



Vancouver Community College Education Council  
 Meeting Agenda  
 September 10, 2024  
 3:30–5:30 p.m. Videoconference  
<https://vcc.zoom.us/j/67670103036>  
 ASL Interpretation

| Topic   | Action   | Speaker  | Time   | Attachment | Page           |
|---|----------|--|--------|------------|----------------|
| <b>1. CALL TO ORDER</b>   |          | N. Mandryk                                     |        |            |                |
| <b>2. ACKNOWLEDGEMENT</b>   |          | E. Simpson                                     |        |            |                |
| <b>3. ADOPT AGENDA</b>  | Approval | N. Mandryk                                     | 1 min  | ✓          | <b>1-3</b>     |
| <b>4. APPROVE PAST MINUTES</b>  | Approval | N. Mandryk                                     | 1 min  | ✓          | <b>4-7</b>     |
| <b>5. ENQUIRIES &amp; CORRESPONDENCE</b>                                    | Info     | N. Mandryk                                     | 1 min  |            |                |
| <b>6. BUSINESS ARISING</b>  |          |  |        |            |                |
| a. Draft Institutional Guidelines on Generative AI in Teaching and Learning | Info     | D. Kirk,<br>E. Simpson                         | 15 min | ✓          | <b>8-19</b>    |
| b. Program Discontinuance: Teaching Online Certificate                      | Decision | K. Brooke,<br>D. Kirk                          | 5 min  | ✓          | <b>20</b>      |
| c. Concept Paper: Professional Baking & Pastry Arts Diploma                 | Info     | D. Innes,<br>L. Vestergaard,<br>S. Findlay,    | 5 min  | ✓          | <b>21-30</b>   |
| d. Memorandum of Understanding with Athabasca University                    | Info     | R. Nezami                                      | 5 min  | ✓          | <b>31-33</b>   |
| e. Election: Interim Education Policy Committee Chair                       | Decision | D. McMullen                                    | 5 min  |            |                |
| f. EdCo Elections   | Info     | N. Mandryk                                     | 2 min  |            |                |
| <b>7. COMMITTEE REPORTS</b>   |          |  |        |            |                |
| <b>a. Curriculum Committee</b>  |          |  |        |            |                |
| i. New Program: Professional Baking & Pastry Arts Diploma                   | Approval | S. Findlay,<br>L. Vestergaard                  | 5 min  | ✓          | <b>34-124</b>  |
| ii. Program Update: Sign Language Interpretation Diploma                    | Approval | B. Mykle-Hotzon,<br>K. Hagemoen,<br>M. Klassen | 5 min  | ✓          | <b>125-135</b> |
| iii. Program Update: American Sign Language & Deaf Studies Certificate      | Approval | M. Klassen,<br>B. Carmichael                   | 5 min  | ✓          | <b>136-192</b> |

| Topic   | Action   | Speaker            | Time  | Attachment | Page    |
|---|----------|--------------------|-------|------------|---------|
| iv. New Program: Retail & Service Careers Certificate   | Approval | B. Beeching        | 5 min | ✓          | 193-250 |
| v. Program Update: Paralegal Diploma  | Approval | J. Chee, C. Sauvé  | 5 min | ✓          | 251-415 |
| vi. Program Update: Medical Laboratory Assistant Certificate  | Approval | H. McMullen        | 5 min | ✓          | 416-471 |
| vii. Program Update: Pharmacy Technician Certificate  | Approval | T. Rowlatt         | 5 min | ✓          | 472-482 |
| viii. Program Updates: <ul style="list-style-type: none"> <li>• Professional Cook 1 Plus Certificate</li> <li>• Professional Cook 1 Certificate (STBC Youth Cohort)</li> <li>• Professional Cook 2 Advanced Certificate</li> <li>• Culinary Arts Diploma</li> </ul> | Approval | T. Rowlatt         | 5 min | ✓          | 483-606 |
| ix. Program Updates: Early Childhood Care and Education Diploma, Early Childhood Care and Education Diploma (International Cohort) & Early Childhood Care and Education Certificate   | Approval | D. Lindskog Wilson | 5 min | ✓          | 607-777 |
| x. Program Update: Hospitality Management Diploma   | Approval | T. Rowlatt         | 5 min | ✓          | 778-799 |
| xi. Course Updates: Automotive Service Technician Harmonized Foundation Certificate (AUTO) Courses  | Approval | T. Rowlatt         | 5 min | ✓          | 800-855 |
| xii. New Courses: LINC 0623–0628  | Approval | T. Rowlatt         | 2 min | ✓          | 856-882 |
| xiii. New Course: ACED 0760 Designing Your Life   | Approval | T. Rowlatt         | 5 min | ✓          | 883-888 |
| xiv. New Course: PGM 1100 PMP/CAPM Test Prep  | Approval | T. Rowlatt         | 5 min | ✓          | 889-899 |
| <b>b. Policy Committee</b>  |          |                    |       |            |         |
| i. Curriculum Development and Approval Policy & Procedures (410)  | Info     | N. Mandryk         | 5 min | ✓          | 900-918 |
| <b>c. Education Quality Committee</b>   |          |                    |       |            |         |
| i. Program Renewal Report & Action Plan: Visually Impaired  | Info     | T. Rowlatt         | 5 min | ✓          | 919-945 |
| <b>8. CHAIR REPORT</b>  | Info     | N. Mandryk         | 2 min |            |         |

| Topic                          | Action | Speaker    | Time  | Attachment | Page |
|--------------------------------|--------|------------|-------|------------|------|
| 9. STUDENT REPORT              | Info   | M. Ng      | 2 min |            |      |
| 10. NEXT MEETING & ADJOURNMENT | Info   | N. Mandryk | 1 min |            |      |

Next meeting: October 8, 2024,  
3:30–5:30 p.m.



**ATTENDANCE**

**Education Council Members**

|                         |                  |               |
|-------------------------|------------------|---------------|
| Natasha Mandryk (Chair) | Emily Simpson    | Sarah Kay     |
| Brianna Higgins         | Kseniia Osipova  | Todd Rowlatt  |
| Dave McMullen           | Lisa Beveridge   | Vivian Munroe |
| David Kirk              | Louise Dannhauer |               |
| Dennis Innes            | Marcus Ng        |               |

**Regrets**

|                                 |                 |                |
|---------------------------------|-----------------|----------------|
| Belinda Kaplan                  | Derek Sproston  | Simranjot Kaur |
| Dana Valeria Rodriguez Arellano | Heidi Parisotto |                |
| David Wells                     | Shirley Lew     |                |

**Guests**

|                 |                     |                |
|-----------------|---------------------|----------------|
| Adrian Lipsett  | John Demeulemeester | Nicole Degagne |
| Herbie Atwal    | Lucy Griffith       | Pervin Fahim   |
| Jennifer Kelly  | Marnie Findlater    | Stefan Nielsen |
| Jo-Ellen Zakoor | Michael Yue         | Tanya O’Neill  |

**Recording Secretary**

Darija Rabadzija

**1. CALL TO ORDER**

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

**2. ACKNOWLEDGEMENT**

- V. Munroe acknowledged the College’s location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłw̓ ətaʔt (Tseil-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 June 11, 2024 agenda as amended. Item 6b) Academic Planning & RFQ Process was deferred.

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

**4. APPROVE PAST MINUTES**

**MOTION:** THAT Education Council approve the May 14, 2024 minutes as presented.

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

**5. ENQUIRIES & CORRESPONDENCE**

- N. Mandryk welcomed Tanya O’Neill, Manager, Indigenous Education Initiatives, to VCC.

## 6. BUSINESS ARISING

### a) Contract Training Update

- M. Yue presented the Partnership Development Office's (PDO) annual update on contract training. A summary of 2023/24 contracts was included in the meeting package. 32 new contracts started within that timeframe, classified as FTE or non-FTE, depending on whether they contribute to VCC's student FTE (full-time equivalent).
- Highlights included Culinary Arts training in partnership with the Hałzaqv/Heiltsuk Nation in Waglisla/Bella Bella, BC, and the Gwich'in Tribal Council in the Northwest Territories. Continuing Studies launched new micro-credentials in Fashion & Costuming for Film and Video Game Production with provincial funding.
- There was a discussion about VCC's decentralized approach to managing and evaluating contracts, which may be held by the PDO or other departments across the College.

### b) Academic Planning & RFQ Process

- Item deferred.

### c) Implementation of Revised Program: Counselling Skills Foundations: Mental Health & Addictions Program

- N. Mandryk provided an update regarding the Counselling Skills Foundations: Mental Health & Addictions Certificate. The revised curriculum was approved by EdCo in May 2023. Since potential re-costing of the program was not considered at the time, there was no EdCo motion to provide advice to the Board of Governors on program implementation.
- In May 2024, N. Mandryk was informed that the Ministry considered the program change a substantial revision and approved a tuition change. To avoid delays to student registration and to the planned program launch for September 2024, the Education Council Executive agreed with the proposal to bring the revised tuition to the Board of Governors in May 2024 without formal EdCo advice on program implementation, as an exceptional situation. The Board approved the revised tuition on May 29, 2024.
- EdCo members had no concern about this approach.

### d) Continuing Studies Non-Credit Course Outlines

- A. Lipsett presented the annual update on Continuing Studies (CS) non-credit courses. The number of offerings was similar to the previous year. The overall trend is away from general interest courses and towards more professional development and business/finance-related offerings. These include asynchronous LERN courses, offered by VCC through a licensing agreement. VCC continues to expand its micro-credential offerings (both through CS and other schools), utilizing the CS online registration systems to streamline the process for students.
- While CS students are mostly from the Lower Mainland and other parts of Canada, VCC is leveraging its current role as UMAP (University Mobility in Asia and the Pacific) International Secretariat to expand the reach of its online offerings, e.g. to Malaysia.

### e) EdCo Planning Day Debrief

- N. Mandryk reported on EdCo Planning Day, held on June 6. Dr. B. Magrill from Capilano University presented on generative artificial intelligence (AI). D. Wells presented the revised draft Curriculum Development and Approval Policy (410) and supporting documents for initial discussion. Work on this policy is ongoing, and members were invited to join future Education Policy Committee meetings.
- L. Dannhauer took over the chair during the discussion of item 7ai.

## 7. COMMITTEE REPORTS

### a) Curriculum Committee

#### i) New Course: SCIE 0715 Foundations for Success in Math and Science

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the new course SCIE 0715 Foundations for Success in Math and Science.

**Moved by M. Ng, Seconded & CARRIED (Unanimously)**

- J. Kelly and N. Mandryk presented the second of two courses in a province-funded pathways program for ABE (Adult Basic Education) students. After completing the first course SCIE 0710, students will continue into SCIE 0715. This course is designed to support students re-entering formal education, and will be taken alongside math and science upgrading courses. No co-requisites are listed for SCIE 0715, since students may be taking a variety of math or science courses in tandem, depending on their level.

#### ii) Program Update: Medical Office Assistant Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Medical Office Assistant Certificate, and changes to the credits for MEDC 1141, MEDC 1142, and MEDC 1151.

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

- D. Innes presented the proposal to reduce credits (by 0.5 credit each) for three courses in the recently revised Medical Office Assistant Certificate program, which has not yet been taught. There were no substantive changes to the overall program structure. Some instructional hours were recategorized, which resulted in an increase in program credits by 1.5. The proposal is to slightly reduce the credits in three courses to retain the original number of program credits. The Registrar's Office and Curriculum Committee had no concerns.

#### iii) Program Updates: Hairstylist Certificate and Esthetics & Spa Therapy Certificate

**MOTION:** THAT Education Council approve, with the change approved at this meeting, revisions to the Hairstylist Certificate program content guide, including three new courses: HAIR 1010, HAIR 1020 and HAIR 1030.

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

THAT Education Council approve, in the form presented at this meeting, revisions to the Esthetics & Spa Therapy Certificate program content guide, including three new courses: ESTH 1010, ESTH 1020 and ESTH 1030.

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

- L. Dannhauer presented the proposal. The key change was to rebalance credits among the three courses in each program. Both Level 3-courses are now 9 credits and considered full-time, which is important to meet requirements for international students as well as financial aid. No new content was added to either program, but outcomes were redistributed among courses. Evaluation plans were updated to provide more clarity for students and to emphasize the importance of meeting the strict attendance requirements.
- A minor change was requested by EdCo: replacing "final VCC practical exam" with "SkilledTradesBC practical exam" in the HAIR 1030 course outline.

#### iv) Minor Curriculum Changes January–May 2024

- T. Rowlatt presented the biannual update on minor curriculum changes approved by Curriculum Committee.

## b) Policy Committee

- S. Kay reported that the committee provided feedback on the Curriculum Development and Approval Policy (410) at its June 5 meeting. K. Oldenburg was thanked for chairing the committee during S. Kay's absence.
- The revised Accommodation for Students with Disabilities policy (327) was reviewed by Governance Committee and will be presented to the Board for approval on June 26. The Board approved the revised Education Services Renewal policy (405) on May 29.

## c) Education Quality Committee

### i) Annual Program Review 2023 Summary Report

- T. Rowlett presented EQC's Annual Program Review Summary Report, based on a conversation with all deans about annual program reviews (APRs) and further committee discussion. APRs this year included a question about collection of student feedback. There is no consistent approach to data collection across the College, and there are challenges around logistics and access to data. Key themes in APR report were Indigenization and decolonization, mental health and well-being, micro-credentials, and prior learning assessment and recognition (PLAR). An emerging topic is generative artificial intelligence (AI).
- Committee priorities for the next year include developing a quality report; reviewing the course and program evaluation process; work on integrating mental health and well-being into curriculum development; and identifying and sharing successful models for instructor orientation and onboarding in collaboration with the CTLR.

## 8. CHAIR REPORT

### a) EdCo Annual Report 2023

- N. Mandryk reported on the May 21 Academic Governance Council meeting. The council consists of EdCo chairs and vice-chairs from across BC. There was a discussion about tensions between privacy legislation and the Accessible BC Act related to students recording classes. Several institutions are reviewing their policy frameworks and conducting a gap analysis. Nicola Valley Institute of Technology's approach to decolonizing policy was highlighted. Other discussion topics included the Quality Assurance Process Audit (QAPA) several institutions are undergoing, and part-time faculty on EdCo.
- N. Mandryk will participate in an upcoming Ministry of Post-Secondary Education and Future Skills workshop for Board members.
- The 2023 EdCo Annual Report was presented for information.

## 9. STUDENT REPORT

- M. Ng reported on the land acknowledgement workshop on May 23 facilitated by C. Little.
- SUVCC ran a successful pub night for students from both campuses on May 29.

## 10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on September 10, 2024, 3:30–5:30 p.m.
- The meeting was adjourned at 4:40 p.m.

**Natasha Mandryk**  
**Chair, VCC Education Council**

# VCC Guidelines for Generative AI in Teaching and Learning

## Introduction

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

Teaching and learning are constantly evolving through episodes of disruption and transformation — such as calculators, computers, the internet, mobile phones, and now GenAI. GenAI provides opportunities to enhance education, with potential benefits and value in both teaching and learning through informed and ethical use that mitigates its risks and potential harms. It's important for the VCC community to learn how to engage responsibly with these tools given their growing prevalence in the education and work sectors. The principles and guidelines below serve as a compass to support the ethical and effective use of generative AI by faculty and staff at VCC within the teaching and learning context, while fully considering the risk areas.

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

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

## Alignment with VCC values

How we use GenAI in teaching and learning should align with VCC's core values<sup>1</sup> and strategic plan initiatives, as well as existing VCC policies, procedures and legal requirements.

- Student success: We create an environment where students develop the skills, attributes and experiences for future success. We have a responsibility to prepare students with AI literacy skills for future life, education and workplace needs.
- Excellence: Our commitment to excellence entails exploring how AI can be innovatively and responsively used to enhance the teaching and learning experience, while keeping our humanity and critical thinking firmly in the center of our work.
- Reconciliation and diversity: Our commitment to decolonization, accessibility and inclusivity means we need to critically consider the risks of bias perpetuation and cultural appropriation in these tools, as well as exploring the ways these tools can be used to

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



- enhance accessibility, access and universal design for learning.
- **Stewardship:** Stewardship has implications with respect to the estimated environmental costs of these tools. We should consider how to ensure sustainable development and use of these tools with respect to the earth and all our relations.

## Principles

These are overarching principles, or roots, out of which the more detailed guidelines, or branches, grow.

1. **Faculty and staff use of GenAI:** Faculty and staff may choose to use GenAI for teaching and learning related work within the bounds of legal, College, School or department-level policies and guidelines, and the guidelines below. AI's impact is context specific in considering disciplines/industries, how learning outcomes may evolve, and how learning activities and assessments might change to better prepare students for future skills.
2. **Student use of GenAI:** Students may choose to use GenAI in academic course work within the rules set in their programs or courses. They may choose to use GenAI to support their learning in other ways, within the bounds of legal and College policies and requirements and guidelines below.
3. **Equity:** It is essential to consider how bias in the training data for a GenAI model can produce biased, discriminatory, inaccurate, or harmful outputs, which can contribute to systemic inequities.
4. **Accessibility:** While some GenAI tools show significant promise in enhancing accessibility and democratizing knowledge, and benefits for neurodiverse learners, not every tool is accessible. Factors such as cost of tools, geographic location that may restrict access to certain tools, internet and device access, digital skills of users, and accessibility integrated into the tools themselves should be considered.
5. **Indigenous data sovereignty and respect for Knowledges:** Use of GenAI tools should respect and [support Indigenous data sovereignty and protocols](#) for use and sharing of Indigenous knowledges. The [risks of cultural appropriation and perpetuation of bias/stereotypes about Indigenous peoples, histories and cultures](#) should be evaluated in the output of these tools.
6. **Privacy and confidentiality:** The need to protect individuals', and especially students', privacy and act in accordance with FIPPA requirements is essential in all VCC activities. Instructors and students should be fully informed of all considerations and risks of using GenAI tools and follow the acceptable and responsible use guidelines if they choose to use GenAI tools.
7. **Intellectual property and copyright:** User agreements of each tool should be reviewed to understand how input data will be used and implications for intellectual property rights. Use of these tools should respect intellectual property rights with respect to data input into the tools, and in how we use those outputs.
8. **Responsible use, ensuring accuracy and mitigating harm:** Users of GenAI are ultimately responsible for critically evaluating GenAI outputs to ensure accuracy and mitigate harm before sharing those outputs.
9. **Transparency:** Materials (text, images, code, music, video, etc.) generated by these tools that are shared for the purposes of teaching and learning should include attribution of the material source.

# Institutional Guidelines

## Academic integrity

GenAI tools bring opportunities for [conversations around academic integrity](#) with students. Artificial intelligence can be used ethically to strengthen and enhance teaching and learning. Using artificial intelligence for assignments/assessments does not automatically equal academic misconduct. ([Eaton, S., 2023. 6 Tenets of Post-plagiarism](#)). Instructors should explicitly state AI use rules (or permission levels) in the course syllabus and discuss the considerations of these technologies openly with students. These supports building digital literacy on the risks and benefits of these tools.

If an instructor specifies that no outside assistance is permitted on a graded assignment, the College will consider a student's use of generative AI as a form of academic misconduct under the [VCC Academic Integrity policy](#). Per policy statement 5, "VCC reserves the right to review all academic work submitted by a student for authenticity and originality". This includes the "inappropriate use of digital technologies", as defined in the policy. **It is important for instructors to provide clear, individual statements on the rules for AI use in their course syllabus.** If an instructor suspects that an assignment or assessment has been completed with unauthorized use of AI tools, they should follow VCC's [academic integrity procedures](#) as for any other potential allegation of academic misconduct. It is recommended that AI detection tools should not be the only determinant in making decisions around an allegation of academic misconduct.

## Permission Level – Course Syllabus

Consider the variety of ways AI might be used as part of the learning process from no-use to a study tool, to brainstorming and ideation, to editing of student-created work, to evaluation of student-created work or even full human-AI collaboration in generating work. The ethics of when, where and how these tools might be integrated into the learning experience will depend on the context of the course, the learning outcomes, and industry/discipline trends. The instructor is generally best positioned to decide appropriate permission levels for AI use. Instructors and programs should clearly communicate to students the permitted and/or prohibited use of GenAI in their academic work, and the rationale for these decisions. See the [AI Assessment Scale \(adapted by Lucas Wright from Leon Furze\)](#).

## Syllabus Statements

It is critical to set clear expectations around the use of GenAI tools in the course syllabus, as with other course expectations, and to reinforce this both in writing and verbally throughout the course. Providing the rationale for how this decision supports course learning outcomes supports alignment and transparency. The sample statements below can be used to inform students about permitted (or not) GenAI use. The VCC syllabus statements on AI permission levels will be updated regularly \*Adapted from [Generative AI Syllabus – Academic Integrity at UBC](#).

### *Generative AI tools are not permitted*

- Use of generative artificial intelligence tools such as ChatGPT to complete graded coursework (assignments, exams, etc.) in this course is **not permitted** in any circumstances. For the purposes

of this course, use of these tools will be considered academic misconduct as it violates the principle of student work being authentic and original. See VCC's [Academic Integrity Policy 325](#).

- The use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any graded assignment or assessment in this course is not allowed. Use of these tools violates the principle of student work being authentic and original (see [Academic Integrity Policy 325](#)) and would be considered academic misconduct.

#### *Generative AI tools are permitted with specific restrictions*

- Students are permitted to use AI tools for the idea stages of coursework only, such as gathering information or brainstorming, but may not be used to create content for any assessed work or final submission. If you have questions about this policy, please speak with your instructor.
- The use of generative artificial intelligence tools is not permitted in any graded course assignments unless explicitly stated otherwise by the instructor. This includes ChatGPT, Copilot, Gemini and other AI tools and programs. If you have questions about this, please speak with your instructor.
- Students may use the following specific AI tools [list tools] in completing their assignments for this course and output must be checked for accuracy and [cited appropriately](#). No other generative AI tools or technologies are permitted for assessed work. Use of AI tools is not permitted during midterm exams and final exams in this course. If students are unclear about this policy, please speak with your instructor.

#### *Generative AI tools are fully permitted*

- Students can use any generative AI tools such as ChatGPT or Copilot to gather information, review concepts or help produce assignments in this course. However, students are ultimately accountable for the work they submit. Any content generated or supported by an artificial intelligence tool must be evaluated for accuracy and [cited appropriately](#). If you have questions about this, please speak with your instructor.

## Citation and attribution

If instructors provide permission for GenAI use in coursework, they should also ensure that students how to appropriately acknowledge use of these tools. See [UBC's citation guide](#) and [VCC's citation guide](#). You may also choose to have students provide an appendix to their work showing prompts and outputs. If students are not sure whether and how to acknowledge GenAI use in their academic work, they should check with their instructors.

## Assessments

Generative AI offers new possibilities but is also prompting deep questions about meaningful learning and our ability to measure it. Conversations of [redesigning valid assessments and shifting the focus to process over product in learning](#). While a shift to authentic assessments may be a way to mitigate GenAI use, another view is that authentic assessments will mean collaborating with or involving AI use in student work in the future.

### *Test your assessment for AI vulnerability*

Instructors can test their assessments/assignment with a GenAI tool to gain insight into the tool's capabilities and limitations, or work with CTRLR to do so. This will help decide if a redesign is necessary based on vulnerability needs or future skill needs for students. Keep in mind, that depending on the AI tool use, you could be adding this content to its data training set, or it could become publicly available at some point. If you have the capacity to redesign, start small: choose the assessment that concerns you the most or will have the greatest impact, redesign for one term, evaluate and then build on your experience. Connect with [CTRLR](#) if you would like advice on how to test and/or redesign your assessment. See the workshop on [Revising Assessments for AI](#).

### *Two-Lane Assessments*

Daniel Liu and Adam Bridgeman from University of Sydney describe a two-lane strategy for designing assessments in the age of AI to support meaningful student learning ([Liu & Bridgeman, 2023](#)).

Lane 1 assessments (assessment of learning) focus on validated (secure) assessments such as invigilated/in-class work (presentations, debates, skill assessments), revising to tasks that AI cannot perform well (oral assessments), increasing use of class time for drafting/collecting evidence of creation process/peer feedback, revising grading schemes/rubrics to focus less on mechanics, or supervised exams/tests.

Lane 2 assessments (assessment for learning) motivate students to learn and can integrate AI in various ways as part of the assessment. There may also be cases where an assessment includes both Lane 1 and Lane 2 approaches, such as creation of products with AI tools, a reflection on process and an oral interview about the process and meaning in what was created.

## Use of AI Detectors

VCC strongly discourages the use of AI detectors on student work for several legal, pedagogical and practical reasons.

Instructors should not upload student academic work or personal information to AI detectors that have not undergone a VCC Privacy Impact Assessment (PIA) and been approved for use. There are no AI detection tools currently approved or undergoing a VCC PIA. Uploading students' personal information to an unvetted service may be a breach of FIPPA (see: [Security and Privacy](#)). Also, it may be a Copyright Act violation, as students own copyright of their work.

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

## Security and Privacy: FIPPA and VCC's Obligations

Because VCC has not yet completed or approved any PIAs for GenAI tools, VCC instructors **cannot require** students to create accounts with GenAI tools or use GenAI tools that may collect their personal information, whether through student or instructor inputs. See: [Recommended AI Tool](#) and [How can I plan for AI use in my course or program...](#) for more guidelines.

## BC Freedom of Information and Protection of Privacy Act (FIPPA)

This act is the provincial legislation that concerns the public's right to access information held by public bodies, and the protection of individuals' privacy. FIPPA provides the authorization for how public bodies may collect, use, and disclose personal information. As a law, it is illegal for a public body to collect, use, and disclose personal information in a way that is not authorized by FIPPA.

Privacy Impact Assessments (PIAs) are a legislative requirement of FIPPA for any initiative that involves the collection, use, and disclosure of personal information. PIAs assess the tool's compliance with FIPPA and evaluate any privacy and security risks.

**Personal information (PI)** is recorded information about an identifiable individual other than contact information (where contact information is information used to contact someone at their place of business). VCC has an obligation to protect and respect all faculty, staff, and students' right to privacy and a requirement to act in accordance with FIPPA. Students' names, personal contact information, academic history, student numbers, financial information (including credit card number), etc. are all considered personal information. Their assignments could include PI about their lived experiences, and their assignments may also constitute their intellectual property.

The most common reason to collect personal information under FIPPA, either directly from individuals or through a third-party, is because that personal information is necessary and directly related to a program or an activity of the public body. If VCC collects personal information from students through assignments or asks them to sign up for or use services/tools in order to complete assignments, when those assignments are necessary and directly related to the student acquiring the intended learning outcomes of the course, VCC is obligated to ensure that all potential collection, use, and disclosure of personal information, by VCC and/or by any services/tools, is compliant with FIPPA. Without an approved PIA, VCC is not able to confirm that those tools are compliant and cannot require students to use them.

### What Personal Information Does GenAI Collect?

GenAI companies collect personal information from the time that a user visits the site to their completion of using the service. At minimum, account data includes enough information to associate the individual with their account to login (this is usually name and email address). Depending on the tool and payment model, demographic data and payment information may also be associated.

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

collected. Any data inputted may or may not be stored or used for further training of the model or sold to third parties for marketing or other purposes. All this data may also be stored outside Canada.

## Copyright and Intellectual Property

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

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

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

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

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

## Ethical Considerations and Risks to Consider

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

Some key considerations related to the development and use of GenAI tools are:

- **Bias and Discrimination:** GenAI models create content based on the vast data sets they are trained on. These data sets (most of the internet) contain both accurate and inaccurate content, as well as societal and cultural biases. When the dataset has inherent racism, sexism, ableism etc., it can generate content that is also biased, which can perpetuate existing inequalities and

discrimination. This has been shown in both text and image generation tools.

- **Hallucinations/Unreliable content:** GenAI can generate a large amount of content quickly but is not error-proof. The model is **predictive** not accurate, and in generating an answer to a prompt, every AI tool hallucinates answers to some degree. This leads to a risk of inaccurate information being taken as truthful.
- **Equity in Access:** Using GenAI requires access to technology and reliable internet connection, as well as digital literacy skills. In some cases, access to tools can depend on geographic location, costs, and not all tools may be accessible to users with disabilities.
- **Data Collection:** GenAI models need access to large amounts of data to generate new content. However, this data could include copyright or personal information, such as photos or text messages, which could be used to identify individuals. There is a risk that this data could be compromised or used for nefarious purposes.
- **Indigenous Knowledge and Relationships:** GenAI tools can pose risks to Indigenous data sovereignty (see the [First Nations Principles of OCAP](#)), Indigenous cultural and intellectual property rights, and may not respect Indigenous cultural protocols for information sharing and governance. There are also risks of cultural appropriation and perpetuation of stereotypes.
- **Misuse of Generated Content:** GenAI can be used to create fake news, images or videos, or to impersonate individuals. This raises concerns about the potential for misuse, such as creating false evidence or spreading disinformation.
- **Lack of Human Interaction:** While GenAI can personalize learning, it cannot replace the value of human interaction in education. Over-reliance on AI could lead to a lack of meaningful interactions between students and teachers, which can impact social and emotional learning.
- **Environmental Impact:** Training GenAI models requires large amounts of electricity and freshwater, and there are additional environmental costs with using these tools once trained. Current energy estimates are it takes the same [amount of energy to generate one image as to charge a cell phone](#) and [2 cups \(500 mL\) of water for 20-50 prompts](#). [A generative AI search uses 4-5 times the energy of a conventional web search](#). This can improve with smaller, localized generative AI models.
- **Ownership and Control of Generated Content:** When GenAI creates new content, it can be difficult to determine who owns the resulting work. This raises questions about intellectual property rights and who has the right to use or distribute the generated content.
- **Unethical Labour Practices:** Development of GenAI tools relies on humans to review the training process. The development of these tools involved the [exploitation of human workers](#), particularly in the Global South, to train and review their tools and moderate the content.
- **Privacy Invasion Through Re-Identification:** GenAI models can be used to re-identify individuals in images or videos, even if they have been anonymized. This can lead to privacy invasion, particularly if the generated content is used in a way that the individual did not consent to.
- **Risk to Critical Thinking and Creativity:** There is some potential risk that outsourcing reading, writing, or idea creation to GenAI could lead to reduced skills in critical thinking and creativity, depending on how the tools are used and the level of digital literacy and ability to critique their output.
- **Policies Constantly Changing:** The rules, guidelines, and terms of service that GenAI platforms have in place are subject to frequent updates and modifications. These policies can include a wide range of terms and conditions that govern the use of their platform's products or services,

such as pricing, privacy, and intellectual property rights.

## Benefits of GenAI

In addition to the considerations above, there are potential benefits and innovative ways of using these tools to enhance and facilitate teaching and learning. Some of the key benefits identified in the education sector are:

- **Personalized Learning:** Generative AI can be used to create personalized learning experiences based on user’s learning style, interests, abilities and individual needs.
- **Accessibility:** Generative AI can help make education more accessible to students with disabilities. For example, it can generate text-to-speech and speech-to-text, alt-text for images, automatic captions, translation, and audio descriptions for videos and navigate color-coded charts. These tools can also be used to support neurodiverse learners and help with universal design for learning in course design and activities.
- **Creativity:** Generative AI can produce content that is not based on existing data but rather uses learned patterns to create something new and original. The speed of creation can enhance exploration and creativity and offer multiple potential outputs.
- **Enhanced Productivity:** These tools can support rapid initial development of new curriculum and teaching materials for review and refinement, design of projects and creation of artifacts, research, and allow more time for
- **Democratization of knowledge:** These tools may provide an efficient way to access information beyond manual internet searches, particularly in the increased ability to use these tools to create with little or no coding skills.
- **Improved Decision-making:** increased ability to analyze data and detect patterns that can facilitate diagnosis, predictions of best designs, etc.

## Teaching and GenAI

The decision of whether and how to permit student use of generative AI tools in coursework lies with the instructor, provided that the use falls within the VCC institutional guidelines for AI use in teaching and learning, and the department or School guidelines, and/or any other relevant legislation.

**Transparent Course Syllabus statement on AI use:** Instructors should clearly and explicitly share with students what the assignment, course, or program rules on permissible AI use and what is not permitted. We encourage you to do this both in writing in the course syllabus and through verbal discussion and reminders. Giving pedagogical reasons for the chosen AI permission levels (and tools) and how it supports learning is beneficial. See [syllabus statements](#) section.

## Recommended AI Tool

Microsoft Copilot with Commercial data protection (“Copilot for Organizations”; this is distinct from Microsoft 365 Copilot) is available for all faculty, staff, and students through VCC’s M365 license.

VCC members can access this tool by logging in to <https://copilot.microsoft.com/> or using the Microsoft Edge browser side bar with their VCC credentials. The green “Protected” label will be visible if logged in



properly, and this offers some level of privacy and data protection. The secure connection is not available if users do not log in. VCC can **only recommend** the use of this tool because VCC has not yet completed a PIA.

Instructors and students can follow [the "Detailed Guidance" portion of these guidelines developed by UBC](#) for how to best protect their personal information and intellectual property.

Note: “Low risk information” is any information that you are willing to be made public and potentially used by others, and that you have the right (copyright and intellectual property) to make public as well.

## How can I use it in my own teaching practice?

GenAI tools can be used to effectively co-develop teaching materials, like drafting course maps, learning outcomes or lesson plans; evaluating alignment with learning outcomes; data analysis; and creating [H5P content](#), rubrics, slides, case studies, videos, diagrams and a variety of other resources. The following guidelines address responsible use of GenAI in teaching at VCC along with the guidelines above. Consider when it is appropriate to use a web search compared to GenAI, to choose open educational resources or creative commons images/photos/texts instead of generating new content with AI and keep documentation of GenAI outputs to reduce the need to regenerate prompts considering the environmental impacts.

- **Educator choice:** Instructors, staff or other educators may choose to use GenAI tools to support teaching practices, unless their department, program, or School specifies rules for use. If a program is purchasing a tool for faculty and/or student use, it needs to be approved by the GEGIT (Governance Executive Group Information Technology) committee first.
  - Currently, we recommend the use of Microsoft Copilot with your institutional login to provide a level of enhanced privacy and security. See UBC PIA.
  - Review the Terms of Service and Privacy Policies of any GenAI tools you plan to use for teaching and/or learning, so you can decide whether you are comfortable with what data is collected and how it is used.
  - Some GenAI tools offer the possibility of opting out of use of one’s input data for training models, which is recommended for privacy purposes. In some tools, for example, you can opt out of saving chat history, which will usually mean inputs will not be used for training
- **Human oversight:** Any content you produce by GenAI to use in your teaching must be reviewed for accuracy, appropriateness, bias and other possible harms before sharing with students.
- **Attribution and Transparency:** Demonstrating ethical and responsible use in student-facing materials is important. Give citations for materials which are completely or partly generated by GenAI.
- **Prompting for Educators:** Several resources and [CTLR workshops](#) are available on useful prompts for the creation of teaching materials, such as lesson plans, rubrics, practice questions, case studies and H5P activities.
- **Use of AI detectors:** There are currently no PIAs completed for any GenAI tools or detectors. Additionally, use of AI detectors strongly discouraged based on the many concerns of accuracy,

reliability, bias, privacy and security. Do not submit original student work into any tools that do not have a completed and approved PIA; this could be a breach of the student's privacy or a violation of their intellectual property. See the [AI detector](#) section for more information.

- **Use of AI for feedback and grading:** GenAI tools must go through a VCC PIA review and be approved in order to use for grading. There are also considerations around the impact on student-instructor relationships and perception of course value if GenAI is used for grading. If a PIA is completed and approved, educators should disclose to students if they use GenAI for feedback/ grading and instructors are ultimately accountable for student grades and must review any feedback or grades generated by GenAI tools.

## How can I plan for AI use in my course or program as part of the student learning experience?

Industry expectations and workflows are evolving with AI. Preparing students to engage ethically and responsibly with these tools in their personal lives and careers, while ensuring that learning is not negatively impacted, follows VCC's mandate of real learning for real change. Here is a [helpful decision-making tool](#) around integrating AI into a learning activity/assessment.

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

1. Instructors should determine if it is appropriate to incorporate generative AI into course design, activities, and assessments based on course learning outcomes, program learning outcomes, and conventions and expectations of the discipline.
2. Instructors with courses that incorporate generative AI should ensure that use of GenAI offers a meaningful learning experience rather than just for novelty.
3. Discuss with students the strengths, limitations and ethical considerations of the technology, what tool is being used, what data is collected through tool and how it will be used, how to use the tool responsibly, and the pedagogical reasons behind integrating AI into the learning experience. [See the VCC AI student discussion slides](#) which can be adapted for your class.
4. Instructors cannot require students to use GenAI or any other technology tool for any activity related to grading or achieving learning outcomes unless it has been approved through a VCC PIA.
  - a. If an educator recommends a tool for course activities or assessments not approved in the PIA process, equivalent alternatives must be provided for those who do not consent to enter their personal information into such a service. **The alternative option must not disadvantage the students opting out of using the tool, or result in** lower grades, or a reduced learning experience. Talk to [CTLR](#) if you'd like to discuss options.
  - b. Instructors can recommend the use of Microsoft Copilot, when logged in with VCC credentials, as a more secure option, and as a free tool. See: [Recommended AI Tool](#). In general, seek to choose tools that are accessible to all students.
  - c. When recommending a tool, instructors should make sure to caution students not to enter data that they would not want shared or stored, such as any personal information, or anything they would want to publish or protect such as intellectual property.

5. Use of all technology and digital tools must be done in accordance with VCC's Appropriate and Responsible Use of Educational and Information Technology Policy and other applicable College policies.

## Further Learning and Acknowledgement

Connect with the [Centre for Teaching, Learning and Research resources](#) if you'd like to learn more or explore how you to integrate generative AI in learning experiences in your courses or program. For student learning, at this time we recommend sharing University of Sydney's student created site: [AI in Education \(sydney.edu.au\)](#)

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



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Discontinuance of the Teaching Online Certificate program

### BACKGROUND:

The Teaching Online Certificate (TOC) was suspended in March 2023.

The School of Instructor Education would like to discontinue the Teaching Online Certificate in accordance with the Suspension and/or Discontinuance of Programs Policy (414). The policy states “if the department and Dean agree on a recommendation to suspend or discontinue a program, a Feasibility Report is not required. A proposal with supporting rationale will be submitted to Education Council for advice to the Board, and the Board will make the final decision.”

