roles mentioned above demonstrates 484 unique job postings (1,925 total job postings) from July 2020 and July 2021 in the Greater Vancouver Area (EMSI data November 4, 2021).

Looking at career outcomes, Facility operations and maintenance managers (NOC 0714) is listed as one of the High Opportunity Occupations with 4,660 jobs expected in BC by 2029, and 820 on Vancouver Island and the South Coast.

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

Currently, and over the past 5-years, the program has been well subscribed, and it is expected that the renewed / redesigned program will similarly have good enrollment numbers.

It is interesting to note that enrollment in the Building Management program and adjacent courses increased during the COVID-19 pandemic, which points to the resiliency of the student demand, as the program supports students looking for career change.

The program renewal and redesign process has involved significant consultation with multiple industry stakeholders, who have consistently indicated that the field of Building Management is expanding, which is validated by the labour market data.

Further, since the program provides ample flexibility for taking courses à la carte, these courses can appeal to a wider set of professions, including but not limited to Home Building and Renovation Managers (NOC 0712; <https://www.workbc.ca/careers/0712>), Construction Inspectors (NOC 2264, <https://www.workbc.ca/careers/2264>), and policy consultants, housing policy analysts, and program officers (NOC 4164; <https://www.workbc.ca/careers/4164>).

Competitive Analysis

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

There is no program in the Lower Mainland that is the same in scope, flexibility and length, as the proposed Building Manager Program.

There are some adjacent programs in the programs at Langara College (Professional Building Manager, \$2,899) and BCIT (Operations Management Certificate, Facilities Option - \$7,600), but they are both larger in scope and longer than the VCC program.

Similar programs at private colleges (Resident Management Training Institute, Sprott Shaw) include aspects of property management.

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

No, there is no articulation committee.

Student Profile

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

Demographic data collected for the program renewal (completed in 2020) indicated that students in the program are demographically diverse, with nearly all (>70%) being over the age of 40, with a high proportion of new immigrants. Program renewal data (2018) indicates that 67% of students in the existing program have some prior post-secondary experience. It is expected that the demographic of the renewed program will be similar.

This program provides an opportunity for individuals working in the building service industry to upskill and upgrade their careers to include broader opportunities.

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

Since the program has been offered successfully at VCC for several years, recruitment for the redesigned program will be bolstered by the reputation of the program, both with graduates/alumni, and with industry.

Information sessions and digital ad campaigns will also be used for recruitment. There may be opportunities for corporate contract training recruitment, which will be facilitated by the CS registration system, Destiny One.

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

The program will be accessible in terms of admission requirements, which increased access and removes barriers for under-represented groups. The schedule of the program is such that individuals can work full-time while studying, which enables students that are working in low-paid professions to upskill and expand their employment opportunities.

Historically, women have been under-represented in this program. Program staff will explore recruitment strategies to increase participation of women and other under-represented groups. There may be opportunities for focused funded delivery in consultation with the Partnership Development Office on possible programming geared directly to marginalized groups.

Quality

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

There are no agreements as the program is unique.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

There is an existing PAC, and the members have been engaged in the redesign process.

The program redesign group along with program instructors, represent members from the following industry stakeholder groups:

- Landlord BC,
- Canadian Mortgage and Housing Commission,
- BC Non-Profit Housing Association,
- Professional Association of Managing Agents,
- Austeville Properties,
- West Coast Senior Housing Management,
- Vancouver Community College Facilities.

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

The program instructors are qualified to teach the program courses/topics and have been involved in the program redesign. The instructional roster (CS Instructors) will also be expanded as needed.

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

The courses design incorporates hands-on experiential learning throughout the program. In consultation with industry experts, activities such as building tours and problem-based scenarios and case studies have been incorporated to include real-world applications. There is no practicum.

Admission, Delivery, and Design

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

The certificate consists of nine courses, with a short-certificate exit after four of the courses are completed. It can be completed within one year, dependent on course schedule. Courses will be scheduled part-time and run subject to sufficient enrolment. Registration will occur on a course-by-course basis and will be accepted ongoing in Spring, Winter, and Fall terms. The maximum number of students per course is 20 (soft-limit).

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

There are no affiliation agreements in place currently, but there may be transfer potential for students into the longer programs at BCIT and Langara and other educational institutions across BC.

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

The program will be delivered part-time, evenings and weekends, in a blended delivery format.

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

The program will be structured to include an exit pathway upon completion of 4 specific courses, resulting in a Short Certificate.

Operational Needs

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

No, however, the program would greatly benefit from a field-trip/facility tour within the VCC campuses, as well as facilitation of a minor workshop to demonstrate repairs, such as drywall and painting. There would be limited, if any, impact in terms of cost and operational disruption.

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

Curriculum Development funds will be required for online course development and have been requested in 2022/23. Online offerings will support access and inclusion.

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

The online course development will not be possible without CD funds, thus cutting the flexibility and accessibility of the program.

Phase In/Phase Out Plan

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

The new program will be phased-in in a manner to ensure that current students have a pathway to credential completion. Arrangements will be made for a teach out of existing courses as new courses are launched.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

See attached.

Attach Initial Business Case

2022-02-24 - Building Manager Business Case.pdf



Building Manager Business Case

Summary

The renewed Building Manager Certificate will be offered in a flexible format, similar to current programming, which is structured based on a-la-carte registration so students can take courses part time to meet a variety of professional training needs. There is a short certificate exit pathway upon completion of 8 credits/4 courses.

Intakes will be ongoing in Winter, Spring, and Fall terms. Registration in each course will vary, as students will complete the certificate at different paces according to their needs. Courses will run subject to sufficient enrolment, and will generate varying amount of net contribution accordingly.

There are no significant facilities, operating, or labour cost increases expected related to this redesign. The program will be administered within the existing FTE allocation for this program.

It is expected that this programming will generate a consistent revenue stream, similar to current programming, in the initial phases of implementation, and additional growth will be expected in subsequent years.

Competitive Scan

Institution	Credential	Credits	Hours	Tuition
VCC	Building Manager Short Certificate	8	120	\$2,620
Langara	Professional Building Manager Certificate	0	180-189	\$2,830
VCC	Building Manager Certificate	18	270	\$5,895
BCIT	Facilities Management Certificate	34	N/A	\$7,600

Initial Costing

Scenario	Tuition
Market Acceptable Tuition	\$5,895
Breakeven Tuition	\$5,569
5% Net Contribution	\$5,862
10% Net Contribution	\$6,188
15% Net Contribution	\$6,552

Recommendation

This program will see a substantial increase in tuition following renewal (current program offered at \$1618 for a 9.5 credit certificate program). It is recommended that the program adopts the stated market acceptable fee (\$5,895) when costing is finalized to foster recruitment efforts and ensure the long-term sustainability of the program.

Multi-Year Projection

Vancouver Community College School of Continuing Studies						
Building Manager Certificate						
Scenario	Market Acceptable Tuition Fee \$328	Year 1 \$328	Year 2 \$334	Year 3 \$341	Year 4 \$348	
Tuition per credit Tuition per student	\$5,895	\$5,895	\$6,013	\$6,133	\$6,256	
Max no. of students per intake	20	20	20	20	20	20
Expected no. of students	14	14	14	15	16	16
Revenue breakeven number of students	13	13	14	14	14	14
Credits	18	18	18	18	18	18
Instructors paid hours (IPH)	270	270	275	281	287	287
Direct Instructor rate per hour (excl. benefits)	70	70	70	70	70	70
Direct Instructor Cost (excl. benefits)	18,900	18,900	19,278	19,664	20,057	20,057
Instructor Benefits	1,890	1,890	1,928	1,966	2,006	2,006
Total Instructor Cost	20,790	20,790	21,206	21,630	22,063	22,063
Program Coordinator - FTE	0.20	0.20	0.20	0.20	0.20	0.20
Program Assistant - FTE	0.20	0.20	0.20	0.20	0.20	0.20
Revenue per credit per student	328	328	334	341	348	348
Revenue per student	5,895	5,895	6,013	6,133	6,256	6,256
Cost (breakeven tuition fee) per student	5,569	5,569	5,667	5,382	5,134	5,134
Breakeven tuition fee per credit per student	309	309	315	299	285	285
Instructors' cost as % of Revenue	23 %	23 %	23 %	21 %	20 %	20 %
Instructors' cost as % of total cost	24 %	24 %	24 %	24 %	24 %	24 %
Department non-labour cost as % of Revenue	1 %	1 %	1 %	1 %	1 %	1 %
Department non-labour cost as % of total cost	1 %	1 %	1 %	1 %	1 %	1 %
Program Gross margin	\$ 26,034	\$ 26,034	\$ 26,694	\$ 33,502	\$ 40,570	\$ 40,570
Program Gross margin as % of Revenue	32 %	32 %	32 %	36 %	41 %	41 %
Net contribution to VCC overhead / (Deficit)	\$ 4,565	\$ 4,565	\$ 4,849	\$ 11,274	\$ 17,951	\$ 17,951
Net contribution to VCC overhead / (Deficit) % from Revenue	6 %	6 %	6 %	12 %	18 %	18 %
Revenue						
Tuition fees	\$ 82,530	\$ 82,530	\$ 84,181	\$ 91,997	\$ 100,093	\$ 100,093
Total Revenue	\$ 82,530	\$ 82,530	\$ 84,181	\$ 91,997	\$ 100,093	\$ 100,093
Instructor						
Salary	\$ 18,900	\$ 18,900	\$ 19,278	\$ 19,664	\$ 20,057	\$ 20,057
Benefits	\$ 1,890	\$ 1,890	\$ 1,928	\$ 1,966	\$ 2,006	\$ 2,006
Total Instructor Costs	\$ 20,790	\$ 20,790	\$ 21,206	\$ 21,630	\$ 22,063	\$ 22,063
Support Staff						
Salary - Program Coordinator	\$ 16,411	\$ 16,411	\$ 16,739	\$ 17,074	\$ 17,416	\$ 17,416
Salary - Program Assistant	\$ 10,731	\$ 10,731	\$ 10,838	\$ 10,946	\$ 11,056	\$ 11,056
Benefits - Program Coordinator	\$ 4,595	\$ 4,595	\$ 4,687	\$ 4,781	\$ 4,876	\$ 4,876
Benefits - Program Assistant	\$ 3,219	\$ 3,219	\$ 3,251	\$ 3,284	\$ 3,317	\$ 3,317
Total Labour Costs	\$ 34,956	\$ 34,956	\$ 35,516	\$ 36,085	\$ 36,665	\$ 36,665
Non-Labour						
Department supplies and general expenses	\$ 750	\$ 750	\$ 765	\$ 780	\$ 796	\$ 796
Total Non-Labour Costs	\$ 750	\$ 750	\$ 765	\$ 780	\$ 796	\$ 796
Total Direct Program Expenditures	\$ 56,496	\$ 56,496	\$ 57,487	\$ 58,495	\$ 59,523	\$ 59,523
Indirect Program Expenditures						
Indirect Support	\$ 21,469	\$ 21,469	\$ 21,845	\$ 22,228	\$ 22,619	\$ 22,619
Total Indirect Expenditures	\$ 21,469	\$ 21,469	\$ 21,845	\$ 22,228	\$ 22,619	\$ 22,619
Total Direct and Indirect Cost	\$ 77,965	\$ 77,965	\$ 79,331	\$ 80,724	\$ 82,142	\$ 82,142
Net contribution to VCC overhead / (Deficit)	\$ 4,565	\$ 4,565	\$ 4,849	\$ 11,274	\$ 17,951	\$ 17,951
Net contribution to VCC overhead / (Deficit)	6 %	6 %	6 %	12 %	18 %	18 %
Gross Margin Income Statement						
Revenue from tuition	\$ 82,530	\$ 82,530	\$ 84,181	\$ 91,997	\$ 100,093	\$ 100,093
CS direct expenditures	\$ 56,496	\$ 56,496	\$ 57,487	\$ 58,495	\$ 59,523	\$ 59,523
Gross margin	\$ 26,034	\$ 26,034	\$ 26,694	\$ 33,502	\$ 40,570	\$ 40,570
Indirect Support 38%	\$ 21,469	\$ 21,469	\$ 21,845	\$ 22,228	\$ 22,619	\$ 22,619
Total CS expenditures	\$ 77,965	\$ 77,965	\$ 79,331	\$ 80,724	\$ 82,142	\$ 82,142
Net Surplus / (Deficit)	\$ 4,565	\$ 4,565	\$ 4,849	\$ 11,274	\$ 17,951	\$ 17,951



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 8, 2022

ISSUE: Five new courses in the Deaf and Hard of Hearing department

BACKGROUND:

The Deaf & Hard of Hearing (DHH) program area went through a renewal in 2019. As part of that renewal, the English Foundations courses have been revitalized. The initial five courses in this area were approved by Education Council in December 2020. The next five courses continue by aligning with the outcomes of the Canadian Language Benchmarks for the Deaf from CLB 5 to CLB 9.

DISCUSSION:

Alayna Finley, curriculum developer, presented the proposal. Curriculum Committee requested only minor revisions to the curriculum and complimented the high quality of the work presented. The only change requested was simplifying the course learning outcomes by removing some of the examples used to explain concepts. The Chair has worked with the area to make those edits.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, five new courses: DHHE 0605 English for Academic & Workplace Access 5, DHHE 0606 English for Academic & Workplace Access 6, DHHE 0607 English for Academic & Workplace Access 7, DHHE 0608 English for Academic & Workplace Access 8, and DHHE 0609 English for Academic & Workplace Access 9.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 16, 2022

Course Change Request

New Course Proposal

Date Submitted: 01/29/22 9:00 pm

Viewing: **DHHE 0605 : English for Access 5**

Last edit: 02/16/22 3:33 pm

Changes proposed by: afinley

Course Name:

English for Academic & Workplace Access 5

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/31/22 9:25 am
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
2. 02/01/22 8:48 am
Shirley Lew (slew):
Approved for SAS Dean
3. 02/16/22 4:00 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000 Ext. 7342

Banner Course Name: English for Access 5

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number: 0605

Year of Study: ESLCRSE

Bridge College Code AS

Bridge Billing Hours 15

Bridge Course Level 11

Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts of simple and some moderate complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 5 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0604, or department placement interview indicating competency in CLB 4.

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	<p>Receptive ASL</p> <ol style="list-style-type: none"> 1) Identify main points, some details, and underlying meaning in common social situations. 2) Identify language functions in social exchanges, including compliments, invitations, and preferences. 3) Follow 7-step everyday directions or instructions. 4) Recognize goals, main points, and underlying meaning in suggestions, advice, or opinions shared in everyday situations. 5) Recognize, identify, and interpret information about familiar or relevant topics. 6) Identify key words and phrases, details, underlying meaning, and opinions in descriptive or narrative presentations of up to 5 minutes.

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

CLO #2	<p>Expressive ASL</p> <ol style="list-style-type: none"> 1) Participate in basic social conversations for some everyday purposes. 2) Participate in very short video calls by answering briefly, communicating simple information, and taking simple messages. 3) Give instructions and directions for everyday activities. 4) Make and respond to informal requests, suggestions, and advice. 5) Ask for and give information about everyday activities in one-on-one interactions. 6) Agree, disagree, and give opinions in small group discussions or meetings using clarification strategies. 7) Give presentations for up to 5 minutes about events or everyday routines.
CLO #3	<p>Receptive English</p> <ol style="list-style-type: none"> 1) Scan and identify key ideas and details in personal and public social messages. 2) Follow 7-10 step-by-step instructions for everyday instructions, procedures, or tasks. 3) Scan and identify 1-2 pieces of information in business or service texts to support decisions. 4) Scan and identify key parts of a 2-3 paragraph descriptive or narrative text. 5) Access 2 sources of information from web or print sources and distinguish facts from opinions.
CLO #4	<p>Expressive English (Writing, typing, texting)</p> <ol style="list-style-type: none"> 1) Write 1-2 paragraph formal and informal personal messages sharing or responding to a quick update, invitation, or feeling. 2) List 7-10 important notes from a one-page information sheet. 3) Write 5-7 accurate points from information in video texts/ messages. 4) Fill out forms with required information that is recorded correctly and legibly. 5) Write an email for academic or workplace purposes. 6) Write a basic descriptive or explanatory paragraph.

Instructional

Strategies:

Modelling, coaching, focused reading, thematic instruction, journaling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
70% (S)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Course Change Request

New Course Proposal

Date Submitted: 01/29/22 9:13 pm

Viewing: **DHHE 0606 : English for Access 6**

Last edit: 02/16/22 3:32 pm

Changes proposed by: afinley

Course Name:

English for Academic & Workplace Access 6

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/31/22 9:25 am
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
2. 02/01/22 8:49 am
Shirley Lew (slew):
Approved for SAS Dean
3. 02/16/22 4:00 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000 Ext. 7342

Banner Course Name: English for Access 6

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number: 0606

Year of Study: ESLCRSE

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts within a range of moderate complexity . Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 6 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0605, or department placement interview indicating competency in CLB 5.

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	<p>Receptive ASL</p> <ol style="list-style-type: none"> 1) Identify details and underlying meanings in video calls and face-to-face social conversations. 2) Recognize order and sequence of 9-10 step instructions for personal and professional tasks, including when the sequence of steps must be inferred. 3) Identify the intent, main idea, details, opinions, inferred meaning, and key words and expressions in everyday communication used to influence or persuade. 4) Recognize the signals for collaboration, turn-taking, and interruptions during short group interactions and discussions. 5) Follow informal monologues or presentations up to 10 minutes describing things or telling a story using visuals.

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

CLO #2	<p>Expressive ASL</p> <ol style="list-style-type: none"> 1) Open, maintain, and close routine social conversations for some everyday purposes. 2) Participate in short personal video calls, communicate on familiar information and take/leave messages with 3-5 details. 3) Give step-by-step instructions or directions for everyday activities and processes. 4) Give informal or formal suggestions and polite requests with reasons. 5) Ask for and share opinions and feelings with detail one-to-one, in small groups or meetings. 6) Give presentations about past events, stories, or to describe/compare things.
CLO #3	<p>Receptive English</p> <ol style="list-style-type: none"> 1) Identify the context, meaning, and mood of common personal social messages. 2) Follow everyday instructions and procedures of at least 10 steps, and use visual clues to determine meanings and correct order of steps. 3) Locate and use 2-3 pieces of information in maps, course calendars, directories, or website menus. 4) Locate information from business or service texts containing advice, requests, or detailed specifications. 5) Retell or summarize descriptions or stories in a 3-5 paragraph text or 60-90-second captioned video. 6) Compare facts to make choices using information from formatted texts. 7) Locate and compare 2-3 pieces of information from online sources.
CLO #4	<p>Expressive English (Writing, typing, texting)</p> <ol style="list-style-type: none"> 1) Convey personal messages relevant to a context or audience. 2) Take messages or notes with 7-8 details while watching a 60-90 second captioned video or reading a one-page transcript. 3) Produce an outline or summary of a one-page text using accurate details and writing conventions. 4) Write an email with 1-2 paragraphs to a business requesting a service or communicating an issue. 5) Fill out forms with required information recorded legibly, with correct spelling, punctuation, and capitalization. 6) Write 1-2 connected paragraphs to describe a story or sequence of events; or to compare things, people, or routines.

Instructional

Strategies:

Modelling, coaching, focused reading, thematic instruction, journalling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100%	A range of tasks including self- and peer-assessment, writing tasks, reflective journals, writing samples, checklists, presentations, simulations, quizzes, demonstrations.

Hours by Learning Environment Type

Total Hours 255

Lecture, Seminar, Online
204

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
51

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Circles: Self, Family, Community
Academic/ Trades Readiness
Digital Media
Workplace
Entrepreneurial Activities
Canadian Society

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 01/29/22 9:21 pm

Viewing: **DHHE 0607 : English for Access 7**

Last edit: 02/16/22 3:40 pm

Changes proposed by: afinley

Course Name:

English for Academic & Workplace Access 7

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. 1902 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 01/31/22 9:26 am
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 02/01/22 8:49 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 02/16/22 4:00 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000 Ext. 7342

Banner Course Name: English for Access 7

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number: 0607

Year of Study: ESLCRSE

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts within an expanding range of moderate complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 7 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0606, or department placement interview indicating competency in CLB 6.

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	<p>Receptive ASL</p> <ol style="list-style-type: none"> 1) Identify and interpret discussions in social exchanges. 2) Identify clues to infer order of steps in 10-12 step instructions and directions. 3) Identify the intent, main idea, details, and implied meanings in persuasive communication. 4) Identify details, main ideas, and opinions to follow short group interactions, discussions, and meetings on familiar topics. 5) Identify main ideas, details, and opinions shared in presentations about personal experiences, general knowledge, or work-related topics.

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

CLO #2	<p>Expressive ASL</p> <ol style="list-style-type: none"> 1) Participate in and maintain less routine everyday social conversations by managing comprehension and using strategies for conversational flow. 2) Communicate by video phone on familiar routine matters and take/leave video messages with 5-7 details. 3) Give an extended set of instructions/directions related to familiar technical and non-technical tasks. 4) Give detailed suggestions, recommendations, advice, or warnings. 5) Communicate opinions and feelings to qualify opinion; express reservations, approval, and disapproval; and express or ask about possibility/probability in one-to-one and small group discussions or meetings. 6) Give a structured presentation to summarize or report the main points of a presentation by someone else, to tell a story, or to describe, compare, and contrast in detail 2 events, jobs, or procedures.
CLO #3	<p>Receptive English</p> <ol style="list-style-type: none"> 1) Identify specific factual details and inferred meanings in personal and public social messages. 2) Follow a set of 10-13 step instructions for procedures related to familiar technical and non-technical tasks. 3) Locate and use 3-4 pieces of information from formatted text by identifying layout and organization. 4) Identify main ideas, factual and supporting details and underlying meaning in business/service texts containing assessments, evaluations, and advice. 5) Distinguish facts from opinions and evaluate ideas in text to draw conclusions in complex extended descriptions, narrations, or reports. 6) Interpret information in moderately complex formatted texts following the sequence of steps. 7) Locate and compare 3-4 pieces of information in extensive and visually complex online or print reference sources.
CLO #4	<p>Expressive English (Writing, typing, texting)</p> <ol style="list-style-type: none"> 1) Convey a personal message in a formal short letter, note, or e-mail using 2-3 paragraphs, expressing or responding to a range of circumstances. 2) Write an outline or a summary of a longer 2-page text by reducing information to main points, with accurate supporting details. 3) Take notes and leave written messages from video messages or clear prerecorded public information reducing information to main points with up to 10 accurate details. 4) Fill out moderately complex/ extended forms. 5) Write business or service correspondence of up to 2 paragraphs for routine or less routine purposes. 6) Write 2-3 connected paragraphs to narrate a sequence of events or to provide a detailed comparison or description of a person, system, routine, or procedure.

Instructional

Strategies:

Modelling, coaching, focused reading, thematic instruction, journalling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100%	A range of tasks including self- and peer-assessment, writing tasks, reflective journals, writing samples, checklists, presentations, simulations, quizzes, demonstrations.

Hours by Learning Environment Type

Total Hours 255

Lecture, Seminar, Online
204

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
51

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Course Topics:

Circles: Self, Family, Community
Academics & Trades
Digital Media
Workplace
Entrepreneurial Activities
Canadian Society

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

English Foundations - Bridge

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 01/29/22 9:26 pm

Viewing: **DHHE 0608 : English for Access 8**

Last edit: 02/16/22 3:48 pm

Changes proposed by: afinley

Course Name:

English for Academic & Workplace Access 8

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. 1902 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 01/31/22 9:26 am
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 02/01/22 8:50 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 02/16/22 4:00 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000 Ext. 7342

Banner Course Name: English for Access 8

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number: 0608

Year of Study: ESLCRSE

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts with mostly moderate complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 8 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0607, or department placement interview indicating competency in CLB 7.

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	<p>Receptive ASL</p> <ol style="list-style-type: none"> 1) Identify stated and unspecified details, underlying meanings, and functional expressions in social exchanges. 2) Follow an extended set of multi-step instructions or directions on technical and non-technical tasks for familiar, moderately complex processes. 3) Identify the intent, main idea, factual details, opinions, implied meaning, key words, and functional expressions/techniques in face-to-face discourse video messages. 4) Identify and respond to requests for main ideas, details, key phrases, and examples in extended descriptive or narrative monologues or presentations.

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

CLO #2	<p>Expressive ASL</p> <ol style="list-style-type: none"> 1) Open, maintain and close a lengthy formal conversation.. 2) Manage a conversation by checking if a communication partner can follow, and by using a variety of strategies to sustain conversation and encourage others to participate. 3) Introduce a person formally to a large, unfamiliar audience. 4) Carry on a 4-5 minute video phone conversation in a professional manner on less familiar and some non-routine matters. 5) Give directions/instructions about established familiar process or procedure. 6) Identify and propose solutions or changes to problems in a familiar area. 7) Interact one-on-one to discuss options, as well as request and provide detailed information related to personal needs, varied daily activities, and routine work requirements. 8) Participate in a group debate, discussion, or meeting on an abstract familiar topic or issue. 9) Give an up-to-20-minute structured presentation to describe and explain a complex structure, system or process based on research, or to tell a story.
CLO #3	<p>Receptive English</p> <ol style="list-style-type: none"> 1) Identify factual details and underlying meanings in moderately complex personal and public social messages. 2) Follow an extended set of coherent multi-step instructions and directions for an established process. 3) Locate and integrate 3-4 pieces of information contained in moderately complex formatted texts. 4) Identify the purpose, topic, key information, factual and inferred meanings in written proposed solutions, proposals, recommendations, statements of regulations, laws, and norms. 5) Identify main and supporting details in moderately complex extended descriptions, feature articles, reports, and narrations, and present them in an alternate form such as a chart or visual display. 6) Evaluate ideas in text, to draw conclusions and compare with own opinion. 7) Demonstrate understanding of moderately complex charts, graphs, diagrams, pictures, or website navigation menus and present them in an alternate form. 8) Access, locate, compare, and integrate several pieces of information in reference sources, using effective online search strategies.

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

CLO #4	<p>Expressive English (Writing, typing, texting)</p> <ol style="list-style-type: none"> 1) Convey a personal message of up to 3 paragraphs in a formal short letter, note, or email expressing or responding to a broad range of circumstances. 2) Write an outline or summary of a 1-2 page text, reducing information to main points, with accurate supporting details and no major omissions. 3) Take accurate, organized notes in point form from a captioned video presentation or transcript. 4) Take notes and write accurate instructions about an established process or procedure given in a live demonstration, on videoconferencing, or from previously recorded captioned video material. 5) Fill out a range of forms with over 40 items and text responses that are up to 1 paragraph. 6) Convey messages as written notes, memos, letters, work record log entries or reports to indicate a problem, to request a change or to request information. 7) Write 3-4 paragraphs to relate a historical event, express or analyze opinions, provide a detailed description and explanation of a phenomenon or process. 8) Write paragraphs to relate/explain information in a table, graph, flow chart, photo, or diagram.
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Instructional

Strategies:

Modelling, coaching, focused reading, thematic instruction, journaling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100%	A range of tasks including self- and peer-assessment, writing tasks, reflective journals, writing samples, checklists, presentations, simulations, quizzes, demonstrations.