### DISCUSSION:

Students have been informed of the suspended status of the TOC and have been given time to complete the courses and obtain the credential if desired. Courses covering the outcomes of the TOC have been added to the Provincial Instructor Diploma program.

### RECOMMENDATION:

THAT Education Council recommend the Board of Governors discontinue the Teaching Online Certificate program effective January 1, 2025

**PREPARED BY:** David Kirk, Dean of Curriculum and Pedagogy  
Karen Brooke, Department Head, School of Instructor Education

**DATE:** July 15, 2024

## Concept Paper: Professional Baking & Pastry Arts Diploma

**Name of Program:**

Professional Baking & Pastry Arts Diploma

**School/Centre:**

Hospitality, Food Studies & Applied Business

**Credential Level:**

Diploma

**Anticipated Start Date:**

September 2025

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

**Contact(s)**

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

### 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 Professional Baking & Pastry Diploma provides learners with the Canadian Red Seal Baker Apprenticeship technical training. It offers learners the opportunity to develop the theoretical foundation and practical skills for the production of basic to advanced breads and pastries, preparing them for industry where they may complete the work-based training hours and write their interprovincial exam to achieve the Baker Red Seal Certificate of Qualification.

Upon graduation, international learners will qualify for a 3-year work visa through the Government of Canada Immigration, Refugee, and Canadian Citizenship (IRCC). Our current International Dual Certificate in Artisan Baking and Pastry Arts no longer guarantees graduates the 3-year work visa, as there have been a number of recent cases where graduates of the Dual Certificate program have been denied.

The first year of the proposed diploma focuses on the development of basic technical skills in baking and pastry arts, and a professional mindset that includes food safety, organization and time management, interpersonal skills, and the relationship between product outcomes and the underlying scientific principles and processes. The second year introduces students to advanced

principles and techniques in bread and pastry and supports the continued development of occupational skills.

Graduates will be eligible for work as apprentice bakers and pastry cooks in a variety of professional settings including hotels, restaurants, convention centers, catering companies, bakeries, cafes, and commissary kitchens. They will also have the technical and theoretical foundation to start their own business if that is their goal (although we recommend they gain some prior industry experience before doing so).

**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 diploma program aligns with the departmental plan to maximize educational quality and align programming with the Canadian Red Seal Baker Apprenticeship curriculum, as well as to maximize the use of College facilities.

In terms of its structure, this program easily integrates into our departmental schedule and therefore not only meets various operational constraints, but also increases the monthly range of retail products and, potentially, the revenues from bakery sales. In that regard, it is a fiscally sustainable approach to baking education at VCC.

Its design supports student success by aligning courses with all apprenticeship competencies and by reflecting the progression of the 3-year Red Seal curriculum, starting with basic cakes, cookies, pastries, desserts, breads, cake decorating, and chocolate and progressing to their corresponding intermediate, and advanced levels.

The program aims to create an accessible environment where students build technical, occupational, and interpersonal skills; develop professional attributes; and gain practical experience in the classroom, baking lab, and industry for immediate and future success.

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

The first year of this diploma program relates to the 6-month Baking Foundation Certificate and the Baker Apprenticeship Level 1 curriculum. The second year is similar to the combined final five months of the Artisan Baking Certificate and the Pastry Arts Certificate, and to the progression through Levels 2 and 3 of the Baker Apprenticeship curriculum.

## Needs Assessment

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

This Professional Baking & Pastry Diploma is intended to meet the following two needs:

1. It is intended to replace the International Dual Certificate in Artisan Baking and Pastry Arts, addressing the immediate and urgent needs of International students and VCC's International Education Department for a reliable pathway to the IRCC 3-year work visa.
2. It is 100% aligned with the federal three-year Red Seal Baker Apprenticeship curriculum, and provides international students with the technical training they are unable to access in the current Skilled Trades BC (STBC) apprenticeship model. By extension, it will enable STBC to increase their annual utilization data for technical training levels 2 and 3 by almost 50%.

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

Bakers The BC Labour Market Outlook 2023 edition indicates bakers as a growth area with 9,350 jobs available last year, and in the next ten years, 3,380 job openings, 1,370 new jobs, and 2010 replacement jobs. Within that period, it is expected that on average 46% of the available jobs will be filled by immigrants.

The 2021 NOC system categorizes Baker as a Training, Education, Experience, Responsibilities (TEER) group 3 occupation, requiring a college diploma or an apprenticeship.

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

The International Dual Certificate is one of VCC's most popular programs. Every year, all three cohorts are filled approximately 6 months in advance of program start dates.

## 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?**

Vancouver Island University offers a Baking and Pastry Arts Management Diploma that comprises six semesters and 77 credits. Semesters one and two (29 credits) focus on baking & pastry arts foundational skills and knowledge and are followed by a one-semester paid industry practicum (9 credits). Semesters four and five include 24 credits of hospitality management courses and six credits of advanced baking & pastry arts courses and are followed by another one-semester paid industry practicum. Applicants must have completed grade 12 English and Math 10 with minimum C+ (or their equivalents). The cost for international students is approximately \$60,000.

LaSalle College in Vancouver offers a two-year, full-time Baking and Pastry Arts Diploma program that is the most similar to the proposed Professional Baking & Pastry Arts Diploma. It spans four semesters and progresses from foundational to advanced skills and knowledge. It includes practical as well as theoretical education in baking & pastry arts and occupational skills. The cost of this program is not available on the LaSalle College website.

Pacific Culinary Institute offers a 6-month, full-time (840 hours) diploma in baking and pastry arts. Tuition is \$25,800 and together with other fees, the total cost is \$28,350.

Northwest Culinary Academy Professional Pastry program is a 15-week, full-time foundational program and does not lead to a credential or bridge to industry.

The Pastry Training Centre of Vancouver offers three part-time certificates: one in pastry, one in artisan bread baking and one in cake decorating. It also offers a two-week, full-time diploma in chocolate. Each program ranges from 48 hours to 80 hours in length and is geared toward individuals seeking to learn one or more specific sets of skills and serious amateurs who may wish to open a small, specialized business.

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

There is no articulation committee for this program.

There is a Baker Red Seal Apprenticeship Articulation Committee. VCC's Baking instructor, Esther Kosa, is a member of that 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?**

Students who enroll in our current International Dual Certificate program span a range of ages, educational background, and work experience. Seldom do they transfer from other baking programs, but they frequently come with some level of experience in baking and pastry. There is often a mix of high school graduates, university graduates, some with several years of work experience, and others with none. English language proficiency levels range from very poor to excellent, which typically determines their success in the program.

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

International Education and Marketing will solicit new students as per current practice. The department posts its own baking & pastry images and videos to its departmental Instagram account, whose number of local and international followers are constantly increasing.

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

In the International Dual Certificate, there are typically fewer male learners than female, fewer trans and non-binary learners than cisgender, and fewer older learners than younger ones. The department has no knowledge or record of any international indigenous learners enrolling in this program.



## Quality

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

We are seeking accreditation from STBC which would enable students to write the apprenticeship exams for years one and two during the program.

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

All current faculty are certified Red Seal Bakers and have completed or are in the process of completing the Provincial Instructor Diploma. However, because this trade comprises two distinct specialties (bread craft and pastry arts), baking faculty are typically stronger in one specialty than the other. But when instructors are scheduled to teach in their non-dominant specialty, they always have the opportunity to shadow their more experienced colleagues to upgrade their skills in advance of their teaching assignment.

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

There is a semester break between semesters two and three during which students will be advised to gain work experience in the baking industry. The fourth semester includes a four-week, unpaid industry work experience.

## Admission, Delivery, and Design

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

The Professional Baking & Pastry Arts Diploma comprises four 16-week semesters with a one-semester break between years one and two.

There will be three intakes of 18 students per year, beginning in September, January, and May, respectively.

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

VCC's EAL programs prepare prospective students to meet English language admission requirements (e.g., ESL Pathways and LINC).

Upon completion, graduates will be able to complete their work-based training hours to write their Interprovincial Red Seal exam.

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

The Professional Baking & Pastry Arts Diploma is a full-time program. Students attend 6.25 hours daily Monday to Thursday either from 7:00am to 12:45pm or from 12:30pm to 7:00pm, depending on the cohort and the semester. (am/pm schedule changes occur only once per cohort between semesters two and three.)

There is a semester-long break between semesters two and three.

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

There is only one entry and one exit point. However, if a learner must repeat a course, the department will work with them to find the earliest opportunity.

## Operational Needs

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

There are no large costs expected in the delivery of this program.

VCC's Marketing Department has been informed about the planned program and anticipated implementation date.

The 2025/26 enrolment plan must reflect the proposed diploma intakes in May and September as well as the changes to the rolled over scheduling of three domestic intakes of the Pastry Arts Certificate and one domestic intake of the Artisan Baking Certificate.

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

Teaching and learning materials for 16 courses will need to be developed by two designated faculty working in tandem - one who creates the theoretical materials and another who researches, tests, and writes the corresponding products and recipe books. Approximately 60% of those can be extracted from existing materials, while the remaining 40% will take more effort to complete. We estimate that work will take at least 200 hours of release time.

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

Instructors in the Baking & Pastry Arts Department teach one or more courses in several cohorts per year. So, if CD or other funding isn't available to develop standardized teaching and learning materials, substandard and inconsistent materials would make its implementation highly challenging. The effect on student learning and the student experience would have a range of negative consequences and could include students' inability to meet learning outcomes due to confusion or misunderstanding to public expressions of dissatisfaction.

If the teaching and learning materials cannot be sufficiently developed to meet the necessary level of standardization, implementation will be delayed, which will increase the chances of more and more graduates of the International Dual Certificate program being denied the 3-year work visa. That in turn could lead to decreased enrolment.

### Phase In/Phase Out Plan

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

Because the proposed program fits our current scheduling practice, phasing it in and phasing out the Dual Certificate is straightforward and verified (see attached phase out/phase in plan):

- Last Dual Certificate intake: February, 2025
- First Diploma intake: May, 2025
- Teach out complete: June, 2026

## 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?**

Dean Dennis Innes consulting with the Finance Committee to calculate tuition increase.

**Attach Initial Business Case**

Preliminary Business Case for the diploma in Baking (1).docx

**Provide any additional information if necessary.**

See attached phase in / phase out schedule and diploma x STBC matrix

### Preliminary Business Case for the diploma in Baking & Pastry Arts

This new diploma (64 credits) is replacing a dual credit program (64 credits) for international students. The recommendation is to keep tuition per credit for the new diploma the same as the dual credit program at \$607.95/credit or \$39,909 for the diploma.

The funding for this program is based on international tuition.

The costing of this program for domestic students will have to be approved by the Ministry and I will complete that request after the program is approved by Education Council. I will seek approval from Skill Trades BC for seat funding for domestic students who want to take this new diploma.

Prepared by:  
Dennis Innes  
Dean, SHP

| STBC YEAR 1 TECHNICAL TRAINING  | 0001<br>0002<br>0003<br>0004<br>0005<br>0006<br>0007<br>0008 | STBC YEAR 2 TECHNICAL TRAINING                                | 0008<br>0009<br>0010<br>0011<br>0012<br>0013 | STBC LEVEL 3 CURRICULUM                                       | 0012<br>0013<br>0014<br>0015 |
|---|--|---|--|---|------------------------------|
| <b>Line A PERFORM OCCUPATIONAL SKILLS</b>                                 |  |   |  | <b>Line A PERFORM OCCUPATIONAL SKILLS</b>                     |                              |
| A1 Demonstrate workplace safety procedures                                | x x x x x x x x  |   |  |   |                              |
| A2 Apply safe food handling practices                                     | x x x x x x x x  |   |  |   |                              |
| A3 Apply interpersonal skills   | x x x x x x x x  |   |  | A3 Apply interpersonal skills                                 | x x x x                      |
| A4 Use and maintain baking tools and equipment                            | x x x x x x x x  |   |  |   |                              |
| A5 Plan and organize production   | x x x x x x x x  |   |  | A5 Plan and organize production                               | x x x x                      |
| A6 Manage bakery products and inventory                                   | x x x x x x x x  |   |  | A6 Manage bakery products and inventory                       | x x x x                      |
|   |  |   |  | A7 Apply cost control procedures                              | x x x x                      |
| A8 Apply packaging and merchandizing procedures                           | x x x x x x x x  |   |  | A8 Apply packaging and merchandizing procedures               | x x x x                      |
| <b>Line B APPLY FOOD SCIENCE</b>  |  | <b>Line B APPLY FOOD SCIENCE</b>                              |  | <b>Line B APPLY FOOD SCIENCE</b>                              |                              |
| B2 Apply baking science and trade calculations                            | x x x x x x x x  | B1 Use product and nutritional information                    | x x x x x x                                  | B1 Use product and nutritional information                    | x x x x                      |
|   |  | B3 Adapt baking practices to meet dietary requirements        | x x x x x x                                  | B3 Adapt baking practices to meet dietary requirements        | x x x x                      |
| <b>Line C PREPARE FERMENTED GOODS</b>                                     |  | <b>Line C PREPARE FERMENTED GOODS</b>                         |  | <b>Line C PREPARE FERMENTED GOODS</b>                         |                              |
| C1 Prepare basic doughs and products                                      | x x x x  | C1 Prepare basic doughs and products                          |  |   |                              |
| C2 Prepare laminated doughs and products                                  | x x x x  | C2 Prepare laminated doughs and products                      |  |   |                              |
| C3 Prepare specialty doughs and products                                  | x x x x  | C3 Prepare specialty doughs and products                      |  |   |                              |
|   |  | C4 Prepare natural ferments and Artisan breads                | x  | C4 Prepare natural ferments and Artisan breads                | x                            |
| <b>Line D PREPARE PASTRIES</b>  |  | <b>Line D PREPARE PASTRIES</b>                                |  | <b>Line D PREPARE PASTRIES</b>                                |                              |
| D1 Prepare pies and tarts   | x x x x  | D1 Prepare pies and tarts                                     | x x x  |   |                              |
| D2 Prepare laminated pastry doughs and products                           | x x x x  | D2 Prepare laminated pastry doughs and products               | x x x  |   |                              |
| D3 Prepare specialty pastries   | x x x x  | D3 Prepare specialty pastries                                 | x x  | D3 Prepare specialty pastries                                 | x x                          |
| D4 Prepare deep fried pastries and products                               | x x x x  | D4 Prepare deep fried pastries and products                   | x  |   |                              |
| <b>Line E PREPARE CAKES AND COOKIES</b>                                   |  | <b>Line E PREPARE CAKES AND COOKIES</b>                       |  |   |                              |
| E1 Prepare cookies, squares and bars                                      | x x x x  | E1 Prepare cookies, squares and bars                          | x x x  |   |                              |
| E2 Prepare quick breads   | x x x x  |   |  |   |                              |
| E3 Prepare cakes  | x x x x  | E3 Prepare cakes  | x x x  |   |                              |
| E4 Prepare specialty cakes and tortes                                     | x x x x  | E4 Prepare specialty cakes and tortes                         | x  |   |                              |
| <b>Line F DECORATE AND FINISH BAKED GOODS</b>                             |  | <b>Line F DECORATE AND FINISH BAKED GOODS</b>                 |  | <b>Line F DECORATE AND FINISH BAKED GOODS</b>                 |                              |
| F1 Prepare icings, fillings, glazes, sauces and meringues                 | x x x x x x x x  | F1 Prepare icings, fillings, glazes, sauces and meringues     | x x x x x x                                  |   |                              |
| F2 Prepare savoury fillings   | x x x x  | F3 Assemble and decorate cakes and sweet and savoury pastries | x x x x x x                                  | F3 Assemble and decorate cakes and sweet and savoury pastries | x                            |
| F3 Assemble and decorate cakes and sweet and savoury pastries             | x x x x x x x x  | F4 Prepare decorative pastes and garnishes                    | x x x  | F4 Prepare decorative pastes and garnishes                    | x x x                        |
|   |  |   |  | F5 Assemble and decorate tiered and celebration cakes         | x                            |
| <b>Line G PREPARE DESSERTS</b>  |  | <b>Line G PREPARE DESSERTS</b>                                |  | <b>Line G PREPARE DESSERTS</b>                                |                              |
| G1 Prepare custards, puddings and mousses                                 | x x x x x  | G1 Prepare custards, puddings and mousses                     | x x x x                                      | G1 Prepare custards, puddings and mousses                     | x x                          |
|   |  | G2 Prepare plated desserts                                    | x  | G2 Prepare plated desserts                                    | x                            |
| G3 Prepare ice creams and frozen desserts                                 | x x x x  | G4 Apply dessert presentation techniques                      | x x x  | G3 Prepare ice creams and frozen desserts                     | x                            |
|   |  |   |  | G4 Apply dessert presentation techniques                      | x                            |
| <b>Line H PREPARE CHOCOLATE AND CONFECTIONARY</b>                         |  | <b>Line H PREPARE CHOCOLATE AND CONFECTIONARY</b>             |  | <b>Line H PREPARE CHOCOLATE AND CONFECTIONARY</b>             |                              |
| H1 Demonstrate the principles of working with chocolate and confectionery | x x x x x x x x  | H2 Prepare chocolate products and garnishes                   | x x x  | H2 Prepare chocolate products and garnishes                   | x x                          |
|   |  |   |  | H3 Prepare confectionery products and garnishes               | x x                          |

Domestic Programs:

Pastry Certificate (PC)  
Artisan Certificate (AC)  
Youth in Trades Foundation Certificate (YIT FC)

International Programs:

International Dual Certificate (IDC) to be replaced by: International Diploma (ID)

Professional Baking & Pastry Arts Diploma (aka ID) Specifications:

comprises 4 semesters with 4-month break btwn S2 & S3  
January & May intakes in AM for S1 & S2, PM for S3 & S4; September intake in PM for S1 & S2, AM for S3 & S4  
4-week Work Experience in S4  
No dependencies within semesters to provide scheduling flexibility re products, equipment & lab availability

Domestic Schedule Changes:

Jan AM to Feb PM  
Mar AM to Mar PM  
Apr PM to Apr AM

| 2024 COURSE SCHEDULE |        |                  |            |          |          |           |           |         |                  |           |          |           |         |          |           |         |         |                 |           |  |
|----------------------|--------|------------------|------------|----------|----------|-----------|-----------|---------|------------------|-----------|----------|-----------|---------|----------|-----------|---------|---------|-----------------|-----------|--|
| month                | week # | AM CLASSES       |            |          |          |           |           |         | PM CLASSES       |           |          |           |         |          |           | OFFSITE |         |                 |           |  |
| 2025                 | 1      | JAN PC           | APPRENTICE | MAR PC   | MAY AC   | JUN IDC   | SEP IDC   | LAB USE | FEB IDC          | FEB IDC   | APR PC   | JUN IDC   | YIT FC  | SEP IDC  | SEP IDC   | OCT PC  | LAB USE | WORK EXPERIENCE |           |  |
| jan                  | 2-5    | JAN PC1          |            | MAR PC10 | MAY AC9  | JUN IDC8  |           | 4       | FEB IDC12        |           | APR PC10 |           |         |          | SEP IDC5  | OCT PC4 | 4       |                 |           |  |
| feb                  | 6-9    | JAN PC2          | APP 2/3    |          | MAY AC10 | JUN IDC9  |           | 4       | FEB IDC13        | FEB IDC1  |          |           |         |          | SEP IDC6  | OCT PC5 | 4       | APR PC11        |           |  |
| mar                  | 10-13  | JAN PC3          | APP 2/3    | MAR PC1  |          | JUN IDC10 |           | 4       | FEB IDC14        | FEB IDC2  |          |           |         |          | SEP IDC7  | OCT PC6 | 4       | MAY AC11        |           |  |
| apr                  | 14-17  | JAN PC4          |            | MAR PC2  |          |           |           | 2       | FEB IDC15        | FEB IDC3  | APR PC1  |           |         |          | SEP IDC8  | OCT PC7 | 5       | JUN IDC11       |           |  |
| may                  | 18-21  | JAN PC5          |            | MAR PC3  | MAY AC1  |           |           | 3       |                  | FEB IDC4  | APR PC2  | JUN IDC12 |         |          | SEP IDC9  | OCT PC8 | 5       | FEB IDC16       |           |  |
| jun                  | 22-25  | JAN PC6          |            | MAR PC4  | MAY AC2  | JUN IDC1  |           | 4       |                  | FEB IDC5  | APR PC3  | JUN IDC13 |         |          | SEP IDC10 | OCT PC9 | 5       |                 |           |  |
| no class             | 26     |                  |            |          |          |           |           |         |                  |           |          |           |         |          |           |         |         |                 |           |  |
| jul                  | 27-30  | JAN PC7          |            | MAR PC5  | MAY AC3  | JUN IDC2  |           | 4       |                  | FEB IDC6  | APR PC4  | JUN IDC14 | YIT FC1 |          |           | OCT PC  | 5       | SEP IDC11       |           |  |
| aug                  | 31-34  | JAN PC8          |            | MAR PC6  | MAY AC4  | JUN IDC3  |           | 4       |                  | FEB IDC7  | APR PC5  | JUN IDC15 | YIT FC2 |          | SEP IDC12 |         | 5       | OCT PC11        |           |  |
| sep                  | 35-38  | JAN PC9          |            | MAR PC7  | MAY AC5  | JUN IDC4  |           | 4       |                  | FEB IDC8  | APR PC6  |           | YIT FC3 | SEP IDC1 | SEP IDC13 |         | 5       | JUN IDC18       |           |  |
| oct                  | 39-42  |                  |            | MAR PC8  | MAY AC6  | JUN IDC5  | SEP IDC14 | 4       |                  | FEB IDC9  | APR PC7  |           | YIT FC4 | SEP IDC2 |           | OCT PC  | 5       | JAN PC11        |           |  |
| nov                  | 43-46  | JAN PC10         |            | MAR PC9  | MAY AC7  | JUN IDC6  |           | 4       |                  |           | APR PC8  |           | YIT FC5 | SEP IDC3 |           | OCT PC  | 4       | FEB IDC11       | SEP IDC16 |  |
| dec                  | 47-50  |                  |            |          | MAY AC8  | JUN IDC7  | SEP IDC15 | 3       |                  | FEB IDC10 | APR PC9  |           | YIT FC6 | SEP IDC4 |           | OCT PC  | 5       | MAR PC11        |           |  |
| no class             | 51     | TOTAL MONTHS: 44 |            |          |          |           |           |         | TOTAL MONTHS: 56 |           |          |           |         |          |           |         |         |                 |           |  |
| closure              | 52     |                  |            |          |          |           |           |         |                  |           |          |           |         |          |           |         |         |                 |           |  |

| 2025 COURSE SCHEDULE: last IDC intake in Feb, first ID intake in May; schedule changes to 4 of 6 domestic intakes |        |                  |            |          |        |          |         |           |                  |         |         |           |           |         |          |           |         |           |           |                 |          |                 |           |           |
|---|--------|------------------|------------|----------|--------|----------|---------|-----------|------------------|---------|---------|-----------|-----------|---------|----------|-----------|---------|-----------|-----------|-----------------|----------|-----------------|-----------|-----------|
| month   | week # | AM CLASSES       |            |          |        |          |         |           | PM CLASSES       |         |         |           |           |         |          |           |         |           |           | WORK EXPERIENCE |          |                 |           |           |
| 2025  | 1      | JAN PC           | APPRENTICE | MAR PC   | APR PC | MAY AC   | MAY ID  | JUN IDC   | JUN AC           | SEP IDC | LAB USE | FEB IDC   | FEB IDC   | MAR PC  | APR PC   | JUN IDC   | YIT FC  | SEP IDC   | SEP ID    | OCT PC          | LAB USE  | WORK EXPERIENCE |           |           |
| jan   | 2-5    | JAN PC1          |            | MAR PC10 |        | MAY AC9  |         | JUN IDC8  |                  |         | 4       | FEB IDC12 |           |         | APR PC10 |           |         |           | SEP IDC5  |                 | OCT PC4  | 4               |           |           |
| feb   | 6-9    | JAN PC2          | APP 2/3    |          |        | MAY AC10 |         | JUN IDC9  |                  |         | 4       | FEB IDC13 | FEB IDC1  |         |          |           |         |           | SEP IDC6  |                 | OCT PC5  | 4               | APR PC11  |           |
| mar   | 10-13  | JAN PC3          | APP 2/3    |          |        |          |         | JUN IDC10 |                  |         | 3       | FEB IDC14 | FEB IDC2  | MAR PC1 |          |           |         |           | SEP IDC7  |                 | OCT PC6  | 5               | MAY AC11  |           |
| apr   | 14-17  | JAN PC4          |            |          |        | APR PC1  |         |           |                  |         | 2       | FEB IDC15 | FEB IDC3  | MAR PC2 |          |           |         |           | SEP IDC8  |                 | OCT PC7  | 5               | JUN IDC11 |           |
| may   | 18-21  | JAN PC5          |            |          |        | APR PC2  | MAY ID1 |           |                  |         | 3       |           | FEB IDC4  | MAR PC3 |          | JUN IDC12 |         |           | SEP IDC9  |                 | OCT PC8  | 5               | FEB IDC16 |           |
| jun   | 22-25  | JAN PC6          |            |          |        | APR PC3  | MAY ID2 | JUN AC1   |                  |         | 4       |           | FEB IDC5  | MAR PC4 |          | JUN IDC13 |         |           | SEP IDC10 |                 | OCT PC9  | 5               |           |           |
| no class  | 26     |                  |            |          |        |          |         |           |                  |         |         |           |           |         |          |           |         |           |           |                 |          |                 |           |           |
| jul   | 27-30  | JAN PC7          |            |          |        | APR PC4  | MAY ID3 | JUN AC2   |                  |         | 4       |           | FEB IDC6  | MAR PC5 |          | JUN IDC14 | YIT FC1 |           |           |                 | OCT PC10 | 5               | SEP IDC11 |           |
| aug   | 31-34  | JAN PC8          |            |          |        | APR PC5  | MAY ID4 | JUN AC3   |                  |         | 4       |           | FEB IDC7  | MAR PC6 |          | JUN IDC15 | YIT FC2 | SEP IDC13 |           |                 |          | 5               | OCT PC11  |           |
| sep   | 35-38  | JAN PC9          |            |          |        | APR PC6  | MAY ID5 | JUN AC4   |                  |         | 4       |           | FEB IDC8  | MAR PC7 |          |           | YIT FC3 | SEP IDC14 | SEP ID1   |                 |          | 5               | JUN IDC16 |           |
| oct   | 39-42  |                  |            |          |        | APR PC7  | MAY ID6 | JUN AC5   | SEP IDC12        |         | 3       |           | FEB IDC9  | MAR PC8 |          |           | YIT FC4 |           | SEP ID2   | OCT PC1         |          | 5               | JAN PC11  |           |
| nov   | 43-46  | JAN PC10         |            |          |        | APR PC8  | MAY ID7 | JUN AC6   |                  |         | 4       |           |           | MAR PC9 |          |           | YIT FC5 |           | SEP ID3   | OCT PC2         |          | 4               | SEP IDC16 | FEB IDC11 |
| dec   | 47-50  |                  |            |          |        | APR PC9  | MAY ID8 | JUN AC7   | SEP IDC15        |         | 3       |           | FEB IDC10 |         |          |           | YIT FC6 |           | SEP ID4   | OCT PC3         |          | 4               | MAR PC11  |           |
| no class  | 51     | TOTAL MONTHS: 42 |            |          |        |          |         |           | TOTAL MONTHS: 56 |         |         |           |           |         |          |           |         |           |           |                 |          |                 |           |           |
| closure   | 52     |                  |            |          |        |          |         |           |                  |         |         |           |           |         |          |           |         |           |           |                 |          |                 |           |           |

| 2026 COURSE SCHEDULE: transition complete by June |        |                  |           |            |          |         |          |          |                  |          |           |          |          |          |         |         |          |         |                 |  |
|---|--------|------------------|-----------|------------|----------|---------|----------|----------|------------------|----------|-----------|----------|----------|----------|---------|---------|----------|---------|-----------------|--|
| month   | week # | AM CLASSES       |           |            |          |         |          |          | PM CLASSES       |          |           |          |          |          |         | OFFSITE |          |         |                 |  |
| 2026  | 1      | JAN ID           | FEB IDC   | APPRENTICE | APR PC   | MAY ID  | JUN AC   | SEP ID   | LAB USE          | JAN ID   | FEB IDC   | FEB PC   | MAR PC   | MAY ID   | YIT FC  | SEP ID  | OCT PC   | LAB USE | WORK EXPERIENCE |  |
| jan   | 2-5    | JAN ID1          |           |            | APR PC10 |         | JUN AC6  | SEP ID13 | 4                | JAN ID9  | FEB IDC12 |          | MAR PC10 |          |         | SEP ID5 | OCT PC4  | 5       |                 |  |
| feb   | 6-9    | JAN ID2          |           | L 2/3      |          |         | JUN AC9  | SEP ID14 | 4                | JAN ID10 | FEB IDC13 | FEB PC1  |          |          |         | SEP ID7 | OCT PC5  | 5       | APR PC11        |  |
| mar   | 10-13  | JAN ID3          | FEB IDC14 | L 2/3      |          |         | JUN AC10 |          | 4                | JAN ID11 |           | FEB PC2  | MAR PC1  |          |         | SEP ID7 | OCT PC6  | 5       | SEP ID15        |  |
| apr   | 14-17  | JAN ID4          | FEB IDC15 |            | APR PC1  |         |          | SEP ID16 | 4                | JAN ID12 |           | FEB PC3  | MAR PC2  |          |         | SEP ID8 | OCT PC7  | 5       | JUN AC11        |  |
| may   | 18-21  | JAN ID5          |           |            | APR PC2  | MAY ID1 |          |          | 3                | JAN ID13 |           | FEB PC4  | MAR PC3  | MAY ID9  |         |         | OCT PC8  | 5       | FEB IDC16       |  |
| jun   | 22-25  | JAN ID6          |           |            | APR PC3  | MAY ID2 | JUN AC1  |          | 4                | JAN ID14 |           | FEB PC5  | MAR PC4  | MAY ID10 |         |         | OCT PC9  | 5       |                 |  |
| no class  | 26     |                  |           |            |          |         |          |          |                  |          |           |          |          |          |         |         |          |         |                 |  |
| jul   | 27-30  | JAN ID7          |           |            | APR PC4  | MAY ID3 | JUN AC2  |          | 4                | JAN ID15 |           | FEB PC6  | MAR PC5  | MAY ID11 | YIT FC1 |         |          | 5       | OCT PC11        |  |
| aug   | 31-34  | JAN ID8          |           |            | APR PC5  | MAY ID4 | JUN AC3  |          | 4                |          |           | FEB PC7  | MAR PC6  | MAY ID12 | YIT FC2 |         | OCT PC10 | 5       | JAN ID16        |  |
| sep   | 35-38  |                  |           |            | APR PC6  | MAY ID5 | JUN AC4  | SEP ID9  | 4                |          |           | FEB PC8  | MAR PC7  | MAY ID13 | YIT FC3 | SEP ID1 |          | 5       |                 |  |
| oct   | 39-42  |                  |           |            | APR PC7  | MAY ID6 | JUN AC5  | SEP ID10 | 4                |          |           | FEB PC9  | MAR PC8  |          | YIT FC4 | SEP ID2 | OCT PC1  | 5       | MAY ID14        |  |
| nov   | 43-46  |                  |           |            | APR PC8  | MAY ID7 | JUN AC6  | SEP ID11 | 4                |          |           |          | MAR PC9  | MAY ID14 | YIT FC5 | SEP ID3 | OCT PC2  | 5       | FEB PC11        |  |
| dec   | 47-50  |                  |           |            | APR PC9  | MAY ID8 | JUN AC7  | SEP ID12 | 4                |          |           | FEB PC10 |          | MAY ID15 | YIT FC6 | SEP ID4 | OCT PC3  | 5       | MAR PC11        |  |
| no class  | 51     | TOTAL MONTHS: 47 |           |            |          |         |          |          | TOTAL MONTHS: 60 |          |           |          |          |          |         | 9       |          |         |                 |  |
| closure   | 52     |                  |           |            |          |         |          |          |                  |          |           |          |          |          |         |         |          |         |                 |  |

PM  
PM  
AM  
AM

**MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**THE GOVERNORS OF ATHABASCA UNIVERSITY**  
(“AU”)  
**AND**  
**Vancouver Community College**  
(“VCC”)

**MADE EFFECTIVE:** August 1, 2024, until July 31, 2029

**BACKGROUND**

Whereas AU and VCC share similar interests, concerns, expertise, and goals;

Whereas AU and VCC recognize the value of joint collaboration and seek to expand scholarship and research opportunities;

This Memorandum of Understanding (“MOU”) establishes a foundation for academic exchange and cooperation between AU and VCC in areas of mutual benefit and interest.

**PURPOSE**

The purpose of this MOU is to facilitate educational cooperation between AU and VCC. Both parties will collaborate to identify future opportunities for partnership.

**GOALS**

AU and VCC agree to partner and engage in:

- Laddering opportunities for VCC’s learners to AU’s programs as presented: [Transfer Credit Services : Athabasca University](#)
- Exploring future partnership opportunities for AU programs or Faculty with VCC including but not limited to:
  - Joint scholarship and research projects;
  - Mutual exchange of academic, professional or technical ideas and expertise;
  - Exploration of faculty and staff linkages for teaching, research, joint publication and discussion;
  - Joint applications for international projects and funding;
- Other activities which may be organized from time to time, and which may be agreed as being of mutual benefit.

## **FINANCIAL CONSIDERATIONS**

Each party will pay all of its own costs and expenses concerning all activities and matters under this MOU. This MOU does not impose any financial liability or responsibility on either party with respect to the costs or expenses of the other.

## **PUBLICITY**

All publications and publicity, regardless of media, with respect to this MOU requires the expressed written consent of both parties prior to being issued.

## **ADMINISTRATION**

Each party has assigned an authorized individual to be responsible for the implementation, monitoring and evaluation of this MOU as follows:

### **For AU:**

#### **Michael Shouldice**

Manager, Partnerships and Collaborations

[shouldic@athabascau.ca](mailto:shouldic@athabascau.ca)

780-721-1473

### **For VCC:**

#### **Feras Ghesen**

Associate Director of School Trades, Technology and Design

[fghesen@vcc.ca](mailto:fghesen@vcc.ca)

778-879-4138

Any notices required to be given by either party under this MOU will be sent to the other by- registered mail, email or by personal delivery to the above individuals.





## **TERM, RENEWAL, TERMINATION AND AMENDMENT**

This MOU is effective for the period identified above unless terminated by either party upon written notice to the other. This MOU shall only be amended in writing with our mutual consent.

## **CONFIDENTIAL AND PROPRIETARY INFORMATION**

Prior to the exchange of any information between the parties of a confidential or proprietary nature, we will each execute and deliver to the other a confidentiality and non-disclosure agreement which will be incorporated into this MOU.

## **INTELLECTUAL PROPERTY**

Nothing in this MOU shall affect the intellectual property rights of the parties. Neither AU nor VCC shall grant, one to the other, any intellectual property rights unless agreed under a separate binding agreement.

## **STATUS**

This MOU specifies general areas of potential exchange and cooperation and merely sets out the general basis upon which we intend to proceed. Except for the sections titled Financial Considerations and Publicity, this MOU is a non-binding agreement and does not commit the parties to enter into any binding or legal arrangements. The sections titled Financial Considerations and Publicity will each be binding upon both parties and will be governed as to their interpretation and effect by the law of the Province of Alberta, Canada.

**IN WITNESS WHEREOF** we have executed this MOU by our duly authorized officers on the effective date above.

### **THE GOVERNORS OF ATHABASCA UNIVERSITY**

Per: |

Dr. Alex Clark  
President

Date: \_\_\_\_\_

### **Vancouver Community College**

Per: |

David Wells  
VP Academic & Research

Date: \_\_\_\_\_





## DECISION NOTE

August 30, 2024

**PREPARED FOR:** Education Council

**ISSUE:** New Diploma in Baking & Pastry Arts

### BACKGROUND:

Baker Red Seal consists of 3 levels of technical training and 5400 hrs of work-based training

The Baking and Pastry Department offers two certificates for domestic students. Domestic students receive 40 weeks of funding from Skilled Trades BC. This training qualifies the students to write the Level 1 Baker exam. The certificate structure is:

#### Pastry Certificate

- 6-month foundation
- 4-month Pastry specialization

#### Artisan Baking Certificate

- 6-month Foundation
- 4-month Artisan Baking specialization

(See attachment – STBC Baker)

Upon completion of one of these certificates, domestic students can then complete Level 2 and Level 3 apprenticeship levels providing they have the requisite work-based hours. Upon completion of Level 3 apprenticeship students can write the Red Seal Interprovincial Exam.

|                    | Pastry or<br>Artisan Baking<br>11 months | Level 2<br>Apprenticeship<br>4 Weeks | Level 3<br>Apprenticeship<br>4 Weeks |                 |
|--------------------|--|--------------------------------------|--------------------------------------|-----------------|
| STBC<br>Funding    | \$9,000                                  | \$1,000                              | \$1,000                              | <b>\$11,000</b> |
| Student<br>Tuition | \$5,499                                  | \$641                                | \$641                                | <b>\$6,781</b>  |
|                    | <b>\$14,499</b>                          | <b>\$1,641</b>                       | <b>\$1,641</b>                       | <b>\$17,781</b> |

### Note:

1. Red Seal Baker is in the middle of a harmonization process within Canada. This may result in a change in funding for Pastry and Artisan Baking training and an adjustment in the program learning outcomes that we are required to teach our students.

2. Anecdotal feedback from our domestic baking students is that they are not interested in a diploma level program. They want to get their Level 1 and enter industry.

Some time ago, the Baking Department launched a dual certificate program for international students. International students take the Pastry certificate and then complete just the Artisan Baking specialization. This provides them with a 16-month program and qualifies them for a Post-Graduate Work Permit (PGWP).

The dual-certificate program has created challenges for some international students in obtaining their PGWP.