Hours by Learning Environment Type

Total Hours 255

Lecture, Seminar, Online

204

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

51

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Circles: Self, Family, Community
Academics & Trades
Digital Media
Workplace
Entrepreneurial Activities
Canadian Society

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

English Foundations - Bridge

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 02/01/22 10:03 am

Viewing: **DHHE 0609 : English for Access 9**

Last edit: 02/16/22 3:59 pm

Changes proposed by: afinley

Course Name:

English for Academic & Workplace Access 9

Effective Date:

September 2022

School/Centre:

Arts & Sciences

Department:

Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. 1902 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 02/01/22 10:04 am
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 02/07/22 11:50 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 02/16/22 4:00 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000 Ext. 7342

Banner Course
Name:

English for Access 9

Subject Code:

DHHE - Deaf&Hard of Hearing English

Course Number

0609

Year of Study

ESLCRSE

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

English for Academic & Workplace Access focuses on effective communication in ASL and English in personal, academic, and workplace contexts with a range of complexity. Learners differentiate and produce a variety of genre types used in these contexts.

By the end of this course, learners will be able to meet the outcomes at CLB 9 in the “Profiles of Ability” columns of the competency outcomes and standards listed in the “Canadian Language Benchmarks.”

Course Pre-Requisites (if applicable):

DHHE 0608, or department placement interview indicating competency in CLB 8.

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	<p>Receptive ASL</p> <ol style="list-style-type: none"> 1) Identify stated, implied, and some unstated meanings and functional expressions in complex formal social interactions between participants with varying roles, relationships, and status. 2) Understand and integrate complex, somewhat detailed, and extensive multistep directions and instructions for familiar processes or procedures. 3) Follow cohesion links in discourse to carry out the procedure or process. 4) Identify main intent, main idea, factual details, words and expressions, and inferred meanings in transcripts from captioned video persuasive texts. 5) Evaluate extended suggestions for appropriateness, usefulness, relevance, and validity of the proposed solution. 6) Demonstrate critical comprehension of an extensive lecture or presentation.

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

CLO #2	<p>Expressive ASL</p> <ol style="list-style-type: none"> 1) Manage a range of personal, business, and academic interactions, using appropriate assertive communication strategies. 2) Contribute to discussion or debate in small formal groups by negotiating discussion points and using strategies to keep the discussion on track. 3) Interact one-on-one to provide, obtain and discuss detailed complex information and opinions in order to coordinate teamwork or assignments. 4) Give multistep instructions about complex familiar technical and non-technical tasks, procedures and processes. 5) Raise an issue with an authority figure/group in person or through video. 6) Present a formal proposal to address concerns or deal with problems. 7) Co-facilitate to a debate, discussion, or meeting. 8) Argue a point persuasively through a demonstration, briefing, report, or position paper on familiar or researched topics.
CLO #3	<p>Receptive English</p> <ol style="list-style-type: none"> 1) Identify factual details and underlying meanings in complex written communication. 2) Follow an extended set of formal multi-step instructions and directions for familiar procedures in complex texts. 3) Identify purpose, topic, key information, factual, and underlying meanings in complex texts to inform significant decisions, including fine print. 4) Identify main ideas, relevant details, facts, concepts, and underlying meaning in complex texts, and present them in an alternate form, such as a chart or visual display. 5) Identify organization of text, topic sentences, relationships between paragraphs and thematic patterns in order to analyze or evaluate ideas. 6) Locate, integrate, and paraphrase several pieces of information contained in formatted in extensive and visually complex online or print resources.
CLO #4	<p>Expressive English (Writing, typing, texting)</p> <ol style="list-style-type: none"> 1) Convey a range of personal and business messages in semi-formal or formal correspondence. 2) Write functional notes, outlines or summaries, conveying essential information and reducing it to main points, with accurate supporting details with no major factual omissions or errors. 3) Take accurate, organized notes in point form from a live or recorded captioned visual presentation capturing decisions, actions to be taken, and policy statements in meeting minutes. 4) Reduce complex information and ideas from multiple sources. 5) Complete extensive complex forms and report documents with pre-set formats. 6) Write a range of business or service correspondence for a broad range of purposes. 7) Write essays, reports, or narratives up to 1,500 words to relate past events; to describe and compare complex ideas, phenomena, or processes; or to express or analyze opinions. 8) Write a paragraph to summarize complex information in questionnaires, graphs, charts.

Instructional

Strategies:

Modelling, coaching, focused reading, thematic instruction, journalling, project-based learning.

The course may be offered online or in a hybrid format (blend of face-to-face and online instruction).

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100%	A range of tasks including self- and peer-assessment, writing tasks, reflective journals, writing samples, checklists, presentations, simulations, quizzes, demonstrations.

Hours by Learning Environment Type

Total Hours 255

Lecture, Seminar, Online
204

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
51

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Course Topics:

Circles: Self, Family, Community
Academics & Trades
Digital Media
Workplace
Entrepreneurial Activities
Canadian Society

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

English Foundations - Bridge

Provide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 8, 2022

ISSUE: New computing courses offered by College & Career Access (CCA)

BACKGROUND:

The CCA department is proposing three new courses.

COMP 0986 Digital Arts & Graphics and COMP 0987 Computer Programming are at a Grade 12 level and meet the articulated course learning outcomes for BC. They are being integrated into the ABE Graduation Program Certificate as elective options. This work comes out of recommendations by the external review team during the renewal of the Computing courses in ABE, completed in January 2022.

The third course is an introductory course for online learning skills: COMP 0736 Online Learning Skills 10. It is intended to bridge the gap between basic computer literacy and credit computer studies courses.

DISCUSSION:

Matthew Forster, curriculum developer, presented the proposal. Curriculum Committee requested only minor revisions to the curriculum:

- The two Grade 12-level courses have Prior Learning Assessment and Recognition (PLAR) pathways; this option needed to be added to the PCG, as these are the first two courses in the ABE Graduation Program Certificate that offer PLAR.
- Members asked when the online learning skills course might be offered, and suggested August might be helpful, as many students struggle when they enter programs in September due to limited computer literacy skills. The department head and dean took that suggestion away.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, changes to the ABE Graduation Program Certificate program content guide and three new courses: COMP 0736 Online Learning Skills 10, COMP 0986 Digital Arts & Graphics and COMP 0987 Computer Programming.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 16, 2022

Program Change Request

Date Submitted: 01/31/22 5:29 pm

Viewing: **ABE Graduation Program Certificate**

Last approved: 01/24/22 11:27 am

Last edit: 02/16/22 3:14 pm

Changes proposed by: mforster

Catalog Pages Using
this Program

[ABE Graduation Program Certificate](#)

Program Name:

ABE Graduation Program Certificate

Credential Level: Certificate

Effective Date: **May 2022** ~~January 2017~~

Effective Catalog Edition: 2021-2022

School/Centre:

Arts & Sciences

Department

College & Career Access (2004)

Contact(s)

In Workflow

1. **2004 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 02/01/22 10:45 am
KJ Hills (kjhills):
Approved for 2004 Leader
2. 02/07/22 11:53 am
Shirley Lew (slew):
Approved for SAS Dean
3. 02/16/22 3:14 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jan 8, 2018 by Todd Rowlatt (trowlatt)
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Jan 24, 2022 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
KJ Hills	kjhills@vcc.ca	7366

Program Content Guide

Purpose

The ABE Graduation Certificate Program prepares students for success in post-secondary education, life-long learning and employability by offering education and skills in a supportive and flexible learning environment. The program gives students the opportunity to plan an education/employment pathway and acquire all of the necessary courses to access Career and/or University Transfer programs at VCC and other post-secondary institutions.

Admission Requirements

Students are admitted into the Program on an individual course basis as determined by the College and Career Access and College Foundations departments.

Students taking ABE courses through the College and Career Access require departmental approval prior to registering for courses.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR ~~Prior learning assessment and recognition~~ is not available for the following courses: ~~this program:~~

COMP 0986 Digital Arts and Graphics

COMP 0987 Computer Programming

Students may complete up to eight (8) credits through PLAR. Tuition and fees may still apply to PLAR candidates. See the course outlines for methods of assessment or contact the department for details.

See VCC's [D.3.5 Prior Learning Assessment and Recognition Policy and Procedures](#) for more information.

Program Duration & Maximum Time for Completion

Students have three (3) years to complete the Program.

Students must complete a minimum of eight (8) credits from the core courses and enough elective courses to complete the total minimum program credit requirement of twenty-eight (28) credits.

* Some ABE courses are delivered in two (2) parts. Successful completion of both parts of a course is required in order to receive an equivalent credit for one ABE level course.

Note: Students, who complete the program requirements as listed above, are eligible to apply for the Adult Graduation Diploma from the BC Ministry of Advanced Education.

Upon successful completion of the Program, students will be able to:

Use critical thinking skills to analyze text, interpret information, and solve problems.

Compose well-organized and coherent text across several genres.

Read, evaluate, and analyze a variety of text, including literature, articles and reports

Use mathematical software to model and solve problems.

Use mathematical models to represent and solve real-world problems across a variety of disciplines.

Utilize research strategies to strategically search, identify, retrieve and utilize information from a variety of appropriate sources.

Apply academic citation standards to correctly document information sources.

Additional Program Learning Outcomes (dependent on the electives chosen by students)

Upon successful completion of the Program, students may be able to:

Apply scientific concepts, analyze scientific problems, and conduct biology, chemistry, and/or physics experiments.

Apply responsible local and global citizenship skills in the areas of cultural diversity, human rights and safety, and the environment.

Communicate personal values and positions on a variety of social issues.

Discuss and evaluate Canadian history, government, law, culture, economy, and geography from 1914 to present.

Analyze the effects of contact and colonization on First Nations people, including the impact of certain policies, such as the residential school system.

Examine challenges faced by specific First Nations populations, such as women, veterans, elders, and youth.

Analyze and synthesize ideas from multiple sources, by identifying main points and integrating own ideas.

Communicate through a variety of methods including essays, summaries, debates, maps, charts, graphs, and presentations

Use word processing software to apply typographic principles and create business and academic documents that include formulas, charts and macros.

Design spreadsheets to analyze, interpret, and project outcomes.

Make educational and career choices and develop action plans.

Apply effective communication skills both professionally and personally.

Apply problem solving and critical thinking skills relevant to work, life and school.

The program is delivered by both the College and Career Access (CCA) and College Foundations (CF) departments and provides students with two course delivery options. CCA offers a self-paced delivery model, and CF offers a class-based delivery model. Students can choose to take courses through either or both departments.

Self-paced format:

Students receive individualized instruction and work/learn at their own pace using course material that is customized to accommodate their needs and enhance their success while meeting the course requirements. The instructional methodology is based on one-to-one model with instructors providing individualized instruction, guidance, and assessments to students. Students complete assignments and assessments according to a flexible schedule they determine with the instructors. Students can access the self-paced classrooms at any time of day they are open and receive six (6) hours of direct instruction per course per week.

Class-based format:

Students receive instruction in classes that have a fixed schedule and instructor. In most cases, courses are delivered either six (6) hours per week or twelve (12) hours per weeks giving students the flexibility to take courses that best suit their needs and schedules. Students also have access to instructors during set office hours. Instruction is provided in classrooms and/or labs through lectures, seminars, and demonstrations. In general, course assignments and assessments follow a fixed schedule.

Evaluation of Student Learning

Evaluation methods are clearly stated in each course outline. These may include exams, quizzes, assignments, reports, essays and lab activities.

Recommended Characteristics of Students

- Ability to work independently
- Good communication skills
- Motivation and dedication to complete an academic program
- Ability to take initiative
- Ability to take responsibility for learning
- Reliability and dependability
- Respectful of others
- Ability to take directions and guidance

Courses

Core Courses (Minimum of 8 credits)		8
<u>ENGL 0981</u>	English 12 Part 1	
<u>ENGL 0991</u>	English 12 Part 2	

<u>ENGL 0994</u>	English 12 Essential
<u>MATH 0861</u>	Math 11 Part 1
<u>MATH 0871</u>	Math 11 Part 2
<u>MATH 0882</u>	Business/Technical Math 11
<u>MATH 0862</u>	Foundations of Mathematics 11 Part 1
<u>MATH 0872</u>	Foundations of Mathematics 11 Part 2
Elective Courses (Minimum of 28 credits)	
<u>ACED 0707</u>	Job Search Techniques
<u>ACED 0709</u>	Education and Career Exploration
<u>ACED 0710</u>	Work Experience
<u>ACED 0711</u>	Communications
<u>BIOL 0983</u>	Biology 12 - Part 1
<u>BIOL 0993</u>	Biology 12 - Part 2
<u>CHEM 0983</u>	Chemistry 12 - Part 1
<u>CHEM 0993</u>	Chemistry 12 Part 2
<u>COMP 0981</u>	Computer Science 12
<u>COMP 0982</u>	Word Processing 12
<u>COMP 0984</u>	Spreadsheet Management 12
<u>COMP 0985</u>	Database Management 12
<u>COMP 0986</u>	Digital Art and Graphics
<u>COMP 0987</u>	Computer Programming
<u>LAWS 0982</u>	Law 12 - Part 1
<u>LAWS 0992</u>	Law 12 - Part 2
<u>MATH 0983</u>	Math 12 Part 1
<u>MATH 0993</u>	Math 12 Part 2
<u>PHYS 0983</u>	Physics 12 Part 1
<u>PHYS 0993</u>	Physics 12 Part 2
<u>PSYC 0981</u>	Psychology 12 Part 1
<u>PSYC 0991</u>	Psychology 12 Part 2

Total Credits

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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.

Addition of two new topics in ABE Computer Studies 12 (Computer Programming and Digital Art and Graphics).

These courses are intended to increase the relevance of the Computer Studies 12 course. Additional options for technical and creative fields recommended by external review team in program renewal report.

In addition, computer skills is adding an introductory course for online learning skills. This is intended to bridge the gap between basic computer literacy and credit computer studies courses.

Are there any expected costs to this proposal.

CD costs outlined in computer skills program renewal CD funds report.