#### **DISCUSSION:**

The new diploma will give international students all three levels of technical training. The first year of this diploma will be similar to the 6-month foundation program plus the beginning of the pastry/baking specializations. The final 2 terms build on and are more advanced than the first 2 terms because students will have developed a foundational understanding of the science of ingredients and will then spend time in terms 3 and 4 adapting recipes for specific dietary needs, which is the most advanced level of applied theory. Students will practice adapting recipes through their understanding of the composition, function, and behaviour of common baking ingredients and a range of alternative ingredients. They will be able to do that within the multiple and unique set of variables each instance presents. They will also be able to confidently perform the correct and necessary calculations successfully.

Once an international student completed our current dual certificate program, they had Level 1 certification and could not return for Apprentice Level 2 or Level 3 until they had Permanent Resident status. With this new diploma, an international student could challenge the Red Seal exam once they completed the required work-based hours.

Historically, STBC has not supported diplomas for domestic students that teach all three levels of technical training. I will work with STBC to secure funding for domestic students to complete all three levels of technical training in our diploma, but that funding decision rests with STBC.

If STBC does not fund domestic students for a diploma, these students would have to pay cost recovery tuition or attain their Red Seal through the current pathways (listed in the background section above).

#### **Note:**

1. Thompson Rivers University will grant 45 or 60 credits for applicants with their Red Seal into their Bachelor of Education in Trades and Technology or Bachelor of Technology, Trades and Technology Leadership. (45 credits for a 3-year apprenticeship and 60 credits for a 4-year apprenticeship)

#### **RECOMMENDATION:**

That Education Council approves the Diploma in Baking & Pastry Arts.

**ATTACHMENTS:** STBC Baker

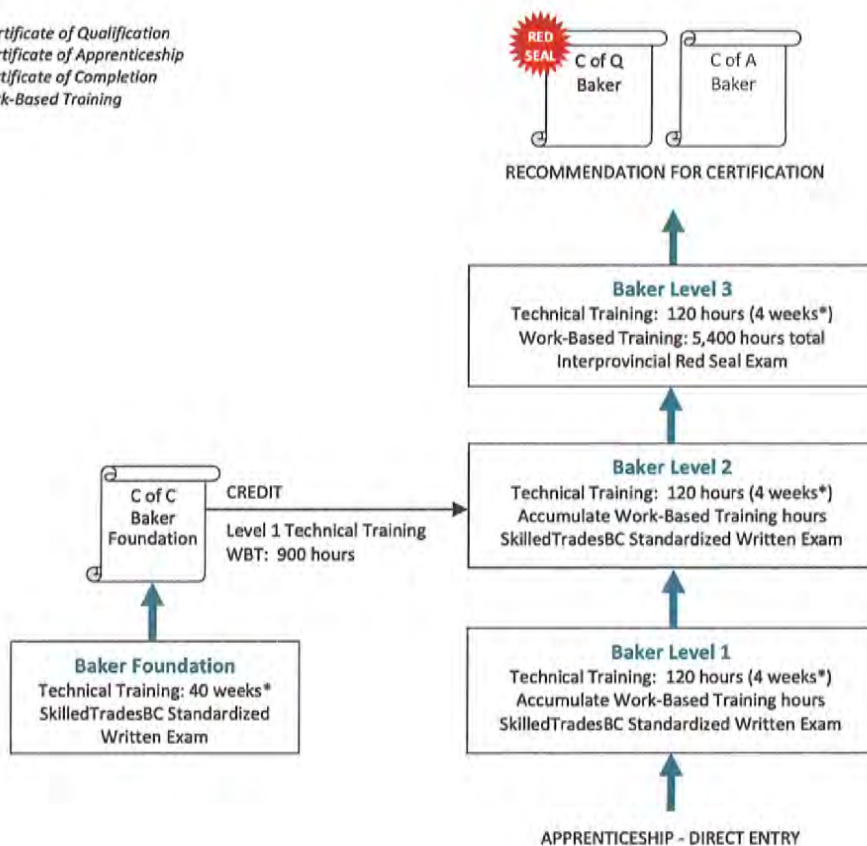
**PREPARED BY:** Dennis Innes, Dean of Hospitality, Food Studies & Applied Business

## Program Credentialing Model

### Apprenticeship Pathway

This graphic provides an overview of the Baker apprenticeship pathway.

C of Q = Certificate of Qualification  
 C of A = Certificate of Apprenticeship  
 C of C = Certificate of Completion  
 WBT = Work-Based Training



\*Suggested duration based on 30-hour week

#### CROSS-PROGRAM CREDITS

Individuals who hold the credentials below are entitled to receive partial credit toward the completion requirements of this program

None



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** New credential: Professional Baking & Pastry Arts Diploma

### BACKGROUND:

The Baking and Pastry Arts department is proposing a new credential: the Professional Baking & Pastry Arts Diploma. The diploma is designed to replace the international Dual Certificate offering, filling an immediate need for a more reliable pathway for international students, since Immigration, Refugees and Citizenship Canada (IRCC) has increasingly rejected post-graduate work permit (PGWP) applications from students completing the dual certificate program.

The proposed curriculum reflects the national 3-year Baker Apprenticeship curriculum and meets SkilledTradesBC's requirements around technical training for bakers.

### DISCUSSION:

Laurie Vestergaard, Department Head of Baking & Pastry Arts, Susie Findlay, curriculum developer and program instructor, and Dennis Innes, Dean of the School of Hospitality, Food Studies and Applied Business, presented the proposal. The Committee requested that the learning outcomes be reviewed for repetitive language but otherwise had no major concerns.

There are some concerns related to this program meeting the College's credentialing requirements. These concerns will be discussed separately at Education Council and were not discussed or evaluated at Curriculum Committee.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new Professional Baking & Pastry Arts Diploma program content guide and 16 new course outlines, and recommend the Board of Governors approve the credential and implementation of the new program.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** August 26, 2024

# Program Change Request

## New Program Proposal

Date Submitted: 08/09/24 7:39 am

Viewing: **Professional Baking & Pastry Arts**

## Diploma

Last edit: 08/21/24 2:16 pm

Changes proposed by: lvestergaard

### In Workflow

1. 5306 Leader
2. SHP Dean
3. Curriculum Committee
4. Education Council
5. Ministry Review
6. Board of Governors

#### Program Name:

Professional Baking & Pastry Arts Diploma

Credential Level: Diploma

Effective Date: September 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### Approval Path

1. 08/09/24 4:28 pm  
Laurie Vestergaard (lvestergaard):  
Approved for 5306 Leader
2. 08/10/24 9:08 am  
Dennis Innes (dinnes): Approved for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

## Program Content Guide

## Purpose

The Professional Baking & Pastry Diploma provides learners with the complete apprenticeship technical training curriculum. It includes the theoretical foundation and practical skills for producing basic to advanced breads and pastries, preparing learners for industry where they may complete the work-based training hours to qualify for writing the Baker Red Seal exam.

The first year of study focuses on the development of basic technical skills in breads, pastries, desserts, cakes, cookies, decorating, chocolate, and confectionery, and a professional mindset that includes food safety, organization and time management, interpersonal skills, and the relationship between product outcomes and the underlying scientific principles and processes. In the second year, the focus expands to include intermediate and advanced principles and techniques, while continuing to develop occupation skills.

## Admission Requirements

Composition 10 or [equivalent](#)

Workplace Math 10 or [equivalent](#)

[Valid BC FoodSafe Level 1 Certificate](#) or equivalent (certification must remain valid for the duration of the program)

## Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

The program is 64 weeks. Students must complete the credential within 5 years.

Students who successfully complete this credential and the required work based training hours will be eligible to write the interprovincial Baker Red Seal exam.

## Program Learning

### Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>  |
|--------|--|
| PLO #1 | Apply advanced skills and knowledge to the production of a variety of basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections in a professional baking environment.                                 |
| PLO #2 | Evaluate basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications and standards. |
| PLO #3 | Identify and describe the principles of nutrition relating to basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections.  |

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

|        |  |
|--------|--|
|        | <b>Upon successful completion of this program, graduates will be able to:</b>  |
| PLO #4 | Adhere to industry health, safety and employment standards in the preparation, handling, and storage of food and equipment used in the production of basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections. |
| PLO #5 | Apply the knowledge, skills, and attitudes necessary for success and continued advancement in professional baking and pastry arts.   |
| PLO #6 | Reflect on their practice to further develop the professional skills needed to advance in the professional baking and pastry industry.   |

### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

The Professional Baking & Pastry Arts Diploma is designed to meet the training needs of industry and the training objectives established by Skilled Trades BC.

Courses are delivered at the downtown campus in professional baking labs and classrooms. Students' products are sold in the VCC Bakeshop to enrich the development of their practical and professional skills. Classroom instruction supports the development of the theoretical knowledge and professional skills required for success in the baking industry, with a maximum of 25 pages of assigned reading per week.

At the beginning of this program, students will receive an orientation to the campus and student services, and to the baking lab with an emphasis on food and equipment safety.

The program design is based on a learner-centered, experiential approach whereby students learn through experience in a professional setting. Active learning and participation are emphasized to promote the development of knowledge, skills, and the mindset required for success in the food industry. Professional skills such as teamwork, critical thinking, reflective practice, and interpersonal communication are emphasized throughout the program.

#### Evaluation of Student Learning

In the baking lab, students are continuously assessed on clean and safe work habits, organization, teamwork, technical skills, product outcomes, and the application of theoretical principles and processes to their practice. Students develop a reflective practice by recording their observations and questions relating to practice and exploring those in facilitated group discussions. Instructors provide daily feedback on individual student progress and learning needs and weekly performance evaluation.

Theoretical learning is evaluated with weekly reading assignments and quizzes.

Students must have a minimum grade point average of 70% (2.67) to successfully complete each course, and a minimum program term grade point average of 70% (2.67) to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 70% (2.67) upon completion of all program courses to successfully graduate.



Physical condition and stamina to meet the demands of the program

Ability to communicate effectively

Responsible

Self-motivated

Ability to work independently and as part of a team

Good personal hygiene

Interest in baking and pastry arts

Creativity is an asset

Applicants should be able to physically handle all wheat, dairy, egg, and nut products and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

The Professional Baking & Pastry Arts Diploma Program has been designed to strengthen and encourage interpersonal skills and a team approach to course work. Students work with fellow students, members of the college community, baking and pastry employers and their workers, and the public. Students must have a mindset and the desire to work effectively in a team and in an environment that embraces diversity and inclusion.

## Courses

### Plan of Study Grid

#### First Year

| Term One   | Credits |
|--|---------|
| <a href="#"><u>BAKG 1040</u></a> Basic Cakes & Cookies         | 4       |
| <a href="#"><u>BAKG 1060</u></a> Basic Pastries & Desserts     | 4       |
| <a href="#"><u>BAKG 1070</u></a> Basic Yeast Breads            | 4       |
| <a href="#"><u>BAKG 1080</u></a> Cultural Traditions in Baking | 4       |
| Credits  | 16      |

#### Term Two

|  |    |
|--|----|
| <a href="#"><u>BAKG 1240</u></a> Specialty Cakes & Cookies     | 4  |
| <a href="#"><u>BAKG 1260</u></a> Specialty Pastries & Desserts | 4  |
| <a href="#"><u>BAKG 1270</u></a> Specialty Yeast Breads        | 4  |
| <a href="#"><u>BAKG 1280</u></a> Baking for Dietary Needs      | 4  |
| Credits  | 16 |

#### Second Year

##### Term Three

|   |    |
|---|----|
| <a href="#"><u>BAKG 2170</u></a> Advanced Yeast Breads    | 4  |
| <a href="#"><u>BAKG 2140</u></a> Advanced Cakes & Cookies | 4  |
| <a href="#"><u>BAKG 2160</u></a> Advanced Pastries        | 4  |
| <a href="#"><u>BAKG 2165</u></a> Advanced Desserts        | 4  |
| Credits   | 16 |

##### Term Four

|  |   |
|--|---|
| <a href="#"><u>BAKG 2240</u></a> Advanced Viennoiserie | 4 |
|--|---|

|   |    |
|---|----|
| <u>BAKG 2260</u> Chocolate & Sugar Confections        | 4  |
| <u>BAKG 2270</u> Advanced Decorating                  | 4  |
| <u>BAKG 2280</u> Baking & Pastry Arts Work Experience | 4  |
| Credits   | 16 |
| Total Credits   | 64 |

The evaluation of learning outcomes is completed by the instructor and reported to the Student Records Department at the completion of each course.

The transcript shows a percentage grade for each course. The grade point equivalent for a course is obtained from percentage grades as per the table below:

## Grading Standard

| Grade                   | Percentage       | Description   | Grade Point<br>Equivalency |
|-------------------------|------------------|---|----------------------------|
| A+                      | 96-100           |   | 4.33                       |
| A                       | 91-95            |   | 4.00                       |
| A-                      | 86-90            |   | 3.67                       |
| B+                      | 81-85            |   | 3.33                       |
| B                       | 76-80            |   | 3.00                       |
| B-                      | 70-75            | Minimum Pass  | 2.67                       |
| F                       | 0-69             | Failing Grade – unable to proceed to next Term  | 0.00                       |
| S                       | 70 or<br>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                        |
| <b>Course Standings</b> |                  |   |                            |
| R                       |                  | Audit. No Credit  | N/A                        |
| EX                      |                  | Exempt. Credit Granted  | N/A                        |
| TC                      |                  | Transfer Credit   | N/A                        |

## Grade Point Average (GPA)

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

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

The Professional Baking & Pastry Diploma is intended to replace the International Dual Certificate, filling an immediate need for International students and VCC's International Education Department to establish a more reliable pathway leading to IRCC 3-year work visa.

The curriculum reflects the federal 3-year Baker Apprenticeship curriculum, and provides students with all three years of technical training.

Currently, International students are unable to access the apprenticeship technical training classes, so this program will provide them with that access while also increasing STBC's annual utilization data.

Are there any expected costs to this proposal.

No costs other than a review of tuition fees.

Consultations

| Consultated Area                                   | Consultation Comments  |
|--|--|
| International Education                            | met with members of IE to ensure curriculum meets all needs of prospective students and International Education administrators. Preference for May 2025 implementation.  |
| Centre for Teaching, Learning, and Research (CTLR) | initial consultation re: program design with follow-up email consultations re curricular alignment   |
| Registrar's Office                                 | consulted with Dawn Cunningham-Hall to assign course numbers, review and confirm course naming, refine PCG language, and discuss implementation timeline (possibly September 2025 instead of May 2025).  |
| Faculty/Department                                 | June 19 and August 7 department meetings with regular email updates and requests for feedback.   |
| Department Support Staff                           | June 19 department meeting + regular email updates and requests for feedback   |
| Marketing & Communications                         | Sent email on July 31 to VP Students and Community Development, Marketing and Communication Manager and Officers summarizing proposed diploma and inviting questions and further discussion and planning with Baking Dept. Head.<br>No reply as of August 8. |

| Consultated Area                                       | Consultation Comments  |
|--|--|
| Affiliation, Articulation, and/or Accreditation Bodies | Dean Dennis Innes will reach out to STBC to seek accreditation for apprenticeship Levels 1-3 technical training  |
| Other Department(s)                                    | Sent email on July 31 to Culinary Arts Dept. Leaders summarizing proposed diploma and inviting questions. No reply as of August 8.   |
| Advising & Recruitment                                 | Sent email on July 31 to the general Advising Services email because the supervisor is away until September. Described the proposed diploma and invited questions and feedback.<br>Reply with positive comments, no additional feedback or questions.  |
| Assessment Centre                                      | Sent email on July 31 to Patricia Mori summarizing the proposed diploma and clarifying English and Math admission requirements. Invited questions and feedback.<br>No reply as of August 8.  |
| Career Lab   | Sent email on July 31 to Career Lab general email summarizing the proposed diploma and clarifying English and Math admission requirements, Work Experience, and alignment with STBC 3-year curriculum. Invited questions and feedback.<br>No reply as of August 8.   |
| Counselling  | Sent email on July 31 to Counselling Dept. Leader summarizing the proposed diploma and clarifying English and math admission requirements and textbook reading levels. Invited questions and feedback.<br>No reply as of August 8.   |
| Disability Services                                    | Sent email on July 31 to Disabilities Advisor summarizing the proposed diploma and clarifying English and math admission requirements and textbook reading levels. Invited questions and feedback. and clarifying English and math admission requirements and textbook reading levels. Invited questions and feedback.<br>No reply as of August 8. |
| EAL Department/Language Support                        | Sent email on July 31 to EAL Assistant Dept. Leader, VCC EAL Pathways, VCC English for Careers, summarizing the  |

| Consultated Area                                   | Consultation Comments  |
|--|--|
|  | <p>proposed diploma and clarifying English language admission requirements and Invited questions and feedback.</p> <p>No reply as of August 8.</p>   |
| Facilities   | <p>Sent email on July 31 to Director of Facilities summarizing proposed diploma and clarifying no additional facilities requirements. Invited questions and feedback.</p> <p>No reply as of August 8.</p>  |
| Finance  | <p>Sent email to Director of Finance summarizing proposed diploma and deferring to her and the Dean to initiate the financial workflow. Invited questions and feedback. Further discussion was had between Dean &amp; Director.</p>  |
| Indigenous Education & Community Engagement (IECE) | <p>Sent email on July 31 to Dean of Indigenous Education and Community Engagement to discuss aspects of the proposed curriculum that address cultural practices in baking and their relationship to geographical location, food sourcing/agricultural activity, and sociocultural practices. Invited questions and feedback.</p> <p>No reply as of August 8.</p> |
| Information Technology (IT)                        | <p>Sent email VP, Service Desk Lead, and Classroom Technology Analyst on July 31 to summarize proposed diploma program and clarified there are no anticipated IT needs. Invited questions and feedback.</p> <p>No reply as of August 8.</p>  |
| Institutional Research (IR)                        | <p>Sent email to Senior Analyst (in Manager's absence) summarizing proposed diploma. Invited questions and feedback.</p> <p>No reply as of August 8.</p>   |
| Library  | <p>Sent email on July 31 to Todd Rowlett summarizing proposed diploma, clarifying no additional library resources needed, and inviting questions.</p> <p>No concerns re library resources</p>  |
| Learning Centre                                    | <p>Sent email on July 31 to Sara Yuen summarizing proposed diploma, clarifying no additional learning resources needed, and inviting questions.</p> <p>Positive feedback from Sara Yuen</p>  |

| Consultated Area  | Consultation Comments  |
|-------------------|--|
| Safety & Security | Sent email on July 31 to Director of Security, summarizing proposed diploma and clarifying no additional security needs or concerns. Invited questions and feedback.<br>No reply as of August 8. |

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:    Domestic  
                                  International

Marketing Description

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:10 am

Viewing: **BAKG 1040 : Basic Cakes & Cookies**

Last edit: 08/26/24 3:22 pm

Changes proposed by: lvestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Basic Cakes & Cookies

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:28 pm  
Laurie Vestergaard  
(lvestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:10 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 3:28 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course

Basic Cakes & Cookies

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

1040



Year of Study            1st Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours     4

Bridge Course Level    01

#### Course Description:

This course provides students with an introduction to baker's math and the ingredients, processes, techniques, tools, and equipment used in the production of basic cakes and cookies.

A variety of techniques including basic cake and cookie mixing, makeup, baking, and finishing are explored. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of basic cakes, quick breads and cookies.    |
| CLO #2 | Assess basic cakes, quick breads and cookies for consistency and quality standards.   |
| CLO #3 | Apply industry standards and procedures essential for food and kitchen safety in the production of basic cakes, quick breads and cookies. |
| CLO #4 | Apply effective time management, communication, and teamwork skills needed to produce basic cakes, quick breads and cookies.              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study.

## Evaluation and Grading

---

Grading System: Percentages Passing grade:  
70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Basic cake and quick bread classifications, production techniques, quality standards

Basic cookie classifications, production techniques, quality standards

Basic cake and cookie assembly, finishing, and decorating techniques

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of basic cakes and cookies

Baking science: overview of baking ingredients, nutrition, and baking processes; heat transfer; formula balance; leavening agents

Reflective practice: analyzing product outcomes of basic cakes and cookies based on inputs and quality standards, objectivity, generalizing, problem-solving, refining knowledge and skills

Trade calculations: calculating baker's percentages and new yields, converting units of measure within a system of measurement

Production planning and time management: attendance & punctuality, reading and following a basic cake or cookie formula, preparing for production, direct vs. indirect production time, prioritizing work assignments

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; types of hazards and emergencies, safety procedures and regulations; accident prevention

Professional communication: workplace safety, respectful communication, terminology, asking for information or clarification

Bakery Management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; posting images of finished products on social media

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

Professional Baking, 8th edition

How Baking Works, 3rd edition

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:17 am

Viewing: **BAKG 1060 : Basic Pastries & Desserts**

Last edit: 08/26/24 3:23 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Basic Pastries & Desserts

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:28 pm  
Laurie Vestergaard  
(Ivestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:11 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 3:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course Name: Basic Pastries & Desserts

Subject Code: BAKG - Baking and Pastry

Course Number: 1060

Year of Study            1st Year Post-secondary

Credits:                 4

Bridge College Code    VO

Bridge Billing Hours    4

Bridge Course Level    01

#### Course Description:

This course provides students with an introduction to the ingredients, processes, techniques, tools, and equipment used in the production of basic pastries and desserts.

A variety of techniques including pie and pastry dough mixing and handling, filling and makeup, baking, and finishing are explored. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of basic desserts and laminated and non-laminated pastries    |
| CLO #2 | Assess basic desserts and laminated and non-laminated pastries for consistency and quality standards   |
| CLO #3 | Apply industry standards and procedures essential for food and kitchen safety in the production of basic desserts and laminated and non-laminated pastries |
| CLO #4 | Apply effective time management, communication, and teamwork skills needed to produce basic desserts and laminated and non-laminated pastries              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages Passing grade:  
70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Basic pastry dough classifications, production techniques, quality standards

Basic puff pastry dough classifications, production techniques, quality standards

Basic pie and tart classifications, production techniques, quality standards

Basic dessert classifications, production techniques, quality standards

Sweet and savoury fillings and finishes for basic laminated and non-laminated pastries, pies, and desserts: classifications, production techniques, quality standards

Baking science: eggs, milk & milk products; change processes during mixing, baking, and cooling

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of basic laminated and non-laminated pastries, pies, and desserts

Reflective practice: analyzing outcomes of basic laminated and non-laminated pastries, pies, and desserts based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Trade calculations: converting measurements between metric and imperial systems

Production planning and time management: reading and following formulas in the production of basic laminated and non-laminated pastries, pies, and desserts; preparing for production, prioritizing production assignments, efficiency practices in baking

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; types of hazards and emergencies, safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, respectful communication, terminology, participating in a team

Bakery Management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; posting images of finished products on social media

Professional Baking, 8th edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

### Badge Information

---

*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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



# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:18 am

Viewing: **BAKG 1070 : Basic Yeast Breads**

Last edit: 08/26/24 3:24 pm

Changes proposed by: lvestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Basic Yeast Breads

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:28 pm  
Laurie Vestergaard  
(lvestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:11 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 3:28 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course

Basic Yeast Breads

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

1070

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 4

Bridge Course Level 01

#### Course Description:

This course provides students with an introduction to the ingredients, processes, techniques, tools, and equipment used in the production of basic yeast breads.

A variety of basic bread making techniques including mixing and handling, shaping, baking, and finishing are explored. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of basic lean and rich yeast breads                |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of basic non-laminated Viennoiserie                |
| CLO #3 | Assess basic lean and rich breads and non-laminated Viennoiserie for consistency and quality standards  |
| CLO #4 | Apply effective time management, communication, and teamwork skills needed to produce basic lean and rich breads and non-laminated Viennoiserie |

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

|        |  |
|--------|--|
| CLO #5 | Apply industry standards and procedures essential for food and kitchen safety in the production of basic lean and rich breads and non-laminated Viennoiserie |
|--------|--|

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

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Grading System: Percentages                      Passing grade:  
70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Basic lean and rich bread dough formulas, production techniques, quality standards

Basic dough formulas for non-laminated Viennoiserie, production techniques, quality standards

Baking science: wheat, rye, salt, yeast, nutrition, dough hydration, gluten development, fermentation, lamination

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of basic breads

Reflective practice: analyzing outcomes of basic breads based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Trade calculations: calculating desired dough temperature, calculating machine size based on dough size and density

Production planning and time management: reading and following a basic yeast dough formula, preparing for production, direct vs. indirect production time, prioritizing production assignments, dough retarding techniques

Safety and sanitation: workplace hazards and regulations, tools & equipment operation and care; personal hygiene and safety practices; safety procedures and regulations, accident prevention

Professional communication in the baking industry: workplace safety, respectful communication, terminology, giving and receiving feedback

Bakery Management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; posting images of finished products on social media

Professional Baking, 8th edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Badge Information

---

*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Is a Badge being offered for this course?      No

Badge Effective

Date

Badge Name

Badge Description

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:19 am

Viewing: **BAKG 1080 : Cultural Traditions in Baking**

Last edit: 08/21/24 1:37 pm

Changes proposed by: lvestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Cultural Traditions in Baking

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard (lvestergaard):  
Approved for 5306 Leader
2. 08/10/24 9:12 am  
Dennis Innes (dinnes): Approved for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlett (trowlett): Approved for Curriculum Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course

Cultural Traditions in Baking

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

1080

Year of Study            1st Year Post-secondary

Credits:                 4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course provides students with an introduction to the ingredients, processes, techniques, tools, and equipment used in the production of culturally significant breads and pastries from around the world.

Geographical, agricultural, historical, technological, and cultural influences and traditional techniques are explored, including mixing and handling, shaping, baking, frying, deep frying, and finishing.

Emphasis is placed on the similarities and differences among diverse cultural practices in baking, including ingredients, methods, and characteristics of the finished products, as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### DETAILS OF PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Recognize the relationship between geography, agriculture, history, technology, and sociocultural practices in baking                             |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of traditional sweet and savoury breads and pastries |
| CLO #3 | Assess finished traditional sweet and savoury breads and pastries for consistency and quality   |

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

|        |   |
|--------|---|
|        | standards   |
| CLO #4 | Describe the characteristics of a range of culturally significant sweet and savoury breads and pastries   |
| CLO #5 | Apply industry standards and procedures essential for food and kitchen safety in the production of finished traditional sweet and savoury breads and pastries |
| CLO #6 | Apply effective time management, communication, and teamwork skills needed to produce finished traditional sweet and savoury breads and pastries              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System:

Percentages

Passing grade:

70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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



**TOTAL COURSE HOURS:** 100

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Relationship between the geographic, agricultural, historical, and sociocultural influences on traditional sweet and savoury breads and pastries.

Traditional sweet and savoury bread and pastry formulas, production techniques (including knife skills and deep frying), quality standards

Baking Science: sensory perception; classifications, composition, handling, and storage of: herbs, spices, fruits, vegetables, meat, legumes, nuts, seeds

Relationship between ingredients, techniques, environmental conditions, and baking processes in the production of traditional sweet and savoury bread and pastries

Reflective practice: analyzing outcomes of traditional sweet and savoury breads and pastries based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Trade calculations: calculating required dough weight based on desired dimensions of assembled product

Production planning and time management: reading and following diverse baking formulas, preparing for production, direct vs. indirect production time, prioritizing production assignments, sequencing the production of multiple components

**Course Topics:**

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, terminology, engaging respectfully with peers/colleagues from diverse cultural backgrounds

Bakery management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; posting images of finished products on social media

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

Professional Baking, 8th edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
Consultation

### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:20 am

Viewing: **BAKG 1240 : Specialty Cakes & Cookies**

Last edit: 08/21/24 2:17 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Specialty Cakes & Cookies

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(Ivestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:14 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course Name: Specialty Cakes & Cookies

Subject Code: BAKG - Baking and Pastry

Course Number: 1240

Year of Study            1st Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours     4

Bridge Course Level    01

#### Course Description:

This course provides students with an introduction to the ingredients, processes, techniques, tools, and equipment used in the production of specialty cakes and cookies.

A variety of techniques including high and low fat cake and cookie mixing and baking, the preparation of basic icings and fillings, and specialty cake and cookie assembly and decoration are explored. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 1040.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of specialty cake and cookie bases                         |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of specialty fillings, icings, syrups, creams, and mousses |
| CLO #3 | Describe and apply the theoretical principles and production techniques to produce a variety of finished specialty cakes and cookies                    |
| CLO #4 | Assess finished specialty cakes and cookies for consistency and quality standards   |

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

|        |   |
|--------|---|
| CLO #5 | Apply industry standards and procedures essential for food and kitchen safety in the production of finished specialty cakes and cookies |
| CLO #6 | Apply effective time management, communication, and teamwork skills needed to produce finished specialty cakes and cookies              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Classifications of high fat and low fat cakes, production techniques, quality standards

Classifications of icings, production techniques, quality standards

Specialty cake and cookie assembly, finishing, and decorating techniques

Baking science: fruits, nuts, spices, flavourings, aeration, specific gravity, emulsification, colour theory, light waves

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of specialty cakes and cookies

Reflective practice: analyzing outcomes of specialty cakes and cookies based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Trade calculations: calculating formula yield using specific gravity for the production of specialty cakes and cookies

Production planning and time management: reading and following the production steps for specialty cakes and cookies, preparing for production, direct vs. indirect production time, sequencing the production of multiple components

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; types of hazards and emergencies, safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, respectful communication, terminology, expressing disagreement

**Course Topics:**

Bakery management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; posting images of finished products on social media

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

Professional Baking, 8th edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Badge Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:21 am

Viewing: **BAKG 1260 : Specialty Pastries & Desserts**

Last edit: 08/21/24 2:18 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Specialty Pastries & Desserts

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(Ivestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:15 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name              | E-mail              | Phone/Ext.   |
|-------------------|---------------------|--------------|
| Susie Findlay     | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vstergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course

Specialty Pastries & Desserts

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

1260



Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 4

Bridge Course Level 01

#### Course Description:

This course provides students with further study of the ingredients, processes, techniques, tools, and equipment used in the production of specialty pastries and introduces them to ice creams and frozen desserts. It also introduces students to principles and practices of using social media to display products.

Specialized techniques for mixing, baking, assembly, and decoration are explored to produce a variety of specialty pastries and frozen desserts. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 1060.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of cake and pastry bases for specialty laminated and non-laminated pastries and frozen desserts                         |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of fillings, icings, syrups, creams, and mousses for specialty laminated and non-laminated pastries and frozen desserts |
| CLO #3 | Describe and apply the theoretical principles and production techniques to produce a variety of finished specialty laminated and non-laminated pastries and frozen desserts  |

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

|        |  |
|--------|--|
| CLO #4 | Assess finished specialty laminated and non-laminated pastries and frozen desserts for consistency and quality standards   |
| CLO #5 | Apply industry standards and procedures essential for food and kitchen safety in the production of finished specialty laminated and non-laminated pastries and frozen desserts |
| CLO #6 | Apply effective time management, communication, and teamwork skills needed to produce finished specialty laminated and non-laminated pastries and frozen desserts              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 100

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 20

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

---

Check all that apply:

- Lab

Hours in Category 2: 80

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Classifications of laminated and non-laminated pastry bases for specialty pastries, production techniques, quality standards

Classifications of mousses and creams, production techniques, quality standards

Specialty pastry and dessert assembly, finishing, and decorating techniques

Still-frozen and churn-frozen desserts, including ice cream, gelato, parfait, sorbet, sherbet

Baking science: chocolate & cocoa, gelling agents, stabilizers, aeration, overrun, residency

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of specialty pastries and desserts

Reflective practice: analyzing outcomes of specialty cakes & pastries based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Trade calculations: calculating formula yield using specific gravity and the volume measurements

Production planning and time management: reading and following the productions steps for specialty pastries and desserts, preparing for production, direct vs. indirect production time, prioritizing production assignments,

**Course Topics:**

sequencing the production of multiple components

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, respectful communication, terminology, refusing a request

Bakery management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; posting images of finished products on social media

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

Professional Baking, 8th edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:28 am

Viewing: **BAKG 1270 : Specialty Yeast Breads**

Last edit: 08/26/24 3:25 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Specialty Yeast Breads

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(Ivestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:17 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 3:28 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.  |
|--------------------|---------------------|-------------|
| Susie Findlay      | sfindlay@vcc.ca     | 60-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400  |

Banner Course

Specialty Yeast Breads

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

1270

Year of Study            1st Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours     4

Bridge Course Level    01

#### Course Description:

This course provides students with the study of ingredients, production processes, techniques, tools, and equipment used in the production of specialty yeast breads.

A variety of techniques including preferments for lean and rich doughs and Viennoiserie, dough handling, shaping, scoring, baking, and finishing are explored. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 1070.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of specialty lean and rich yeast breads               |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of specialty laminated and non-laminated Viennoiserie |
| CLO #3 | Assess specialty lean and rich breads and laminated and non-laminated Viennoiserie for consistency and quality standards                           |

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

|        |  |
|--------|--|
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety in the production of specialty lean and rich breads and laminated and non-laminated Viennoiserie |
| CLO #5 | Apply effective time management, communication, and teamwork skills needed to produce specialty lean and rich breads and laminated and non-laminated Viennoiserie              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Theory quizzes  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Specialty lean and rich dough formulas, production techniques, quality standards

Specialty dough formulas for laminated and non-laminated Viennoiserie, production techniques, quality standards

Fillings, inclusions, finishes, and decorations for specialty breads and Viennoiserie

Baking science: pre-fermentation, autolyse, soakers, sprouted grains, dough mixing techniques, dough strength, fermentation, dough retarding, humidity, baking processes

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of specialty lean and rich breads and Viennoiserie

Reflective practice: analyzing outcomes of specialty breads and Viennoiserie based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Trade calculations: formula modifications based on ingredient composition and production techniques, calculating mixing time

Production planning and time management: reading and following a specialty dough formula, preparing for production, direct vs. indirect production time, prioritizing production assignments, preferments, dough retarding schedules

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention



**Course Topics:**

Professional communication in the baking industry: terminology, workplace safety, respectful and inclusive communication

Bakery management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; posting images of finished products on social media

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

Professional Baking, 8th edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

Are there any  
expected costs as a

Consultation

### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:29 am

Viewing: **BAKG 1280 : Baking for Dietary Needs**

Last edit: 08/21/24 2:18 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Baking for Dietary Needs

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(Ivestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:18 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course Name: Baking for Dietary Needs

Subject Code: BAKG - Baking and Pastry

Course Number: 1280

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 1

Bridge Course Level 01

#### Course Description:

This course provides students with an introduction to the ingredients, processes, and techniques used in the production of bakery items that meet specific dietary requirements. It focuses on dietary restrictions and preferences, nutrition and labelling; recipe adaptations, and ingredient substitutions.

This course offers students the opportunity to practice adapting recipes and substituting ingredients to produce gluten free, egg free, dairy free, and sugar free alternatives to standard baked goods. It includes the development and application of gluten free mixes and the study of gluten free flours, starches, and gums that provide the bulk and structure of gluten free products.

Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce baked goods that meet a variety of specific dietary needs |
| CLO #2 | Assess baked goods items that meet specific dietary needs for consistency and quality standards  |

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

|        |   |
|--------|---|
| CLO #3 | Apply industry standards and procedures essential for food and kitchen safety in the production of baked goods that meet specific dietary needs |
| CLO #4 | Apply effective time management, communication, and teamwork skills needed to produce baked goods that meet specific dietary needs              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly Reading Assignments  |
| Quizzes/Tests | 10         | Weekly Theory Quizzes   |
|               | 10         | Applied Theory Assignment   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Formulas, production techniques, quality standards for basic cakes, cookies, breads, Viennoiserie, pastries, and frozen desserts that meet specific dietary needs

Baking science: allergies and intolerances, dietary restrictions and preferences, cereal and non-cereal grains, starches, ingredient substitutions and alternatives, nutrition, labeling

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of baked goods for dietary needs

Reflective practice: analyzing outcomes of baked goods that meet specific dietary needs based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Production planning and time management: reading and following formulas for specific dietary needs, preparing for production, direct vs. indirect production time in alternative baking, prioritizing production assignments, product testing

Safety and sanitation: tools & equipment operation and care; principles of food safety in the preparation of baked goods for specific dietary needs; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: respectful and inclusive communication, terminology, nutritional labelling

**Course Topics:**

Bakery management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; posting images of finished products on social media

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

Professional Baking, 8th edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

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

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:30 am

Viewing: **BAKG 2140 : Advanced Cakes & Cookies**

Last edit: 08/21/24 2:19 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Advanced Cakes & Cookies

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(Ivestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:19 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course Name: Advanced Cakes & Cookies

Subject Code: BAKG - Baking and Pastry

Course Number: 2140

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours     4

Bridge Course Level    01

#### Course Description:

This course provides students with an introduction to the advanced study of ingredients, processes, techniques, tools, and equipment used in the production of advanced cakes and cookies.

A variety of techniques including advanced mousses, custards, creams, textural contrast, moulds, glazes, and decorations are explored. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 1270.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of advanced cakes and cookies                     |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of advanced mousses, custards, creams, and glazes |
| CLO #3 | Describe and apply the theoretical principles and production techniques to produce a variety of decorative components                          |
| CLO #4 | Assess advanced cakes and cookies for consistency and quality standards  |



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

|        |   |
|--------|---|
| CLO #5 | Apply industry standards and procedures essential for food and kitchen safety in the production of advanced cakes and cookies |
| CLO #6 | Apply effective time management, communication, and teamwork skills needed to produce advanced cakes and cookies              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Theory quizzes  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Classifications and design of advanced cakes and cookies, production techniques, quality standards

Classifications of advanced mousses, custards, creams, and inclusions; production techniques; quality standards

Designing and preparing tempered chocolate and confectionery decorations for advanced cakes and cookies

Adapting advanced cake and cookie formulas to accommodate specific dietary needs

Baking science: ingredients in advanced cakes and cookies; temperature and viscosity; couverture, invert sugar, tempering, crystallization of cocoa butter and sugar in chocolate and sugar craft

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of entremets

Reflective practice: analyzing outcomes of advanced cakes and cookies based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Production planning and time management: reading and following advanced cake and cookie production steps, preparing for production, direct vs. indirect production time, prioritizing production assignments, sequencing the production of multiple components

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, terminology, writing a production schedule, visual communication

**Course Topics:**

Bakery management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; production costing; photographing and displaying finished products on social media

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

Advanced Bread and Pastry, 1st edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

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

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:31 am

Viewing: **BAKG 2160 : Advanced Pastries**

Last edit: 08/21/24 2:19 pm

Changes proposed by: lvestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Advanced Pastries

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(lvestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:20 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course

Advanced Pastries

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

2160

Year of Study            2nd Year Post-secondary

Credits:                 4

Bridge College Code    VO

Bridge Billing Hours    4

Bridge Course Level    01

#### Course Description:

This course provides students with further study in the ingredients, processes, techniques, tools, and equipment used in the production of advanced pastries with an emphasis on individual entremets.