No additional costs.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	
Registrar's Office	Noted that outlines all need to reference the two part nature of the Computer Studies 12 credit.
Faculty/Department	Math: Addition of PLAR options. Modification of evaluation plan for Online Learning Skills 10
Advising & Recruitment	
Indigenous Education & Community Engagement (IECE)	
Financial Aid	
Faculty/Department	CCA: Provided feedback regarding the content and topics of Online Learning Skills 10

Consultated Area	Consultation Comments
Faculty/Department	EAL: Provided feedback regarding the content and topics of Online Learning Skills 10
Faculty/Department	Basic ED: Provided feedback regarding the content and topics of Online Learning Skills 10

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for:

Marketing Description

Earn credits toward a B.C. Adult Graduation Diploma (“Adult Dogwood”) in a supportive and flexible learning environment.

What you will learn

What to expect

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 01/31/22 5:28 pm

Viewing: **COMP 0736 : Online Learning Skills 10**

Last edit: 02/25/22 11:33 am

Changes proposed by: mforster

Course Name:

Online Learning Skills 10

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: College & Career Access (2004)

Contact(s)

In Workflow

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

Approval Path

1. 02/01/22 10:43 am
KJ Hills (kjhills):
Approved for 2004
Leader
2. 02/07/22 11:54 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 02/16/22 3:14 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Online Learning Skills 10

Subject Code: COMP - Computer Studies

Course Number: 0736

Year of Study: Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course will introduce students to Windows, macOS, and the various software applications required for success in an online learning environment.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform basic Windows and macOS tasks.
CLO #2	Manage and organize files.
CLO #3	Select appropriate applications and web applications for common school tasks.
CLO #4	Independently navigate and use online learning resources.
CLO #5	Define terms and abbreviations relating to basic computer use, online safety, and online learning.

Instructional

Strategies:

Drop-in lab sessions.

Evaluation and Grading

Grading System:

Satisfactory/Unsatisfactory

Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	33.3	
Project	33.3	
Quizzes/Tests	33.3	

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, SimulationPracticum, Self-Paced, Individual
Learning

24

Course Topics

Course Topics:

Files and File Systems

Terminology

Moodle

Video Meeting Software

Keyboard Shortcuts and OS Tools

Common Applications for School

Using VCC Services

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 01/31/22 5:31 pm

Viewing: **COMP 0986 : Digital Art and Graphics**

Last edit: 02/11/22 10:36 am

Changes proposed by: mforster

Programs
referencing this
course

[108: ABE Graduation Program Certificate](#)

Course Name:

Digital Art and Graphics

Effective Date:

September 2022

School/Centre:

Arts & Sciences

Department:

College & Career Access (2004)

Contact(s)

In Workflow

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

Approval Path

1. 02/01/22 9:27 am
KJ Hills (kjhills):
Approved for 2004
Leader
2. 02/07/22 12:01 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 02/16/22 3:14 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course
Name:

Digital Art and Graphics

Subject Code:

COMP - Computer Studies

Course Number

0986

Year of Study

Grade 12 Equivalency

Credits:

4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

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

Completion of 2 of the following courses is required for completion of ABE Provincial Level Computer Studies: COMP 0982, COMP 0984, COMP 0985, COMP 0986, COMP 0987. These courses may be taken in any order.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students with prior experience in digital design may submit a portfolio of their work in lieu of the coursework. Students who elect to challenge the course via PLAR will be evaluated by:

70% Portfolio

30% Culminating Project

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Digital Art and Graphics) as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional

Strategies:

Online, optional in person lab access.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	One test.
Project	60	Four mini-projects.
Project	30	One culminating project.

Hours by Learning Environment Type

Total Hours 96

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

96

Course Topics

Course Topics:

Software options and basic terminology for graphic design

Object transformations and selection options

Common graphic design operations and tools

Color and image formatting

Various tools and operations relating to photo editing

Extended software suites for graphic design

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

GIMP, GIMP Documentation

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

ABE Graduation Certificate Program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website: No

Course Change Request

New Course Proposal

Date Submitted: 01/31/22 5:30 pm

Viewing: **COMP 0987 : Computer Programming**

Last edit: 02/16/22 9:42 am

Changes proposed by: mforster

Programs
referencing this
course

[108: ABE Graduation Program Certificate](#)

Course Name:

Computer Programming

Effective Date:

September 2022

School/Centre:

Arts & Sciences

Department:

College & Career Access (2004)

Contact(s)

In Workflow

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

Approval Path

1. 02/01/22 9:26 am
KJ Hills (kjhills):
Approved for 2004
Leader
2. 02/07/22 12:02 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 02/16/22 3:14 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course

Computer Programming

Name:

Subject Code:

COMP - Computer Studies

Course Number

0987

Year of Study

Grade 12 Equivalency

Credits:

4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to the topic of Computer Programming. Students will learn the basic syntax of a popular programming language (Java, python, or C++). Students will learn how to approach and solve problems using basic procedural solutions (one-dimensional arrays, non-nested loops, minimal nested conditionals, no recursion) that demonstrate understanding of the fundamental concepts of programming.

Completion of 2 of the following courses is required for completion of ABE Provincial Level Computer Studies: COMP 0982, COMP 0984, COMP 0985, COMP 0986, COMP 0987. These courses may be taken in any order.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students with prior experience in programming may submit an example program in lieu of the coursework. Students who elect to challenge the course via PLAR will be evaluated by:

70% Example Program

30% Practical Programming Assessment

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcomes for ABE Provincial Level Computer Studies (Programming) as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional Strategies:

Evaluation and Grading

Grading System: Letter Grade (A-F)
D

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Up to ten quizzes.
Quizzes/Tests	10	Two tests.
Project	40	Four mini-projects.
Final Exam	20	Variables Conditional Expressions Iteration Procedures Arrays Basic Algorithms I/O
Project	20	One culminating project.

Hours by Learning Environment Type

Total Hours 96

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

96

Course Topics

Course Topics:

Course Topics:

Basic Programming Concepts

Data Types

Arrays

Loops

Conditional Statements

Basic Algorithms

Procedures

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

Eclipse, Scratch, JDoodle, W3Schools, "Java, Java, Java, Object-Oriented Problem Solving".

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

ABE Graduation Certificate Program

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 8, 2022

ISSUE: New and revised courses in Digital Media Design

BACKGROUND:

The Digital Media Design department is in the process of developing four new programs in user interface (UI) and user experience (UX) design, as well as a major revision to their existing Graphic Design Diploma program. These programs would shift away from a cohort model, with mostly required courses, to a more flexible structure, better supporting part-time studies and an extensive array of elective courses.

During consultation, the Registrar's Office and International Education identified a series of concerns related to operationalizing these flexible programs and asked for additional time to test solutions around issues of self-registration and scheduling. In consultation with David Wells, VP Academic & Research, it was decided to remove the programs from the Curriculum Committee agenda but to continue with the approval of the new and revised courses. These courses, once approved, can be used in the existing program (for the revised courses) or potentially taught as individual courses, as consultations continue.

The revisions to the courses see an extensive incorporation of principles of equity, diversity and inclusion (EDI) across the entire curriculum, including a specific EDI course that critically explores the cultural and systemic impact of design work.

DISCUSSION:

Anne Emberline, Department Head of Digital Media Design, presented the proposal. Overall, the course curriculum is excellent, and the committee commended the work. The committee discussed the integration of EDI principles throughout the program, the consistent assessment plans used in the courses, and spoke briefly about the ongoing consultations related to the programs.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, 18 revised courses and 16 new courses in Digital Media Design.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 16, 2022

Course Change Request

Date Submitted: 02/04/22 12:59 pm

Viewing: **VCDP 1110 : Design Foundation**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:46 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[167: Design Foundation Certificate](#)

Course Name:

Design Foundation

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	65 Phone/Ext.
Anne Emberline	aemberline@vcc.ca =	604-916-2663 =

Banner Course Name: Design Foundation

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1110

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

In this foundational course, students will learn design principles as they apply to graphic designers. Students will begin by exploring and identifying the roles and responsibilities of a creative team and the role of the graphic designer within that team. They will also develop informed use of colour schemes and harmonies, and then analyse different uses and functions of colour within a design project. Through the exploration of history, students will learn how to identify the main influential visual movements, which influence contemporary graphic designers. By critiquing their own and each other's work, students will develop terminologies and methodologies to analyze design. Design process and theories will be the focal points of this course.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role and responsibilities of a graphic designer
CLO #2	Describe the industry standard design process
CLO #3	Describe, identify and apply basic design principles and colour theory
CLO #4	Research and apply graphic design history to projects
CLO #5	Discuss the value and impact of design across a variety of scales and contexts (culture, community, financial, environmental, social, etc.) Produce, in a timely manner, visual concepts to communicate and support message
CLO #6	Identify a designer's responsibilities in adhering to intellectual property laws and respecting cultural symbols, traditions, and expression

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours	54
Lecture, Seminar, Online	42
Lab, Clinical, Shop, Kitchen, Studio, Simulation	
Practicum, Self-Paced, Individual Learning	12

Course Topics

Course Topics:

Roles and responsibilities of graphic designers

Creative design process

Design principles

Colour theory

History of graphic design

Brainstorming and ideation techniques

The cultural influence of design

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: 02/04/22 1:00 pm

Viewing: **VCDP 1111 : Technical Foundation**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:46 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[167: Design Foundation Certificate](#)

Course Name:

Technical Foundation

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca =	604-916-2663 =

Banner Course Technical Foundation

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 1111

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Technical awareness and understanding is an essential foundation to being a responsible and astute graphic designer. This course focuses primarily on the technical aspects of healthy and sustainable desktop digital production techniques. Students will be introduced to the Adobe Creative Cloud environment and libraries, as well as other online collaborative professional tools. They will also grow to understand and use different technical aspects of font management systems and their appropriate project use for Adobe applications. The course will then focus on the main Adobe Cloud graphic applications, such as Photoshop and InDesign, before concentrating on Illustrator to help create, modify and transform objects for use across multiple media through various hands on projects.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply industry standard software practices and project work-flows
CLO #2	Identify the different colour systems of RGB and CMYK and their use
CLO #3	Explain the impact of different image types on resolution, quality, and file size
CLO #4	Create files for digital, press, and web output
CLO #5	Identify elements of the Illustrator user interface and demonstrate their functions
CLO #6	Create, modify and transform objects through the use of drawing tools in Illustrator

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours	54
Lecture, Seminar, Online	42
Lab, Clinical, Shop, Kitchen, Studio, Simulation	
Practicum, Self-Paced, Individual Learning	12

Course Topics

Course Topics:

Industry standard softwares (Adobe CC & Mac OS), practices, and project workflows

Colour systems

Font file formats and font management systems

Image types, resolution, and file size

Digital press and web output

Introduction to Adobe Illustrator, Photoshop, and Acrobat

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

UI/UX Design Diploma PCG

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:00 pm

Viewing: **VCDP 1115 : Digital Design Tools**

Last edit: 02/15/22 1:46 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Digital Design Tools

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

Digital Design Tools

Subject Code:

VCDP - Graphic Design Diploma

Course Number

1115

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will learn the tools involved in designing for digital and interactive media. Students will focus on technical skills from the design of professional graphics for digital uses to the creation of high-fidelity clickable prototypes for mobile and web applications. Beyond these technical skills, students will also learn the basic stages and tasks involved in digital or interaction design projects and will practice using cloud-based tools to collaborate and manage projects digitally. The course will finish with a comprehensive project where students use their technical skills to communicate not only design aesthetics but also motion, interaction, and user flow.

Course Pre-Requisites (if applicable):

VCDP 1111, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the basic stages and tasks involved in digital or interaction design projects
CLO #2	Use digital tools to collaborate with a team on design projects
CLO #3	Describe the importance of low-fidelity sketching and wireframing in digital design projects

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

CLO #4	Create low-fidelity and high-fidelity clickable prototypes for mobile or web application designs
CLO #5	Effectively communicate motion, interaction, or user flows in a design
CLO #6	Create professional graphics for digital uses
CLO #7	Identify and avoid common issues in working with developers on web and interaction design projects

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Digital graphics

Masking

Basic animation

Sketching and wireframing

Mockups

Low-fidelity and high-fidelity prototypes

Cloud-based collaboration

Digital and interaction design project stages

Communication skills for team design projects

Getting stakeholder or user feedback on designs

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

UI/UX Design Diploma PCG

Additional Information

Course Change Request

Date Submitted: 02/04/22 1:00 pm

Viewing: **VCDP 1120 : Digital Image 1**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:46 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[167: Design Foundation Certificate](#)

Course Name:

Digital Image 1

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	77 Phone/Ext.
Anne Emberline	aemberline@vcc.ca =	604-916-2663 =

Banner Course Name: Digital Image 1

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1120

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

Part of a graphic designer's toolbox must include the careful and competent use of images in designs. Students will learn how to source and select images with consideration of copyright laws, as well as develop proficiency in Adobe Photoshop essential tools. Additionally, students will explore mixing and recognizing colour limitations in different colour spaces, making educated choices in resolution size and cropping for various applications, making basic selections and retouching, and exploring layers. Through hands-on projects, students will work from simple guided experimentation towards the assembly of multiple images in a single document.

Course Pre-Requisites (if applicable):

VCDP 1111, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

- 1. Interview with department to discuss previous experience**
- 2. A portfolio assessment of previously completed related work OR**

3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Adhere to creative commons guidelines and copyright laws when selecting and creating material
CLO #2	Describe the advantages and disadvantages of vector and raster images
CLO #3	Identify colour space limitations on image output
CLO #4	Demonstrate image production techniques for various media
CLO #5	Demonstrate use of Photoshop's essential tools
CLO #5 #6	Effectively use Use appropriate software for a design-specific need
CLO #6	Discuss ethical and cultural issues that arise around both the representation of people in photographs and the use of image manipulation

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours	54
Lecture, Seminar, Online	42
Lab, Clinical, Shop, Kitchen, Studio, Simulation	
Practicum, Self-Paced, Individual Learning	12

Course Topics

Course Topics:

Copyright laws and Creative Commons

Vector and raster images

Colour space and limitations

Image production techniques and resolution

Photoshop essential tools and introduction to selections and masks

Ethical issues in image production and manipulation

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

UI/UX Design Diploma PCG

Course Change Request

Date Submitted: 02/04/22 1:00 pm

Viewing: **VCDP 1121 : Photography**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:47 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:
Photography

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	81 Phone/Ext.
Anne Emberline	aemberline@vcc.ca -	604-916-2663 -

Banner Course Name: Photography

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1121

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

This is a project-based course that introduces students to both the theoretical and practical applications of digital photography for graphic designers. Students will learn how to professionally use a DSLR camera and basic photo principles to create original images for various projects. Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use specialized image software to edit photography.