It introduces students to the design and production of small pastries and decorations. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 1260.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of advanced pastries                           |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of decorative components for advanced pastries |
| CLO #3 | Assess advanced pastries for consistency and quality standards  |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety in the production of advanced pastries                        |

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

|        |   |
|--------|---|
| CLO #5 | Apply effective time management, communication, and teamwork skills needed to produce advanced pastries |
|--------|---|

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Classification and design of advanced pastries, production techniques, quality standards

Designing and preparing tempered chocolate and crafted confectionery decorations for advanced pastries

Adapting advanced pastry formulas to accommodate specific dietary needs

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of advanced pastries

Reflective practice: analyzing outcomes of advanced pastries based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Production planning and time management: reading and following the steps in the production of advanced pastries, preparing for production, prioritizing production assignments

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, respectful and inclusive communication, terminology, visual communication, elements of design

Bakery management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; production costing; photographing and displaying finished products on social media

Advanced Bread and Pastry, 1st edition

How Baking Works, 3rd edition

## 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

Advanced Bread and Pastry, 1st edition

How Baking Works, 3rd edition

Provide a rationale  
for this proposal:

Are there any  
expected costs or  
benefits?

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

### Badge Information

---



# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:32 am

Viewing: **BAKG 2165 : Advanced Desserts**

Last edit: 08/26/24 3:27 pm

Changes proposed by: lvestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Advanced Desserts

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(lvestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:22 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 3:28 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course

Advanced Desserts

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

2165

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours    4

Bridge Course Level    01

#### Course Description:

This course provides students with further study in the ingredients, processes, techniques, tools, and equipment used in the production of advanced desserts with an emphasis on plated and frozen desserts and the advanced technologies used to produce them.

This course focuses on the production techniques and design of individual desserts, decorations, frozen desserts, and dessert service. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 1260.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of modern advanced desserts                           |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of decorative components for modern advanced desserts |
| CLO #3 | Describe and apply the theoretical principles and production techniques to produce a variety of frozen desserts and components                     |
| CLO #4 | Assess modern advanced desserts and frozen dessert components for consistency and quality standards  |

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

|        |   |
|--------|---|
| CLO #5 | Apply industry standards and procedures essential for food and kitchen safety in the production of modern advanced desserts and frozen dessert components |
| CLO #6 | Apply effective time management, communication, and teamwork skills needed to produce modern advanced desserts and frozen dessert components              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Design and production of modern advanced desserts, production and service techniques, quality standards

Adapting advanced dessert formulas to accommodate specific dietary needs

Baking science: advanced technologies in dessert preparation, measuring sugar density, emulsifiers, stabilizers, water crystallization, fat crystallization

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of advanced desserts

Reflective practice: analyzing outcomes of advanced desserts based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Trade calculations: calculating formulas for still frozen and churn frozen desserts.

Production planning and time management: reading and following the steps in the production of advanced desserts, preparing for production and dessert service, prioritizing production assignments, dessert service

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, respectful communication, terminology, dessert service, visual communication, elements of design

Bakery Management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; production costing; photographing and displaying finished

**Course Topics:**

products

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

Advanced Bread and Pastry, 1st edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

## Badge Information

---

*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Is a Badge being offered for this course?      No

Badge Effective

Date

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:30 am

Viewing: **BAKG 2170 : Advanced Yeast Breads**

Last edit: 08/26/24 3:28 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Advanced Yeast Breads

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. 5306 Leader
2. SHP Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(Ivestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:18 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course Name: Advanced Yeast Breads

Subject Code: BAKG - Baking and Pastry

Course Number: 2170

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours     4

Bridge Course Level    01

#### Course Description:

This course provides students with an introduction to the study of ingredients, production processes, techniques, tools, and equipment used in the production of advanced yeast breads including sourdough lean and rich breads, and high hydration yeast breads.

A variety of techniques in sourdough and high hydration baking, including the development and maintenance of sourdough starters and levains, mixed fermentation, dough mixing, handling, shaping, scoring, decorating, baking, and finishing. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 1270.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of sourdough and high hydration breads    |
| CLO #2 | Assess sourdough and high hydration breads for consistency and quality standards   |
| CLO #3 | Apply industry standards and procedures essential for food and kitchen safety in the production of sourdough and high hydration breads |

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

|               |   |
|---------------|---|
| <b>CLO #4</b> | Apply effective time management, communication, and teamwork skills needed to produce sourdough and high hydration breads |
|---------------|---|

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Theory quizzes  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:



Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Sourdough formulas, production techniques, quality standards

High hydration bread formulas, production techniques, quality standards

Adapting advanced yeast dough formulas to accommodate specific dietary needs

Baking science: whole grains, wild yeast, bacteria, acidification, enzymes, gluten, soakers, mashes, inclusions, development and maintenance of sourdough cultures, levains, pasta madre, autolyse, fermentation, dough pH, formula structure

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of sourdough and high hydration breads

Reflective practice: analyzing outcomes of sourdough and high hydration breads based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Trade calculations: calculations for modifying formulas based on production needs and environmental conditions

Production planning and time management: reading and following sourdough and high hydration bread formulas, preparing for production, direct vs. indirect production time, prioritizing production assignments; developing and managing a sourdough starter, levain, or pasta madre; dough retarding schedules

Safety and sanitation: tools &amp; equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, respectful communication, terminology, visual communication

**Course Topics:**

Bakery management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; production costing; photographing and displaying finished products on social media

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

Advanced Bread and Pastry, 1st edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts

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: 08/09/24 7:33 am

Viewing: **BAKG 2240 : Advanced Viennoiserie**

Last edit: 08/21/24 2:20 pm

Changes proposed by: lvestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Advanced Viennoiserie

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(lvestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:22 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course

Advanced Viennoiserie

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

2240

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours    4

Bridge Course Level    01

#### Course Description:

This course provides students with further study in the ingredients, processes, techniques, tools, and equipment used in the production of advanced Viennoiserie, including both laminated and non-laminated specialty yeast doughs

This course builds on the techniques introduced in previous courses with additional focus on the production techniques and design of advanced laminated and non-laminated yeast doughs. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 2160, BAKG 2165.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of advanced Viennoiserie                           |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of fillings and finishes for advanced Viennoiserie |
| CLO #3 | Assess advanced Viennoiserie for consistency and quality standards  |

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

|        |  |
|--------|--|
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety in the production of advanced Viennoiserie |
| CLO #5 | Apply effective time management, communication, and teamwork skills needed to produce advanced Viennoiserie              |

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Classifications of traditional and modern advanced Viennoiserie, production techniques, quality standards

Ingredients used in the production of traditional and modern advanced Viennoiserie

Adapting advanced Viennoiserie formulas to accommodate specific dietary needs.

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of advanced Viennoiserie

Reflective practice: analyzing outcomes of advanced Viennoiserie based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Production planning and time management: reading and following the steps in the production of advanced Viennoiserie, preparing for production, prioritizing production assignments

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, respectful communication, terminology

Bakery Management: inventory and receiving procedures, storage temperatures and procedures, waste management procedures; packaging and labelling; production costing; photographing and displaying finished products on social media

Advanced Bread and Pastry, 1st edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

Are there any  
expected costs as a

Consultation

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:34 am

Viewing: **BAKG 2260 : Chocolate & Sugar Confections**

Last edit: 08/21/24 2:21 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Chocolate & Sugar Confections

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard (Ivestergaard):  
Approved for 5306 Leader
2. 08/10/24 9:24 am  
Dennis Innes (dinnes): Approved for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlett (trowlett): Approved for Curriculum Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course

Chocolate & Sugar Confections

Name:

Subject Code:

BAKG - Baking and Pastry

Course Number

2260



Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours     4

Bridge Course Level    01

#### Course Description:

This course provides students with an introduction to the study of ingredients, processes, techniques, tools, and equipment used in the production of chocolates and confections.

Students are introduced to a variety of advanced techniques and equipment to produce filled and enrobed chocolates and bonbons. Emphasis is placed on precision and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 2160, BAKG 2165.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of filled and enrobed chocolate confections |
| CLO #2 | Describe and apply the theoretical principles and production techniques to produce a variety of sugar confections                        |
| CLO #3 | Assess chocolate and sugar confections for consistency and quality standards   |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety in the production of chocolate and sugar confections       |

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

|        |   |
|--------|---|
| CLO #5 | Apply effective time management, communication, and teamwork skills needed to produce chocolate and sugar confections |
|--------|---|

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## **Evaluation and Grading**

---

Grading System:                      Percentages                      Passing grade:  
70%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## **Hours by Learning Environment Type**

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      100

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Classifications of chocolate and chocolate confections, production techniques, quality standards

Classifications of candies and sugar confections, production techniques, quality standards

Adapting chocolate and confectionery formulas to meet specific dietary requirements

Baking science: cocoa, couverture, tempering, bloom, creams and ganaches, enrobing, crystallization, caramelization, measuring sugar concentration, invert sugar, crystalline and non-crystalline sugars and candies

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of chocolates and confections

Reflective practice: analyzing outcomes of chocolate and sugar confections based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Production planning and time management: reading and following formulas used in chocolate and sugar confections, preparing for production, direct vs. indirect production time, sequencing production tasks, maintaining chocolate temper, precision of sugar cooking

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; types of hazards and emergencies, safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, respectful and inclusive communication, terminology, writing a resume and cover letter

Bakery Management: inventory and receiving procedures, storage temperatures and procedures, waste management; packaging and labelling; production costing; photographing and displaying finished products on

**Course Topics:**

social media

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

Advanced Bread and Pastry, 1st edition

How Baking Works, 3rd edition

## 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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
Consultation

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:35 am

Viewing: **BAKG 2270 : Advanced Decorating**

Last edit: 08/21/24 2:21 pm

Changes proposed by: lvestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Advanced Decorating

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(lvestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:24 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course Name: Advanced Decorating

Subject Code: BAKG - Baking and Pastry

Course Number: 2270

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours    2

Bridge Course Level    01

#### Course Description:

In this course, students will learn about the ingredients, processes, techniques, tools, and equipment used in the production of celebration cakes, gum paste flowers, marzipan figures, chocolate and sugar decorations.

This course builds on the previous courses with an additional focus on the design process, client communication, production costing, and marketing. Emphasis is placed on methods of preparation and the quality of the finished products as well as critical thinking, time management, communication, and teamwork.

#### Course Pre-Requisites (if applicable):

BAKG 2160, BAKG 2165.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe and apply the theoretical principles and production techniques to produce a variety of celebration cakes and decorative items.   |
| CLO #2 | Assess celebration cakes and decorative items for consistency and quality standards   |
| CLO #3 | Apply industry standards and procedures essential for food and kitchen safety in the production of celebration cakes and decorative items |
| CLO #4 | Apply effective time management, communication, and teamwork skills needed to produce   |

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

celebration cakes and decorative items

Instructional

Strategies:

Lecture, demonstration, hands-on practice, group work, and independent study

## Evaluation and Grading

---

Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Lab Work      | 60         | Instructor observation of student's technical, theoretical, organizational, reflective, and interpersonal skill development, and safety practices |
| Participation | 10         | Active engagement in classroom and lab activities   |
| Assignments   | 10         | Weekly reading assignments  |
| Quizzes/Tests | 20         | Weekly theory quizzes   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 20

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

---

Check all that apply:

Lab

Hours in Category 2: 80

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Elements and design of celebration cakes and decorative items, production techniques, quality standards

Baking science: icings, modeling media, advanced colour theory, tiered cakes, gravity, light, condensation

Relationship between ingredients, techniques, environmental factors, and baking processes in the production of celebration cakes and decorative items

Reflective practice: analyzing celebration cakes and decorations based on inputs and quality standards, observation, and objectivity; generalizing, problem-solving, and refining knowledge and skills

Production planning and time management: clarifying and following visual instructions, preparing for production, prioritizing and sequencing the design and production of celebration cakes and decorative items

Safety and sanitation: tools & equipment operation and care; principles of food safety; personal hygiene and safety practices; safety procedures and regulations; accident prevention

Professional communication in the baking industry: workplace safety, financial terminology, visual communication, customer service, contract of engagement, billing

Bakery Management: inventory and receiving, storage temperatures, light exposure, waste management procedures, calculating cake sizes, transportation and assembly, production costing, photographing and displaying finished products on social media

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

Advanced Bread and Pastry, 1st edition

Professional Baking, 8th edition



# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 7:36 am

Viewing: **BAKG 2280 : Baking/Pastry Work**

## Experience

Last edit: 08/21/24 2:12 pm

Changes proposed by: Ivestergaard

Programs  
referencing this  
course

[203: Professional Baking & Pastry Arts Diploma](#)

Course Name:

Baking & Pastry Arts Work Experience

Effective Date:

September 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Baking & Pastry Arts Artisan IE (5306)

Contact(s)

### In Workflow

1. **5306 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 4:29 pm  
Laurie Vestergaard  
(Ivestergaard):  
Approved for 5306  
Leader
2. 08/10/24 9:25 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 11:06 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name               | E-mail              | Phone/Ext.   |
|--------------------|---------------------|--------------|
| Susie Findlay      | sfindlay@vcc.ca     | 604-831-8659 |
| Laurie Vestergaard | lvestergaard@vcc.ca | 6043967400   |

Banner Course Name: Baking/Pastry Work Experience

Subject Code: BAKG - Baking and Pastry

Course Number: 2280

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours     3

Bridge Course Level    01

#### Course Description:

This course provides students with the opportunity to apply the skills and knowledge acquired throughout the program to a professional setting under the supervision of a professional baker or pastry chef.

#### Course Pre-Requisites (if applicable):

BAKG 2170, BAKG 2140, BAKG 2160, BAKG 2165.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Apply basic to advanced skills and knowledge in baking & pastry to the production of a variety of baked goods in a professional baking or pastry kitchen.  |
| CLO #2 | Evaluate baked goods for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications and standards of a professional baking or pastry kitchen. |
| CLO #3 | Identify and describe the principles of nutrition relating to the baked goods in a professional baking or pastry kitchen.  |
| CLO #4 | Adhere to industry health, safety and employment standards in the preparation, handling, and storage of food and equipment in a professional baking or pastry kitchen.                             |
| CLO #5 | Apply the knowledge, skills, and attitudes necessary for success and sustainable professional practice in a professional baking or pastry kitchen.   |

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

|        |  |
|--------|--|
| CLO #6 | Reflect on performance and practice to enhance professional skills needed to enter and advance in professional baking and pastry arts. |
|--------|--|

Instructional

Strategies:

Experiential learning

## Evaluation and Grading

---

Grading System: Percentages  
70%

Passing grade:

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity   |
|-------------|------------|--|
| Practicum   | 70         | Industry supervisor evaluation (one mid-point evaluation and one final evaluation) |
| Assignments | 30         | Weekly activity reports, final reflection  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 0

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

---

Check all that apply:

Hours in Category 2: 0

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Practicum

Hours in Category 3: 120

#### Course Topics

##### Course Topics:

Production of a variety of baking and pastry items

Consistency and accuracy in the production of baking and pastry items

Adherence to industry health, safety, and employment standards in a professional baking or pastry kitchen

Application of the knowledge, skills, and attitudes necessary for success and sustainable professional practice in a professional baking or pastry kitchen

Recording and reflecting on activity, observations, and learning while working in a professional baking or pastry kitchen.

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

Professional Baking & Pastry Arts Diploma

Provide a rationale  
for this proposal:



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Revisions to Sign Language Interpretation Diploma admission requirements

### BACKGROUND:

The department is proposing changes to the admission requirements for the Sign Language Interpretation Diploma. The program has seen increased attrition since the COVID-19 pandemic, and the department believes that the admissions screening process has not been rigorous enough to reflect the complex demands of the profession. Applicants often underestimate the demands of interpreting, which requires a high level of English-language skills, cognitive processing and interpersonal skills.

The proposed changes include increasing the required minimum grade in first-year university English to a 'B' and adding completion of the CASPer Test, which evaluates situational judgment and is commonly used in health sciences. The admission requirements already require a letter of intent, a letter from a Deaf referee, and completion of an ASL & Deaf Studies certificate program.

### DISCUSSION:

Barb Mykle-Hotzon, Program Coordinator, Kirsten Hagemoen, program instructor, and Mari Klassen, Department Head of ASL & Deaf Studies, presented the proposal. The Committee asked about the potential impact of these changes on recruitment. It was noted that there is very limited competition as there are only three interpreting programs nationally, with VCC being the only one in Western Canada.

The Committee discussed the high passing grade of 'B+' that is required to complete the program. This requirement is again reflective of the challenging nature of the program, though it was noted that some exceptions are allowed to provide additional time for students to gain competency.

Additional changes to the overall program within the next year are likely, as work progresses to improve integration and alignment between the Sign Language Interpretation Diploma and the ASL & Deaf Studies Certificate.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Sign Language Interpretation Diploma.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** August 26, 2024

# Program Change Request

Date Submitted: 04/30/24 12:06 pm

Viewing: **Sign Language Interpretation Diploma**

Last approved: 08/10/23 12:08 pm

Last edit: 08/26/24 1:39 pm

Changes proposed by: bmyklehotzon

Program Name:

Sign Language Interpretation Diploma

Credential Level: Diploma

Effective Date: September ~~2023~~ 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Arts & Sciences

Department: Sign Language Studies (1951)

Contact(s)

## In Workflow

1. 1951 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council

## Approval Path

1. 05/10/24 10:04 am  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 05/10/24 10:12 am  
mchiarello:  
Approved for SAS  
Dean
3. 08/26/24 1:42 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. May 19, 2023 by  
Todd Rowlatt  
(trowlatt)
2. May 23, 2023 by  
Darija Rabadzija  
(drabadzija)
3. Aug 10, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name         | E-mail          | 127<br>Phone/Ext. |
|--------------|-----------------|-------------------|
| Shirley Lew  | slew@vcc.ca     | /                 |
| Mari Klassen | mklassen@vcc.ca | /                 |

## Program Content Guide

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### Purpose

As Deaf individuals increasingly access education, career and community services, the demand for Sign Language Interpreters is growing across the country. If you are skilled in American Sign Language (ASL), the Diploma in Sign Language Interpretation will prepare you for a dynamic career in a rapidly expanding field.

You will learn how to facilitate communication between hearing people and Deaf or hard of hearing people in a variety of settings. Upon program completion you will be able to provide meaning-based interpretation, to communicate well in ASL and in spoken English, to understand and adhere to Deaf cultural norms when required, to act ethically, to work collaboratively with others, and to use appropriate business skills.

This sign language interpreter program emphasizes practical experience and community work, giving you many opportunities to practice what you are learning. You will complete three one-month practicum placements during your final term, where you will be mentored by professional interpreters in their work settings.

Admission to the Sign Language Interpretation Diploma program is through a competitive selection process. Throughout the selection process, applicants are assessed for proficiency ~~Proficiency in American Sign Language (ASL) and English, and an understanding of the~~ understanding of the Deaf community, Deaf culture, the and the field of Sign Language interpreting, and knowledge of social justice issues. as demonstrated during the screening and selection process

#### Admission Requirements

##### ~~Successful completion of~~

ENGL 1100 with a minimum 'B' grade, 1100; or equivalent

~~An Successful completion of the~~ ASL and Deaf Studies Certificate, Certificate; or equivalent, or permission of the department equivalent

One letter of reference from a Deaf referee

Letter of intent (250-500 words) clearly listing reasons for pursuing the diploma

Submission of a CASPer test score. CASPer test scores are valid for one admission cycle.

Successful ASL panel interview including a faculty member, Deaf community member, and professional interpreter

#### Upon Acceptance to the Program

##### Criminal Record Check

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

~~Proficiency in American Sign Language (ASL) and English, and an understanding of the Deaf community, Deaf culture, and the field of Sign Language interpreting, as demonstrated during the screening and selection process~~

#### Prior Learning Assessment & Recognition (PLAR)

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

#### Program Duration & Maximum Time for Completion

The program is taught full-time over two years. The maximum time for completion is five ~~seven~~ years.

#### Program Learning

##### Outcomes



Graduates of the Program of Sign Language Interpretation will be able to demonstrate: Meaning-based Interpreting; Versatility in ASL; Versatility in English; Cultural Competence in Deafhood; Awareness of Self and Positionality; Professional Communication and Collaboration; Ethical Decision Making; and Commitment to Learning and Growth.

**Meaning-based Interpreting – *The INTR graduate is able to:***

Apply a cognitive model of interpreting in which the interpreter actively constructs meaning based on cues provided by others

Identify the goals of the setting and of each speaker/signer

Attend to the source message, screening out external distractions (e.g. auditory or visual noise) and internal distractions (e.g. fatigue or personal disagreement)

Analyze the source message, considering contextual, cultural, linguistic and paralinguistic factors

Identify content that is explicitly stated and/or implied as well as the intent and affective components

Drop source language form and construct meaning

Create a target language message, applying contextual, cultural, linguistic and paralinguistic features of the target language

Produce a target language message that conveys the constructed meaning and intent, maintaining the cohesiveness of the interpreted discourse

Monitor one's own interpreting performance and make corrections as needed

Use effective interaction management strategies such as deciding when/how to interject

Make appropriate decisions regarding the use of consecutive and/or simultaneous interpreting modes

Co-interpret effectively during teamed interpreting assignments

Adapt signed message output across the spectrum of ASL and Contact Sign Varieties in order to meet the linguistic needs of a variety of consumers

Critically analyze the effectiveness of interpretations by self and others

Demonstrate knowledge of interpretation theories and their implications for the work of interpreters

**Versatility in ASL – *The INTR graduate is able to:***

Comprehend and fluently produce grammatically correct ASL discourse on a wide variety of topics and across the range of linguistic registers

Communicate comfortably in ASL with users of all ages

Communicate effectively in ASL in one-on-one exchanges, small interactive groups, and large audience settings

Demonstrate versatility across the visual language spectrum to meet the needs of a variety of D/deaf, hard of hearing, and Deaf-Blind people.

**Versatility in English – *The INTR graduate is able to:***

Comprehend and fluently produce grammatically correct English discourse on a wide variety of topics and across the range of linguistic registers

Communicate comfortably in spoken English with users of all ages

Communicate effectively in English in one-on-one exchanges, small interactive groups, and large audience settings

Comprehend and produce written English at a college undergraduate level

**Cultural Competence in Deafhood – *The INTR graduate is able to:***

Interact socially in the Deaf community, in a range of contexts and settings, appropriately adhering to norms for social interaction and exhibiting cultural sensitivity

Demonstrate respect for the values, history, traditions and goals of the Deaf community

Interact with individuals who are Deaf-Blind in culturally appropriate ways

Make appropriate decisions about one's own social interactions and language use when in a culturally mixed group of Deaf and non-Deaf people

Apply the value of reciprocity to interactions with the Deaf community

Apply a schema for Deaf-related local, regional, national and international organizations

Demonstrate respect for the diversity of identities, experiences and pathways into Deafhood

**Awareness of Self and Positionality – *The INTR graduate is able to:***

Recognize one's own intersectionality, power, privilege and potential for bias

Apply a schema for the systemic effects of audism on Deaf people's access and inclusion

Exhibit developing allyship, working collectively in support of the Deaf community's goals

Use effective strategies for maintaining wellness and balance in one's own physical, mental, emotional and spiritual health

Use effective time management strategies

Recognize stress and implement effective strategies to manage it

Be aware of and respectful of one's own limitations and needs

Establish effective personal and professional support networks

**Professional Communication and Collaboration – *The INTR graduate is able to:***

Use effective, respectful and timely interpersonal communication strategies

Be well prepared, reliable and on time

Seek out and utilize preparation resources for interpreting assignments

Present self with professional demeanour and attire appropriate for the setting

Understand power dynamics in professional relationships and work effectively within systems

Engage in constructive feedback discussions, pre/post-brief consultations, and shared analyses

Contribute positively to effective teamwork

Follow standards of practice related to negotiating fees and contracts, self-marketing, invoicing and accounting

Communicate effectively in standard written business English

Use social media in a judicious and responsible manner

**Ethical Decision Making – *The INTR graduate is able to:***

Apply the values and guiding principles of the *Code of Ethics and Guidelines for Professional Conduct* of the [Westcoast Association of Visual Language Interpreters \(WAVLI\)](#) and [Canadian Association of Sign Language Interpreters \(CASLI\)](#).

Understand and uphold Occupational Title Protection and its purpose(s)

Apply effective decision-making processes consistent with theoretical models

Apply relevant laws, regulations and workplace policies to professional decisions

Think critically, act responsibly and be accountable when making decisions

Actively honour diversity and respect the autonomy of others

Act professionally in relationships with consumers, colleagues and others, maintaining appropriate boundaries

Articulate a personalized professional philosophy related to working as an interpreter

Demonstrate conscientiousness in managing the power inherent in the role of an interpreter

**Commitment to Learning and Growth – *The INTR graduate is able to:***

Reflect regularly on one's own practice and professional development

Set practical goals for continuing to build interpreting skills and achieve higher credentials

Outline a personal plan for ongoing education and growth as a socially conscious interpreter

Seek learning opportunities and feedback from consumers, mentors and peers

Maintain membership in interpreting associations and contribute actively to the professional community of practice

### Instructional Strategies, Design, and Delivery Mode

This program provides high quality instruction, unique curriculum and varied learning activities. Key features of the program include Deaf community involvement and one full term of practicum. Students are required to complete volunteer hours, immersion activities in the Deaf community (for example, camps lasting several days) and supervised work placements.

Course topics in the program include interpreting theory and practice, advanced ASL, service learning, allyship and positionality, Deafhood, professional ethics and standards of practice, among others.

In summary, the interpreting program consists of the following:

Year One:

Fall term with full course load plus service learning in the community.

Winter term with full course load plus volunteer interpreting in the community.

Summer term (May & June) includes two courses plus continued community involvement.

Year Two:

Fall term with full course load plus volunteer interpreting in the community.

Winter/spring term (Jan to May) including three 4-week practicum placements.

Capstone week – submission of portfolio and demonstrations of readiness to graduate.

### Evaluation of Student Learning

Students are evaluated on their performance on practical assignments, special projects, written assignments, oral presentations, and tests.

Before graduation, students will demonstrate the skills and readiness to enter the interpreting field by compiling a capstone portfolio showcasing their achievements. During a capstone week at the end of the program, students will perform interpretations and presentations, and be assessed by members of the Deaf community, professional interpreters and program faculty.

Students must have a minimum **cumulative** grade point average of 'B+' (3.33) or a grade of 'S' 'B-plus'(3.33) upon completion of all program courses to successfully complete each course, graduate, and a a minimum program term grade grade point average of 'B+' (3.33) or department permission 'B-plus'(3.33) to progress advance into subsequent terms. courses/terms in the program. Students must have a minimum cumulative grade point average of 'B+' (3.33) and a grade of 'S' in each of the practicum courses to graduate.

Excellent interpersonal skills and ability to communicate assertively  
 Ability to mentally process information very quickly  
 Fluency and versatility in ASL and English (spoken and written)  
 Empathy and respect for people of diverse identities and experiences  
 Awareness of your positionality, power and privilege  
 Flexibility and adaptability  
 Self-care strategies for maintaining physical, mental and emotional health  
 Determination, perseverance and ability to follow through

## Courses

|                                  |  |     |
|----------------------------------|--|-----|
| <a href="#"><u>INTR 2100</u></a> | Positionality in the Deaf Community                  | 2.5 |
| <a href="#"><u>INTR 2120</u></a> | Foundations of Practice 1                            | 3   |
| <a href="#"><u>INTR 2140</u></a> | Interpretation Theory and Practice 1: Translation    | 3   |
| <a href="#"><u>INTR 2150</u></a> | Deaf Community Service Learning 1                    | 2.5 |
| <a href="#"><u>ASLD 2180</u></a> | American Sign Language Level 8                       | 3   |
| <a href="#"><u>INTR 2210</u></a> | Ethics & Professional Decision Making                | 2.5 |
| <a href="#"><u>INTR 2220</u></a> | Foundations of Practice 2                            | 2   |
| <a href="#"><u>INTR 2240</u></a> | Interpretation Theory and Practice 2                 | 3   |
| <a href="#"><u>INTR 2250</u></a> | Deaf Community Service Learning 2                    | 2.5 |
| <a href="#"><u>INTR 2260</u></a> | Deafhood: Pathways to Identity & Diversity           | 2.5 |
| <a href="#"><u>ASLD 2290</u></a> | American Sign Language Level 9                       | 3   |
| <a href="#"><u>INTR 2340</u></a> | Interpretation Theory and Practice 3: Community      | 3   |
| <a href="#"><u>ASLD 2310</u></a> | American Sign Language Level 10                      | 3   |
| <a href="#"><u>INTR 3110</u></a> | Self and Community of Practice                       | 3   |
| <a href="#"><u>INTR 3120</u></a> | Sign Language Interpretation in Educational Settings | 3   |
| <a href="#"><u>INTR 3140</u></a> | Interpretation Theory and Practice 4                 | 5   |
| <a href="#"><u>INTR 3150</u></a> | Advanced American Sign Language for Interpreters     | 3   |
| <a href="#"><u>INTR 3210</u></a> | Sign Language Interpreting Practicum Readiness       | 1.5 |
| <a href="#"><u>INTR 3220</u></a> | Sign Language Interpreting Practicum 1               | 4.5 |
| <a href="#"><u>INTR 3230</u></a> | Sign Language Interpreting Practicum 2               | 4.5 |



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

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

## Grading Standard

| Grade                   | Percentage    | Description   | Grade Point Equivalency |
|-------------------------|---------------|---|-------------------------|
| A+                      | 90-100        |   | 4.33                    |
| A                       | 85-89         |   | 4.00                    |
| A-                      | 80-84         |   | 3.67                    |
| B+                      | 76-79         | Minimum Progression Grade   | 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          | 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                     |
| <b>Course Standings</b> |               |   |                         |
| R                       |               | Audit. No Credit  | N/A                     |
| EX                      |               | Exempt. Credit Granted  | N/A                     |
| TC                      |               | Transfer Credit   | N/A                     |

## Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

---

Provide a rationale for this proposal.

Problem: pre-COVID we often had an intake at or near our seat capacity of 18, but graduated an average of only 12. Post-COVID our entrance numbers have been lower due to recent upheaval in the program e.g. transitioning from Douglas College to VCC.

And while the attrition can be attributed to several factors, we strongly believe that our screening process has not been rigorous enough for a practice profession such as ours. We do understand you may have a concern about the level of rigour we are suggesting. We have given this much thought over the years

Although a diploma program, the state of the past many years has been that typical applicants to our program have taken 100+ hours of ASL, then the ASL and Deaf Studies program at VCC (currently 56 credits), applied to our program and if successful have completed 60 more credits so yes, only a diploma - even though our graduates have accrued credits only 4 shy of a 120 credit degree.

We have done due diligence with Casper, meeting with reps from programs that use it and company reps. What is most intriguing to us is that other practice professions (teaching, nursing, etc.) are using it as an entry requirement. While the \$56 fee may be onerous for some, the fact that it looks at non-cognitive skills, interpersonal characteristics, and personal values and priorities could be just as informative to the applicant as it is to us. For example, if a potential applicant has done poorly on both the Casper and English, that's important information for both them and us - and we haven't come up with a better way to test either of these categories!

Most of all, we don't want to see students in our program wasting time and money and heart in a program that may not be suited for them so yes, we want hoops and we don't want applicants for whom English is a challenge. For ASL-English interpreters, English is 50% of what we "do" and we don't teach it in our program i.e. they have to come in with above average English skills.

Are there any expected costs to this proposal.

No expected cost to VCC regarding this proposal.

Consultations

### Additional Information

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## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Renewed American Sign Language and Deaf Studies Certificate program

### BACKGROUND:

The ASL and Deaf Studies department completed a program renewal in 2022 and is proposing a significant curriculum revision. The move of the Sign Language Interpretation Diploma program from Douglas College to VCC delayed the re-design by a year. There was a need to align the program with the standard term structure and the credit policy: the new program is now 31.5 credits (down from 56 credits) and can be taught in two academic terms. This also responds to student feedback about burnout with a reduced course load. In order to reduce the credits, content (like ASL Level 8) that is not needed for students who do not wish to apply for the Sign Language Interpretation program was removed. This material will be moved into bridging courses for the interpreting program, separate from the certificate.

### DISCUSSION:

Mari Klassen, Department Head, and Brenda Carmichael, program instructor, presented the proposal. The Committee commended the department on the renewed curriculum and provided feedback related to clarifying and aligning the courses:

- ASLD 1120: provide a more detailed breakdown of assignments and how the assignments relate to learning outcomes.
- ASLD 1130: Revise the course description for a clearer understanding of how a social justice lens will be used to examine attitudinal and systemic barriers that have impacted access for the Deaf community.
- ASLD 1220 and 1230: adjust course descriptions to show progression from the introductory courses ASLD 1120 and 1130.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the American Sign Language and Deaf Studies Certificate and 10 new course outlines; and recommend the Board of Governors approve the implementation of the significantly revised program.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** June 19, 2024



# Program Change Request

Date Submitted: 06/07/24 4:13 pm

Viewing: **American Sign Language and Deaf Studies Certificate**

Last approved: 08/21/19 9:52 am

Last edit: 06/17/24 9:35 am

Changes proposed by: esimpson

Catalog Pages Using  
this Program

[American Sign Language and Deaf Studies Certificate](#)

Program Name:

American Sign Language and Deaf Studies Certificate

Credential Level: Certificate

Effective Date: September ~~2018~~ 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Arts & Sciences

Department: [ASL & Deaf Studies Part Time \(1952\)](#) ~~Sign Language Studies (1951)~~

Contact(s)

## In Workflow

1. 1951 Leader
2. 1952 Leader
3. SAS Dean
4. Curriculum Committee
5. Education Council

## Approval Path

1. 09/14/22 3:01 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/14/22 3:47 pm  
Todd Rowlatt  
(trowlatt): Approved  
for SAS Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:15 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/10/24 9:06 am  
Darija Rabadzija  
(drabadzija):  
Approved for 1952  
Leader
6. 06/10/24 11:00 am  
Todd Rowlatt  
(trowlatt): Approved  
for SAS Dean

7. 06/20/24 10:57 am  
 Todd Rowlett  
 (trowlatt): Approved  
 for Curriculum  
 Committee

### History

1. Dec 14, 2017 by  
 clmig-jwehrheim
2. May 14, 2018 by  
 cdeans
3. Jul 8, 2019 by Nicole  
 Degagne  
 (ndegagne)
4. Aug 21, 2019 by  
 Nicole Degagne  
 (ndegagne)

| Name                           | E-mail   | Phone/Ext.              |
|--------------------------------|--|-------------------------|
| <a href="#">Mari Klassen</a> = | <a href="mailto:mklassen@vcc.ca">mklassen@vcc.ca</a> = | <a href="#">-7344</a> = |

## Program Content Guide

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### Purpose

Vancouver Community College's ASL ~~The goal of the Full-time American Sign Language (ASL)~~ and Deaf Studies Certificate provides ~~Program is to prepare~~ students ~~for a variety of professional opportunities working~~ with foundational knowledge ~~Deaf clients~~ and skills ~~the Deaf community, develop receptive and expressive proficiency in~~ American Sign Language, Deaf culture, the diversity of the Deaf, Hard of Hearing, and Deaf-Blind ~~ASL, and build an awareness and understanding of the Deaf~~ community (DHOHDB), and the complexities of allyship and social justice within the DHOHDB community. ~~by applying a bicultural-bilingual approach.~~ Community is the strength and heart of our programs at VCC and what identifies us as a leader in Deaf studies. The program is delivered in a bilingual-bicultural (ASL and English) immersion approach. Graduates of the program will be better able to communicate with and ally with the DHOHDB community as well as to go on to further education to work in/alongside the DHOHDB community.

American Sign Language Level 1 - SIGN 1000 or SIGN 1020 or equivalent with a minimum grade of 'B-'. ~~OR English 12 with C or equivalent, or English Language Proficiency at an English 12 level. ~~level, or equivalent AND SIGN 1000 or equivalent OR Admission to the ASL & Deaf Studies program~~~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The full-time ~~Full-time~~ ASL & Deaf Studies Certificate Program is 8 ~~10~~ months in length. This program may also be taken part-time. Students have 3 years to complete the program.

Program Learning

Outcomes

|               | <b>Upon successful completion of this program, graduates will be able to:</b>   |
|---------------|---|
| <u>PLO #1</u> | <u>Identify and celebrate the diversity and complexities of Deaf communities and their signed languages through interdisciplinary approaches.</u>                                       |
| <u>PLO #2</u> | <u>Communicate proficiently using ASL in various contexts and employment settings by demonstrating knowledge of linguistics in ASL.</u>   |
| <u>PLO #3</u> | <u>Apply Deaf cultural knowledge when communicating, working or collaborating with Deaf people.</u>   |
| <u>PLO #4</u> | <u>Apply relevant communication approaches and / or preferences that consider the cultural and linguistic needs of the Deaf, Hard of Hearing, and Deaf Blind individual.</u>            |
| <u>PLO #5</u> | <u>Identify legislation, resources, and service providers for the equitable advancement of Deaf rights, accessibility and inclusion.</u>  |
| <u>PLO #6</u> | <u>Explain historical and current societal trends that contribute to barriers and successes of Deaf people's access to education, employment, healthcare and other public services.</u> |
| <u>PLO #7</u> | <u>Apply principles of social justice, allyship, and positionality while working with and alongside Deaf people.</u>  |
| <u>PLO #8</u> | <u>Analyze the impact of power, privilege and institutional oppression on the Deaf individual and Deaf people.</u>  |
| <u>PLO #9</u> | <u>Identify Deaf representation in literature, visual art, film and social media.</u>   |

Upon successful completion of the program, graduates will be able to: Communicate proficiently in ASL and English in various contexts and employment settings; Apply principles of the bilingual-bicultural approach to ethical decision making; Act as an Ally to support the aims of the Deaf community for autonomy, opportunity, and accessibility; Incorporate critical thinking into systematic inquiry, theoretical reasoning and problem solving; Identify the challenges and issues faced by the d/Deaf community; Analyze, critique and discuss genres of ASL and Deaf literature, and media; Act in an ethical and professional manner in working with the Deaf community; Implement a personal and professional development plan for continued growth and life-long learning; Prepare and present a variety of public speeches.

#### Instructional Strategies, Design, and Delivery Mode

~~The program is scheduled over three terms.~~ The full-time program is scheduled over two terms, where both terms consist Each semester consists of practice and theory in ASL courses, ASL labs, ASL linguistics, ASL, as well as courses on Deaf culture, public speaking, English grammar, becoming sensitized to the Deaf community and knowledge of Deaf culture its issues, and community through art, social media and Deaf/ASL literature. Additionally, principles of social justice and allyship and one's own positionality within its context are studied to prepare students to work with the DHOHDB community in a variety of settings. Students will have the unique experience of an immersion approach with diverse instructors and community language models. Community collaboration, small class sizes, individual attention and feedback enhance a positive and successful learning journey.

The primary focus of the program is the acquisition and understanding of ASL. This comprises nearly **70%** of the program. Receptive and expressive skills with appropriate cultural applications are developed through a functional/notional approach to second language acquisition. This also involves studies in ASL grammar/syntax, which is markedly different from English grammar/syntax. In addition, collaboration with Deaf community organizations and services is essential for student exposure to various services and language models.

~~grammar/syntax:~~

Students work both individually and in groups. Courses are presented through lecture, small group discussion, assigned readings, labs, self-study and online activities. An important component of the program is laboratory LAB time when students have the opportunity to practice their ASL skills with the input of instructional assistants.

~~assistants:~~

Students are evaluated on their performance on practical assignments, ~~special~~ projects, written assignments, presentations using ASL or gesture, oral presentations, and tests. Students are evaluated according to their ability to comprehend ASL and their ability to express themselves in ASL.

~~through signing.~~

~~The ASL & Deaf Studies certificate is granted to students who receive 70% or higher in all of the courses in each of the three (3) terms. Students must achieve a minimum 'B-' (68%) ~~who do not receive 70% or higher~~ in all courses, and a minimum program term grade point average ~~courses in each of 'B-' (68%)~~ the three (3) terms will not be eligible to advance into subsequent courses/terms in the program. ~~receive the certificate but will be allowed to progress to the next term if they achieve a minimum of 60% in all courses.~~~~

Recommended Characteristics of Students

~~Good command of oral and written English.~~ Some previous exposure to the Deaf Community and sensitivity to Deaf issues is an asset. ~~issues:~~

Ability to maintain prolonged eye contact can impact ability to receive and understand ASL

~~High sense of visualliteracy.~~ Good manual dexterity.

~~Ability to follow signed, oral, and written instructions. Ability to communicate effectively with people of all ages and backgrounds. High interest in and empathy for other people. Sensitivity to issues of 'difference' and identity. Maturity and a positive self-image, with high standards of personal integrity.~~

Courses

|                  |  |            |
|------------------|--|------------|
| <u>ASLD 1100</u> | <u>American Sign Language Levels 3-4</u>                           | <u>6</u>   |
| <u>ASLD 1105</u> | <u>Introduction To Linguistics of ASL 1</u>                        | <u>1.5</u> |
| <u>ASLD 1110</u> | <u>American Sign Language Lab Levels 3-4</u>                       | <u>2</u>   |
| <u>ASLD 1120</u> | <u>Introduction to Deaf Culture and Community</u>                  | <u>3</u>   |
| <u>ASLD 1130</u> | <u>Social Justice Perspective of Societal Systems and the Deaf</u> | <u>3.5</u> |
| <u>ASLD 1200</u> | <u>American Sign Language Levels 5-7</u>                           | <u>6</u>   |
| <u>ASLD 1205</u> | <u>Introduction to Linguistics of ASL 2</u>                        | <u>1.5</u> |
| <u>ASLD 1210</u> | <u>American Sign Language Lab Levels 5-7</u>                       | <u>2</u>   |
| <u>ASLD 1220</u> | <u>Deafhood: Journey of the Deaf</u>                               | <u>3</u>   |
| <u>ASLD 1230</u> | <u>Allyship and Accountable Collaboration</u>                      | <u>3</u>   |
| Total Credits    |  | 31.5       |

~~Note: All courses in a term must be successfully completed prior to continuing to the next term.~~

| Term One                                      | Credits |
|---|---------|
| SIGN 1100 American Sign Language 1            | 6       |
| SIGN 1200 American Sign Language Lab 1        | 3       |
| SIGN 1300 Deaf Culture and Community 1        | 3       |
| SIGN 1400 Becoming an Ally 1                  | 3       |
| SIGN 1500 Public Speaking and Professionalism | 3       |
| - Credits                                     | 0       |
| Term Two                                      |         |
| SIGN 2100 American Sign Language 2            | 5       |
| SIGN 2200 American Sign Language Lab 2        | 3       |
| SIGN 2300 Deaf Culture and Community 2        | 3       |
| SIGN 2400 Becoming An Ally 2                  | 3       |
| SIGN 2500 Deaf Literature                     | 3       |
| - Credits                                     | 0       |
| Term Three                                    |         |
| SIGN 3100 American Sign Language 3            | 5       |
| SIGN 3200 American Sign Language Lab 3        | 3       |
| SIGN 3300 Deaf Culture and Community 3        | 3       |
| SIGN 3400 Becoming an Ally 3                  | 3       |
| SIGN 3500 ASL Literature                      | 3       |
| - Credits                                     | 0       |
| - Total Credits                               | 0       |

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

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

## Grading Standard

| Grade                   | Percentage    | Description   | Grade Point Equivalency |
|-------------------------|---------------|---|-------------------------|
| A+                      | 90-100        |   | 4.33                    |
| A                       | 85-89         |   | 4.00                    |
| A-                      | 80-84         |   | 3.67                    |
| B+                      | 76-79         |   | 3.33                    |
| B                       | 72-75         |   | 3.00                    |
| B-                      | 68-71         | Minimum progression grade   | 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          | 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                     |
| <b>Course Standings</b> |               |   |                         |
| R                       |               | Audit. No Credit  | N/A                     |
| EX                      |               | Exempt. Credit Granted  | N/A                     |
| TC                      |               | Transfer Credit   | N/A                     |

## Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

Provide a rationale for this proposal.

Program Renewal and Redesign Update: Out of the renewal and department discussion, there was a serious need to reduce course hours to bring into alignment with credential (certificate) hours and in alignment with credit policy. The certificate has been reduced from 56 credits to 31.5 credits and will now align with the academic terms to be two terms long. Each term will have 5 courses which fit the requirements of 6 credit maximum. These changes to reduce course load were also in response to student burnout identified in the renewal. In discussion with Sign Language Interpreting program, content and ASL level 8 that is not needed for certificate students who don't wish to work as interpreters has been removed from certificate and will become pre-requisite bridging courses for interpreting program, or for students who want to continue to develop ASL skills. Overlap in deaf community and culture and becoming an ally, within the program and between this program and interpreting program has been removed. Program has also been updated to have more clearly defined program description, inclusive recommended student characteristics, updated curriculum materials based on student and instructor feedback in the renewal process.

\*Note some of the feedback is from the first round of consultation on program revision which was put on hold when sign language interpreting program was transition to VCC.

Are there any expected costs to this proposal.

No

Consultations

| Consultated Area           | Consultation Comments   |
|----------------------------|---|
| Registrar's Office         | Dawn Cunningham Hall: Program to be redesigned from 10 months to 8 months: Approved as it makes registration easier for students and for the registration office. Student survey feedback stated registration was complicated and moving to 8 months resolves this issue. New course codes/numbers approved. Course credits brought into alignment.                                 |
| Marketing & Communications | Worked with Reg Romero: Increasing our visual presence, locally, provincially and nationally by creating an ASL connection page featuring signs of the week / month to be posted on VCC website ASL and Deaf Studies page and VCC Digest. Brenda and Mari to select signer and create videos. Design team will add graphics. We will start the videos within our department and re- |



| Consultated Area                                   | Consultation Comments  |
|--|--|
|  | <p>evaluate when the videographer is hired in September. Include feature stories of alumni such as intervenors, interpreters, ECE etc. Collect testimonials and add them to the website and marketing materials. Create a "coming soon" campaign (with approval) of new program redesign.</p>  |
| Centre for Teaching, Learning, and Research (CTRL) | <p>Worked with Emily Simpson to review PCG and course outlines.</p>  |
| Faculty/Department                                 | <p>Mari Klassen, Vincent Chauvet, Brenda Carmichael, Kevin Ettinger, Sarah Taylor. Created planning meetings complete with updates, sharing ideas re: mission statement, goals etc. status.</p>  |
| Facilities   | <p>Sladjana Borovcanin: Sladjana Borovcanin update the technical needs of classroom for both online and in person instruction such as background colors of walls to lessen visual distractions while signing, large screens for visual acuity, multiple cameras to present CD language on a 1D screen to show different perspectives, and sound in the classroom to accommodate various hearing needs such as hard of hearing, cochlear implants, interpreters etc. All have been approved and ordered. Waiting for installation, which is scheduled for October 2022.</p>   |
| Indigenous Education & Community Engagement (IECE) | <p>Reba Noel and Toni Gladstone. Met with Toni to review our plans (see attached document): Reba reviewed the document and passed it on to Clay Little.</p> <ul style="list-style-type: none"> <li>• We begin each class (BAA) recognizing the unceded territories of our campuses and homes. Students are encouraged and invited to recognize the ancestral lands of which they grew up, to know the history, to know the people who currently land keepers in their home province, towns, cities etc. Additionally, we discuss the importance of recognizing colonization our positionality and its traumatic impact on Indigenous peoples and lands. In doing so, students are encouraged to provide personal land acknowledgements for each class. We all learn together by sharing resources found each day and celebrate the strength, wisdom, diversity in the</li> </ul> |

| Consultated Area | Consultation Comments   |
|------------------|---|
|                  | <p>language and culture of Indigenous peoples.</p> <ul style="list-style-type: none"> <li>• This year we are working with Toni, to create an introduction activity with an Elder the beginning of orientation week, to start the program with an introduction that brings students together in relatedness. (completed)</li> <li>• Our program is in stage two of the redesign. We are currently meeting with Indigenous alumni and Deaf community members to gather feedback to redesign and create a collaboration in our program redesign.</li> <li>• We are in the process of decolonizing our classrooms and making them less institutional by adding natural elements in the classroom, Indigenous artwork and advised students of smudging available at the Gathering Place. (ongoing)</li> <li>• Adding outdoor elements of classroom instruction such as an Indigenous art walk where students can learn about the Indigenous art at VCC as well as learn how to use ASL features to describe the art. Inviting Indigenous Deaf community members to share Indigenous Sign Language with students, starting with how to sign the Coast Salish communities.</li> <li>• Attending and learning anti-racism workshops, Indigenous education workshops, listening to Elder experiences of residential school (Hornby Island), reading books by Indigenous authors.</li> </ul> <p>In support of National Day of Truth and Reconciliation Day and Orange Shirt Day, September (Sept. 19 – 25) is also International Week of the Deaf – Building Inclusive Communities for All. Currently, we have limited resources and knowledge about the Indigenous Deaf community.</p> <ul style="list-style-type: none"> <li>• We will contact the library to ask to set up a display window of Indigenous Deaf Leaders across Canada, and Indigenous Deaf Art. Our program is working on sourcing and collating resources, art, literature specific to Indigenous Deaf community members. This is also part of our program redesign.</li> <li>• Recognize Indigenous Sign Language as an official</li> </ul> |

| Consultated Area | Consultation Comments   |
|------------------|---|
|                  | language in Canada (finally) with a detailed description of Bill C-81 by asking library to include looped video monitors of Indigenous Sign Language. |

## Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

[Honoring VCC Indigenous Events.docx](#)

## Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

Immerse yourself in American Sign Language (ASL) while learning Deaf culture and community, social justice, and Deaf and ASL literature. [\(want to revise this\)](#)

What you will learn

What to expect

Reviewer

Comments

**Todd Rowlatt (trowlatt) (01/09/23 2:33 pm):** Rollback: additional edits

# Course Change Request

## New Course Proposal

Date Submitted: 06/07/24 4:14 pm

Viewing: **ASLD 1100 : ASL Levels 3-4**

Last edit: 06/24/24 9:51 am

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

American Sign Language Levels 3-4

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/12/22 10:56 am  
Todd Rowlatt  
(trowlatt): Approved  
for 1952 Leader
2. 09/12/22 10:58 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:15 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/07/24 5:44 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail          | 149<br>Phone/Ext. |
|--------------|-----------------|-------------------|
| Mari Klassen | mklassen@vcc.ca | 7344              |

Banner Course Name: ASL Levels 3-4  
 Subject Code: ASLD - ASL & Deaf Studies  
 Course Number: 1100  
 Year of Study: 1st Year Post-secondary  
 Credits: 6

Bridge College Code: VO  
 Bridge Billing Hours: 0-6  
 Bridge Course Level: 01

**Course Description:**

This course builds and expands student vocabulary, numeral system, narration and personification, role shifting, structures and grammatical forms of foundational ASL skills. Through language acquisition, students continue to learn culture and language diversity in the community of Deaf people.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

ASLD 1110.

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Recognize and demonstrate appropriate use of ASL feature and function (e.g., grammar, semantics, non-manual signals, facial grammar, role shift and backchanneling in narrating, dialogues, etc.). |
| CLO #2 | Identify and describe places, people, and things using ASL vocabulary and grammar.   |

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

|        |   |
|--------|---|
| CLO #3 | Recognize and describe common shapes and different types of objects using ASL classifiers and grammar.                        |
| CLO #4 | Identify and demonstrate ASL vocabulary and grammar to express opinions about others' characteristics, traits, and behaviors. |
| CLO #5 | Identify and demonstrate ASL vocabulary and grammar in suggesting and recommending a place(s) for restaurants, holidays, etc. |
| CLO #6 | Demonstrate the use of appropriate grammar and sequence in ASL when describing activities or plans.                           |

## Instructional

## Strategies:

This course may be delivered face-to-face, blended, hyflex or online. Instructional strategies will include activities in pairs, small group discussions/practice, presentations and class interaction. The class may use video assessment technologies such as GoReact.

**Evaluation and Grading**

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

Passing grade:

## Evaluation Plan:

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

**Hours by Learning Environment Type**

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 75

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

---

Check all that apply:

- Lab

Hours in Category 2: 25

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

- Describing and identifying people
- Describing and identifying places
- Describing and identifying things
- Giving opinions about others
- Talking about the weekend
- Discussing plans and goals

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

Signing Naturally, Units 1-6 and True + Way ASL

## Rationale and Consultations

---

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

No

Is this the primary proposal?

Provide a rationale  
for this proposal:

Program redesign recommendations:

Update resources and course materials

Actively improve diverse representation in the program, including faculty, staff, assistants, tutors, resources, and terminology

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

Consultations

| Consulted Areas                                    | Consultation Comments  |
|--|--|
| Indigenous Education & Community Engagement (IECE) | Toni Gladstone and Reba Noel                                     |
| Centre for Teaching, Learning, and Research (CTRL) | Andy Sellwood  |
| Marketing & Communications                         | Reg Romero   |
| Faculty/Department                                 | Vincent Chauvet, Kevin Ettinger, Sarah Taylor, Brenda Carmichael |
| Registrar's Office                                 | Dawn Cunningham Hall   |
| Facilities   | Sladjana Borovcanin  |

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:



# Course Change Request

## New Course Proposal

Date Submitted: 06/07/24 4:14 pm

Viewing: **ASLD 1105 : Intro to Linguistics of ASL 1**

Last edit: 06/18/24 12:45 pm

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

Introduction To Linguistics of ASL 1

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Is this a non-credit course?

Department:

Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/11/22 10:56 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/12/22 10:30 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:15 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/07/24 5:44 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved

| Name         | E-mail          | Phone/Ext. |
|--------------|-----------------|------------|
| Mari Klassen | mklassen@vcc.ca | -          |

Banner Course Name: Intro to Linguistics of ASL 1

Subject Code: ASLD - ASL & Deaf Studies

Course Number: 1105

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course is an introduction to the foundational concepts of linguistics as they pertain to ASL structure. In the course, students will be introduced to basic phonology, morphology, syntax, semantics and sociolinguistic structure of ASL. In addition, students will learn to identify basic sentence types, ASL classifiers, ASL grammar including mouthing, and finally compare ASL with other signed and spoken languages.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

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

|        |  |
|--------|--|
| CLO #1 | Apply semantics to identify meaning and relationship of individual signs and sentences.  |
| CLO #2 | Identify and describe location, people, and things using appropriate classifiers (eg. descriptive, locative, instrumental, elemental). |
| CLO #3 | Demonstrate ASL syntax of basic sentence types and word order.   |
| CLO #4 | Identify and describe the phonology (parts) of ASL.  |
| CLO #5 | Understand and demonstrate enhanced use in ASL of non-manual signals, ASL mouthing, and facial grammar.                                |

### Instructional

#### Strategies:

This course may be delivered face-to-face, blended or online. Instructional strategies will include activities in pairs, small group discussions/practice, presentations and class interaction. The class may use video assessment technologies such as GoReact.

## Evaluation and Grading

---

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

Passing grade:

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Participation | 0-10%      | Participation                            |
| Assignments   | 30-40%     | Short expressive assessment              |
| Quizzes/Tests | 30-40%     | Production Tests - Expressive assessment |
| Project       | 10-20%     | Final Project Assessment                 |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 27.5

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 15

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

---

Check all that apply:

Lab

Hours in Category 2: 12.5

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Syntax- Basic Sentence Types and Word order

Phonology- Parameters and Stokoe System

Semantics- Relationship and meaning

Classifier Types

ASL mouthing - Non Manual Signs

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

Linguistics of American Sign Language: An Introduction, 5th Edition, (2011)

## **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: 06/07/24 4:15 pm

Viewing: **ASLD 1110 : ASL Lab Levels 3-4**

Last edit: 06/17/24 9:36 am

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

American Sign Language Lab Levels 3-4

Effective Date: September 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/11/22 10:56 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/12/22 10:31 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:15 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/07/24 5:44 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved

| Name          | E-mail          | Phone/Ext. |
|---------------|-----------------|------------|
| Maria Klassen | mklassen@vcc.ca | 1604       |

Banner Course Name: ASL Lab Levels 3-4

Subject Code: ASLD - ASL & Deaf Studies

Course Number: 1110

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students will have focused practice signing ASL through communication-based activities and discussion of everyday situations or topics. Students will also apply ASL vocabulary, fingerspelling, number systems, and structure.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

ASLD 1100.

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning  
Outcomes (CLO):

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

|        |   |
|--------|---|
| CLO #1 | Use classifier handshapes to describe various objects, actions, people, things and places at ASL level 4. |
| CLO #2 | Use ASL to ask or express opinions and recommendations at level 4.  |
| CLO #3 | Produce appropriate sentence types in dialogue (e.g. statements, questions, commands) at level 4.         |
| CLO #4 | Produce ASL sentences incorporating basic finger-spelled words and/or basic numeral signs correctly.      |

### Instructional

#### Strategies:

This course may be delivered face-to-face, blended or online. Instructional strategies will include activities in pairs, small group discussions/practice, presentations, and class interaction. The class may use video assessment technologies such as GoReact.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                |
|---------------|------------|---|
| Assignments   | 20-30%     | Retelling drills  |
| Project       | 10-20%     | Group narration project                                 |
| Assignments   | 10-20%     | Dialogue format and conversation turn-taking assignment |
| Assignments   | 10-20%     | Structure drills  |
| Assignments   | 10-20%     | Statement creation assignment                           |
| Participation | 5-10%      |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 50

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Seminar

Hours in Category 1:

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

---

Check all that apply:

Lab

Simulation

Hours in Category 2: 50

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Typical Use of Fingerspelling

Categories of Basic Numbering System

Classifier Handshape for nouns, actions, and descriptions

Describing People, Places and Things

Giving opinions

Discussing specific locations (e.g. restaurants)

Talking about Weekend Activities

Describing plans and goals

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

## **Rationale and Consultations**

---



# Course Change Request

## New Course Proposal

Date Submitted: 06/07/24 4:15 pm

Viewing: **ASLD 1120 : Intro to Deaf Culture & Comm**

Last edit: 06/18/24 12:47 pm

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

Introduction to Deaf Culture and Community

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/11/22 10:56 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/12/22 10:33 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:17 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/07/24 5:45 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved

| Name         | E-mail          | Phone/Ext. |
|--------------|-----------------|------------|
| Mari Klassen | mklassen@vcc.ca | -          |

Banner Course Name: Intro to Deaf Culture & Comm

Subject Code: ASLD - ASL & Deaf Studies

Course Number: 1120

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 3

Bridge Course Level: 01

**Course Description:**

This course will provide opportunities for students to develop an understanding of Deaf culture and to explore a new paradigm described as Deafhood. Definitions and theories of culture will be studied through a historical perspective of the lives of Deaf people around the world. Historical implications on current practices of providing services and education for Deaf people in the world today will also be examined.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

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

|        |  |
|--------|--|
| CLO #1 | Describe the historical and cultural significance of ASL in Deaf culture and its importance in daily cultural practices such as language, values, norms, tradition and representation. |
| CLO #2 | Define audism and recognize its systemic effects on Deaf people's access and inclusion.  |
| CLO #3 | Describe the history of Schools For the Deaf including education systems, structures and the controversy of educational methodology.   |
| CLO #4 | Identify local, national, and international Deaf advocates and their contributions to promoting accessibility, inclusion, and equity.  |
| CLO #5 | Identify the historical and current systemic barriers/challenges and success that Deaf people face in education, employment, and healthcare.   |
| CLO #6 | Identify key elements of ASL and Deaf literature, films and theatre, sports, arts as resistance and cultural identity.   |

### Instructional

#### Strategies:

Class activities focus primarily on discussion of issues arising from books and articles, but also include viewing videos, lectures and on-hand activities.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 40%        | Unit assessments x 4 (10% each)          |
| Assignments   | 60%        | 15% for each assignment (4 assignments)  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 45

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

##### Introduction:

Introduce history of Deaf culture by describing the historical use and importance of ASL in Deaf culture. Describe daily cultural practices such as information gathering, traditions, values, norms, representation etc.

Audism and the effects of audism and recognize its systemic effects on Deaf people's access and inclusion;

##### Define audism

Illustrate historical and current systemic barriers as a result of legislation, policies based on audist attitudes of people who are Deaf.

##### Education of the Deaf:

Illustrate the changing landscape of education of the Deaf: Schools For the Deaf including K-12 education system, specialized education, mainstreaming, Gallaudet, RIT.

Describe the Milan Conference of 1880.

Deaf President Now

##### Challenges and Celebration:

Challenges: Accessibility, Inclusion and Equity

**Course Topics:**

Societal attitudes  
 Education  
 Employment  
 Healthcare and service providers

Successes:

Medical Interpreting (Aldridge Case)  
 Deaf advocates (local, national and international)

Identify key elements of ASL and Deaf literature, arts as resistance and cultural identity.

DeVia art  
 Deaf Literature  
 ASL Literature  
 Films and Theatre  
 Sports

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

Videos, articles and movies

## Rationale and Consultations

---

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

No

Is this the primary proposal?

Primary Proposal

Provide a rationale

for this proposal:

Program Renewal Recommendation

Update resources and course materials

Actively improve diverse representation in the program, including faculty, staff, assistants, tutors, resources, and terminology

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

No

# Course Change Request

## New Course Proposal

Date Submitted: 06/07/24 4:15 pm

Viewing: **ASLD 1130 : Social Justice Perspectives**

Last edit: 06/24/24 9:42 am

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

Social Justice Perspective of Societal Systems and the Deaf

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/11/22 10:57 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/12/22 10:41 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:17 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/07/24 5:45 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved

| Name              | E-mail             | Phone/Ext. |
|-------------------|--------------------|------------|
| Brenda Carmichael | bcarmichael@vcc.ca | 7344       |

Banner Course Name: Social Justice Perspectives

Subject Code: ASLD - ASL & Deaf Studies

Course Number: 1130

Year of Study: 1st Year Post-secondary

Credits: 3.5

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

#### Course Description:

In this course, we will introduce a social justice lens to examine societal systems and the history of these systems, focusing on attitudinal and systemic barriers that have hindered access for the Deaf community to healthcare, education, employment, and inclusion among other areas. Students will examine the experiences, challenges, and successes of Deaf people impacted by changing legislation, social policies, and cultural influences in a world dominated and designed for auditory users and spoken languages.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

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

|        |   |
|--------|---|
| CLO #1 | Explain the history of an audist/medicalized/audiological view of Deaf people and how it impacts language acquisition, inclusion, education and socialization.    |
| CLO #2 | Apply a bilingual-bicultural framework to describing Deaf education and access to opportunities for employment and participation in society.                      |
| CLO #3 | Identify the pros and cons of technological advancement of devices and services including hearing aids, cochlear implants, apps, and captioning.                  |
| CLO #4 | Explain the current BC system of universal newborn hearing screening, early intervention programs, and support for families of Deaf children.                     |
| CLO #5 | Define the various K-12 school placement options for Deaf students in BC, including mainstreaming, outreach/specialized programs, and the BC School for the Deaf. |
| CLO #6 | Examine the existing programs, social services and cultural initiatives in BC that are meant to support Deaf people.  |

## Instructional

## Strategies:

Class activities focus primarily on group discussion, but also include small-group tasks, viewing recordings, role-plays, field studies, guest panel discussions, reflective writing, and student presentations.

**Evaluation and Grading**

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

Passing grade:

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Quizzes/Tests | 30%        | 2 quizzes x 15% each   |
| Other         | 20-30%     | Community field trip observations.   |
| Participation | 10%        | Participation includes support for other students as well as individual participation in class.        |
| Assignments   | 10-20%     | Assignments include a choice of reflection with either 2 blog posts or 2 essay writing worth 10% each. |



## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 54

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 54

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Historical and current trends, barriers and successes in Deaf people's access to the following:  
Education

Controversy of signed or spoken language approaches

First Deaf schools in North America

1880 Congress of Milan and its impact

Marginalized Education

Newborn screening and diagnosis in BC

Deaf children in hearing families

BC Early Hearing Program and age 0-5 intervention programs

**Course Topics:**

Cochlear implantation and/or hearing aids,  
 Educational accessibility services, captioning, interpreters, apps  
 Accessible language or language deprivation  
 Approaches: auditory/verbal; total communication; bilingual-bicultural education  
 K-12: Mainstreaming v. Segregated schools  
 Post-secondary studies; Gallaudet University

**Employment**

Job training and readiness  
 Hiring practices and attitudes  
 Under-employment and unemployment  
 Inclusion in the workplace  
 Workplace Assessments  
 Workplace Sensitivity Training

**Health care and other public services**

Health care: doctors, hospitals, therapies  
 Mental health services, counselling  
 Eldridge court case; medical interpreting services  
 Interfacing with the legal system, police, corrections  
 Provincial Deaf and Hard of Hearing Services  
 Transportation: planes, trains, buses, ferries

**Advancements in Deaf people's rights:**

Canadian Charter of Rights and Freedoms  
 Provincial and federal legislation in BC and Canada (UNDRIP, Bill C81, Accessibility Act Etc.)  
 UN Conventions  
 Issues and ongoing advocacy, Canadian VRS, Recognition of ASL, LSQ and ISL, Accessibility Act.

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

Is Everyone Really Equal Second Edition by Ozlem Sensory and Robin DiAngelo,  
 So You Want to Be an Interpreter 5th edition by Janice H. Humphrey, William F. Ross III, LeWana M.  
 Clark and Joseph Featherstone  
 Deaf American Prose and Deaf American Poetry  
 Articles and resources

# Course Change Request

## New Course Proposal

Date Submitted: 06/10/24 11:19 am

Viewing: **ASLD 1200 : ASL Levels 5-7**

Last edit: 06/24/24 10:27 am

Changes proposed by: trowlatt

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

American Sign Language Levels 5-7

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Is this a non-credit course?

Department:

Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/11/22 10:55 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/12/22 10:29 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/10/24 11:22 am  
Todd Rowlatt  
(trowlatt): Approved  
for 1951 Leader
5. 06/10/24 11:22 am  
Todd Rowlatt  
(trowlatt): Approved  
for SAS Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail          | 172<br>Phone/Ext. |
|--------------|-----------------|-------------------|
| Mari Klassen | mklassen@vcc.ca | -                 |

Banner Course Name: ASL Levels 5-7  
 Subject Code: ASLD - ASL & Deaf Studies  
 Course Number: 1200  
 Year of Study: 1st Year Post-secondary  
 Credits: 6

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

**Course Description:**

This course builds on ASLD 1100 and guides students to develop and advance their ASL skills with: increasing focus on complex grammatical features and sentence structures, ability to use appropriate time sequence, use of space, facial grammar/affect, and visual detail. In addition, visualization, use of classifiers, locatives, and ASL mouthing are covered.

**Course Pre-Requisites (if applicable):**

ASLD 1100.

**Course Co-requisites (if applicable):**

ASLD 1210.

**PLAR (Prior Learning Assessment & Recognition)**

No

**Details of PLAR:**

**Course Learning Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe and identify features of ASL semantics to complain, make suggestions, make requests and ask for advice in dialogues. |

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

|        |   |
|--------|---|
| CLO #2 | Demonstrate a short story in a cohesive manner with appropriate use of ASL and narrative structure, basic role-shift sequence, facial grammar, and including the emotive state of the character(s). |
| CLO #3 | Apply ASL semantics at level 7 to personal information, decisions, and life events.   |
| CLO #4 | Describe and identify objects/subjects in the immediate surroundings or at another location at ASL level 7.   |

Instructional

Strategies:

The use of visual media will be used to demonstrate and practice various topics/situations which will be discussed in pairs or in group activities. Dialogue formats will be provided for interaction skills. There will be class presentations and may use video assessment technologies such as GoReact.

## Evaluation and Grading

---

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

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Participation | 0-10%      | Participation                             |
| Assignments   | 10-20%     | Short expressive assessment               |
| Quizzes/Tests | 15-25%     | Receptive Quizzes - Receptive assessment  |
| Quizzes/Tests | 20-30%     | Expressive Assessment                     |
| Final Exam    | 25-40%     | Both Receptive and Expressive assessments |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 75

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

---

Check all that apply:

- Lab

Hours in Category 2: 25

**Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

Course Topics

**Course Topics:**

Making request and asking for advice.

Locating objects

Complaining, making suggestions and requests.

Exchanging information about family and life events such as family members, special events, milestones etc.

Narrating unforgettable moments incorporating time lines, facial grammar / affect, space, personification, role shifting and characterization.

Providing details and telling about accidents of referential space

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

# Course Change Request

## New Course Proposal

Date Submitted: 06/07/24 4:16 pm

Viewing: **ASLD 1205 : Intro to Linguistics of ASL 2**

Last edit: 06/18/24 12:53 pm

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

Introduction to Linguistics of ASL 2

Effective Date: September 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 06/07/24 4:17 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 06/07/24 5:45 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail          | Phone/Ext. |
|--------------|-----------------|------------|
| Mari Klassen | mklassen@vcc.ca | -          |

Banner Course Name: Intro to Linguistics of ASL 2

Subject Code: ASLD - ASL & Deaf Studies

Course Number: 1205

Year of Study: 1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course ladders on the basic concepts of linguistics. Students will demonstrate and apply intermediate phonology, morphology, syntax, semantics and sociolinguistic structure of ASL. In addition, students will continue to expand their skills with sentence types, ASL classifiers, ASL grammar including mouthing.

**Course Pre-Requisites (if applicable):**

ASLD 1105.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

*Details of PLAR:*

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                              |
|--------|--|
| CLO #1 | Demonstrate ASL syntax of lexical categories, word order, time and aspect, verbs, and function of space. |
| CLO #2 | Differentiate between plain verbs, indicating verbs and depicting verbs in ASL.                          |
| CLO #3 | Demonstrate ASL dialogue using temporal aspects correctly.   |
| CLO #4 | Appropriately incorporate the narrative techniques of constructed dialogue and constructed action.       |

**Instructional**

**Strategies:**

This course may be delivered face-to-face, blended or online. Instructional strategies will include activities in pairs, small group discussions/practice, presentations and class interaction. The class may use video assessment technologies such as GoReact.



## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Participation | 0-10%      | Participation                            |
| Assignments   | 30-40%     | Short expressive assessments             |
| Quizzes/Tests | 30-40%     | Production Tests - Expressive assessment |
| Project       | 10-20%     | Final Project Assessment                 |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 27.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 15

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

---

Check all that apply:

Lab

Hours in Category 2: 12.5

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Phonology- phonological processes

Syntax: Verbs, Time & Aspect, Space

Role shift variations

Construction action and dialogue

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

Linguistics of American Sign Language: An Introduction, 5th Edition, (2011)

## 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

American Sign Language and Deaf Studies Certificate

Provide a rationale  
for this proposal:

Are there any  
expected costs as a

Consultations

# Course Change Request

## New Course Proposal

Date Submitted: 06/07/24 4:16 pm

Viewing: **ASLD 1210 : ASL Lab Levels 5-7**

Last edit: 06/10/24 11:17 am

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

American Sign Language Lab Levels 5-7

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/11/22 10:56 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/12/22 10:31 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:17 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/07/24 5:45 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved

| Name          | E-mail          | Phone/Ext. |
|---------------|-----------------|------------|
| Maria Klassen | mklassen@vcc.ca | -          |

**Banner Course Name:** ASL Lab Levels 5-7

**Subject Code:** ASLD - ASL & Deaf Studies

**Course Number:** 1210

**Year of Study:** 1st Year Post-secondary

**Credits:** 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students continue to develop ASL skills through focused practice by participating in communication-based activities and discussion of everyday situations or topics at ASL levels 5-7. Students will also review ASL vocabulary and structure.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

ASLD 1200.

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning Outcomes (CLO):**

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

|        |   |
|--------|---|
| CLO #1 | Demonstrate intermediate conversational ASL skills at level 7 to complain, make suggestions, requests and ask for advice. |
| CLO #2 | Describe objects/subjects in the immediate surroundings or at another location correctly.                                 |
| CLO #3 | Demonstrate the correct use of ASL semantics at level 7 when exchanging personal information, decisions and life events.  |
| CLO #4 | Demonstrate the use of appropriate register in ASL when narrating or storytelling.  |

### Instructional

#### Strategies:

This course may be delivered face-to-face, blended or online. Instructional strategies will include activities in pairs, small group discussions/practice, presentations, and class interaction. The class may use video assessment technologies such as GoReact.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                 |
|---------------|------------|--|
| Project       | 10-15%     | Group narration project                                  |
| Assignments   | 15-25%     | Articulation assignments                                 |
| Assignments   | 20-30%     | Retelling drills   |
| Assignments   | 15-25%     | Dialogue format and conversation turn-taking assignments |
| Assignments   | 10-20%     | Statement creation assignment                            |
| Participation | 5-10%      |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Lab

Simulation

Hours in Category 2: 50

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Effective use of fingerspelling

Intermediate number systems

Categories of basic numbering system

Talking about incidents and mishaps

Giving instructions

Discussing health issues

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

# Course Change Request

## New Course Proposal

Date Submitted: 06/07/24 4:16 pm

Viewing: **ASLD 1220 : Deafhood**

Last edit: 06/24/24 9:41 am

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

Deafhood: Journey of the Deaf

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Is this a non-credit course?

Department:

Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/11/22 10:57 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/12/22 10:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:17 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/07/24 5:45 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved

| Name         | E-mail          | Phone/Ext. |
|--------------|-----------------|------------|
| Mari Klassen | mklassen@vcc.ca | -          |

Banner Course Name: Deafhood

Subject Code: ASLD - ASL & Deaf Studies

Course Number: 1220

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 builds on Introduction to Deaf Culture and Community. Students will go deeper into the richness of the local, regional and global Deaf community. The course focuses on reframing the historical, cultural, and linguistic reality of Deaf people in the world. Students will be able to identify and counter society's deficit perspective. Key elements of signed languages, diversity, identities, Deaf and ASL literature, art and sports are explored.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):



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

|        |   |
|--------|---|
| CLO #1 | Describe the reframing of Deafhood in the context of victories.   |
| CLO #2 | Describe the commonalities and differences within the realm of Deafhood.  |
| CLO #3 | Differentiate the audist/pathological/medical and linguistic culture view of Deaf people.   |
| CLO #4 | Identify local, national and international social structures within the Deaf community, including Deaf organizations and their mandates in promoting advocacy, sports, art and culture. |
| CLO #5 | Recognize the significance of the use of signed languages among the Deaf population.  |
| CLO #6 | Identify the key structural differences between visual-gestural languages and spoken-auditory languages.  |
| CLO #7 | Analyze key elements of ASL and Deaf literature, films, theatre, sports and arts as resistance and cultural identity.   |
| CLO #8 | Examine the diverse and intersecting personal and group identities within the Deaf community.   |

#### Instructional

#### Strategies:

Class activities focus primarily on discussion of issues arising from books and articles, but also include viewing videos, group discussions and preparation sessions.

### Evaluation and Grading

---

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

Passing grade:

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 40%        | 20% for each assignment (2 assignments)  |
| Quizzes/Tests | 30%        | 10% each quiz                            |
| Participation | 10%        |  |
| Project       | 20%        |  |

### Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

The Deaf community as a linguistic and cultural minority

Shared values, norms, traditions

Community goals and advocacy

Creative arts and literature

Perspectives on being Deaf

Deafhood as cultural identity

Pathways, shared and individual journeys to Deafhood

Medicalized/pathological perspectives – Deafhood as disability

**Course Topics:**

Social structures within the Deaf community in Canada

Informal group, family, social connections and activities

Formal organizations (e.g., sport, advocacy, education)

Local, regional, national and international structures and associations

Diversity within the Deaf community

Intersectional identities (e.g., race, religion, sexual orientation, gender identities)

Identities within Deafhood (Hard of hearing; Deafblind, late-deafened)

Other social factors (family, class, education, employment)

Visual-gestural language

Principles of visual-gestural languages (contrasted with spoken-auditory languages)

Overview of grammar, syntactical structures, pragmatic norms and literary forms of visual-gestural languages

ASL, LSQ and ISL use in Canada

Identify key elements of ASL and Deaf literature, arts as resistance and cultural identity.