Course Pre-Requisites (if applicable):

VCDP 1120, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

DETAILS OF PLAR:

Course Learning

Outcomes (CLO):

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

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

CLO #1	Use a DSLR Camera while considering how functions affect image
CLO #2	Use industry-standard image-editing tools to edit a custom photo shoot
CLO #3	Apply photographic theories and practices to image creation
CLO #4	Create images while considering different properties of light
CLO #5	Apply elements and aspects of composition as they relate to photography

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

Course Topics:

DSLR cameras and basic functions

Photography theories and practices

Depth of field and aperture

Movement and shutter speed

ISO and noise, night and darker scenes

Metering and exposure

Image size capture for different application

Types of lighting and light sources: natural vs artificial

Photography composition

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

UI/UX Design Diploma PCG

Provide a rationale for this proposal:

Course Change Request

Date Submitted: 02/04/22 1:01 pm

Viewing: **VCDP 1130 : Typography**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:47 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Typography

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	85 Phone/Ext.
Anne Emberline	aemberline@vcc.ca =	604-916-2663 =

Banner Course Name: Typography

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1130

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

Typography is a core element of graphic visual communication. Students will first explore the historical foundations of letterforms and typographic design and will then learn to recognize and use classic typefaces and techniques, including kerning, tracking, leading, and line length, with particular attention paid to legibility and readability. Students will learn to explain and analyze type anatomy and classification systems and will evaluate contemporary trends and issues of functional versus expressive typography. Through creating typographic style sheets in order to analyze, plan, and implement design strategies based on client needs, students develop skills in working with typographic hierarchy and type pairings in relationship to message and context. Adobe Illustrator and InDesign will be used to explore type design, as well as analogue lettering techniques. Font management and font sourcing practices will be introduced.

Course Pre-Requisites (if applicable):

VCDP 1110, taken prior or concurrently; VCDP 1111, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes No

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the historical foundation of the development of letterforms and typographic design
CLO #2	Apply typesetting techniques using industry-standard tools
CLO #3	Discuss typographic choices with proper terminology
CLO #4	Explore the use of typographic voice, matching type to meaning and type pairing
CLO #5	Use effective typographic hierarchy to make text more readable and aesthetically pleasing
CLO #6	Create a structured system of character and paragraph styles in industry-standard design software

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours	54
Lecture, Seminar, Online	42
Lab, Clinical, Shop, Kitchen, Studio, Simulation	
Practicum, Self-Paced, Individual Learning	12

Course Topics

Course Topics:

History of classic typefaces

Typesetting techniques using Adobe InDesign and Illustrator

Typographic terminology, anatomy, and classification systems

Typographic pairing techniques

Current trends and issues in typography

Typographic style sheets

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

UI/UX Design Diploma PCG

Course Change Request

Date Submitted: 02/04/22 1:01 pm

Viewing: **VCDP 1133 : Design Thinking**

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:47 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Design Thinking

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663 8535

Banner Course Name:	Design Thinking
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1133
Year of Study	1st Year Post-secondary
Credits:	3

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

Course Description:

Graphic designers must often solve challenging problems beyond simple aesthetic choices, and design thinking is an approach to problem solving that can help designers tackle these types of problems. Students in this course will learn to define a complex design problem, research and empathize with the stakeholders affected by that problem, generate possible solutions via sketching, and then select a final solution to build, refine, prototype, and test. Emphasis will be placed on building skill in strategic, creative thinking.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

- 1. Interview with department to discuss previous experience**
- 2. A portfolio assessment of previously completed related work OR**
- 3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department**

Course Learning

Outcomes (CLO):

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

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

CLO #1	Define a complex design problem and its stakeholders
CLO #2	Research and empathize with the users of a design
CLO #3	Engage in creative ideation to generate multiple potential solutions to a design problem
CLO #4	Evaluate multiple ideas and select the best possible solution to build, refine, prototype, and test
CLO #4	Evaluate potential solutions for their impact and fit across a variety of contexts (financial, social, community, etc.)
CLO #5	Work creatively towards solving design problems with a team
CLO #6	Identify ways to work respectfully with diverse stakeholders, including those in marginalized or underrepresented groups

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Design thinking and user-centred design

Empathy, user research, and personas

Sketching, prototyping, and testing

Ideation, strategy, and creative thinking

Professional ethics and social responsibility

Respectful design

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

UI/UX Design Diploma PCG

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:01 pm

Viewing: **VCDP 1134 : Writing for Designers**

Last edit: 02/15/22 1:47 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Writing for Designers

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course Name: Writing for Designers

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1134

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces students to the writing skills that are critical specifically for designers. Students will learn to analyze the intended audience, purpose, and message of a piece of writing and will practice using outlines, drafts, revisions, and proofreading to create well-structured and clear communication. The course will cover the types of communication that designers practice in the industry, from emails and presentations to self-promotional content and creative briefs. Throughout all types of communication, students will also learn to use inclusive language.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze the intended audience, purpose, and message of a piece of writing
CLO #2	Plan a piece of writing with an outline and bring it through multiple drafts to a final copy
CLO #3	Communicate clearly and effectively in well-structured language

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

CLO #4	Use principles of business and professional communication to write emails and presentations
CLO #5	Write persuasive and engaging self-promotional content for portfolios, proposals, cover letters, and social media
CLO #6	Produce a detailed creative brief to clearly define a design project
CLO #7	Use inclusive language in written and oral communication

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

Course Topics:

Audience and purpose

Outlines, drafts, revisions, and proofreading

Professional presentations

Business communication and self-promotion

Creative briefs

Persuasive messaging

Writing for self-promotion

Inclusive language

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 UI/UX Diploma PCG

Provide a rationale for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:01 pm

Viewing: **VCDP 1135 : Design Research**

Last edit: 02/15/22 1:47 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:
Design Research

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:44 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberine@vcc.ca	604-916-2663

Banner Course Name: Design Research

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1135

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Research is a critical component of the design process. Both primary and secondary research can be used to ensure that designers create work that speaks to the right audience and adequately serves the human needs they're aiming to address. In this course, students will survey various primary and secondary research methods often used in design projects, including qualitative and quantitative approaches. They will practice evaluating and interpreting research data and then put their research skills to work in the creation of a related design project.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the importance of research in the design process
CLO #2	Perform and analyze primary research, including surveys, interviews, and usability studies
CLO #3	Perform secondary research using both academic and industry resources

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

CLO #4	Describe the strengths and weaknesses of qualitative and quantitative research methods
CLO #5	Select appropriate and effective research methods for a design project and organize data from many research sources
CLO #6	Critically evaluate, interpret and use research data in making design decisions
CLO #7	Create a user persona based on primary or secondary research
CLO #8	Discuss ethical issues in design research

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

Course Topics:

Design research

Primary and secondary research

Qualitative and quantitative research

Surveys, interviews, focus groups, and usability studies

Analytics

Industry reports

Data-based decision making

User personas

Ethical issues

Research bias

Critical thinking in research

Working with diverse communities, including marginalized groups

Participatory and co-design research

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:02 pm

Viewing: **VCDP 1142 : Composition**

Last edit: 02/15/22 1:47 pm

Changes proposed by: aemberline

Programs
referencing this
course

[167: Design Foundation Certificate](#)
[94: Graphic Design Diploma](#)

Course Name:
Composition

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course Name: Composition

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1142

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will learn how to apply traditional design principles and client communication objectives to a variety of compositions. They will learn to identify the key factors that determine a designer's selection of design elements like type, image, colour, and layout, and will work conceptually with semiotics to learn how type and image combine in the creation of meaning. While working through these concepts, students will continue to develop proficiency in Adobe CC software as well as proper file setup for design projects.

Course Pre-Requisites (if applicable):

VCDP 1110, taken prior or concurrently; VCDP 1111, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe how the use of different composition principles impact visual communication
CLO #2	Analyze a composition and identify areas of strength and weakness
CLO #3	Apply principles of visual composition and organizational layout in design projects

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

CLO #4	Develop creative concepts that clearly communicate an intended meaning
CLO #5	Select a compositional approach that reinforces the communication of a message or concept
CLO #6	Select images that fit the intended meaning of a design
CLO #7	Prepare professional digital files for various applications

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

Course Topics:

Principles of visual composition

Compositional relationships

Visual and typographic hierarchy

Integrating type and image

Layout design

Visual communication

Preparing professional digital files

Concept development process

Semiotics

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

UI/UX Design Diploma PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:02 pm

Viewing: **VCDP 2100 : EDI in Design**

Last edit: 02/15/22 1:48 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Equity, Diversity, and Inclusion in Design

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:20 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

EDI in Design

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2100

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Design can have a powerful influence on social, cultural, economic, and political systems. As a result, it's important for designers to think critically about how their work can influence our world. This course will introduce students to key concepts relating to equity, diversity, and inclusion, including the history of systemic discrimination and inequity in Canada, and will then move deeper into investigating how the work of designers can impact these issues. Students will practice critically analyzing design solutions for the influence they may have on larger systems and will also learn to work respectfully with diverse groups. Throughout the course, students will critically examine personal beliefs, attitudes, and biases and will finish by developing a personal equity, diversity, and inclusion statement that relates to their work as designers.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Thinking critically, discuss key concepts that relate to equity, diversity, and inclusion
CLO #2	Discuss the history of colonization, systemic discrimination, and inequities in Canada

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

CLO #3	Examine the role design can play in upholding or dismantling systemic discrimination or inequity
CLO #4	Critically analyze design solutions for the values they support and their impact on larger cultural, social, and economic systemics
CLO #5	Examine issues of representation in culture and media and identify methods of improving representation
CLO #6	Discuss ways to improve diversity, equity, and inclusion in professional contexts
CLO #7	Respectfully work with diverse people, including marginalized groups, and include them in the design process with an openness to different perspectives
CLO #8	Critically examine personal beliefs, attitudes, and biases about marginalized groups and develop a personal equity, diversity, and inclusion statement

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project		Final project *Students must successfully complete all components to achieve "S"
Assignments		Assignments *Students must successfully complete all components to achieve "S"
Lab Work		May include in-class exercises, assignments, quizzes/tests, and work-in-progress *Students must successfully complete all components to achieve "S"
Participation		Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Equity, diversity, and inclusion

Power and privilege

Systemic discrimination and inequity

Marginalization

Implicit bias

Microaggressions

Representation

Values in design

Decolonization

Participatory design and co-design

Respectful design

Indigenous history and reconciliation

Design justice and social justice

Issues of race, gender, age, and ability in design

Accessibility

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2110 : Print Production**

Last edit: 02/15/22 1:48 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[167: Design Foundation Certificate](#)

Course Name:

Print Production and Design

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
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Banner Course Name: Print Production

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2110

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Students will explore the life cycle of a print job while using industry-standard design software like InDesign and Acrobat Professional to setup print projects. Students will learn print terminology, classifications of paper, printing methods, and print management, with a focus on understanding how print concerns can affect layout and design strategies. Through practical assignments and a tour of a local print shop, students will learn to create, check, and export designs to PDF for output to a printer.

Course Pre-Requisites (if applicable):

VCDP 1110, VCDP 1111; VCDP 1142, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the print production process
CLO #2	Distinguish between classifications of paper and how they are used
CLO #3	Identify limitations in various print production techniques
CLO #4	Prepare design files for printing using proper colour mode, resolution, bleed, file type, and format

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

CLO #5 Discuss environmental concerns related to print and packaging

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Course Topics:

Print production and preflight process

Colour separations

Colour management and ICC profiles

Classifications of paper

Job estimates and specifications

Print file setup: colour mode, resolution, bleed, file type, format

Printing images

Overprint preview

Editorial design

Packaging design

Sustainability and environmental concerns related to printing and packaging

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 UI/UX Design Diploma PCG

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2115 : Video Production**

Last edit: 02/15/22 1:48 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Video Production

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

Video Production

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2115

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

In this course, students will be introduced to basic video production, from planning and storyboarding through to final editing. Students will shoot their own video footage and create their own graphic assets and then use professional video-editing software to create final videos that can be exported for use on various platforms. Projects will explore technical video production topics like lighting, sound, white balance, colour and exposure, transitions, title screens, timing, and export settings.

Course Pre-Requisites (if applicable):

VCDP 1111.

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 a storyboard for a video project, considering the desired message and aesthetic
CLO #2	Describe the key characteristics of a well-produced video
CLO #3	Light and shoot basic video footage
CLO #4	Use professional video-editing software to edit together footage and graphic assets and export a final video for use on various platforms
CLO #5	Make colour and exposure corrections and other basic adjustments to video footage
CLO #6	Discuss the cultural influence of video and the related ethical concerns designers should consider

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online
42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning
12

Course Topics

Course Topics:

Video production

Planning and storyboarding

Video editing software and techniques

Course Topics:

Shooting video

Creating graphic assets for video

Lighting

White balance

Transitions

Title screens

Basic adjustments

Export settings

The cultural influence of video

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 UI/UX Design Diploma PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2120 : Brand Identity 1**

Last edit: 02/15/22 1:48 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[167: Design Foundation Certificate](#)

Course Name:

Brand Identity Design 1

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

Brand Identity 1

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2120

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Brand identity design is one of the most important disciplines for designers. This creative and dynamic course will give students a robust introduction to the brand identity design process, from research, planning and strategy to design implementation and final file preparation. Students will develop an understanding of the different components of a brand identity by way of a series of brand case studies and will then explore creative approaches to building a brand identity. Each student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral, and style guidelines. Technical skills will also be developed with the use of Adobe Creative Cloud software throughout various in-class assignments and projects.