DeVia art

Deaf Literature

ASL Literature

Films and Theatre

Sports

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

Understanding Deaf Culture: Searching for Deafhood by Paddy Ladd (2003)

## Rationale and Consultations

---

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

No

Is this the primary proposal?

Primary Proposal

Provide a rationale  
for this proposal:

Program Renewal Recommendations

Update resources and course materials

# Course Change Request

## New Course Proposal

Date Submitted: 06/07/24 4:16 pm

Viewing: **ASLD 1230 : Allyship and Collaboration**

Last edit: 06/24/24 9:47 am

Changes proposed by: esimpson

Programs  
referencing this  
course

[19: American Sign Language and Deaf Studies Certificate](#)

Course Name:

Allyship and Accountable Collaboration

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Sign Language Studies (1951)

Contact(s)

### In Workflow

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

### Approval Path

1. 09/11/22 10:57 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
2. 09/12/22 10:47 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 01/09/23 2:33 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 06/07/24 4:17 pm  
Maria Klassen  
(mklassen):  
Approved for 1951  
Leader
5. 06/07/24 5:45 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
6. 06/20/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved

| Name              | E-mail             | Phone/Ext. |
|-------------------|--------------------|------------|
| Brenda Carmichael | bcarmichael@vcc.ca | 7344       |

Banner Course Name: Allyship and Collaboration

Subject Code: ASLD - ASL & Deaf Studies

Course Number: 1230

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 builds on the Social Justice Perspectives course. Students will use their understanding of societal oppression and barriers to explore their own positionality, dynamics of marginalization, and principles of allyship and collaboration. They will also examine the complexities of allyship between Deaf and non-Deaf people. Through various Deaf community-based interactions, students will gain an understanding of how allyship may be lived out in different contexts.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

|        |   |
|--------|---|
| CLO #1 | Identify characteristics of allyship.   |
| CLO #2 | Describe challenges of allyship to the Deaf community.  |
| CLO #3 | Apply an ally perspective to identify conflicts in typical scenarios between society and Deaf people and what strategies could be used.                     |
| CLO #4 | Describe the spectrum of visual-gestural communication used by Deaf people and the key differences between ASL, English and manually coded English systems. |
| CLO #5 | Analyze elements of oppression and examine one's own position within this context.  |
| CLO #6 | Recognize the significance of socialization, power, privilege and marginalization in the dynamics between non-Deaf and Deaf people in Canadian society.     |
| CLO #7 | Describe various ways in which human service providers can facilitate empowerment of Deaf people and effect positive change.                                |
| CLO #8 | Ascertain their own attributes, competencies, and suitability for working in the Deaf community, in various professional roles and ally positions.          |

#### Instructional

#### Strategies:

Class activities focus primarily on group discussion, but also include small-group tasks, viewing recordings, role-plays, field studies, guest panel discussions, reflective writing, and student presentations.

### Evaluation and Grading

---

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

Passing grade:

#### Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity  |
|------------------|------------|---|
| Quizzes/Tests    | 30%        | quizzes or mid terms  |
| Assignments      | 30%        | Reflective assignments  |
| Field Experience | 30%        | Interview various professionals that work with Deaf organizations, service providers etc. |
| Participation    | 10%        | online discussion forum   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

#### 1 ) Social Justice and Allyship

Principles of social justice as applied to allyship:

Understanding unequal power, privilege and marginalization

Elements of oppressed and oppressor groups

Understanding one's own positionality and intersectionality

Unpacking hearing privilege and bias

Competencies of effective allyship

What's next: Continued social justice literacy

**Course Topics:**

## 2) Professional roles in/alongside the Deaf community

Deaf-allied professionals (e.g., educators, social workers, mental health workers, intervenors)

Deaf-hearing partnerships and collaboration (e.g., health professionals, service industry personnel, governments)

Differences between allyship (accomplice, co - conspirators, collaborators) and advocacy

## 3) Relationship between ASL and English

VGC (Visual Gestural Communication) and In-group signs

Contact Sign varieties – blending ASL and English

Signed English – SEE and other manual codes for English

Majority-minority language use and power

Code Switching

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

Is Everyone Really Equal Second Edition

So, You Want to Be An Interpreter

## Rationale and Consultations

---

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

No

Provide a rationale  
for this proposal:

Program Renewal Recommendation

Update resources and course materials

Actively improve diverse representation in the program, including faculty, staff, assistants, tutors, resources, and terminology

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

No

Consultations





## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** New program: Retail and Service Careers Certificate

### BACKGROUND:

The Community and Career Education (CACE) department is proposing a new program: the Retail and Service Careers Certificate. CACE programs support adult students with cognitive disabilities. This program is based on the program renewal of the existing Retail & Hospitality Careers Certificate. The new program shifts the focus and broadens the curriculum and training opportunities beyond the hospitality accommodation sector while still including travel, tourism, and other customer service areas. This change is supported by the program renewal external review team and reflects changes to practicum and job availability in the hospitality sector that began during the COVID-19 pandemic.

As part of these changes, the program was restructured to fit within standard VCC terms. The program includes two work experiences, followed by a “Bridging to Employment” course for students to reinforce their learning, create an individualized learning plan to achieve future goals, or, in some cases, to complete a third work experience leading to ongoing employment.

### DISCUSSION:

Beth Beeching, Department Head of CACE, presented the proposal. The Committee discussed how students move through this program – since the cohort nature is very important for student learning, students who does not pass their courses need to restart the program the following year with a new cohort. To reflect this, language in the Evaluation of Student Learning section was adjusted to provide transparency. The maximum time to complete the program was also set at one year.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new program content guide for the Retail and Service Careers Certificate and 11 new course outlines, and recommend the Board of Governors approve the credential and implementation of the new program.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** August 23, 2024

# Program Change Request

## New Program Proposal

Date Submitted: 07/15/24 11:32 am

Viewing: **Retail and Service Careers Certificate**

Last edit: 08/23/24 3:40 pm

Changes proposed by: fbarillaro

Program Name:

Retail and Service Careers Certificate

Credential Level: Certificate

Effective Date: September 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Arts & Sciences

Department: Community & Career Education (1903)

Contact(s)

### In Workflow

1. 1903 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Ministry Review
6. Board of Governors

### Approval Path

1. 07/15/24 11:40 am  
Beth Beeching (bbeeching):  
Approved for 1903 Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS Dean
3. 08/26/24 10:46 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

## Program Content Guide

## Purpose

Retail and Service Careers is a full-time program that prepares students who have an identified cognitive disability to gain work experience in the retail, tourism and service sectors. The program offers basic skill training that includes but is not limited to customer service, workplace communication and workplace readiness. With an emphasis on experiential learning in the classroom, on field trips, and on work experience placements, students learn fundamental concepts, like professionalism, time-management, and self-advocacy that are necessary to succeed in an entry level position in the retail and service industries.

## Admission Requirements

An interview with a Retail and Service Careers instructor that will include:

A hands-on assessment that will evaluate basic dexterity skills

A 15-minute reading comprehension assessment

## Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

This program is 9 months in length, with classes taught up to 6 hours a day, 4 days a week. The maximum time to complete the program is one year.

## Program Learning

### Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>   |
|--------|---|
| PLO #1 | Apply organizational and time management skills to meet the demands of the retail and service industry.                     |
| PLO #2 | Apply FOODSAFE™ principles where applicable when working in the service sector.   |
| PLO #3 | Apply worker safety principles consistent with industry standards across the retail and service sectors.                    |
| PLO #4 | Conduct themselves in a professional ethical manner with customers, co-workers, and supervisors.                            |
| PLO #5 | Interact with customers, co-workers and supervisors using appropriate workplace communication and customer service skills.  |
| PLO #6 | Demonstrate appropriate problem-solving skills when faced with a common challenge in an entry-level retail or service role. |
| PLO #7 | Perform the skills and duties in their roles both independently and as part of a team.                                      |

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

|         |  |
|---------|--|
| PLO #8  | Demonstrate basic digital literacy skills for personal growth and success in the workplace.                          |
| PLO #9  | Recognize the variety of sub-sectors and entry-level employment opportunities within the retail and service sectors. |
| PLO #10 | Apply the skills and attitudes that are necessary to be a successful team member in the workplace.                   |

### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

The Retail and Service Careers Certificate provides a supportive environment in which students receive skills training and information in preparation for entry level positions in the retail or service industries. Instructional strategies include, but are not limited to, lecture, classroom discussion, demonstrations, guest speakers, experiential learning, working experience placements and practice.

The program begins with an orientation and introduction to basic job readiness skills, industry orientation, Worker Safety, FOODSAFE™, and industry awareness. Students progress from general retail and service careers introduction to learning more focused skills in the retail or service industries.

Students take part in two work placements providing them with hands on learning. The first placement is four (4) weeks in duration, the location of the work experience is at the discretion of the program faculty and student. The goal of this placement is to allow the student and instructor(s) to identify skill strengths and sector focus. Work Experience 2 is four (4) weeks in length in either the retail, tourism or services sectors. In the final course, Bridging to Employment, students may experience a third practicum if there is an offer of potential employment following the second practicum. This will be determined by student, instructor and employer. The experiential learning of work experience placements allows students to benefit from a realistic and practical exposure to the workplace. Retail and Service Careers faculty work closely with students to determine strengths and abilities when choosing work experience sites. Faculty also provide ongoing support to students during work experience placements.

Instruction is delivered for certification in FOODSAFE Level 1™, WHMIS and WorkSafe.

Experiential learning and ongoing practice of skills occur throughout the program, on campus in the teaching lab/classroom, during industry tours, as well as during the work experience placements.

Students participate in two formal planning meetings and an exit interview with program faculty. The planning meetings assist students in identifying strengths, areas of improvement, areas requiring further improvement, and suggest strategies for success. The exit interview reviews students' success, expectations, and outcomes. Students are required to attend the planning meeting and are encouraged to invite individuals who support them outside of school. This can include parents or caregivers, employment specialists, representatives from supportive organizations like Community Living BC (CLBC), and counselors. Having these support people present benefits the student as they complete the course.

Formative and summative evaluations are used to document the students’ progress in classroom/teaching lab and work experience components. The host employer and program faculty contribute to the evaluation of students’ performance during work experience placements. Students participate in determining and tracking their progress by a series of self-evaluation and goal setting exercises for each work experience and compiling a portfolio of their accomplishments, experiences and projects throughout the year.

Ninety percent (90%) attendance is required to successfully complete each course, unless other arrangements have been made with the instructional team.

Attendance plays a major role in student success. This is an experiential program with field trips, job preparation, and work placements, which makes attendance vital. Students are encouraged to speak to their instructor or Department Leader should they need to miss classes as frequent absences will impact performance and skills development. Upon completion of the program, students will receive a final report that identifies strengths, areas of noted improvement, areas which require further improvement, strategies for success, and recommendations.

Completion of each course will be noted on the transcript by an “S” (satisfactory) or “U” (unsatisfactory) grade. Students must achieve a grade of Successful (‘S’) to complete each course. Students must successfully complete all courses in a term *or* receive permission from the department to advance into subsequent terms in the program. Students must achieve a grade of Successful (‘S’) in at least 6 of the 8 core courses, in both work experience courses, and in the bridging to employment course in order to graduate.

If a student withdraws from a course or the program, or if they are unsuccessful in more than 2 of the core courses, or if they are unsuccessful in any of the work experience courses or the bridging to employment course, the student must reapply and restart the program, including retaking any successfully completed courses. Program retakes are subject to the [Grading, Progression, and Withdrawal procedures \(411\)](#).

Students who have met the criteria for graduation shall receive a VCC Certificate.

Recommended Characteristics of Students

Comfortable in various learning environments, including classroom, field trips and on-site work experiences  
 Classroom, field trips and on-site work experiences requires a level of stamina, strength and endurance for participation

For perspective students with limited work experience, the CAP program is the preferred prerequisite to the RSC program. Click [here](#) for CAP program information

Ability and willingness to travel independently to the college and workplace

Readiness for learning in a postsecondary cohort, including emotional regulation

Ability to attend classroom and work experience, up to 6 hours a day, 4 days a week

Courses

**Core Courses**

|                           |                            |   |
|---------------------------|----------------------------|---|
| <a href="#">RSCR 0610</a> | Skills for Student Success | 2 |
| <a href="#">RSCR 0611</a> | Work Health and Safety     | 3 |

|                               |                                      |    |
|-------------------------------|--------------------------------------|----|
| <a href="#">RSCR 0612</a>     | Exploring Employment 1               | 4  |
| <a href="#">RSCR 0613</a>     | Workplace Communication 1            | 4  |
| <a href="#">RSCR 0614</a>     | Skills for Workplace Success 1       | 3  |
| <a href="#">RSCR 0622</a>     | Exploring Employment 2               | 2  |
| <a href="#">RSCR 0623</a>     | Workplace Communication 2            | 3  |
| <a href="#">RSCR 0624</a>     | Skills for Workplace Success 2       | 3  |
| <b>Work Experience</b>        |                                      |    |
| <a href="#">RSCR 0625</a>     | Retail and Service Work Experience 1 | 4  |
| <a href="#">RSCR 0626</a>     | Retail and Service Work Experience 2 | 4  |
| <b>Bridging to Employment</b> |                                      |    |
| <a href="#">RSCR 0630</a>     | Bridging to Employment               | 4  |
| Total Credits                 |                                      | 36 |

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<br>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                       | 50 or<br>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                        |
| <b>Course Standings</b> |                  |   |                            |
| R                       |                  | Audit. No Credits   | N/A                        |
| EX                      |                  | Exempt. Credit Granted  | N/A                        |
| TC                      |                  | Transfer Credit   | N/A                        |

## Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

Provide a rationale for this proposal.

A key recommendation from last year's program renewal was to change the Retail & Hospitality Careers Program to Retail & Service Careers Program. This allows the new program to broaden the curriculum and training opportunities beyond the Hospitality accommodation sector while continuing to include travel and tourism and other customer/client service areas. The change is supported by the program faculty and program renewal external review team.

Are there any expected costs to this proposal.

Consultations

| Consultated Area                                   | Consultation Comments   |
|--|---|
| Centre for Teaching, Learning, and Research (CTLR) | Worked with Francesco Barillaro on the program redesign.  |
| Registrar's Office                                 | Consulted with Dawn Cunningham Hall: revised language in PCG and some course names.   |
| Faculty/Department                                 | Faculty consulted throughout and in support of program redesign.  |
| Advising & Recruitment                             | No response   |
| Counselling  | No response   |
| Disability Services                                | DS inquired about an inclusivity statement in the PCG (Francesco to reach out to Todd about standard statement). They also made recommendations to language in PCG and addition of CLOs related to cultural sensitivity, which have been implemented. |
| Financial Aid                                      | No issues and AUG approved for funding.   |
| Other  | Consulted with David Kirk and Mae Bickley regarding departmental Indigenization initiatives.  |
| Learning Centre                                    | No questions or concerns.   |
| Library  | No response.  |



| Consultated Area   | Consultation Comments |
|--|-----------------------|
| Safety & Security  | No response.          |
| <p data-bbox="115 235 472 273"><b>Additional Information</b></p> <hr data-bbox="99 279 1281 289"/> <p data-bbox="99 331 695 365">Provide any additional information if necessary.</p> <p data-bbox="99 491 302 569">Supporting<br/>documentation:</p> <p data-bbox="115 604 472 642"><b>Marketing Information</b></p> <hr data-bbox="99 648 1281 659"/> <p data-bbox="99 697 615 724"><i>FOR MARKETING PURPOSES ONLY. DO NOT EDIT.</i></p> <p data-bbox="99 737 1507 804"><i>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.</i></p> <p data-bbox="99 837 342 871">This program is for:</p> <p data-bbox="99 905 380 938">Marketing Description</p> <p data-bbox="77 997 1511 1075">Gain skills and knowledge to work in the retail or service industries through experiential learning in the classroom, on field trips, and on work experience placements. Intended for adults with cognitive disabilities.</p> <p data-bbox="99 1108 342 1142">What you will learn</p> <p data-bbox="77 1201 959 1234">Upon successful completion of the program, graduates will be able to:</p> <ul data-bbox="77 1247 1533 1837" style="list-style-type: none"> <li data-bbox="77 1247 1393 1281">Apply organizational and time management skills to meet the demands of the retail and service industry.</li> <li data-bbox="77 1339 1114 1373">Apply FOODSAFE™ principles where applicable when working in the service sector.</li> <li data-bbox="77 1386 1354 1419">Apply worker safety principles consistent with industry standards across the retail and service sectors.</li> <li data-bbox="77 1432 1317 1465">Conduct themselves in a professional ethical manner with customers, co-workers, and supervisors.</li> <li data-bbox="77 1478 1484 1556">Interact with customers, co-workers and supervisors using appropriate workplace communication and customer service skills.</li> <li data-bbox="77 1568 1474 1646">Demonstrate appropriate problem-solving skills when faced with a common challenge in an entry-level retail or service role.</li> <li data-bbox="77 1659 1138 1692">Perform the skills and duties in their roles both independently and as part of a team.</li> <li data-bbox="77 1705 1192 1738">Demonstrate basic digital literacy skills for personal growth and success in the workplace</li> <li data-bbox="77 1751 1533 1785">Recognize the variety of sub-sectors and entry-level employment opportunities within the retail and service sectors.</li> <li data-bbox="77 1797 1317 1831">Apply the skills and attitudes that are necessary to be a successful team member in the workplace.</li> </ul> |                       |

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:35 am

Viewing: **RSCR 0610 : Skills for Student Success**

Last edit: 08/19/24 1:58 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Skills for Student Success

Effective Date: September 2025

School/Centre: Arts & Sciences

Department: Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:40 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:07 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course Name: Skills for Student Success

Subject Code: RSCR - Retail and Service Careers

Course Number: 0610

Year of Study: Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students focus on developing essential skills for personal and academic success, including time management, study techniques, and organization methods important for developing workplace skills. Instructors offer ongoing feedback to assist students in developing their workplace skills effectively, with an emphasis on meeting deadlines and organizing course materials. Additionally, students gain proficiency in accessing VCC services for academic support and personal growth, while also enhancing research capabilities by utilizing the library to locate credible sources.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Details of PLAR:**

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Demonstrate effective time management skills by prioritizing tasks, creating schedules and using time efficiently. |
| CLO #2 | Use organizational tools to enhance productivity.  |
| CLO #3 | Demonstrate the ability to set goals and meet deadlines.   |
| CLO #4 | Explain the importance of feedback and apply it for personal and academic growth.                                  |
| CLO #5 | Identify and access various VCC services available for academic support and personal development.                  |
| CLO #6 | Apply effective research and study skills.   |
| CLO #7 | Use the library to find credible sources for researching.  |

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

CLO #8 Recognize effective problem-solving strategies in the workplace.

Instructional

Strategies:

Instructional strategies include but are not limited to: lecture, classroom discussion, demonstrations, experiential learning, feedback and reflection, group learning, integration of technology, library research, digital literacy training, role playing, guest speakers.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S (50%)

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                                 |
|---------------|------------|--|
| Participation | 30         | Checklist to evaluate active participation in learning                   |
| Quizzes/Tests | 20         | Verbal or written  |
| Reflection    | 10         | Importance of feedback/growth  |
| Other         | 20         | Observation and analysis of organization, scheduling and time management |
| Other         | 20         | Observation and analysis of study skills                                 |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      30

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Organizational Skills

Time Management and Agenda Use

Study and Test-taking Skills

Feedback

Research Skills

Library Access

Learning Centre Orientation

Student Services- College Policies

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:36 am

Viewing: **RSCR 0611 : Work Health and Safety**

Last edit: 08/21/24 9:25 am

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Work Health and Safety

Effective Date: September 2025

School/Centre: Arts & Sciences

Department: Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course Name: Work Health and Safety

Subject Code: RSCR - Retail and Service Careers

Course Number: 0611

Year of Study: Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students explore the fundamentals of workplace safety to ensure compliance with standard procedures and policies. Through hands-on training, they acquire skills in adhering to WorkSafe BC guidelines when using tools and equipment, practicing safe lifting techniques, and applying personal safety and emergency procedures, including cleaning techniques. Students learn to identify and apply principles of WHMIS, HACCP, and FOODSAFE Level 1, emphasizing food handling, sanitation, and worker safety in various food service roles. At the end of this course students will be prepared to take the FOODSAFE Level 1 certification test.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Comply with standard workplace safety procedures and policies consistently.   |
| CLO #2 | Follow WorkSafe BC guidelines and regulations when using tools and equipment. |
| CLO #3 | Practice safe lifting, bending and carrying procedures regularly.             |
| CLO #4 | Apply personal safety and emergency procedures regularly.                     |
| CLO #5 | Identify basic WHMIS and HACCP principles.                                    |
| CLO #6 | Identify and apply FOODSAFE Level 1 principles in a food service environment. |
| CLO #7 | Recognize how to foster cultural safety in the workplace.                     |

## Instructional

### Strategies:

Instructional strategies include but are not limited to: lecture, classroom discussion, online learning, video's, demonstrations, experiential learning, lab learning, peer collaboration, role playing, formative assessments, case studies, and practice.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S (50%)

### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity               |
|---------------|------------|--|
| Participation | 20         | Checklist to evaluate active participation in learning |
| Quizzes/Tests | 20         | Verbal or written                                      |
| Final Exam    | 30         | Practical assessment to gauge application of skills    |
| Other         | 20         | Practical assessment using daily/weekly checklists     |
| Reflection    | 10         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      50

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online



Seminar

Tutorial

Hours in Category 1: 37.5

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

---

Check all that apply:

Lab

Rehearsal

Shop/Kitchen

Simulation

Studio

Hours in Category 2: 12.5

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Workplace Violence and Personal Safety

Preventing Injury

First Aid

WHMIS/ HACCP (Hazardous Analysis and Critical Control Points)

Emergency Procedures

Lockout

Introduction to FOODSAFE

Food Service Illness and Injury

Receiving and Storing Food

Preparing Food

Serving Food

Cleaning

Indigenous Perspectives on Health and Wellness

Cultural Awareness

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

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:36 am

Viewing: **RSCR 0612 : Exploring Employment 1**

Last edit: 08/19/24 3:18 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Exploring Employment 1

Effective Date: September 2025

School/Centre: Arts & Sciences

Department: Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course Name: Exploring Employment 1

Subject Code: RSCR - Retail and Service Careers

Course Number: 0612

Year of Study: Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Introducing students to the retail and service sectors, this course focuses on distinguishing between these industries while developing fundamental knowledge and essential skills for workplace success. Students embark on field trips to various retail and service worksites, where they experience the realities of the work environment and meet with industry professionals. They learn to identify common products and labels in retail, practice efficiency in service tasks, and apply principles like First In, First Out (FIFO) consistently. Students explore various roles within retail and service sectors, encompassing tourism, community centers, and restaurants. They also recognize Indigenous historical elements in British Columbia tourism and learn to identify personality traits for effective career planning.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

*Details of PLAR:*

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Demonstrate basic knowledge and essential skills of the retail and service industry.  |
| CLO #2 | Identify products and labels common to the retail and service industry consistently.  |
| CLO #3 | Demonstrate efficiency in carry out service, cart and basket collection.  |
| CLO #4 | Perform proper product bagging skills, price checks, perishable returns and shopping cart duties as required in the retail setting. |
| CLO #5 | Apply the First In, First Out principle (FIFO) consistently.  |

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

|         |  |
|---------|--|
| CLO #6  | Demonstrate cleaning techniques (e.g., bathroom, kitchen, activity clean up and take down).  |
| CLO #7  | Use digital design tools (E.g. PowerPoint, Canva, PICMONKEY) at an entry level to create digital content, such as posters, signage and social media posts.                     |
| CLO #8  | Recognize personality traits and goals to match with career planning.  |
| CLO #9  | Identify various roles within the service and retail sectors including tourism, community centers, senior homes, restaurant, retail/grocery stores and theatres/entertainment. |
| CLO #10 | Identify the five main sectors of tourism.   |
| CLO #11 | Recognize Indigenous historical elements in British Columbia tourism to acknowledge their cultural importance to the local community.  |
| CLO #12 | Identify similarities and differences when working with different groups of people (E.g., seniors, children, adult, youth, large groups, small groups).                        |

### Instructional

#### Strategies:

This course focuses on the instructional strategy of experiential learning through field trips and site visits. Strategies may also include but are not limited to: lecture, classroom discussion, demonstrations, guest speakers, lab work and practice.

### Evaluation and Grading

---

Grading System:            Satisfactory/Unsatisfactory            Passing grade:  
S (50%)

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                                      |
|---------------|------------|---|
| Participation | 20         | Observation and analysis in classroom and on field trips                      |
| Quizzes/Tests | 10         | Verbal and/or written   |
| Lab Work      | 20         | Observation and analysis of retail and service skills practiced in retail lab |
| Project       | 20         | Research on retail and hospitality sectors                                    |
| Other         | 20         | Skills assessment completed to identify                                       |

| Type       | Percentage | Brief description of assessment activity |
|------------|------------|--|
|            |            | areas of strength and interest           |
| Reflection | 10         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 67.25

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 48.75

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

---

Check all that apply:

- Lab
- Shop/Kitchen

Hours in Category 2: 18.5

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

**Course Topics:**

Retail Industry  
Service Industry  
Workplace Success  
Product Identification  
Inventory Management (FIFO)  
Tourism  
Essential Skills  
Skills Assessment  
Digital Literacy  
Career Planning  
Indigenous Education  
Longhouse Values  
Experiential Learning  
Cleaning Skills  
Community Centre / Sr. Centre  
Products and Labels

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:36 am

Viewing: **RSCR 0613 : Workplace Communication**

**1**

Last edit: 08/19/24 1:58 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Workplace Communication 1

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course  
Name:

Workplace Communication 1

Subject Code:

RSCR - Retail and Service Careers

Course Number

0613

Year of Study

Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students gain essential workplace and interpersonal communication skills, learning techniques important for both professional and personal success. Through interactive exercises, they practice fundamental aspects of effective communication, including appropriate greetings, introductions, and maintaining eye contact. Students engage in active listening, spatial awareness and effective conversational skills that includes appropriate topics. Customer service principles are introduced with the importance of customer relationships, developing a positive and professional attitude. Students learn successful job interview skills and practice basic job search strategies for work placement.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Apply effective communication skills, including appropriate conversational topics, greetings, introductions and eye contact. |
| CLO #2 | Apply active listening skills during interpersonal interactions.   |
| CLO #3 | Demonstrate the principles of customer service skills.   |
| CLO #4 | Apply effective conversational skills such as turn taking, body language, intonation, and initiating/ending a conversation.  |
| CLO #5 | Use appropriate communication skills to effectively respond to criticism and conflict.                                       |
| CLO #6 | Explain why a positive attitude matters in the workplace.  |



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

|         |   |
|---------|---|
| CLO #7  | Identify the importance of spatial awareness when interacting with others.  |
| CLO #8  | Interpret feedback received from peers and supervisors to identify areas for improvement and personal growth.   |
| CLO #9  | Identify and practice the importance of appropriate workplace emails and text messages to supervisors and coworkers.  |
| CLO #10 | Apply effective interview skills, presenting strengths and qualifications while participating in a workplace interview.   |
| CLO #11 | Demonstrate basic job search strategies such as researching company and role, updating resumes and cover letter specific to job posting, accessing career websites, and preparing for job interviews. |

### Instructional

#### Strategies:

Instructional strategies include but are not limited to: lecture, classroom discussion, demonstrations, experiential learning, lab, role play, video's, group activity, active listening exercises, feedback and reflection, customer service training, mock interviews, guest speakers and practice.

## Evaluation and Grading

---

Grading System:            Satisfactory/Unsatisfactory            Passing grade:  
S (50%)

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Participation | 20         | Checklist to evaluate active participation in learning   |
| Quizzes/Tests | 10         | Verbal or written  |
| Other         | 15         | Observation and analysis of customer service skills  |
| Other         | 15         | Resume and Interview preparation   |
| Reflection    | 10         | Interpreting feedback and importance of attitude   |
| Lab Work      | 10         | observation and analysis of workplace communication<br>demonstrated/participated in retail lab |

| Type  | Percentage | Brief description of assessment activity                                      |
|-------|------------|---|
| Other | 20         | Observation and analysis of communication skills (including digital literacy) |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 65

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 52.5

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

---

Check all that apply:

- Clinical
- Lab
- Rehearsal
- Shop/Kitchen
- Simulation
- Studio

Hours in Category 2: 12.5

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

## Course Topics

### Course Topics:

Effective Communication  
 Assertiveness  
 Customer Service  
 Active Listening  
 Email and Text Etiquette  
 Spatial Awareness  
 Conflict Resolution  
 Job Search  
 Resume  
 Interview Skills

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:36 am

Viewing: **RSCR 0614 : Skills for Workplace Success**

**1**

Last edit: 08/19/24 1:59 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Skills for Workplace Success 1

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course  
Name:

Skills for Workplace Success 1

Subject Code:

RSCR - Retail and Service Careers

Course Number

0614

Year of Study

Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students learn the essential skills needed for success in academic and workplace settings. Topics include, identifying and practicing personal hygiene and grooming standards, following workplace rules and instructions, developing effective work habits (e.g. time management, organization and collaboration) and practicing basic cash handling skills. Students also update their resumes to showcase current work and volunteer experiences.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Identify and demonstrate personal hygiene and grooming standards in the learning and workplace environment.   |
| CLO #2 | Follow school and workplace rules consistently.   |
| CLO #3 | Take direction from supervisors/leaders in a respectful and courteous manner.   |
| CLO #4 | Identify and apply effective work habits for academic and workplace success (e.g., following schedules consistently using organizational tools/apps, taking initiative, collaboration). |
| CLO #5 | Practice basic cash handling skills and identify the functions and purpose of a POS system in the workplace.  |
| CLO #6 | Describe the importance of consistent productivity.   |

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

|        |   |
|--------|---|
| CLO #7 | Update resume to reflect current work and volunteer experience.                             |
| CLO #8 | Identify cultural differences relevant to communication in the workplace.                   |
| CLO #9 | Organize lessons, achievements and experiences to assemble Bridging to Employment portfolio |

### Instructional

#### Strategies:

Instructional strategies include but are not limited to: lecture, classroom discussion, demonstrations, experiential learning, lab learning, group work, self-reflection, goal setting, role playing and practice.

### Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S (50%)

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Participation | 20         | Checklist to evaluate active participation in learning                               |
| Quizzes/Tests | 10         | Verbal or written  |
| Other         | 20         | Observation and analysis of organizational skills by faculty                         |
| Other         | 20         | Observation of analysis of effective work habit skills by faculty                    |
| Reflection    | 10         | Reflection on feedback and workplace skills  |
| Lab Work      | 10         | Observation and analysis of workplace skills demonstrated/participated in retail lab |
| Portfolio     | 10         | Assemble portfolio content showcasing workplace skills and experiences               |

### Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:** 59.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 22.5

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

---

Check all that apply:

- Lab
- Rehearsal

Hours in Category 2: 37

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

#### Course Topics:

Personal Hygiene  
 Grooming Standards  
 Workplace Rules and Instructions  
 Effective Work Habits  
 Time Management  
 Organization  
 Collaboration  
 Resume  
 Goal Setting

**Course Topics:**

Technology  
POS System  
Culture & Diversity

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale  
for this proposal:

Are there any

### **Additional Information**

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments



# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:36 am

Viewing: **RSCR 0622 : Exploring Employment 2**

Last edit: 08/19/24 1:59 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Exploring Employment 2

Effective Date: September 2025

School/Centre: Arts & Sciences

Department: Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course Name: Exploring Employment 2

Subject Code: RSCR - Retail and Service Careers

Course Number: 0622

Year of Study: Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Building on the skills learned in RSCR 0612 Exploring Employment 1, students develop practical skills and knowledge important to their success in the retail and service sectors. Students learn appropriate workplace interaction techniques when engaging with diverse groups. In this course, students reflect on their work experience to enable them to better select suitable future work opportunities based on their personal goals and interests. Students also explore Indigenous history as reflected in British Columbia tourism, gaining insight into its cultural significance and impact on the local community.

**Course Pre-Requisites (if applicable):**

RSCR 0612.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Demonstrate fundamental retail and service skills in the classroom and on work experience.   |
| CLO #2 | Apply appropriate workplace interaction when working with different groups of people ( e.g., seniors, children, adult, youth, large groups, small groups). |
| CLO #3 | Evaluate personal goals and interests to select suitable areas for future work experiences.  |
| CLO #4 | Analyze skills developed during work experience to identify strengths and areas for improvement.   |
| CLO #5 | Discuss Indigenous history as reflected in British Columbia tourism to understand its cultural significance and impact on our local community.             |

## Instructional

## Strategies:

Instructional strategies focus on evaluation, analysis and reflection. Strategies may include but are not limited to: lecture, classroom discussion, demonstrations, experiential learning, group work, reflection, lab work and practice.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S (50%)

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                                 |
|---------------|------------|--|
| Participation | 20         | Checklist to evaluate active participation in learning                   |
| Quizzes/Tests | 10         | Verbal and/or written  |
| Reflection    | 20         | Analysis and personal evaluation of practical skills                     |
| Assignments   | 30         | Research and present information on aspect of retail or service industry |
| Project       | 20         | Reflection and goal setting  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Seminar

Tutorial

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Retail Industry

Service Industry

Workplace Interaction

Reflection

Evaluation

Feedback

Goal setting

Indigenous Education

Longhouse Values

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:37 am

Viewing: **RSCR 0623 : Workplace Communication**

**2**

Last edit: 08/19/24 1:59 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Workplace Communication 2

Effective Date: September 2025

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course Name: Workplace Communication 2

Subject Code: RSCR - Retail and Service Careers

Course Number: 0623

Year of Study: Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Building on the skills practiced in RSCR 0613 Workplace Communication 1, students further develop workplace communication skills by deepening their understanding of effective communication techniques, which includes establishing rapport and building relationships. They apply effective interview skills to articulate basic knowledge about the company, the position applied for, and their past work history. In developing customer service skills, students apply the principles of customer service to prepare them for experiential work placements. Students also apply appropriate digital communication skills through email writing and text messaging. Ongoing feedback from teachers and supervisors enables students to continually refine their communication skills in both the workplace and personal life.

**Course Pre-Requisites (if applicable):**

RSCR 0613.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Details of PLAR:**

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Effectively apply interview skills to articulate knowledge about the company, position, and relevant work and educational experiences during workplace interviews.  |
| CLO #2 | Demonstrate effective communication skills, such as professional greetings, appropriate conversational topics, introductions, and maintaining eye contact into workplace interactions to establish rapport and build relationships. |
| CLO #3 | Apply active listening techniques to improve teamwork, and overall communication effectiveness in the workplace.  |

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

|         |   |
|---------|---|
| CLO #4  | Apply principles of customer service effectively and consistently when working with customers.  |
| CLO #5  | Demonstrate spatial awareness and understanding when in conversation with others.   |
| CLO #6  | Demonstrate a positive and professional attitude.   |
| CLO #7  | Use appropriate conversational skills to build relationships at the workplace.  |
| CLO #8  | Apply feedback received from peers and supervisors to improve workplace skills.   |
| CLO #9  | Recognize the importance of appropriate workplace communication (e.g., sharing personal information, small talk, topics of conversation, etc.). |
| CLO #10 | Compose appropriate workplace emails and text messages to supervisors.  |

### Instructional

#### Strategies:

Instructional strategies may include but are not limited to: lecture, classroom discussion, demonstrations, experiential learning, role plays, video's, group work, guest speakers, formative assessments, reflection and feedback, online learning using training modules and practice.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S (50 %)

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                                      |
|---------------|------------|---|
| Participation | 20         | Checklist to evaluate active participation in learning                        |
| Quizzes/Tests | 10         | Verbal or written   |
| Other         | 20         | Observation and analysis of communication skills (including digital literacy) |
| Other         | 15         | Observation and analysis of customer service skills                           |
| Other         | 15         | Resume and Interview preparation  |
| Reflection    | 10         | Interpreting feedback and importance of attitude                              |

| Type     | Percentage | Brief description of assessment activity   |
|----------|------------|--|
| Lab Work | 10         | observation and analysis of workplace communication<br>demonstrated/participated in retail lab |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 37.5

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

---

Check all that apply:

- Clinical
- Lab
- Rehearsal
- Shop/Kitchen
- Simulation
- Studio

Hours in Category 2: 12.5

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:



## Course Topics

## Course Topics:

Effective Communication  
Building Relationships  
Interview Skills  
Customer Service  
Workplace Communication  
Digital Communication  
Public and Private Information  
Workplace Confidentiality  
Receiving Feedback  
Active Listening  
Positive and Professional Attitude

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale  
for this proposal:

Are there any  
expected costs as a

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:37 am

Viewing: **RSCR 0624 : Skills for Workplace Success**

**2**

Last edit: 08/19/24 1:59 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Skills for Workplace Success 2

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course  
Name:

Skills for Workplace Success 2

Subject Code:

RSCR - Retail and Service Careers

Course Number

0624

Year of Study

Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students build on the skills learned in RSCR 0614 Skills for Workplace Success 1. They explore professionalism in appearance, workplace interactions, and time management and further develop effective work habits both independently and within a team environment. Ethical behavior in the workplace is emphasized, along with understanding employee rights and responsibilities. Students identify strategies for responding to workplace harassment and learn to self-advocate effectively. Engaging in hands-on experience, students apply cash handling techniques and prepare for practical application in the workplace.

**Course Pre-Requisites (if applicable):**

RSCR 0614.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Demonstrate professionalism in appearance, workplace interactions, and time management.  |
| CLO #2 | Demonstrate effective work habits when working independently and as part of a team.  |
| CLO #3 | Apply techniques, such as note taking, taking photos, asking questions, to effectively grasp workplace instructions and learn the necessary skills for success at the their job. |
| CLO #4 | Demonstrate ethical behaviour in the workplace.  |
| CLO #5 | Explain the importance of employee rights and responsibilities in the workplace.   |
| CLO #6 | Identify strategies for responding to workplace harassment, including who to report to.  |
| CLO #7 | Demonstrate the ability to self advocate at the workplace.   |

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

|         |   |
|---------|---|
|         | <b>Upon successful completion of this course, students will be able to:</b>                 |
| CLO #8  | Demonstrate cash handling techniques in the workplace.                                      |
| CLO #9  | Explain how cultural awareness can contribute to effective teamwork.                        |
| CLO #10 | Organize lessons, achievements and experiences to assemble Bridging to Employment portfolio |

### Instructional

#### Strategies:

Instructional strategies may include but are not limited to: lecture, classroom discussion, demonstrations, lab work, guest speakers, video's, experiential learning, guest speakers, self-reflection, goal setting, case studies and practice.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S (50%)

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Participation | 20         | Checklist to evaluate active participation in learning                               |
| Quizzes/Tests | 10         | Verbal or written  |
| Other         | 20         | Observation and analysis of organizational skills by faculty                         |
| Other         | 20         | Observation and analysis of effective workplace skills by faculty                    |
| Reflection    | 10         | Reflection on feedback and workplace skills  |
| Lab Work      | 10         | Observation and analysis of workplace skills demonstrated/participated in retail lab |
| Portfolio     | 10         | Continue to assemble portfolio showcasing workplace skills and experiences           |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture  
Online  
Seminar  
Tutorial

Hours in Category 1: 37.5

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

---

Check all that apply:

Hours in Category 2: 12.5

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Professionalism  
Workplace Interactions  
Time Management  
Effective Work Habits  
Teamwork  
Ethics  
Employee Rights and Responsibilities  
Harassment Policies and Procedures  
Self Advocacy  
Cash Handling

**Course Topics:**

Technology  
Culture & Diversity

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:37 am

Viewing: **RSCR 0625 : Retail/Svc Work Experience**

**1**

Last edit: 08/19/24 2:00 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Retail and Service Work Experience 1

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course  
Name:

Retail/Svc Work Experience 1

Subject Code:

RSCR - Retail and Service Careers

Course Number

0625

Year of Study

Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Work Experience 1 provides students with hands-on learning opportunities at a work site, where they apply skills learned throughout the program. Students practice professionalism and ethical conduct, including punctuality and adherence to assigned work schedules. Students practice interpersonal skills, learning to engage positively with coworkers and supervisors. Applying mindfulness techniques, students learn to manage emotions in various workplace contexts, perform duties both independently and collaboratively, and apply feedback to improve performance. Through personal journal reflection, students assess the suitability of the work experience for their professional goals.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                     |
|--------|---|
| CLO #1 | Apply WorkSafe principles and FOODSAFE (if applicable).   |
| CLO #2 | Demonstrate professionalism and ethical conduct, including punctuality and adhering to assigned work schedules. |
| CLO #3 | Follow basic instructions and rules and regulations given by workplace supervisors.                             |
| CLO #4 | Identify basic problem-solving skills to address simple challenges encountered in tasks.                        |
| CLO #5 | Use tools and equipment appropriately in the workplace with limited to no supervision.                          |
| CLO #6 | Identify personal speed, stamina and generic work habits to improve upon.                                       |



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

|         |   |
|---------|---|
| CLO #7  | Develop interpersonal skills by interacting positively with coworkers and supervisors.          |
| CLO #8  | Practice effective workplace communication skills with coworkers and supervisors.               |
| CLO #9  | Apply mindfulness techniques to control emotions appropriately in different workplace contexts. |
| CLO #10 | Perform the skills and duties in their roles both independently and as part of a team.          |
| CLO #11 | Apply feedback to improve performance.  |
| CLO #12 | Reflect on workplace training and skills through personal journal reflection.                   |
| CLO #13 | Assess suitability of workplace experience for professional goals.                              |

### Instructional

#### Strategies:

Instructional strategies include but not limited to: experiential learning and training in work placement and reflecting on work placement.

## Evaluation and Grading

---

Grading System:            Satisfactory/Unsatisfactory            Passing grade:  
S (50%)

#### Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity                     |
|------------------|------------|--|
| Field Experience | 80         | Student, Instructor and Employer Evaluation Checklist format |
| Reflection       | 20         | Reflection on workplace skills and experience                |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      96.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Online

Hours in Category 1: 22.5

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Practicum

Individual Learning

Hours in Category 3: 74

#### Course Topics

##### Course Topics:

Transfer and apply learning from previously taught courses

WorkSafe

FOODSAFE

Professionalism

Problem Solving

Training

Interpersonal Skills

Workplace Communication

Mindfulness

Feedback

Performance

Reflection

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

## Rationale and Consultations

---

# Course Change Request

## New Course Proposal

Date Submitted: 07/15/24 11:37 am

Viewing: **RSCR 0626 : Retail/Svc Work Experience**

**2**

Last edit: 08/19/24 2:00 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Retail and Service Work Experience 2

Effective Date:

September 2025

School/Centre:

Arts & Sciences

Department:

Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course  
Name:

Retail/Svc Work Experience 2

Subject Code:

RSCR - Retail and Service Careers

Course Number

0626

Year of Study

Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students build upon their foundational skills from RSCR 0625 Retail and Service Work Experience 1, showing progression in their abilities. With continuing development of basic critical thinking skills and problem-solving, students work more independently with limited supervision. They further develop interpersonal skills and professionalism learning to adapt to workplace situations. Through reflection and feedback, students continue to improve their performance and evaluate the suitability of their workplace experience for their professional goals.

**Course Pre-Requisites (if applicable):**

RSCR 0625.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Demonstrate improvement in speed, stamina and generic work habits.  |
| CLO #2 | Apply FOODSAFE and Work Safe principals consistently (if applicable).   |
| CLO #3 | Demonstrate professionalism and ethical conduct, including punctuality and adhering to assigned work schedules.                                       |
| CLO #4 | Apply basic critical thinking and basic problem solving skills (identifying problems and evaluating options).   |
| CLO #5 | Use tools and equipment appropriately in the workplace with limited to no supervision.  |
| CLO #6 | Use interpersonal skills by engaging in positive interactions with coworkers and supervisors, employing effective workplace communication techniques. |

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

|         |  |
|---------|--|
| CLO #7  | Use mindfulness techniques to adapt to workplace situations.                           |
| CLO #8  | Perform the skills and duties in their roles both independently and as part of a team. |
| CLO #9  | Apply feedback to improve performance.   |
| CLO #10 | Reflect on workplace training and skills through personal journal reflection.          |
| CLO #11 | Assess suitability of workplace experience for professional goals.                     |

Instructional

Strategies:

Instructional strategies include but are not limited to: experiential learning, training in the work placement, reflective journaling, note taking, shadowing, task preparation, asking questions, develop portfolio.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type       | Percentage | Brief description of assessment activity      |
|------------|------------|---|
| Practicum  | 80         | Student, instructor and evaluation checklist  |
| Reflection | 20         | Reflection on workplace skills and experience |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 96.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Online

Hours in Category 1: 22.5

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Practicum

Hours in Category 3: 74

#### Course Topics

##### **Course Topics:**

Transfer and apply learning from previously taught courses

WorkSafe

FOODSAFE

Professionalism

Problem Solving

Training

Interpersonal Skills

Workplace Communication

Mindfulness

Feedback

Performance

Reflection

Professional development

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: 07/15/24 11:38 am

Viewing: **RSCR 0630 : Bridging to Employment**

Last edit: 08/19/24 2:00 pm

Changes proposed by: fbarillaro

Programs  
referencing this  
course

[200: Retail and Service Careers Certificate](#)

Course Name:

Bridging to Employment

Effective Date: September 2025

School/Centre: Arts & Sciences

Department: Community & Career Education (1903)

Contact(s)

### In Workflow

1. **1903 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/15/24 11:42 am  
Beth Beeching  
(bbeeching):  
Approved for 1903  
Leader
2. 07/23/24 11:34 am  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 08/23/24 12:08 pm  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Beth Beeching | bbeeching@vcc.ca | --         |

Banner Course Name: Bridging to Employment

Subject Code: RSCR - Retail and Service Careers

Course Number: 0630

Year of Study: Below Grade 10 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Students collaborate with their instructor to create an individualized learning plan aligned with their career and learning objectives. Through guided reflection, students assess their workplace and communication skills, explore various career paths, and identify areas for further growth. With instructor support, students select a focus area, which may involve refining specific workplace skills acquired during the program or gaining additional experience at a workplace offering further training to enhance employability. This course is designed to bolster students' confidence in their workplace readiness. Through a combination of personalized guidance and independent work, students develop a portfolio to present to the class, showcasing their progress and readiness for future career endeavors.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Create an individualized learning plan to carry out a project that addresses learning review and refinement, career/learning goals and a career plan. |
| CLO #2 | Evaluate personal workplace skills and identify areas of interest.  |
| CLO #3 | Apply feedback to enhance workplace skills, communication skills and interpersonal skills.  |
| CLO #4 | Create personal portfolio that demonstrates their skills, knowledge, experiences and achievements throughout the year.                                |
| CLO #5 | Present individualized project and portfolio that speaks to the development in skills and workplace   |



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

|        |   |
|--------|---|
|        | readiness.  |
| CLO #6 | Explain the importance of career exploration and goal setting in achieving professional success.  |
| CLO #7 | Develop a career plan outlining short term and long term goals that are realistic and achievable. |

### Instructional

#### Strategies:

Instructional strategies depend on individual student plan that may include but are not limited to: classroom, experiential learning, portfolio development, personalized learning plan, learning journal, reflection, group work, peer mentoring, self-directed learning, personalized goal setting, regular check-ins with instructor, work placement.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S (50%)

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Participation | 20         | Checklist to evaluate active participation in learning                            |
| Reflection    | 10         | Applying feedback and personal observation  |
| Project       | 35         | Observation and analysis of upgrading skills                                      |
| Portfolio     | 35         | Assembled portfolio from work gathered throughout the year and presented to class |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 75

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

- Lecture
- Online
- Seminar
- Tutorial

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

**Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

- Practicum
- Self-Paced
- Individual Learning

Hours in Category 3: 30

Course Topics

**Course Topics:**

Individualized Learning Plan  
 Workplace Skills  
 Communication Skills  
 Career Exploration and Planning  
 Professional Development  
 Self Improvement  
 Reflection  
 Goal Setting  
 Experiential Learning  
 Portfolio Development  
 Workplace Readiness  
 Confidence Building



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Renewal of the Paralegal Diploma program

### BACKGROUND:

The Paralegal Diploma underwent program renewal in 2023, and the department is proposing extensive program changes. Working with the BC Paralegal Association and subject matter experts, the overall program structure was adjusted. The previous version included 4 separate certificates and the diploma; the new version of the diploma program includes a foundational certificate as an exit pathway, but provides specialization awards of achievement (a VCC micro-credential) for the four main practice areas: Litigation, Real Estate/Conveyancing, Corporate, and Family Law/Estates. This aligns the new program with VCC's policies on credentials while maintaining the critical recognition of learning for paralegals.

New course outlines include revised course learning outcomes, topics, updated instructional strategies and assessment plans while meeting all professional requirements for new paralegals. The program has two 3-month practicums, meeting the 6-month requirement for their association.

### DISCUSSION:

Claire Sauv , Associate Director in Continuing Studies, presented the proposal on behalf of Program Coordinator Janet Chee. Some additional adjustments were made to the Admission Requirements and Evaluation of Student Learning sections. The only significant change request related to the learning outcomes for two courses: LEGL 1621 Residential Property Law and LEGL 2632 Corporate Law 4. The developers have made some additional adjustments to increase the level of these outcomes, in consultation with subject matter experts.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Paralegal Diploma program content guide and 32 new course outlines, and recommend the Board of Governors approve the implementation of the significantly revised program.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** August 23, 2024

# Program Change Request

Date Submitted: 08/12/24 3:47 pm

Viewing: **Paralegal Diploma**

Last approved: 03/22/23 9:28 pm

Last edit: 08/20/24 4:56 pm

Changes proposed by: drabadzija

Catalog Pages Using  
this Program

[Paralegal Diploma](#)

Program Name:  
Paralegal Diploma

Credential Level: Diploma

Effective Date: September 2025

Effective Catalog  
Edition: 2024-2025 Academic Calendar

School/Centre: Continuing Studies

Department: Paralegal Program (6067)

Contact(s)

## In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. Board of Governors

## Approval Path

1. 08/12/24 3:50 pm  
Darija Rabadzija  
(drabadzija):  
Approved for 6067  
Leader
2. 08/13/24 9:50 am  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/13/24 9:54 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:34 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Dec 20, 2017 by  
clmig-jwehrheim
2. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)

3. Mar 10, 2022 by  
Todd Rowlatt  
(trowlatt)
4. Mar 22, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

## Program Content Guide

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### Purpose

The Paralegal Diploma explores the theoretical and procedural aspects of paralegal work. Combining fundamental legal study with instruction and hands-on practice, this program fosters intellectual, practical, and professional skills in the paralegal field such as legal research, drafting legal documents, and assisting with client communication. Students build the foundation of knowledge and skills needed to develop and enhance a career working within legal systems and institutions and receive theoretical and practical training in areas such as litigation, real estate, corporate/business law, and family law and estates.

### Admission Requirements

English Studies 12 with a minimum 'B' grade, or equivalent

Completion of one of the following:

VCC's Legal Administrative Assistant program, or equivalent,

VCC's Office Administration Certificate – Legal Office Skills, or equivalent,

Minimum of one-year legal administrative assistant or paralegal experience as demonstrated by:

a resume, and

VCC Paralegal Employer Reference Checklist,

Minimum of one-year of office administration experience as demonstrated by:

a resume or reference letter, and

completion of all the VCC Legal Office Skills courses:

OACP 1113, or equivalent,

OACP 1114, or equivalent,

OACP 1115, or equivalent,

OACP 1116, or equivalent,

OACP 1117, or equivalent.

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

Program Duration & Maximum Time for Completion

The Paralegal Diploma Program can be completed in 3 years, maximum duration for completion is 6 years. Students may choose to exit the program and receive a Certificate credential upon completion of the following courses (total 27 credits):

All *core* courses (12 credits)

Four courses from following practice areas (8 credits):

Litigation

Real Estate Conveyancing

Corporate

Family and Estates

Two elective courses (4 credits)

Paralegal Practicum 1 (3 credits)

To achieve the Paralegal Diploma, students must successfully complete the following courses (total 60 credits):

All certificate courses (27 credits)

All additional practice area courses (24 credits)

Three elective courses (6 credits)

Paralegal Practicum 2 (3 credits)

Students who have achieved a Paralegal Certificate or Diploma may complete one or more Awards of Achievement by completing all four courses in the area:

Litigation

Real Estate Conveyancing

Corporate

Family and Estates

Program Learning

Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>  |
|--------|--|
| PLO #1 | Explain overall court and other dispute resolution procedures, from preparing court and dispute resolution documents through to resolution of the dispute. |
| PLO #2 | Explain principles and concepts of legal tasks performed.  |
| PLO #3 | Draft court and commercial documentation and complete basic law procedures for litigation, corporate/business, real estate, family, and estate.            |
| PLO #4 | Conduct legal research including fact gathering and issue identification.  |
| PLO #5 | Locate, reference, and apply case law and legislative materials.   |

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

|         |   |
|---------|---|
| PLO #6  | Apply appropriate legal procedures in a variety of legal settings.                                  |
| PLO #7  | Demonstrate proficient use of specialized legal terminology.  |
| PLO #8  | Perform paralegal-level work in a law office or other legal setting.                                |
| PLO #9  | Adhere to principles of legal ethics in a work environment.   |
| PLO #10 | Practice analytical, organizational, critical thinking, and team working skills in a legal setting. |

### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

The Paralegal program is designed to provide students with practical hands-on learning grounded in theoretical and procedural aspects of fundamental legal study.

Courses are delivered through a combination of instructional activities including, but not limited to, lectures, discussion, group work, and simulated hands-on practice. All courses may be offered online, blended, or face-to-face and include some instructor-led, asynchronous learning.

#### Evaluation of Student Learning

Evaluation of student learning varies course-to-course based on conventions and requirements of individual practice areas.

Student learning is evaluated in a variety of ways including, but not limited to, written summary assignments, forums or discussions, presentations, individual and group projects, quizzes, tests and exams, legal research, assignments, and portfolios.

Students must achieve a minimum grade of 'C+' (2.33) to successfully complete each course. Students must achieve a minimum cumulative grade point average (GPA) of 'C+' (2.33) upon completion of all program courses and a grade of Satisfactory ('S') in the practicum to successfully graduate.

Respect and acceptance of the rigidly hierarchical system of authority on which the legal profession is based

Strong legal administrative assistant skills

Proficient computer skills, including intermediate to advanced MS Word, Excel, file management and Internet search capabilities

Detail-oriented

Proficient writing skills

Strong work ethic

Ability to follow instructions and prioritize work

Ability to meet deadlines

Interest in working in a fast-paced and high-pressure environment

#### Courses

##### Core Courses (12 credits)

|                           |                                  |     |
|---------------------------|----------------------------------|-----|
| <a href="#">LEGL 1601</a> | Legal Process in Canada          | 2.0 |
| <a href="#">LEGL 1602</a> | Torts Law 1                      | 2.0 |
| <a href="#">LEGL 1603</a> | Legal Communications and Ethics  | 2.0 |
| <a href="#">LEGL 1604</a> | Legal Research and Writing       | 2.0 |
| <a href="#">LEGL 1605</a> | Contract Law                     | 2.0 |
| <a href="#">LEGL 1606</a> | Agency and Business Organization | 2.0 |

##### Litigation Courses (8 credits)

|                           |   |     |
|---------------------------|---|-----|
| <a href="#">LEGL 1611</a> | Civil Litigation 1                      | 2.0 |
| <a href="#">LEGL 1612</a> | Civil Litigation 2                      | 2.0 |
| <a href="#">LEGL 2611</a> | Creditor Rights and Remedies            | 2.0 |
| <a href="#">LEGL 2612</a> | Personal Injury Practice and Procedures | 2.0 |

##### Real Estate / Conveyancing Courses (8 credits)

|                           |                                 |     |
|---------------------------|---------------------------------|-----|
| <a href="#">LEGL 1621</a> | Residential Property Law        | 2.0 |
| <a href="#">LEGL 1622</a> | Personal Property Security      | 2.0 |
| <a href="#">LEGL 2621</a> | Residential Property Conveyance | 2.0 |
| <a href="#">LEGL 2622</a> | Commercial Property Law         | 2.0 |

##### Corporate Courses (8 credits)

|                           |                 |     |
|---------------------------|-----------------|-----|
| <a href="#">LEGL 1631</a> | Corporate Law 1 | 2.0 |
|---------------------------|-----------------|-----|



|  |                                  |      |
|--|----------------------------------|------|
| <a href="#"><u>LEGL 1632</u></a>               | Corporate Law 2                  | 2.0  |
| <a href="#"><u>LEGL 2631</u></a>               | Corporate Law 3                  | 2.0  |
| <a href="#"><u>LEGL 2632</u></a>               | Corporate Law 4                  | 2.0  |
| <b>Family Law / Estate Courses (8 credits)</b> |                                  |      |
| <a href="#"><u>LEGL 1641</u></a>               | Family Law Procedures 1          | 2.0  |
| <a href="#"><u>LEGL 1642</u></a>               | Estate Planning                  | 2.0  |
| <a href="#"><u>LEGL 2641</u></a>               | Family Law Procedures 2          | 2.0  |
| <a href="#"><u>LEGL 2642</u></a>               | Estate Administration Procedures | 2.0  |
| <b>Elective Courses (10 credits)</b>           |                                  |      |
| <a href="#"><u>LEGL 1651</u></a>               | Rules of Evidence                | 2.0  |
| <a href="#"><u>LEGL 1652</u></a>               | Intellectual Property Law        | 2.0  |
| <a href="#"><u>LEGL 1653</u></a>               | Foreclosure and Bankruptcy       | 2.0  |
| <a href="#"><u>LEGL 1654</u></a>               | Criminal Law and Procedure       | 2.0  |
| <a href="#"><u>LEGL 2651</u></a>               | Securities Law 1                 | 2.0  |
| <a href="#"><u>LEGL 2652</u></a>               | Securities Law 2                 | 2.0  |
| <a href="#"><u>LEGL 2653</u></a>               | Torts Law 2                      | 2.0  |
| <a href="#"><u>LEGL 2654</u></a>               | Court of Appeal Procedures       | 2.0  |
| <b>Practicum Courses (6 credits)</b>           |                                  |      |
| <a href="#"><u>LEGL 1700</u></a>               | Paralegal Practicum 1            | 3.0  |
| <a href="#"><u>LEGL 2700</u></a>               | Paralegal Practicum 2            | 3.0  |
| Total credits                                  |                                  | 60.0 |

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of 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         |   | 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                     |
| <b>Course Standings</b> |               |   |                         |
| R                       |               | Audit. No Credit  | N/A                     |
| EX                      |               | Exempt. Credit Granted  | N/A                     |
| TC                      |               | Transfer Credit   | N/A                     |

## Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

---

Provide a rationale for this proposal.

This proposed program is a redesign of the current Paralegal Diploma Program, which was launched in VCC Continuing Studies in 2004. In 2022/2023, the program completed a Program Renewal, which resulted in 20 recommendations and a corresponding action plan, including the following key action items: update all Paralegal Program Content Guides and Course Outlines, review Paralegal entrance requirements, and update Moodle shells for Paralegal courses.

The revisions to the curriculum that are included in this document include:

- Updated Program Guide with revised program structure
  - o Refreshed Program Goal
  - o Diploma Program with a Certificate exit pathway
  - o Specialization Awards of Achievement in four practices areas
- Updated Course Outlines
  - o Revised course learning outcomes and course topics
  - o Updated and consistent instructional strategies
  - o Revised and consistent assessment plans
  - o Re-calculated courses
- Updated and expanded Practicums (two throughout the program)
- Revised Paralegal entrance requirements.
  - o English requirement in line with comparative programs
  - o Improved language around required legal experience

The Vancouver Community College Paralegal Diploma explores the theory and procedural aspects of legal matters that paralegals are allowed to handle, such as presenting cases before specific courts and administrative tribunals. The Paralegal Certificate Program (exit option for the Diploma) helps Legal Administrative Assistants to grow professionally by expanding their knowledge and skills to work independently and manage higher responsibilities.

Combining fundamental legal study with instruction and hands-on practice, this program develops intellectual and professional skills in the law. Students build the foundation of knowledge and skills needed to begin a career working within legal systems. Students attain an understanding of fundamental principles of law and receive theoretical and practical training in areas such as litigation, real estate, conveyancing, corporate law, and family law and estates. Classes are taught by lawyers and paralegals who hold academic and professional qualifications.

Are there any expected costs to this proposal.

The program has received Curriculum Development Funds over the past three years: 2022/23 (\$5000 - Program Renewal); 2023/24 (\$31,000 - Program Redesign); 2024/25 (\$40,000 - Redesign y 2).

There are no additional costs expected for curriculum design/development.

There are no capital expenses expected for this proposed program.

#### Consultations

| Consultated Area                                   | Consultation Comments  |
|--|--|
| Centre for Teaching, Learning, and Research (CTLR) | <p>Andy Sellwood followed by Fionna Chong have been supporting the project from the Program Renewal stage until present and Fionna will continue to be involved in the curriculum development / blueprinting and moodle building phase.</p> <p>Feedback was sought (Program Consultation email sent July 3, 2024) from the CTLR team, and comments from Instructional Associates were reviewed and incorporated as appropriate.</p> <p>Additionally, the program met with Online Developers Venecia Williams and Heidi Parisotto on June 3, 2024 to discuss Moodle template creation and review. The program will work with Heidi and Venecia in this next phase of development, as all courses have at least some online component.</p>   |
| Registrar's Office                                 | <p>The CS Associate Registrar Azeez Alabdulhassan has been consulted periodically throughout the Renewal and Redesign. Azeez participated in the Paralegal Admission Requirements workshop in June 2023. Dawn Cunningham Hall (Assistant Registrar Curriculum and Calendar) and Azeez were included in discussions around the Paralegal Practica (in June 2024) and how to credit-weight the required 3-months of work placement.</p> <p>The Registrar's Office (both CS and broader RO) reviewed an early draft of the PCG in April, 2024 (email and draft sent April 10) and comments and feedback were incorporated into a closer-to-final draft.</p> <p>CS and VCC RO were consulted on a later draft of PCG and Course Outlines (sent by email July 3, 2024), and the program area met with Dawn and Azeez on July 25, 2024. Point of discussion included:</p> <ul style="list-style-type: none"> <li>- Level of English admission requirement (set at English</li> </ul> |

| Consultated Area         | Consultation Comments  |
|--------------------------|--|
|                          | <p>Studies 12 with a B, mid-way between competitors UVF (English 12 with a C+) and CapU (post-secondary 100-level English requirement).</p> <p>- PLAR. PLAR is not currently available for this program, this will be revisited upon program launch once department capacity for the new program is clear.</p>   |
| Faculty/Department       | <p>CS Paralegal Instructors have been consulted regularly throughout the Program Renewal and the Redesign. Instructor MaryAnn Reinhardt and instructor/Program Coordinator Janet Chee acted as the main SMEs and met with individual instructors to map out the Course Outlines.</p>   |
| Department Support Staff | <p>The program PA Harwinder Sekhon was consulted through the process and sat on the steering committee for the Program Renewal.</p> <p>Harwinder participated in the Paralegal Admission Requirements workshop in June 2023.</p> <p>Harwinder was included in the Program Consultation email (sent July 3, 2024).</p> <p>Feedback from the program area indicates that the advising load for this program is very high; it is the aim of rewritten Admission Requirements that some of the advising and admission work will become less cumbersome for the department.</p> |
| Advising & Recruitment   | <p>Advising and Recruitment were included Program Consultation email (sent July 3, 2024).</p> <p>There was no substantive feedback, and typos noted were corrected.</p>  |
| Assessment Centre        | <p>Assessment Centre was included in the Program Consultation email (sent July 3, 2024).</p> <p>There was some feedback about the formatting of admission requirements, which was incorporated.</p>  |
| Career Lab               | <p>Career Lab was included Program Consultation email (sent July 3, 2024).</p> <p>There was no substantive feedback.</p>   |
| Counselling              | <p>Counselling was included Program Consultation email (sent July 3, 2024).</p>  |

| Consultated Area                                   | Consultation Comments  |
|--|--|
|  | There was no substantive feedback.   |
| Disability Services                                | <p>Disability Services was included Program Consultation email (sent July 3, 2024).</p> <p>There was no substantive feedback.</p>  |
| Finance  | <p>CS Associate Director Business Development (Erin Lenz) worked with Financial Services to create a business case and draft costing, which was included with the Concept Paper, approved by the VP Academic David Wells (January 30, 2024), CFO Jamie Choi (February 4, 2024) and VP Administration Ian Humphreys (February 6, 2024).</p> <p>Course hours and credits have not changed since the initial costing, and the final costing is currently being prepared and reviewed.</p>                     |
| Indigenous Education & Community Engagement (IECE) | <p>Indigenous Education and Community Engagement was included Program Consultation email (sent July 3, 2024).</p> <p>There was no substantive feedback.</p>  |
| Institutional Research (IR)                        | <p>Institutional Research was included Program Consultation email (sent July 3, 2024).</p> <p>Janet Latter provided feedback regarding the program FTE's: Because the credit split for the program is 27 (Certificate exit) and 33 (total 60 credits for the Diploma), students that leave the program after the Certificate will be realized at 0.9 FTE, where students in the Diploma-"year" will be realized at 1.1FTE. Students who complete the Diploma will ultimately be recognized as 1.0 FTE.</p> |
| Learning Centre                                    | <p>Learning Centre was included Program Consultation email (sent July 3, 2024).</p> <p>There was no substantive feedback, and Sara Yuen indicated continued support for Paralegal students from the Learning Centre</p>  |
| Library  | <p>Library was included Program Consultation email (sent July 3, 2024).</p> <p>The program are Librarian (Kristina Oldenburg) provided substantial comments and suggestions, particularly to the PCG and Research-oriented courses, most of which</p>  |

| Consultated Area                                       | Consultation Comments   |
|--|---|
|  | <p>were incorporated. Kristina additionally provided information about what legal research sources are available / not available at VCC and where students can access sources not available at VCC.</p>   |
| Marketing & Communications                             | <p>Marketing and Communications was included Program Consultation email (sent July 3, 2024). There was no substantive feedback, and Michael Ko (Associate Director Marketing &amp; User Experiences) provided positive feedback regarding the title of the program and SEO ranking potential.</p>   |
| Safety & Security                                      | <p>Safety and Security were included Program Consultation email (sent July 3, 2024). There was no substantive feedback.</p>   |
| Student Services                                       | <p>The Student Success team (Arbiter of Student Issues, Student Conduct and Judicial Affairs, Student Accessibility, and Student Recruitment and Learning Engagement) were included Program Consultation email (sent July 3, 2024). There was no substantive feedback from Student Accessibility or Recruitment and Learning Engagement. Dave Stevenson (Student Conduct and Judicial Affairs) provided feedback by phone on July 4th, indicating that given the particular student body for the Paralegal program, it is very important that expectations are clear, and laid out in advance. Dave suggested a clear Student Manual, which will be implemented. Tanny Marks, Arbiter of Student Issues, provided substantive feedback in the Consultation Document, which has been addressed and largely incorporated.</p> |
| Other Department(s)                                    | <p>The program sought advice from Todd Rowlett (Curriculum Committee) and Natasha Mandryck (Education Council) regarding credit weighting for the practica, alongside the CS RO and RO, in June 2023 and again in June 2024. Feedback has been incorporated.</p>  |
| Affiliation, Articulation, and/or Accreditation Bodies | <p>The BC Paralegal Association has been involved as a reviewer for the program, and a representative from BCPA was a member of the Program Renewal Steering Committee.</p>   |

| Consultated Area | Consultation Comments  |
|------------------|--|
|                  | <p>In May 2024, the Legal Professions Act was passed, which will ultimately incorporate regulated paralegals. Although there have been legal delays, the BC government is now proceeding with the transitional provisions of the new Act to begin the implementation process of one single legal regulator which will regulate lawyers, notaries, and regulated paralegals. Not everyone paralegal will require regulation but those that want to become regulated will need to meet a substantive ("paralegal program") competency. VCC is currently one of the three Paralegal Programs in BC recognized by the BCPA, which is important to maintain as we launch a new program that fits in with the new Act.</p> <p>Feedback from the BCPA was sought and incorporated via the Program Consultation email (sent July 3, 2024).</p> |

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

Expand your skills in legal terminology, research, and procedures for work in specialized areas like litigation, corporate law, and real estate.



# Program Change Request

Date Submitted: 08/12/24 3:47 pm

Viewing: **Paralegal Diploma**

Last approved: 03/22/23 9:28 pm

Last edit: 08/20/24 4:56 pm

Changes proposed by: drabadzija

Catalog Pages Using  
this Program

[Paralegal Diploma](#)

Program Name:  
Paralegal Diploma

Credential Level: Diploma

Effective Date: September 2025 ~~May 2022~~

Effective Catalog Edition:  
2024-2025 Academic Calendar

School/Centre: Continuing Studies

Department: Paralegal Program (6067)

Contact(s)

## In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**

## Approval Path

1. 08/12/24 3:50 pm  
Darija Rabadzija  
(drabadzija): Approved for 6067 Leader
2. 08/13/24 9:50 am  
Claire Sauve  
(csauve): Approved for Senior PC
3. 08/13/24 9:54 pm  
Adrian Lipsett  
(alipsett): Approved for CCS Dean
4. 08/23/24 11:34 am  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee

## History

1. Dec 20, 2017 by  
clmig-jwehrheim
2. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)
3. Mar 10, 2022 by  
Todd Rowlatt

266  
(trowlatt)

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

| Name                         | E-mail   | Phone/Ext.                                    |
|------------------------------|--|---|
| <a href="#">Janet Chee</a> - | <a href="mailto:jchee@vcc.ca">jchee@vcc.ca</a> - | <a href="tel:604-443-8649">604-443-8649</a> - |
| <a href="#">Claire Sauve</a> | <a href="mailto:csauve@vcc.ca">csauve@vcc.ca</a> | <a href="tel:604-443-8679">604-443-8679</a>   |

## Program Content Guide

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### Purpose

The ~~Vancouver Community College~~ Paralegal Diploma explores the theoretical theory and procedural aspects of paralegal work. ~~legal matters that licensed paralegals are allowed to handle, such as presenting cases before specific courts and administrative tribunals~~. Combining fundamental legal study with instruction and hands-on practice, this program fosters intellectual, practical, develops intellectual and professional skills in the paralegal field such as legal research, drafting legal documents, and assisting with client communication. ~~law~~:

~~Students build the foundation of knowledge and skills needed to begin a career working within legal systems and institutions. Students~~ build the foundation ~~attain an understanding of~~ knowledge ~~fundamental principles of law and skills needed to develop and enhance a career working within legal systems and institutions and~~ receive theoretical and ~~and~~ practical training in areas such as litigation, real estate, corporate/business conveyancing, ~~corporate law, and~~ and family law and ~~and~~ estates.

~~Classes are taught by lawyers and paralegals who hold academic and professional qualifications. Students must have a practicum secured prior to registering for LEGL 1208 Paralegal Practicum. Practicum may be completed at student's current place of employment and all practicums must be supervised by a practicing BC lawyer. Students who register for LEGL 1208 Paralegal Practicum without having secured a practicum will be asked to withdraw from the course, without refund.~~

## TOEFL (Test of

English Studies 12 Foreign Language) with 220 minimum overall, with a minimum 'B' grade, or equivalent of 5.0 on Essay.Completion Proof of one of the following:

above prerequisites (i.e.VCC's Completion of the Legal Administrative Assistant program, program at VCC or equivalent, an equivalent institution, OR

VCC's Completion of Office Administration Certificate – Legal Office Skills, or equivalent, OR

Minimum Knowledge of one-year legal administrative assistant or paralegal experience as the English language, demonstrated by: by completion of ONE of the following:

a resume, and

VCC Paralegal Employer Reference Checklist,

Minimum of one-year of office administration experience as demonstrated by:

a resume or reference letter, and

completion of all the VCC Legal Office Skills courses:

OACP 1113, or equivalent,

OACP 1114, or equivalent,

OACP 1115, or equivalent,

OACP 1116, or equivalent,

OACP 1117, or equivalent.

Grade 12 graduation from a Canadian high school, or equivalent, including academic English 12 with at least C+ (64%), or equivalent; OR Completion of an academic English or writing course from a Canadian College or University, or equivalent, with at least C+ (64%), or equivalent; OR Completion of VCC High School Equivalence English courses with a "B" grade or higher; OR English assessment success, including ONE of the following: LET 4 (Langara English Test) with an overall score of 4; OR LPI (Language Proficiency Index) with an essay level 4, essay score of at least 22 and a minimum 5 in English usage; OR VCC Adult Basic English Reading and Writing Assessment with a minimum score of 60 in Reading, 52 in Writing, and a Writing Sample at 071 placement level; OR VCC English Language Assessment with a minimum score of 145 overall, including a minimum score of 16 out of 30 in the essay portion; OR IELTS (International English Language Testing System) with 6.5 overall; OR TOEFL (Test of English Foreign Language) with 220 minimum overall, with a minimum of 5.0 on Essay.If Internet-based, the Reading, Writing and Listening component must total at least 60.Proof of the above prerequisites (i.e.official transcript or official test results) must be attached to the student's application.Confirmation of legal experience, in the form of a letter from employer or official transcript, including:At least one year of legal work experience in British Columbia, OR Completion of the Legal Administrative Assistant program at VCC or an equivalent institution, OR Completion of Office Administration Certificate – Legal Office Skills, OR Completion of basic legal course work, such as the Legal Office Skills courses of the Office Administration Certificate Program, PLUS at least one year of office administration experience in or out of British Columbia Non-program students may enroll in courses at the Program Coordinator's discretion:

## Prior Learning Assessment &amp; Recognition (PLAR)

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

The Paralegal Diploma Program can be completed in 3 years, maximum duration for completion is 6 years. Students may choose to exit the program and receive a Certificate credential upon completion of the following courses (total 27 credits):

All core courses (12 credits)

Four courses from following practice areas (8 credits):

Litigation

Real Estate Conveyancing

Corporate

Family and Estates

Two elective courses (4 credits)

~~The Paralegal Diploma is comprised of 84.3 credits. Students must take all core courses (23 credits), all four courses in all four practice areas (56 credits), and two electives (5.3 credits-averaged).~~ Paralegal Practicum 1 (3 credits)

~~To achieve~~ Most students require approximately 4.5 years of part-time study to complete the Paralegal Diploma, students must successfully complete the following courses (total 60 credits): requirements for a Paralegal Diploma:

All certificate courses (27 credits)

All additional practice area courses (24 credits)

Three elective courses (6 credits)

Paralegal Practicum 2 (3 credits)

Students who have achieved a Paralegal Certificate or Diploma may complete one or more Awards of Achievement by completing all four courses in the area:

Litigation

Real Estate Conveyancing

Corporate

Family and Estates

~~Students must complete the Paralegal Diploma within five years.~~

Program Learning

Outcomes

| Upon successful completion of this program, graduates will be able to: |  |
|--|--|
| PLO #1   | <u>Explain</u> <del>Demonstrate an understanding of</del> overall court <u>and other dispute resolution procedures,</u> <del>process;</del> from preparing court <u>and dispute resolution</u> documents through to <u>resolution of completion of</u> <del>a trial in the dispute.</del> <u>Supreme Court of British Columbia</u> |
| PLO #2   | <u>Explain principles and concepts of legal tasks performed.</u> <del>Draft court documentation for litigation,</del> <u>corporate, real estate, family, and estate cause of action</u>  |
| PLO #3   | <u>Draft court and commercial documentation and complete</u> <del>Complete</del> basic law procedures for litigation, <u>corporate/business, corporate;</u> real estate, family, <u>and estate.</u> <del>and estate law</del>  |
| PLO #4   | <u>Conduct legal research including fact gathering and issue identification.</u> <del>Reference legislative materials</del>  |

|                | Upon successful completion of this program, graduates will be able to:   |
|----------------|--|
|                | <del>and master hands-on procedures in a court of law</del>  |
| PLO #5         | <u>Locate, reference, and apply case law and legislative materials.</u> <del>Competently use specialized legal terminology</del>   |
| PLO #6         | <u>Apply appropriate legal procedures in a variety of legal settings.</u> <del>Utilize legal research techniques including fact gathering and issue identification</del>   |
| PLO #7         | <u>Demonstrate proficient use of specialized legal terminology.</u><br><del>Perform satisfactory entry-level paralegal work in a law office, corporate counsel office, governmental agency, judicial setting, or other setting where paralegal skills are utilized</del> |
| PLO #8         | <u>Perform paralegal-level work</u> <del>Adhere to principles of legal ethics</del> in a <u>law office or other legal setting.</u><br><del>work environment</del>  |
| PLO #9         | <u>Adhere to principles of legal ethics in a work environment.</u> <del>Display highly refined organization, critical thinking, and team-working abilities</del>   |
| <u>PLO #10</u> | <u>Practice analytical, organizational, critical thinking, and team working skills in a legal setting.</u>   |

#### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

The Paralegal program is designed to provide students with practical hands-on learning grounded in theoretical and procedural aspects of fundamental legal study.