Course Pre-Requisites (if applicable):

VCDP 1110, VCDP 1111.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use market research skills to identify a brand's target audience
CLO #2	Develop a brand strategy through research, client consultation, and design thinking

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

CLO #3	Identify logo types and describe the design principles that make a logo design successful
CLO #4	Use industry-standard design software to design clean, well-crafted logos and brand assets
CLO #5	Conceptualize and develop a brand identity system that communicates a brand message using consistent visual language
CLO #6	Prepare final logo files in various formats to be delivered to a client
CLO #7	Discuss the cultural influence of branding and the related ethical concerns designers should consider

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Brand identity development, theory, strategy, and history

Logo design principles and processes

Brand identity case studies

Brand identity design terminology and principles

Brand identity systems and style guides

Target audiences and market research

Collateral material and brand identity design applications

Logo file preparation

Creative briefs

The cultural influence of branding

The ethics of branding

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 UI/UX Design Diploma PCG

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2125 : Design Exploration**

Last edit: 02/16/22 9:43 am

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:
Design Exploration

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course Name: Design Exploration

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2125

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Being able to independently and proactively engage in design exploration is a great asset to every designer, and this course gives students the opportunity to freely explore various design-related topics through self-selected projects. The self-selected projects are intended to help students develop their skills in independent thinking and time management as they select and plan their own work. Students will also expand their skills in teamwork and communication by completing at least one collaborative project during the course. In selecting projects, students will be asked to consider how their selections will help build skills and knowledge needed to launch a successful design career after graduation - for example, by gaining skill in an area of specialization, bolstering an area of weakness, or creating unique work for a portfolio. The course will include mentorship from an instructor who will check in with each student personally each class and will also lead learning activities related to creative thinking, personal and project management, professional development, and communication.

Course Pre-Requisites (if applicable):

VCDP 1110, VCDP 1111.

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	Select a personal design project that will help build important career skills
CLO #2	Assess weaknesses in personal management, time management, learning, or organization skills and develop strategies to overcome those weaknesses
CLO #3	Organize a collaborative project into tasks and roles that can be assigned to various teammates

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

CLO #4	Identify skill or knowledge gaps that need to be addressed to complete a given design project
CLO #5	Request and respond to feedback
CLO #6	Participate in critique discussions using accurate design terminology and clear language

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Ideation

Project planning

Time management

Personal management

Collaboration

Professional development

Self-directed learning

Creative thinking and problem solving

Communication, critiques, and feedback

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 UI/UX Design Diploma PCG

Provide a rationale
for this proposal:

Course Change Request

Date Submitted: 02/04/22 1:03 pm

Viewing: **VCDP 2312 : Digital Image 2**

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Digital Image 2

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663 8535

Banner Course Name:	Digital Image 2
Subject Code:	VCDP - Graphic Design Diploma
Course Number	2312
Year of Study	2nd Year Post-secondary
Credits:	3

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

Course Description:

A strong ability in image editing allows a designer to create images that fit well into their designs and also communicate the desired message of a project. In this course, students will push their ability to create and edit images, using advanced editing and retouching techniques to create professional images and photographic composites. Projects will explore technical skills like advanced selections and masks, image adjustments, filters, blend modes, patching and healing, non-destructive editing, and more. Students will use these technical skills to create images that communicate a conceptual message, a brand message, or a narrative.

Course Pre-Requisites (if applicable):

VCDP 1120.

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 seamless composite photographs using advanced masks, image adjustments, and digital painting techniques

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

CLO #2	Assess the quality of an image and make improvements with advanced image adjustments and retouching techniques
CLO #3	Select, combine, or create images that express a brand concept or narrative
CLO #4	Apply methods of non-destructive image editing
CLO #5	Use an advanced understanding of resolution and file format to prepare graphics for print or screen use
CLO #5 #6	Critique and defend image choices in professional discussions
CLO #6 #7	Use non-destructive editing techniques to preserve the integrity of a digital image
CLO #7	Analyze images to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours	54
Lecture, Seminar, Online	42
Lab, Clinical, Shop, Kitchen, Studio, Simulation	
Practicum, Self-Paced, Individual Learning	12

Course Topics

Course Topics:

Image-editing software

Retouching techniques

Advanced image adjustments

Advanced selections and masks

Filters and blend modes

Colour, contrast, exposure, lighting

Composite images

Non-destructive editing

Copyright and ethical issues

Branding

Representations of race, gender, and culture in images

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:04 pm

Viewing: **VCDP 2313 : Design Project Management**

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Design Project Management

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:01 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

Design Project Management

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2313

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Professional design projects are complex, requiring several stages and different collaborative roles. This course introduces students to the key principles in design project management, from initial research stages and project planning through to completion and final presentation. Students will choose from a variety of mock client projects and will collaboratively practice their project management skills via role play, project planning, design implementation, and presentation. At the completion of this course, students will be ready to work with real clients in the program's advanced client studio courses.

Course Pre-Requisites (if applicable):

VCDP 1111; VCDP 1133, taken prior or concurrently; VCDP 1280 OR VCDP 2315, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss how design thinking and design research fit into design project management
CLO #2	Interview a client to gain preliminary information on project scope, target market, challenges, timeline, etc

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

CLO #3	Produce a detailed client brief to clearly define a design project based on research and client interviews
CLO #4	Create work schedules including tasks, milestones, roles, and budgets
CLO #5	Work collaboratively with diverse teammates taking on different roles
CLO #6	Discuss how key concepts relating to equity, diversity, and inclusion relate to design project management
CLO #7	Deliver a professional presentation that effectively communicates strategies and design rationales
CLO #8	Describe the common administrative procedures required in running freelance design projects

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54
Lecture, Seminar, Online
 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Design project stages

Work schedules, timelines, milestones

Common tasks and roles in design projects

Budgets, contracts, and quotes

Design research

Participatory and co-design

Diversity, equity, and inclusion

Respectful design

Creative briefs

Client interviews

Collaboration and communication skills

Presentations

Design rationales

Freelance design work

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:04 pm

Viewing: **VCDP 2315 : UI/UX Design 1**

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

UI/UX Strategy and Design 1

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course Name: UI/UX Design 1

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2315

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

This course will give students a strong foundational understanding of the user interface (UI) and user experience (UX) design principles designers need to create intuitive and effective websites and apps. Students will gain an understanding of user research and user-centred design approaches and will learn how to use common user-interface elements in designing custom interactive functionalities. Students will improve their skill in problem-solving and will learn to think in systems while working on complex design projects.

Course Pre-Requisites (if applicable):

VCDP 1110, VCDP 1115; VCDP 1133, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Design complex user experiences based on the specific needs of a project and its user group
CLO #2	Create wireframes, mockups, prototypes, and style guides that can be given to clients or developers to communicate plans for a website or app
CLO #3	Identify and correct common issues with usability in interface design

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

CLO #4	Describe accessibility standards and how they are applied in UI/UX design projects
CLO #5	Discover and follow current conventions in interface design
CLO #6	Describe types of research used in UI/UX design
CLO #7	Describe ethical issues in UI/UX design and user research

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

Course Topics:

UI and UX design principles

User research and personas

Navigation and information architecture

Wireframes, mockups, prototypes, and style guides

User-interface elements

Tasks, scenarios, user journeys, and user flows

Usability and accessibility

Design thinking

Rapid prototyping

Feature prioritization

Design systems

Collaboration strategies

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 UI/UX Design Diploma PCG

Course Change Request

Date Submitted: 02/04/22 1:04 pm

Viewing: **VCDP 2320 : Advertising and Art**

Direction

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Advertising and Art Direction

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Is this a non-credit course?

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	137 Phone/Ext.
Anne Emberline	aemberline@vcc.ca =	604-916-2663 =

Banner Course Advertising and Art Direction
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2320

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Concept is key in advertising design, and in this course, students will use creative thinking and visual communication principles to develop an ad campaign concept that can be adapted across various media. They will create designs that effectively communicate a desired message to a target audience, applying their idea through multiple advertisements with visuals customized for different media. Students will also learn to communicate their artistic direction to other creatives working on a team, such as photographers, illustrators, or writers.

Course Pre-Requisites (if applicable):

VCDP 1142; VCDP 1251 OR VCDP 2110.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

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

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

CLO #1	Create professional solutions for advertising briefs using creative art direction
CLO #2	Create a campaign for communication across different media
CLO #3	Adapt an image campaign for a variety of media formats
CLO #4	Use visual communication principles to express concepts through layout, design, typography, and image choices
CLO #5	Give creative direction to team members working on photography, illustration, or writing
CLO #6	Analyze advertising concepts to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Advertising history and contemporary **issues, including ethics issues**

Branding, brand messaging, and narratives

Semiotics

Ad campaign design

Design considerations for different media

Creative direction and communication

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

UI/UX Design Diploma PCG

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:04 pm

Viewing: **VCDP 2345 : Web Development**

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[94: Graphic Design Diploma](#)

Course Name:

Web Development

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

Web Development

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2345

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

This course introduces students to the basic technologies of front-end web development and guides them through hand-coding various layouts for the web. Students will learn about the technical setup of domain names and web hosting accounts while creating custom websites with HTML5 and CSS3 using standard and up-to-date best practices. Explorations with web code will centre around responsive page layout and grid structure, basic animations, patterns and images. Students will upload their projects to a live web server via FTP software.

Course Pre-Requisites (if applicable):

VCDP 1111; VCDP 1115, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create basic responsive web pages from scratch using HTML5 and CSS3
CLO #2	Build a clean layout using a CSS-based grid system or framework
CLO #3	Select correct file types for images on the web and optimize both pixel resolution and file size

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

CLO #4	Use FTP software to successfully upload a simple hand-coded website to a live server
CLO #5	Use independent research to discover current techniques and find solutions to problems
CLO #6	Create and setup a coding environment with proper file paths and naming conventions
CLO #7	Properly document code files via commenting
CLO #8	Identify core strategies for accessibility in web development

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

Course Topics:

Domain names and web hosting

HTML fundamentals: elements, tags, attributes, nesting, structure

CSS3 fundamentals: stylesheets, selectors, inheritance, cascade order

CSS3 layout: box model, positioning, navigation, layout techniques

CSS3 styling: typography, images, backgrounds, patterns, borders, transitions, transforms, hovers

File structure, linking, and FTP

Proper formatting and syntax for HTML5 and CSS3

Image optimization and file types

Responsive techniques

Code editor setups

Accessibility

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 UI/UX Design Diploma PCG

Additional Information

Course Change Request

Date Submitted: 02/04/22 1:05 pm

Viewing: **VCDP 2350 : UI/UX Design 2**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

UI/UX **Strategy and** Design 2

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	145 Phone/Ext.
Anne Emberline -	aemberline@vcc.ca -	604-916-2663 -

Banner Course Name: UI/UX Design 2

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2350

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

Students in this course will improve their ability to creatively solve problems as UI/UX designers. Projects will present students with advanced web or interaction design challenges that require novel solutions and creative problem solving. Students will work collaboratively by forming an in-depth understanding of a particular user problem and then conceptualizing and designing custom solutions using wireframes, prototypes, and mockups. Projects will also allow students to continue practicing their visual skills by creating consistent visual identities and style guides for web or app design projects. By the end of this course, students will have a greater ability to engage in the depth of thinking and level of problem solving required by complex UI/UX design projects.

Course Pre-Requisites (if applicable):

VCDP 1280 OR VCDP 2315; VCDP 1135.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes No

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan and design a detailed user journey for a website or app with complex functionality, taking into account user needs, desires, and problems
CLO #2	Ethically perform and analyze user research, including surveys, interviews, and usability studies
CLO #3	Create a clickable high-fidelity prototype for a mobile or web application design
CLO #2 #4	Create a strong and consistent visual identity for an interactive project and communicate it using easy-to-understand style guides and mockups
CLO #3 #5	Plan and deliver a professional presentation to demonstrate and explain interactive functionalities
CLO #4 #6	Find, evaluate, and use UI/UX design resources, libraries, and reference materials
CLO #7	Identify the scope of a UI/UX design project based on user research and project requirements
CLO #5	Evaluate UI/UX designs for their impact and fit across a variety of contexts (financial, social, community, etc)
CLO #6	Apply accessibility standards in the design of websites and apps
CLO #7	Use design research to inform UI/UX design decisions

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Course Topics:

Rapid prototyping

Micro-interactions

Usability and accessibility

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

UI/UX Design Diploma PCG

Provide a rationale
for this proposal:

Are there any
expected costs as a

Consultations

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:05 pm

Viewing: **VCDP 2351 : Content Strategy and IA**

Last edit: 02/15/22 1:49 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Content Strategy and Information Architecture

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

Content Strategy and IA

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2351

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The selection and organization of content is a critical component in the design of interactive experiences, and this course introduces students to important concepts in both content strategy and information architecture. Students will learn to use design research to inform the creation of a content strategy that fits users' needs and achieves project goals. Coursework will introduce students to various principles of information architecture – the logical and thoughtful organization of information. Students will explore various approaches to information structure, organization schemes, and navigation and will practice communicating content strategy using standard industry approaches.

Course Pre-Requisites (if applicable):

VCDP 1115; VCDP 1280 OR 2315; VCDP 1135, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Interview with department to discuss previous experience
2. A portfolio assessment of previously completed related work OR
3. The demonstration of skills via the successful completion of 1-4 related projects/assignments similar to those completed in the course, chosen at the discretion of the department

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss the importance of information architecture and content strategy in the design of interactive experiences

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

CLO #2	Use design research to develop and test an effective content strategy, considering the unique qualities of primary user groups in the creation of a content strategy
CLO #3	Organize information by selecting appropriate information structure and organization scheme
CLO #4	Design effective navigation to support content strategy, taking into account both accessibility principles and users' mental models
CLO #5	Identify and avoid common usability and accessibility issues related to information architecture and content strategy
CLO #6	Communicate content strategy using sitemaps, wireframes, and prototypes

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Information architecture

Content strategy

Research methods related to IA and content strategy

Mental models

Content inventories and taxonomies

Labeling

Navigation

Search and filter functionalities

Information structures (hierarchical, linear, etc)

Organization schemes (topic, task, audience, alphabetical, tags, etc)

Usability and accessibility

Search engine optimization

Content mapping

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:05 pm

Viewing: **VCDP 2355 : Wordpress**

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[168: Web Development and Design Diploma](#)

Course Name:

Wordpress

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

Wordpress

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2355

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will be introduced to the basic functionalities included in a default Wordpress installation and will also be guided through the process of selecting and installing themes and plugins to change the look, layout, and functionality of the website. The course will also teach students to customize existing Wordpress templates using hand-coded CSS, page-builder plugins, and customizable theme settings. Domain names, web hosting, and FTP software will be reviewed.

Course Pre-Requisites (if applicable):

VCDP 1271 OR VCDP 2345, taken prior or concurrently; VCDP 1280 OR VCDP 2315, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Install and configure a basic 5-10 page Wordpress website, including domain name setup, and populate the website with content
CLO #2	Organize website content to effectively achieve client and user goals
CLO #3	Identify advantages and disadvantages of using a content management system (CMS) and pre-made themes
CLO #4	Research, select, install, and configure basic Wordpress themes

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

CLO #5	Extend website functionality by selecting, configuring, and troubleshooting Wordpress plugins
CLO #6	Customize the look of a Wordpress site by adding basic hand-coded CSS
CLO #7	Use a page-builder plugin to create a custom page layout and style

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Web design principles

Content management systems (CMS)

Wordpress themes and plugins

Hosting, domain names, and FTP

Website security

Child themes and custom CSS

Page builders

File and database backups

Common technical issues and Wordpress troubleshooting

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 UI/UX Design Diploma PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:05 pm

Viewing: **VCDP 2360 : Brand Identity 2**

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Brand Identity Design 2

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663

Banner Course
Name:

Brand Identity 2

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2360

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Students in this course will develop analytical, strategic, and creative thinking skills in the analysis and design of corporate brand identities. Students will develop a deeper understanding of the different components of a brand identity by conceptualizing an overarching message, designing an accompanying visual identity, and then developing visual materials that effectively communicate the brand's message across a variety of different media. Students will create several different types of collateral material, which may include multi-page documents, digital graphics, social media content, or print designs.

Course Pre-Requisites (if applicable):

VCDP 1250 OR VCDP 2120; VCDP 1135, taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create brand assets across a variety of different media, both print and digital
CLO #2	Integrate concept, content, and form into a consistent set of designs
CLO #3	Apply visual language to create and communicate a corporate brand message
CLO #4	Apply compositional principles and organizational strategies to a layout
CLO #5	Create a comprehensive brand style guide with guidelines for colour, type, image, and voice
CLO #6	Describe the essence of a brand in expressive and succinct language
CLO #7	Use design research to inform branding design decisions

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

CLO #8	Analyze brands to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts
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Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Multipage booklets with InDesign

InDesign master pages and typographic styles

Corporate brand messaging

Layout principles for different media

Brand touchpoints and systems

Using research in the brand design process

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See UI/UX Design Diploma PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

Date Submitted: 02/04/22 1:06 pm

Viewing: **VCDP 2430 : Editorial Design**

Last approved: 08/07/20 4:12 am

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Editorial Design

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
cdeans
2. Aug 7, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	162 Phone/Ext.
Anne Emberline -	aemberline@vcc.ca -	604-916-2663 -

Banner Course Name: Editorial Design

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2430

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

Students in this exciting course will extend their creativity to create a professionally structured magazine from concept to print-ready files. Through research and case studies, students will inspect magazine design elements and learn how context and message differentiate varying genres. Students will create covers, logos, table of contents pages, feature pages, and department sections. Typography, layout, illustration, photography, infographics, grids, white space, headlines, and body copy will all become familiar elements in students' editorial design vocabulary. How to package editorial material into a cohesive on-brand style will be emphasized.

Course Pre-Requisites (if applicable):

VCDP 1142; VCDP 1251 OR VCDP 2110.

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:
--	-----------------------------------------------------------------------------

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

CLO #1	Design and produce a multiple page publication using InDesign
CLO #2	Discuss current and historical magazine design
CLO #3	Produce a masthead and elements to be used for magazine branding
CLO #4	Develop and apply a grid system in the design of a magazine layout
CLO #5	Use typographic principles and type hierarchy in the design of a magazine layout
CLO #6	Source, select, edit and place visual elements into a magazine layout
CLO #7	Construct advertisements for publications based on audience

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54
Lecture, Seminar, Online
 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

History of magazine design

Publication planning

Publication masthead and branding

Typography

Photography and illustration

Publication advertising design and production

InDesign for publication: Setting up multiple page documents, developing a style template, designing core pages and spreads, covers and proofing

PDF workflow for publications

Digital editorial presentations and PDFs

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

UI/UX Design Diploma PCG

Course Change Request

Date Submitted: 02/04/22 1:06 pm

Viewing: **VCDP 2445 : Video and Animation**

Production-2

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Video **and Animation Production-2**

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663 8535

Banner Course Video **and Animation Production-2**

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2445

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

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

Designers are increasingly asked to prepare content for a variety of digital media platforms, from eCommerce product videos to animated GIFs for social media. In this course, students will use industry-standard tools to create dynamic video- or animation-based content that can be used across various platforms. An emphasis will be placed on creating on-brand videos or animations that can be used for online marketing campaigns or websites. By learning more advanced technical skills for video and animation, as well as more conceptual thinking skills in how video can be used online, students in this course will expand their ability to create campaign-oriented content across all media.

Course Pre-Requisites (if applicable):**VCDP 1253 OR VCDP 2115.****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	Plan a video or animation project and select appropriate tools to use in creating the final product

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

CLO #2	Create dynamic video-based or animated content that can be used for online marketing campaigns or websites
CLO #3	Prepare final video or animation files for use on a variety of media platforms
CLO #4	Translate a brand concept into video or animated content
CLO #5	Consider audience and context when creating or editing time-based media
CLO #6	Describe how message and context are expressed in a video or animation
CLO #7	Analyze videos to identify cultural impact, ethical issues, or problematic representations of people, cultures, or concepts

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Sketching and storyboarding ideas

Video and animation software

Video editing

Preparing video and animation assets

Branding

Videos for websites and social media

Special effects

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

UI/UX Design Diploma PCG

Provide a rationale
for this proposal:

Course Change Request

Date Submitted: 02/04/22 1:06 pm

Viewing: **VCDP 2455 : Studio: Studio2:Special**

Topics

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Studio: Studio2:Special Topics

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663 8535

Banner Course Name: **Studio: Studio2:Special Topics**

Subject Code: VCDP - Graphic Design Diploma

Course Number 2455

Year of Study 2nd Year Post-secondary

Credits: 5

Bridge College Code VO

Bridge Billing Hours 0-5

Bridge Course Level 01

Course Description:

In this **studio** course, students will work **collaboratively** on various **graphic design instructor-led** projects **for real-world clients. at the cutting edge of new design trends and techniques while continuing to work with real clients in the department's client studio. Under the mentorship of an instructor, students will meet with a client to determine project scope and will then create a project plan to coordinate the roles of each team member and define milestones and deadlines. Students will then work together to research, design, and complete their projects, including presenting their work to their clients. Alongside this client work, students will also work on diverse instructor-led projects at the cutting edge of new design trends and techniques.** Topics will be selected based on the current design landscape and the needs of the design industry and may include new technologies, digital illustration, animation, web design and development, video, social media, advertising, and more.

Course Pre-Requisites (if applicable):

VCDP 2313

***Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.**

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	Research and identify current trends in design styles and techniques
CLO #2	Research and discuss current ethical and cultural issues related to design
CLO #3 #2	Create designs with up-to-date techniques and technologies
CLO #4 #3	Communicate effectively and professionally with clients
CLO #5 #4	Effectively and positively participate within a team environment
CLO #6 #5	Identify new technologies or techniques to include in ongoing professional development
CLO #7 #6	Create and revise designs that meet client specifications

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Client projects
Assignments	30	Instructor-led assignments
Lab Work	30	May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours **108** ~~104~~

Lecture, Seminar, Online

35 ~~40~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

49 ~~44~~

Practicum, Self-Paced, Individual
Learning

24 ~~20~~

Course Topics

Course Topics:

Design trends

New design technologies

Multimedia and interactive approaches to design

Professional communication

Project management

Collaboration strategies

Design presentations

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

UI/UX Design Diploma PCG

Course Change Request

Date Submitted: 02/04/22 1:07 pm

Viewing: **VCDP 2465 : Studio:**

Studio3:Specialization

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:50 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[94: Graphic Design Diploma](#)

Course Name:

Studio: **Studio3:**Specialization

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663 8535

Banner Course Name: **Studio: Studio3:Specialization**

Subject Code: VCDP - Graphic Design Diploma

Course Number 2465

Year of Study 2nd Year Post-secondary

Credits: 5

Bridge College Code VO

Bridge Billing Hours 0-5

Bridge Course Level 01

Course Description:

In this **final** studio course, students will explore independent learning and entrepreneurial thinking through self-directed projects. ~~Alongside continued work for real clients in the department's client studio, students will also be required to engage in self-directed learning by selecting a personal area of specialization and completing a core independent project that requires new learning.~~ **Students** Additionally, students will explore entrepreneurial thinking by either completing ~~an~~ independent paid **projects project** for their own freelance **clients under the mentorship of an instructor client** or by planning and pitching ~~a~~ unique business **ideas idea that** they could realistically pursue after graduation. **Alongside this work, continued work for real clients in the department's client studio, students will also be required to engage in self-directed learning by selecting a personal area of specialization and completing a core independent project that requires new learning.** Students will be encouraged to use their work in this course to develop their personal identities as designers, building strength and confidence that will help them build careers after graduation.

Course Pre-Requisites (if applicable):

VCDP 2313

***Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Upon successful completion of this course, students will be able to:	
CLO #1	Identify a personal area of specialization and engage in independent learning to strengthen relevant skills
CLO #2	Describe the common administrative procedures required in running a small business or freelance design career
CLO #3	Identify and pursue creative and professional opportunities
CLO #4	Create a plan for ongoing professional development
CLO #5	Build a professional network
CLO #6	Create and revise designs that meet client specifications
CLO #7	Research and discuss current ethical and cultural issues related to design

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Client projects
Assignments	30	Instructor-led assignments
Lab Work	30	May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours **108** ~~104~~

Lecture, Seminar, Online

35 ~~40~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

49 ~~44~~

Practicum, Self-Paced, Individual
Learning

24 ~~20~~

Course Topics

Course Topics:

Ideation and design thinking

Business structures

Administrative procedures

Proposals, quotes, and contracts

Networking

Marketing and self-promotion

Business and professional ethics

Project management

Career planning

Self-directed learning strategies

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: 02/04/22 1:07 pm

Viewing: **VCDP 2470 : Packaging Design**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Packaging Design

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	178 Phone/Ext.
Anne Emberline -	aemberline@vcc.ca -	604-916-2663 -

Banner Course Name: Packaging Design

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2470

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

Students in this course will journey through the inner workings of the entire packaging design process from creative brief and conceptual ideation to the development of a print-ready design file. Through a series of case studies and practical experiences, students will explore the boundaries of designing for packaging and will learn the foundational concepts, principles and strategies. Projects include the creation of a final assembled package design that can be understood in the context of a merchandized retail space. Students learn how to design for three dimensions, make a product stand out on a shelf, and setup final print-ready packaging design files. They also develop an understanding of the hierarchy of information in a packaging context.

Course Pre-Requisites (if applicable):

VCDP 1142; VCDP 1251 OR VCDP 2110.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

CLO #1	Analyze and examine packaging trends and audiences
CLO #2	Apply compositional principles and organizational strategies to a custom package design
CLO #3	Create a prototype and a plan for package production
CLO #4	Analyze legal issues related to package design
CLO #5	Identify and employ design choices that can reduce the environmental impact of packaging
CLO #6	Setup a final print-ready file for a packaging design, including dielines

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Different package types

Laying out package design (technical, design and budgetary considerations)

Preparing artwork and mockups

Producing dielines

Material considerations

Environmental impact

Legal issues in packaging design

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

UI/UX Design Diploma PCG

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 02/04/22 1:07 pm

Viewing: **VCDP 2475 : Studio: Design and Development**

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[168: Web Development and Design Diploma](#)

Course Name:

Studio: Design and Development

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	aemberine@vcc.ca	604-916-2663

Banner Course Name: Studio: Design and Development

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2475

Year of Study 2nd Year Post-secondary

Credits: 5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this unique studio course, design and development students with different specialties will work together in small groups to design and build a UI/UX project for a real-world client. Under the mentorship of an instructor, students will meet with a client to determine project scope and will then create a project plan to coordinate the roles of each team member and define milestones and deadlines. Students will then work collaboratively to research, design, build, test, and launch their UI/UX project.

Course Pre-Requisites (if applicable):

VCDP 2313 OR CSTP 1301 AND CSTP 1206 OR VCDP 2350

*Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.

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 implement a detailed project plan for a UI/UX design project through to launch
CLO #2	Bring a UI/UX design project through all stages from research through to development
CLO #3	Effectively collaborate with both designers and developers in the creation of a UI/UX product
CLO #4	Communicate effectively and professionally with clients
CLO #5	Create and revise designs that meet client specifications
CLO #6	Effectively and positively participate within a team environment

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

CLO #7 Ethically perform and use appropriate research in a UI/UX design and development process

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Client projects
Assignments	30	Instructor-led assignments
Lab Work	30	May include reflections, learning plans, in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 108

Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

49

Practicum, Self-Paced, Individual
Learning

24

Course Topics

Course Topics:

Course Topics:

UI/UX design stages

Project management

Collaboration

Communication

Client intake

Client needs

Design research

Working with other designers and developers

Client briefs

Communicating with sitemaps, wireframes, and mockups

Web and app development

Presentations

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

UI/UX Design Diploma PCG

Additional Information

Course Change Request

Date Submitted: 02/04/22 1:19 pm

Viewing: **VCDP 2480 : Online Marketing**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Course Name:

Online Marketing

Effective Date:

January 2023

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:43 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	186 Phone/Ext.
Anne Emberline -	aemberline@vcc.ca -	604-916-2663 -

Banner Course Name: Online Marketing

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2480

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

In this course, students will learn different marketing approaches used to promote products and services online. The course will introduce students to basic general marketing principles and then focus on training students in skills and knowledge related specifically to online marketing, including email campaigns, social media marketing, search engine optimization, marketing analytics, and website content strategy. Students will practice strategic thinking while analyzing market research, creating a marketing plan, and designing content for an online campaign. The course will also cover web design principles that can boost the effectiveness of websites that aim to sell products and services online.

Course Pre-Requisites (if applicable):

VCDP 1135, VCDP 1115.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

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

CLO #1	Identify online marketing practices
CLO #2	Describe how research is used to inform marketing decisions and evaluate marketing performance Perform and analyze basic market research, including analytics
CLO #3	Create content for social media and email marketing campaigns
CLO #4	Create an on-brand online marketing strategy
CLO #5	Use social media for self-promotion
CLO #6	Integrate online marketing principles into website designs to help them more effectively sell products and services
CLO #7	Discuss the cultural influence of marketing and the related ethical concerns designers should consider

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, SimulationPracticum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Marketing principles

Marketing analytics

Marketing campaigns

Search engine optimization

Email campaigns

Website content strategy

Social media marketing

eCommerce principles

Ethics of marketing**Cultural influence of marketing**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 02/04/22 1:08 pm

Viewing: **VCDP 2490 : Portfolio**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Portfolio

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:42 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 5, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	190 Phone/Ext.
Anne Emberline -	aemberline@vcc.ca -	604-916-2663 -

Banner Course Portfolio
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2490

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

This course will prepare students to look for work in the competitive design industry. Students will select and refine past design projects and then create a professional design portfolio for both online and print formats. The course will also cover job search strategies that are important for graphic designers, including networking and self-promotion, and each student will create a personal job-search or self-promotion plan that will help them find the design work that suits them best.

Course Pre-Requisites (if applicable):

***Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.**

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:
--	-----------------------------------------------------------------------------

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

CLO #1	Create a personal brand identity that can be used across different media
CLO #2	Develop a self-directed schedule for portfolio completion
CLO #3	Create professional web- and print-based portfolios by selecting and refining design projects
CLO #4	Write a targeted cover letter and resume
CLO #5	Create a personal job-search or self-promotion plan based on personal career aspirations
CLO #6	Complete a job interview thoughtfully and confidently

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project
Assignments	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours 54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

12

Course Topics

Course Topics:

Personal branding

Web- and print-based portfolio design

Developing a personal schedule for a project including all milestones

Career planning

Job search strategies

Job interview preparation

Self-promotion and networking

Professional social media presence

Cover letters, resumes, and biographies

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 UI/UX Design Diploma PCG

Provide a rationale for this proposal:

Course Change Request

Date Submitted: 02/04/22 1:08 pm

Viewing: **VCDP 2495 : Graduating Event Design**

~~Collaborative Capstone~~

Last approved: 06/12/20 5:09 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs
referencing this
course

[165: UI/UX Design Diploma](#)

[166: UI/UX Design Core Certificate](#)

Course Name:

Graduating Event Design ~~Collaborative Capstone~~

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:42 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663 8535

Banner Course Name: **Graduating Event Design Collaborative Capstone**

Subject Code: VCDP - Graphic Design Diploma

Course Number 2495

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 0-3

Bridge Course Level 01

Course Description:

In this course, students will draw on everything they've learned **previously in their programs** ~~the Graphic Design Diploma program~~ to **brand and market the department's annual** ~~create a comprehensive marketing project or event that promotes the students in the~~ **graduating event, which aims to connect VCC with the design industry while promoting students graduating from our programs.** ~~class as well as the overall program at VCC. Typically students create an in-person graduating exhibition, but the course offers some flexibility to explore other project ideas within the requirements.~~ Students must start with ideation and the creation of a brand concept. Once the brand is established, students will work out the details of their event and create a marketing plan that strategically targets the right audiences and expresses the brand well. Finally, students will be responsible for producing all design elements required to complete the project. All work will be collaborative and organized by the students, building skill in communication, collaboration, problem solving, and project management.

Course Pre-Requisites (if applicable):

VCDP 2120

***Students should have completed at least 60% of their other required program credits prior to registering for this course or have special department permission to register.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Use a design thinking approach to solve problems in a large cross-platform design project
CLO #2	Apply a comprehensive brand strategy through various brand touchpoints
CLO #3	Create and implement a marketing plan for a project or event
CLO #4	Manage a collaborative project with different roles, deadlines, and deliverables
CLO #5	Communicate clearly with team members about expectations and problems
CLO #6	Consider budget constraints when generating and assessing creative ideas
CLO #7	Discuss strategies to improve equity, diversity, and inclusion in the planning and design of events, conferences, awards, or publications

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Execution of final event or project
Assignments	30	Project preparation and supporting materials
Lab Work	30	May include in-class exercises, assignments, work-in-progress, peer assessment, and self-assessment
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Total Hours

54

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, SimulationPracticum, Self-Paced, Individual
Learning

12

Course Topics

Course Topics:

Marketing principles

Branding and brand messaging

Ideation

Event planning and promotion

Self-promotion

Visual communication

Collaboration and communication

Project management

Design thinking

File preparation for print and screen uses

Equity, diversity, and inclusion

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 02/04/22 1:08 pm

Viewing: **VCDP 2500 : Practicum**

Last approved: 06/12/20 5:08 am

Last edit: 02/15/22 1:51 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Practicum

Effective Date: January 2023

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4430 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/04/22 1:21 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/04/22 1:42 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/16/22 4:02 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
cdeans
2. Jun 12, 2020 by
Anne Emberline
(aemberline)

Name	E-mail	Phone/Ext.

Name	E-mail	198 Phone/Ext.
Anne Emberline	aemberline@vcc.ca	604-916-2663 8535

Banner Course Practicum
Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2500

Year of Study 2nd Year Post-secondary

Credits: 4.5

Bridge College Code VO

Bridge Billing Hours 0-4.5

Bridge Course Level 01

Course Description:

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 gain industry experience through a mentorship placement in a professional environment. These opportunities can include working with a freelancer, working in in-house corporate environments or working in advertising, marketing and interactive agencies. Upon completion, students will deliver a final presentation to report on their work experience.

Course Pre-Requisites (if applicable):

***Students should have completed 100% of their other required program credits prior to registering for this course or have special department permission to register.**

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 effectively in a job interview
CLO #2	Research a career path and develop a professional network
CLO #3	Work within the culture, norms, and expectations of the design industry
CLO #4	Request and respond to feedback
CLO #5	Solve problems in real design projects
CLO #6	Reflect on and professionally present a personal work experience

Instructional

Strategies:

Lecture, role-playing, work experience, research projects, and practice.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		Industry interview* *Students must successfully complete all components to achieve "S"
Practicum		Practicum supervisor evaluation* *Students must successfully complete all components to achieve "S"
Assignments		Practicum report* *Students must successfully complete all components to achieve "S"

Hours by Learning Environment Type

Total Hours 130
Lecture, Seminar, Online
 10

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

120

Course Topics

Course Topics:

Professionalism

Research and interviewing

Responsibilities and goals

Conflict resolution and decision making

Client and workplace expectation management

Project workflow for different environments

Personal reflection

Communication skills and professional presentations

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 UI/UX Design Diploma PCG

Provide a rationale
for this proposal:



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 8, 2022

ISSUE: Changes to grading scale in 21 programs

BACKGROUND:

Policy C.1.1 Grading, Progression, and Withdrawal is currently undergoing its 5-year review. As part of that, a working group of Melinda Schram, Natasha Mandryk and Todd Rowlatt was struck to review the grading scales used in VCC programs.

The current approved version of C.1.1 has a recommended grading scale that is used by 53 programs (as of August 2021). 66 programs use a combination of 17 other grading scales. The working group reviewed those scales and recognized that many programs use very similar grading scales that were typically different only in small ways (e.g. 'A+' grade is either 95-100% or 96-100%, with every other grade 1 point different down to the 'F' grade). As a result, the working group is proposing that the College attempt to get down to three grading scales, instead of 18. See Appendix A for the three scales.

DISCUSSION:

Prior to updating the policy, the working group wanted to see if programs were willing to make adjustments to their grading scales. With three "acceptable" options, our hope was that most programs would be very comfortable with making that change. We started with Scale 3. Many programs use Scale 3 currently, including programs in Hospitality, Canadian Business Management, Project Management and Administrative Professional.

Scale 3 – 5 percentage points

A+	96-100%	4.33
A	91-95%	4.00
A-	86-90%	3.67
B+	81-85%	3.33
B	76-80%	3.00
B-	71-75%	2.67
C+	66-70%	2.33
C	61-65%	2.00
C-	56-60%	1.67
D	50-55%	1.00
F	0-49%	0.00

Other programs used minor variations of Scale 3: Paralegal, Office Admin, IT Operations, Applied Leadership, Jewellery, CAD/BIM, Medical Office, and Graphic Design. We have reached out to all of

these programs and are all willing to adopt the same Scale 3. If approved, the changes would apply based on the Effective Dates identified below.

The proposal was presented to Curriculum Committee on February 15, 2022, and unanimously supported.

RECOMMENDATION:

THAT Education Council approve changes to the grading scales for the programs listed, effective on the dates identified for each program:

Program	Effective Date for Adoption of Scale 3
CAD Technician Short Certificate	April 2022
IT Operations Professional Certificate	May 2022
Network Security Advanced Certificate	May 2022
Network Technology Administration and Security Post-Degree Diploma	May 2022
Building Manager Certificate	May 2022
Paralegal Diploma	May 2022
Paralegal Certificate	May 2022
Office Administration Certificate: Administration and Supervision	May 2022
Office Administration Certificate: Legal Office Skills	May 2022
Office Administration Certificate: Medical Office Skills	May 2022
Office Administration Certificate: Records Management Skills	May 2022
CAD/BIM Technician Diploma	September 2022
Architectural Technician Certificate	September 2022
Civil/Structural Technician Certificate	September 2022
Mechanical Engineering Technician Certificate	September 2022
Steel Construction Modelling Technician Certificate	September 2022
Medical Office Assistant Certificate	September 2022
Medical Transcriptionist Certificate	September 2022
Jewellery Art and Design Diploma	New program, launching September 2022 with Scale 3
Jewellery Art and Design Certificate	New program, launching September 2022 with Scale 3
Graphic Design Diploma	January 2023

PREPARED BY: Natasha Mandryk, Todd Rowlett, and Melinda Schram

DATE: February 16, 2022

Appendix A: Grading Scales**Scale 1 - Current standard**

A+	90-100%	4.33
A	85-89%	4.00
A-	80-84%	3.67
B+	76-79%	3.33
B	72-75%	3.00
B-	68-71%	2.67
C+	64-67%	2.33
C	60-63%	2.00
C-	55-59%	1.67
D	50-54%	1.00
F	0-49%	0.00

Scale 2 – ITA*

A+	96-100%	4.33	OR	no letter grades	96-100%	4.33
A	91-95%	4.00			91-95%	4.00
A-	86-90%	3.67			86-90%	3.67
B+	81-85%	3.33			81-85%	3.33
B	76-80%	3.00			76-80%	3.00
B-	70-75%	2.67			70-75%	2.67
F	0-69%	0.00			0-69%	0.00

*still under discussion with ITA programs what final version will look like

Scale 3 – 5 percentage points

A+	96-100%	4.33
A	91-95%	4.00
A-	86-90%	3.67
B+	81-85%	3.33
B	76-80%	3.00
B-	71-75%	2.67
C+	66-70%	2.33
C	61-65%	2.00
C-	56-60%	1.67
D	50-55%	1.00
F	0-49%	0.00

Appendix B: Updates on other program grading scale not requiring approval by Curriculum Committee

Other Programs	
Business Leadership and Management Certificate	Replaced by Applied Leadership and being taught out – no change needed
Management Skills for Supervisors Certificate	Replaced by Applied Leadership and being taught out – no change needed
Sport and Recreation Management Certificate	Plan to suspend program – no change needed
Wedding and Event Management	Under renewal – Scale 3 will be adopted with revised program
Asian Culinary Arts Certificate	No real changes to grading scale but stylistically updated to match new Scale 2
Asian Culinary Arts Advanced Certificate?	No real changes to grading scale but stylistically updated to match new recommendations
Culinary Arts Diploma	No real changes to grading scale but stylistically updated to match new Scale 2
Professional Cook 1 Plus Certificate	No real changes to grading scale but stylistically updated to match new Scale 2
Professional Cook 1 Certificate (EAL Cohort)	No real changes to grading scale but stylistically updated to match new Scale 2
Professional Cook 1 Certificate (ITA Youth Cohort)	No real changes to grading scale but stylistically updated to match new Scale 2
Professional Cook 2 Advanced Certificate	No real changes to grading scale but stylistically updated to match new Scale 2
Baking Foundation Certificate	No real changes to grading scale but stylistically updated to match new Scale 2
Baking and Pastry Arts – Artisan Baking Certificate	Larger change coming – grading scale style has been updated to Style 2
Baking and Pastry Arts – Pastry Certificate	Larger change coming – grading scale style has been updated to Style 2