Courses are delivered through a combination of instructional activities including, but not limited to, involve lectures, discussion, group work, and simulated hands-on practice. All courses may be offered online, blended, or face-to-face and include some instructor-led, asynchronous learning.

~~Some courses offer the choice of online or face-to-face formats.~~

Evaluation of student learning varies course-to-course based on conventions and requirements of individual practice areas.

Student learning is evaluated in a variety of ways including, but not limited to, written summary assignments, forums or discussions, presentations, individual and group projects, quizzes, tests and exams, legal research, assignments, and portfolios.

~~Evaluation of the courses is determined by the instructor and may include projects, participation, presentations, assignments, and /or quizzes. All courses include a final exam. Students~~ The minimum passing grade for each course is C-minus, and students must achieve maintain a minimum grade point average of 'C+' (2.33) 2.0 in order to successfully complete each course. ~~receive a Paralegal Diploma.~~ Students must achieve a minimum cumulative grade point average (GPA) of 'C+' (2.33) upon completion of all program courses and a grade of Satisfactory ('S') in the practicum to successfully graduate.

~~Credential Upon successful completion of this program, and once an application for graduation has been submitted to the Continuing Studies Office, the student will receive their Vancouver Community College Paralegal Diploma.~~

#### Recommended Characteristics of Students

Respect and acceptance of ~~for~~ the rigidly hierarchical system of ~~of~~ authority on which the legal profession is based ~~based~~

Strong legal administrative assistant skills

~~Highly competent legal secretarial skills~~ Typing speed of at least 50 wpm Proficient Excellent computer skills, including intermediate to advanced MS Word, Excel, file management and Internet search capabilities ~~capabilities~~

Detail-oriented

Proficient writing skills

Strong work ethic

~~Detail oriented~~ Excellent writing skills Exceptional work ethic Ability to follow instructions and prioritize work ~~work~~ Ability to meet deadlines

Interest in working in a fast-paced and high-pressure environment

#### Courses

##### Core Courses (12 credits)

|                  |   |            |
|------------------|---|------------|
| <u>LEGL 1601</u> | <u>Legal Process in Canada</u>          | <u>2.0</u> |
| <u>LEGL 1602</u> | <u>Torts Law 1</u>                      | <u>2.0</u> |
| <u>LEGL 1603</u> | <u>Legal Communications and Ethics</u>  | <u>2.0</u> |
| <u>LEGL 1604</u> | <u>Legal Research and Writing</u>       | <u>2.0</u> |
| <u>LEGL 1605</u> | <u>Contract Law</u>                     | <u>2.0</u> |
| <u>LEGL 1606</u> | <u>Agency and Business Organization</u> | <u>2.0</u> |

**Litigation Courses (8 credits)**

|                  |  |            |
|------------------|--|------------|
| <u>LEGL 1611</u> | <u>Civil Litigation 1</u>                      | <u>2.0</u> |
| <u>LEGL 1612</u> | <u>Civil Litigation 2</u>                      | <u>2.0</u> |
| <u>LEGL 2611</u> | <u>Creditor Rights and Remedies</u>            | <u>2.0</u> |
| <u>LEGL 2612</u> | <u>Personal Injury Practice and Procedures</u> | <u>2.0</u> |

**Real Estate / Conveyancing Courses (8 credits)**

|                  |  |            |
|------------------|--|------------|
| <u>LEGL 1621</u> | <u>Residential Property Law</u>        | <u>2.0</u> |
| <u>LEGL 1622</u> | <u>Personal Property Security</u>      | <u>2.0</u> |
| <u>LEGL 2621</u> | <u>Residential Property Conveyance</u> | <u>2.0</u> |
| <u>LEGL 2622</u> | <u>Commercial Property Law</u>         | <u>2.0</u> |

**Corporate Courses (8 credits)**

|                  |                        |            |
|------------------|------------------------|------------|
| <u>LEGL 1631</u> | <u>Corporate Law 1</u> | <u>2.0</u> |
| <u>LEGL 1632</u> | <u>Corporate Law 2</u> | <u>2.0</u> |
| <u>LEGL 2631</u> | <u>Corporate Law 3</u> | <u>2.0</u> |
| <u>LEGL 2632</u> | <u>Corporate Law 4</u> | <u>2.0</u> |

**Family Law / Estate Courses (8 credits)**

|                  |   |            |
|------------------|---|------------|
| <u>LEGL 1641</u> | <u>Family Law Procedures 1</u>          | <u>2.0</u> |
| <u>LEGL 1642</u> | <u>Estate Planning</u>                  | <u>2.0</u> |
| <u>LEGL 2641</u> | <u>Family Law Procedures 2</u>          | <u>2.0</u> |
| <u>LEGL 2642</u> | <u>Estate Administration Procedures</u> | <u>2.0</u> |

**Elective Courses (10 credits)**

|                  |                                   |            |
|------------------|-----------------------------------|------------|
| <u>LEGL 1651</u> | <u>Rules of Evidence</u>          | <u>2.0</u> |
| <u>LEGL 1652</u> | <u>Intellectual Property Law</u>  | <u>2.0</u> |
| <u>LEGL 1653</u> | <u>Foreclosure and Bankruptcy</u> | <u>2.0</u> |
| <u>LEGL 1654</u> | <u>Criminal Law and Procedure</u> | <u>2.0</u> |
| <u>LEGL 2651</u> | <u>Securities Law 1</u>           | <u>2.0</u> |
| <u>LEGL 2652</u> | <u>Securities Law 2</u>           | <u>2.0</u> |
| <u>LEGL 2653</u> | <u>Torts Law 2</u>                | <u>2.0</u> |
| <u>LEGL 2654</u> | <u>Court of Appeal Procedures</u> | <u>2.0</u> |

**Practicum Courses (6 credits)**

|                      |                              |             |
|----------------------|------------------------------|-------------|
| <u>LEGL 1700</u>     | <u>Paralegal Practicum 1</u> | <u>3.0</u>  |
| <u>LEGL 2700</u>     | <u>Paralegal Practicum 2</u> | <u>3.0</u>  |
| <u>Total credits</u> |                              | <u>60.0</u> |

Students require 84.3 credits to obtain the Paralegal Diploma. Students must take all core courses (23 credits), all four courses in all four practice areas (56 credits), and two electives (5.3 credits-averaged). This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

**Core Courses**

|           |                                |     |
|-----------|--------------------------------|-----|
| LEGL 1202 | Canadian Legal Process         | 4   |
| LEGL 1204 | Torts                          | 4   |
| LEGL 1205 | Legal Communications           | 3   |
| LEGL 1207 | Legal Research                 | 4   |
| LEGL 1208 | Paralegal Practicum            | 3.5 |
| LEGL 1209 | Contracts                      | 3.5 |
| LEGL 1210 | Agency and Business Structures | 1   |

**Practice Area Courses**

## Litigation:

|           |                             |     |
|-----------|-----------------------------|-----|
| LEGL 1301 | Litigation for Paralegals 1 | 3.5 |
| LEGL 1302 | Litigation for Paralegals 2 | 3.5 |
| LEGL 1303 | Creditor's Remedies         | 3.5 |
| LEGL 1304 | Personal Injury Practice    | 3.5 |

## Real Estate/ Conveyancing:

|           |                         |     |
|-----------|-------------------------|-----|
| LEGL 1309 | Property Law            | 3.5 |
| LEGL 1310 | Property Transactions   | 3.5 |
| LEGL 1311 | Lending and Security    | 3.5 |
| LEGL 1312 | Commercial Conveyancing | 3.5 |

## Corporate:

|           |                              |     |
|-----------|------------------------------|-----|
| LEGL 1305 | Corp Law – Basic Procedures  | 3.5 |
| LEGL 1307 | Corp Law – Intermediate Proc | 3.5 |



|  |                                 |     |
|--|---------------------------------|-----|
| LEGL 1308  | Corp Law – Adv Procedures       | 3.5 |
| LEGL 1317  | Corp Law – Complex Transactions | 3.5 |
| Family Law/ Estates:                                     |                                 |     |
| LEGL 1313  | Family Law 1                    | 3.5 |
| LEGL 1314  | Family Law 2                    | 3.5 |
| LEGL 1315  | Wills and Estate Planning       | 3.5 |
| LEGL 1316  | Estate Administration           | 3.5 |
| <b>Electives</b>   |                                 |     |
| Please note that elective options are subject to change: |                                 |     |
| LEGL 1306  | Securities – Corporate          | 3.5 |
| LEGL 1410  | Securities 2                    | 1   |
| LEGL 1403  | Court of Appeal Practice        | 3.5 |
| LEGL 1409  | Bankruptcy and Foreclosures     | 3.5 |
| LEGL 1401  | Evidence                        | 3.5 |
| LEGL 1405  | Intellectual Property           | 3.5 |
| LEGL 1470  | Criminal Law Procedures         | 1.5 |

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

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

## Grading Standard

| Grade                   | Percentage    | Description   | Grade Point Equivalency |
|-------------------------|---------------|---|-------------------------|
| A+                      | 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          | 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                     |
| <b>Course Standings</b> |               |   |                         |
| R                       |               | Audit. No Credit  | N/A                     |
| EX                      |               | Exempt. Credit Granted  | N/A                     |
| TC                      |               | Transfer Credit   | N/A                     |

## Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

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Provide a rationale for this proposal.

This proposed program is a redesign of the current Paralegal Diploma Program, which was launched in VCC Continuing Studies in 2004. In 2022/2023, the program completed a Program Renewal, which resulted in 20 recommendations and a corresponding action plan, including the following key action items: update all Paralegal Program Content Guides and Course Outlines, review Paralegal entrance requirements, and update Moodle shells for Paralegal courses.

The revisions to the curriculum that are included in this document include:

- Updated Program Guide with revised program structure
  - o Refreshed Program Goal
  - o Diploma Program with a Certificate exit pathway
  - o Specialization Awards of Achievement in four practices areas
- Updated Course Outlines
  - o Revised course learning outcomes and course topics
  - o Updated and consistent instructional strategies
  - o Revised and consistent assessment plans
  - o Re-calculated courses
- Updated and expanded Practicums (two throughout the program)
- Revised Paralegal entrance requirements.
  - o English requirement in line with comparative programs
  - o Improved language around required legal experience

The Vancouver Community College Paralegal Diploma explores the theory and procedural aspects of legal matters that paralegals are allowed to handle, such as presenting cases before specific courts and administrative tribunals. The Paralegal Certificate Program (exit option for the Diploma) helps Legal Administrative Assistants to grow professionally by expanding their knowledge and skills to work independently and manage higher responsibilities.

Combining fundamental legal study with instruction and hands-on practice, this program develops intellectual and professional skills in the law. Students build the foundation of knowledge and skills needed to begin a career working within legal systems. Students attain an understanding of fundamental principles of law and receive theoretical and practical training in areas such as litigation, real estate, conveyancing, corporate law, and family law and estates. Classes are taught by lawyers and paralegals who hold academic and professional qualifications.

Are there any expected costs to this proposal.

The program has received Curriculum Development Funds over the past three years: 2022/23 (\$5000 - Program Renewal); 2023/24 (\$31,000 - Program Redesign); 2024/25 (\$40,000 - Redesign y 2).

There are no additional costs expected for curriculum design/development.

There are no capital expenses expected for this proposed program.

#### Consultations

| Consultated Area                                   | Consultation Comments  |
|--|--|
| Centre for Teaching, Learning, and Research (CTLR) | <p>Andy Sellwood followed by Fionna Chong have been supporting the project from the Program Renewal stage until present and Fionna will continue to be involved in the curriculum development / blueprinting and moodle buidling phase.</p> <p>Feedback was sought (Program Consultation email send July 3, 2024) from the CTLR team, and comments from Instructional Associates were reviewed and incorporated as appropriate.</p> <p>Additionally, the program met with Online Developers Venecia Williams and Heidi Parisotto on June 3, 2024 to discuss Moodle template creation and review. The program will work with Heidi and Venecia in this next phase of development, as all courses have at least some online component.</p>   |
| Registrar's Office                                 | <p>The CS Associate Registrar Azeez Alabdulhassan has been consulted periodically throughout the Renewal and Redesign. Azeez participated in the Paralegal Admission Requirements workshop in June 2023. Dawn Cunningham Hall (Assistant Registrar Curriculum and Calendar) and Azeez were included in discussions around the Paralegal Practica (in June 2024) and how to credit-weight the required 3-months of work placement.</p> <p>The Registrar's Office (both CS and broader RO) reviewed an early draft of the PCG in April, 2024 (email and draft sent April 10) and comments and feedback were incorporated into a closer-to-final draft.</p> <p>CS and VCC RO were consulted on a later draft of PCG and Course Outlines (sent by email July 3, 2024), and the program area met with Dawn and Azeez on July 25, 2024. Point of discussion included:</p> <ul style="list-style-type: none"> <li>- Level of English admission requirement (set at English</li> </ul> |

| Consultated Area         | Consultation Comments  |
|--------------------------|--|
|                          | <p>Studies 12 with a B, mid-way between competitors UVF (English 12 with a C+) and CapU (post-secondary 100-level English requirement).</p> <p>- PLAR. PLAR is not currently available for this program, this will be revisited upon program launch once department capacity for the new program is clear.</p>   |
| Faculty/Department       | <p>CS Paralegal Instructors have been consulted regularly throughout the Program Renewal and the Redesign. Instructor MaryAnn Reinhardt and instructor/Program Coordinator Janet Chee acted as the main SMEs and met with individual instructors to map out the Course Outlines.</p>   |
| Department Support Staff | <p>The program PA Harwinder Sekhon was consulted through the process and sat on the steering committee for the Program Renewal.</p> <p>Harwinder participated in the Paralegal Admission Requirements workshop in June 2023.</p> <p>Harwinder was included in the Program Consultation email (sent July 3, 2024).</p> <p>Feedback from the program area indicates that the advising load for this program is very high; it is the aim of rewritten Admission Requirements that some of the advising and admission work will become less cumbersome for the department.</p> |
| Advising & Recruitment   | <p>Advising and Recruitment were included Program Consultation email (sent July 3, 2024).</p> <p>There was no substantive feedback, and typos noted were corrected.</p>  |
| Assessment Centre        | <p>Assessment Centre was included in the Program Consultation email (sent July 3, 2024).</p> <p>There was some feedback about the formatting of admission requirements, which was incorporated.</p>  |
| Career Lab               | <p>Career Lab was included Program Consultation email (sent July 3, 2024).</p> <p>There was no substantive feedback.</p>   |
| Counselling              | <p>Counselling was included Program Consultation email (sent July 3, 2024).</p>  |

| Consultated Area                                   | Consultation Comments   |
|--|---|
|  | There was no substantive feedback.  |
| Disability Services                                | Disability Services was included Program Consultation email (sent July 3, 2024).<br>There was no substantive feedback.  |
| Finance  | CS Associate Director Business Development (Erin Lenz) worked with Financial Services to create a business case and draft costing, which was included with the Concept Paper, approved by the VP Academic David Wells (January 30, 2024), CFO Jamie Choi (February 4, 2024) and VP Administration Ian Humphreys (February 6, 2024).<br>Course hours and credits have not changed since the initial costing, and the final costing is currently being prepared and reviewed.                     |
| Indigenous Education & Community Engagement (IECE) | Indigenous Education and Community Engagement was included Program Consultation email (sent July 3, 2024).<br>There was no substantive feedback.  |
| Institutional Research (IR)                        | Institutional Research was included Program Consultation email (sent July 3, 2024).<br>Janet Latter provided feedback regarding the program FTE's: Because the credit split for the program is 27 (Certificate exit) and 33 (total 60 credits for the Diploma), students that leave the program after the Certificate will be realized at 0.9 FTE, where students in the Diploma-"year" will be realized at 1.1FTE. Students who complete the Diploma will ultimately be recognized as 1.0 FTE. |
| Learning Centre                                    | Learning Centre was included Program Consultation email (sent July 3, 2024).<br>There was no substantive feedback, and Sara Yuen indicated continued support for Paralegal students from the Learning Centre  |
| Library  | Library was included Program Consultation email (sent July 3, 2024).<br>The program are Librarian (Kristina Oldenburg) provided substantial comments and suggestions, particularly to the PCG and Research-oriented courses, most of which  |

| Consultated Area                                       | Consultation Comments   |
|--|---|
|  | <p>were incorporated. Kristina additionally provided information about what legal research sources are available / not available at VCC and where students can access sources not available at VCC.</p>   |
| Marketing & Communications                             | <p>Marketing and Communications was included Program Consultation email (sent July 3, 2024). There was no substantive feedback, and Michael Ko (Associate Director Marketing &amp; User Experiences) provided positive feedback regarding the title of the program and SEO ranking potential.</p>   |
| Safety & Security                                      | <p>Safety and Security were included Program Consultation email (sent July 3, 2024). There was no substantive feedback.</p>   |
| Student Services                                       | <p>The Student Success team (Arbiter of Student Issues, Student Conduct and Judicial Affairs, Student Accessibility, and Student Recruitment and Learning Engagement) were included Program Consultation email (sent July 3, 2024). There was no substantive feedback from Student Accessibility or Recruitment and Learning Engagement. Dave Stevenson (Student Conduct and Judicial Affairs) provided feedback by phone on July 4th, indicating that given the particular student body for the Paralegal program, it is very important that expectations are clear, and laid out in advance. Dave suggested a clear Student Manual, which will be implemented. Tanny Marks, Arbiter of Student Issues, provided substantive feedback in the Consultation Document, which has been addressed and largely incorporated.</p> |
| Other Department(s)                                    | <p>The program sought advice from Todd Rowlett (Curriculum Committee) and Natasha Mandryck (Education Council) regarding credit weighting for the practica, alongside the CS RO and RO, in June 2023 and again in June 2024. Feedback has been incorporated.</p>  |
| Affiliation, Articulation, and/or Accreditation Bodies | <p>The BC Paralegal Association has been involved as a reviewer for the program, and a representative from BCPA was a member of the Program Renewal Steering Committee.</p>   |

| Consultated Area | Consultation Comments  |
|------------------|--|
|                  | <p>In May 2024, the Legal Professions Act was passed, which will ultimately incorporate regulated paralegals. Although there have been legal delays, the BC government is now proceeding with the transitional provisions of the new Act to begin the implementation process of one single legal regulator which will regulate lawyers, notaries, and regulated paralegals. Not everyone paralegal will require regulation but those that want to become regulated will need to meet a substantive ("paralegal program") competency. VCC is currently one of the three Paralegal Programs in BC recognized by the BCPA, which is important to maintain as we launch a new program that fits in with the new Act.</p> <p>Feedback from the BCPA was sought and incorporated via the Program Consultation email (sent July 3, 2024).</p> |

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

Expand your skills in legal terminology, research, and procedures for work in specialized areas like litigation, corporate law, and real estate.



# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:30 pm

Viewing: **LEGL 1601 : Legal Process in Canada**

Last edit: 08/06/24 12:51 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Legal Process in Canada

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 12:20 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 12:53 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:11 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:34 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Legal Process in Canada

Name:

Subject Code: LEGL - Paralegal

Course Number: 1601

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Throughout this course, students will examine the origins of Canadian law, tracing its development from historical roots to contemporary legal principles. Students will gain insight into the basic framework of Canadian law, understanding its structure and fundamental concepts. This includes basic procedures of litigation, concepts of administrative law and alternative dispute resolution. In addition, students explore the principles of Canadian law, including constitutional law, statutes, common law, civil law and equity, and learn to apply them in various legal contexts. Finally, students will examine the roles of key participants in the court system, from judges to lawyers, and understand their functions within the legal process.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Identify the origins of Canadian law.                                       |
| CLO #2 | Describe the basic framework of Canadian law.                               |

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

|        |   |
|--------|---|
| CLO #3 | Identify and apply the principles of Canadian law, including constitutional law, statutes, common law and equity. |
| CLO #4 | Explain the roles of members of judiciary and other participants in the court system.                             |
| CLO #5 | Describe basic procedures of litigation, concepts of administrative law and alternative dispute resolution.       |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies include lecture, group discussion / forums, assigned readings, practical activities, and case studies.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 10         | Forum / group discussion assignment(s)      |
| Assignments   | 20         | Written topic-based assignments             |
| Midterm Exam  | 25         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Origin of Canadian law

Basic structure of Canadian law

Principles of Canadian law, including constitutional law, statutes, common law and equity

Indigenous issues related to the Canadian Constitution

Roles of members of judiciary and other participants in the court system

Basic procedures of litigation

Indigenous law and dispute resolution

Concepts of administrative law and alternative dispute resolution

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: 08/02/24 5:31 pm

Viewing: **LEGL 1602 : Torts Law 1**

Last edit: 08/08/24 2:58 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:  
Torts Law 1

Effective Date: September 2025

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 2:42 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 12:54 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:11 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:34 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

|                     |                         |
|---------------------|-------------------------|
| Banner Course Name: | Torts Law 1             |
| Subject Code:       | LEGL - Paralegal        |
| Course Number       | 1602                    |
| Year of Study       | 1st Year Post-secondary |
| Credits:            | 2.0                     |

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces students to tort law principles and their application in the Canadian legal context. Students will engage in an in-depth exploration of the elements that constitute a tort, with a particular emphasis on the test of negligence.

Students will develop a solid foundation of tort law, enabling them to critically analyze legal scenarios, identify key elements, and apply their knowledge to real-world situations. This course sets the stage for further exploration of tort law.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                      |
|--------|--|
| CLO #1 | Define and identify the elements that make up a tort, including the four elements of negligence. |
| CLO #2 | Describe how wrongful or negligent acts are treated in Canadian civil law.                       |

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

|        |   |
|--------|---|
| CLO #3 | Distinguish between an intentional tort and a tort in negligence. |
|--------|---|

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

|        |  |
|--------|--|
| CLO #4 | Apply the different categories of tort law to legal hypotheticals.                         |
| CLO #5 | Analyze common law principles and statutes as they may apply to the elements of each tort. |
| CLO #6 | Identify the appropriate defences for each tort.   |

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, presentations, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 20         | Written assignments based on legal hypotheticals |
| Quizzes/Tests | 20         |  |
| Midterm Exam  | 25         |  |
| Final Exam    | 25         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30



### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Introduction to Tort Law

Elements of Negligence

Intentional Torts vs. Negligence

Categories of Torts

Analysis of Common Law Principles and Statutes

Defences for Torts

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:31 pm

Viewing: **LEGL 1603 : Legal Communication and Ethics**

Last edit: 08/07/24 11:14 am

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Legal Communications and Ethics

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 2:52 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 12:56 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:14 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:34 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Legal Communication and Ethics

Subject Code: LEGL - Paralegal

Course Number: 1603

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course provides students with the skills needed for effective communication in legal contexts. Students will learn how to compose legally sound correspondence with attention to detail, clarity and legal format. Ethical considerations are emphasized, ensuring students understand the responsibilities tied to legal communication, including confidentiality, accuracy, and professionalism. Students will learn to adapt communication styles for diverse audiences including clients, judges, lawyers, and colleagues.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                      |
|--------|--|
| CLO #1 | Compose legal correspondence with attention to detail, clarity, and legal format.                |
| CLO #2 | Recognize communication components essential for interactions within legal settings.             |
| CLO #3 | Demonstrate the ethical considerations and responsibilities associated with legal communication, |

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

|        |  |
|--------|--|
|        | including confidentiality, accuracy, and professionalism.  |
| CLO #4 | Interpret and apply communication styles for diverse audiences, such as clients, judges, lawyers, and colleagues, adapting tone and content appropriately. |
| CLO #5 | Demonstrate the ability to give, receive, and respond to constructive feedback in a professional manner.   |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, presentations, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 10         | Forum / group discussion assignment(s)      |
| Assignments   | 45         | Weekly summary assignments                  |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Legal ethics and codes of conduct

Oral and written communication skills

Respectful and professional communication

Legal communications compositions

Giving and receiving constructive 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

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:31 pm

Viewing: **LEGL 1604 : Legal Research and Writing**

Last edit: 08/06/24 12:59 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Legal Research and Writing

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 2:54 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 12:59 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:14 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:34 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course      Legal Research and Writing

Name:

Subject Code:      LEGL - Paralegal

Course Number      1604

Year of Study      1st Year Post-secondary

Credits:              2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course introduces students to the fundamental principles and practices of legal research and analysis. Students will gain the skills to identify and locate current statutes and regulations, breaking down and summarizing case law utilizing both traditional print and online research sources. Students will become proficient in preparing a Memorandum of Law, a vital skill for legal professionals.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>    |
|--------|--|
| CLO #1 | Locate and interpret statutes and regulations at particular points in time.    |
| CLO #2 | Analyze and summarize case law.  |
| CLO #3 | Examine and apply print and online legal information sources to fact patterns. |
| CLO #4 | Locate and identify history and treatment of court decisions.                  |

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

CLO #5 Prepare a Memorandum of Law.

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended/hybrid format. Instructional strategies include lecture presentations, readings, online or in-class interactive activities, group discussion and forums, and online research.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 10         | Forum / group discussion assignment(s)      |
| Assignments   | 25         | Legal memo drafting assignment(s)           |
| Quizzes/Tests | 20         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:



Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Statutes and regulations

Case law analysis

Print and computerized legal research sources

Memorandum of Law

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

Paralegal Program

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:32 pm

Viewing: **LEGL 1605 : Contract Law**

Last edit: 08/06/24 12:59 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:  
Contract Law

Effective Date: September 2025

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 2:57 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:00 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:15 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:34 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

|                     |                         |
|---------------------|-------------------------|
| Banner Course Name: | Contract Law            |
| Subject Code:       | LEGL - Paralegal        |
| Course Number       | 1605                    |
| Year of Study       | 1st Year Post-secondary |
| Credits:            | 2.0                     |

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course provides students with a comprehensive understanding of contract law essentials. Students will understand the key elements of forming a contract, including consensus, consideration, capacity, legality, and intention. Students will be able to analyze situations that could impact a contract's validity or enforceability, such as mistake, misrepresentation, duress, and undue influence. Students will explore contractual relationships, including the concepts of privity and assignment. They will learn about various circumstances that can terminate contracts, such as performance, breach, discharge, and frustration. Students will gain insight into the remedies available to parties when a contract is breached.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe the substantive rules of contract law in the context of contractual relationships and the challenges that may arise. |

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

|        |  |
|--------|--|
| CLO #2 | Assess and apply the elements of contract formation. |
|--------|--|

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

|        |   |
|--------|---|
| CLO #3 | Assess and apply factors which affect the validity and/or enforceability of contracts.                      |
| CLO #4 | Identify the circumstances that can lead to the end of a contractual relationship.                          |
| CLO #5 | Describe basic procedures of litigation, concepts of administrative law and alternative dispute resolution. |
| CLO #6 | Describe the remedies that parties may have in relation to a contract that has been breached.               |

## Instructional

## Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 15         | Forum / group discussion assignment(s)      |
| Assignments   | 25         | Topic-based assignments                     |
| Quizzes/Tests | 20         |   |
| Final Exam    | 30         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Substantive rules of contract law

Elements of contract formation

Validity or enforceability factors

Limits of contractual relationships

Contract termination events or actions

Remedies for breach of contract

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:33 pm

Viewing: **LEGL 1606 : Agency & Business**

## Organization

Last edit: 08/08/24 3:05 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Agency and Business Organization

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:02 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:20 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:17 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Agency &amp; Business Organization

Name:

Subject Code: LEGL - Paralegal

Course Number 1606

Year of Study 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides an introduction to the legal principles surrounding agency relationships and business organizations. Students will explore the nature and implications of agency relationships in both personal and business contexts, and the rights and obligations of agents/employees when interacting with clients. By examining the comparative legal status, operating principles, and advantages/disadvantages of each business organization, students will develop the skills to analyze fact patterns and recommend the most advantageous organizational format for different scenarios.

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

No

Details of PLAR:

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | State the legal principles involved in principal-agency relationship.  |
| CLO #2 | Recognize the nature and implications of the agency relationships which exist in business and personal situations. |



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

|        |   |
|--------|---|
| CLO #3 | List the rights and obligations as agent or employee in relationship with clients.  |
| CLO #4 | Identify three primary forms of business organizations.   |
| CLO #5 | Describe the comparative legal status of the three primary forms of business organizations.   |
| CLO #6 | List the advantages and disadvantages for each business organization and apply analysis to a fact pattern.  |
| CLO #7 | Analyze fact scenarios for organizational options, addressing comparative legal status, operating principles, legal obligations, rights and privileges, and distinguishing factors. |
| CLO #8 | Recognize and recommend the most advantageous organizational format based on the facts presented.   |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities, and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C+

Passing grade:

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 30         | Weekly summary assignments                    |
| Assignments   | 30         | Written and practical topic-based assignments |
| Final Exam    | 30         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Principal-agency relationship  
 Authority, rights and obligations of agents and principals  
 Business organizations (sole proprietorship, partnerships and incorporation)  
 Comparative legal status of the three primary forms of business organizations  
 Advantages and disadvantages for each business organization  
 Fact scenarios for organizational options

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

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:33 pm

Viewing: **LEGL 1611 : Civil Litigation 1**

Last edit: 08/08/24 3:07 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Civil Litigation 1

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:06 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:21 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:19 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Civil Litigation 1

Subject Code: LEGL - Paralegal

Course Number: 1611

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course offers a comprehensive overview of the court system in BC, including various levels and functions. Students will explore the role and responsibilities of paralegals within law firms and learn to effectively navigate the Supreme Court Civil Rules and legislation governing civil litigation in BC. From file initiation to conclusion, students will develop the skills necessary to conduct a litigation file proficiently. By the end of the course, students will have a solid understanding of the overall court process in the Supreme Court of British Columbia and be equipped with the practical skills needed for a successful litigation practice as a paralegal in BC.

#### Course Pre-Requisites (if applicable):

LEGL 1601.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe the levels and functions of the BC Civil Court System.              |
| CLO #2 | Describe the overall court process in the Supreme Court of British Columbia. |

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

|        |   |
|--------|---|
| CLO #3 | Define the role of the paralegal within a law firm.   |
| CLO #4 | Analyze and apply the Supreme Court Civil Rules and legislation for effective civil litigation practice in BC at a paralegal level. |
| CLO #5 | Analyze the steps of a basic file through the litigation process.   |
| CLO #6 | Apply the Supreme Court Civil Rules to hypothetical legal case studies.   |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 30         | Written topic-based assignments             |
| Quizzes/Tests | 30         |   |
| Final Exam    | 30         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Levels and functions of the BC Civil Court System

Overall court process in the Supreme Court of British Columbia

Role of the paralegal within a law firm

Supreme Court Civil Rules and legislation for effective civil litigation practice in BC at a paralegal level

Basic file progression in the litigation process

Supreme Court Civil Rules and hypothetical legal case studies

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:34 pm

Viewing: **LEGL 1612 : Civil Litigation 2**

Last edit: 08/08/24 3:08 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Civil Litigation 2

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:08 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:24 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 12:00 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Civil Litigation 2

Subject Code: LEGL - Paralegal

Course Number: 1612

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides a comprehensive overview of legal procedures within the Supreme Court of British Columbia, focusing on the trial process through to enforcement of judgements. Students will learn principles relating to interlocutory injunctions as well as drafting affidavits according to the Supreme Court Civil Rules and relevant statutory authority at a Paralegal level. Additionally, students will examine procedures surrounding claims involving persons under disability as well as principles of discovery and document disclosure. Through this advanced course, students will gain a further understanding of the legal framework governing litigation in British Columbia.

**Course Pre-Requisites (if applicable):**

LEGL 1611.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe the overall process of a trial in the Supreme Court of British Columbia including final determination and enforcement of judgement. |



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

|        |  |
|--------|--|
| CLO #2 | Discuss and apply principles surrounding interlocutory injunctions.  |
| CLO #3 | Apply the Supreme Court Civil Rules to the composition of affidavits.  |
| CLO #4 | Identify and apply the Supreme Court Civil Rules as well as relevant statutory authorities to hypothetical legal case studies. |
| CLO #5 | Discuss and apply the appropriate Rules and procedures relating to claims involving persons under disability.                  |
| CLO #6 | Discuss and analyze various forms of document disclosure and applicable procedures.  |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C+

Passing grade:

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 30         | Written topic-based assignments             |
| Quizzes/Tests | 30         |   |
| Final Exam    | 30         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Overall process of a trial in the Supreme Court of British Columbia

Enforcement of judgements

Principles surrounding interlocutory injunctions

Composition of Affidavits and applicable Supreme Court Civil Rules and legislation

Supreme Court Civil Rules and relevant statutory authorities relating to hypothetical legal case studies

Rules and procedures relating to claims involving persons under disability

Applicable procedures relating to document disclosure

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: 08/02/24 5:34 pm

Viewing: **LEGL 1621 : Residential Property Law**

Last edit: 09/03/24 3:17 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Residential Property Law

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:10 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:25 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:22 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 09/03/24 3:19 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Residential Property Law

Name:

Subject Code: LEGL - Paralegal

Course Number 1621

Year of Study 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course introduces residential property law. Students will learn fundamental property law concepts, recognize different types of property ownership, and identify charges and interests associated with land. Students will explore the relationship between servient and dominant tenements and examine the structure of strata properties, valid contracts, and consequences of a collapsing deal.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Describe basic residential property law concepts.                           |
| CLO #2 | Explain the nature of property ownership.                                   |
| CLO #3 | Identify charges and interests on land.                                     |
| CLO #4 | Explain the relationship between servient and dominant tenement.            |

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

|        |   |
|--------|---|
| CLO #5 | Examine strata properties and how they are structured.                              |
| CLO #6 | Interpret the terms of a valid contract and the ramifications of a collapsing deal. |

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 10         | Forum / group discussion assignment(s)      |
| Assignments   | 25         | Written topic-based assignments             |
| Quizzes/Tests | 20         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Basic residential property law concepts  
 Property ownership  
 Indigenous land claims and understandings of property  
 Charges and interests on land  
 Servient and dominant tenement  
 Strata properties  
 Contract and collapsing deals

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: 08/02/24 5:34 pm

Viewing: **LEGL 1622 : Personal Property Security**

Last edit: 08/08/24 3:14 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Personal Property Security

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:13 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:30 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:23 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course      Personal Property Security

Name:

Subject Code:      LEGL - Paralegal

Course Number      1622

Year of Study      1st Year Post-secondary

Credits:              2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

In this course, students examine the history and principles of security concepts and the key legislation Personal Property Security Act (PPSA). Students learn to distinguish between secured and unsecured parties, title, ownership, and security agreements as well as the intricacies of enforceable security interests. Additionally, students analyze the significance of financing statements and registration in the Personal Property Registry, considering jurisdictional impacts and creditors priority issues.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                     |
|--------|---|
| CLO #1 | Discuss history of security concepts and applicable legislation.  |
| CLO #2 | Identify secured and unsecured parties, deemed security interest, title and ownership, and security agreements. |



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

|        |   |
|--------|---|
| CLO #3 | Describe enforceable security interests, letters of credit, and related concepts. |
| CLO #4 | Discuss the rationale behind financing statements.                                |
| CLO #5 | Examine procedures surrounding registration in the Personal Property Registry.    |
| CLO #6 | Identify jurisdictional considerations and priority issues of creditors.          |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 10         | Forum / group discussion assignment(s)        |
| Assignments   | 15         | Weekly summary assignments                    |
| Assignments   | 30         | Written and practical topic-based assignments |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

History of security concepts and applicable legislation  
 Concepts and terminology related to personal property securities  
 Secured and unsecured parties and deemed security interest  
 Enforceable security interests, letters of credit, and related concepts  
 Financing statements  
 Registration in the Personal Property Registry, amendments and misleading information  
 Jurisdiction considerations and priority issues of creditors  
 Joint and several liability and available remedies

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: 08/02/24 5:35 pm

Viewing: **LEGL 1631 : Corporate Law 1**

Last edit: 08/08/24 3:15 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Corporate Law 1

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:15 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:30 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:25 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

|                     |                         |
|---------------------|-------------------------|
| Banner Course Name: | Corporate Law 1         |
| Subject Code:       | LEGL - Paralegal        |
| Course Number       | 1631                    |
| Year of Study       | 1st Year Post-secondary |
| Credits:            | 2.0                     |

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces corporate law and business structures in British Columbia, focusing on the interpretation and application of the British Columbia Business Corporations Act and related legislation. Through a combination of theoretical study and practical application, students will develop the skills necessary to navigate legal frameworks, understand business structures, and effectively manage corporate compliance. The course serves as a foundational knowledge base for future business law courses and provides essential skills for legal compliance in business operations.

#### Course Pre-Requisites (if applicable):

OACP 1115 (strongly recommended for students without corporate law experience).

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Interpret the British Columbia Business Corporations Act and successive legislation along with corresponding regulations. |
| CLO #2 | Apply relative legislation to legal hypotheticals and scenarios.  |

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

|        |  |
|--------|--|
| CLO #3 | Define and describe sole proprietorship and corporation business structures. |
|--------|--|

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

|        |   |
|--------|---|
| CLO #4 | Identify circumstances under which sole proprietorship or corporation are more appropriate. |
| CLO #5 | Prepare forms and procedures for business incorporation in British Columbia.                |
| CLO #6 | Create the documents for corporation records organization as required by law.               |

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 10         | Forum / group discussion assignment(s)           |
| Assignments   | 30         | Written and/or practical topic-based assignments |
| Quizzes/Tests | 15         |  |
| Final Exam    | 35         |  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      30

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Relevant sections for the British Columbia Business Corporations Act

Creating a corporation

Sole proprietorship and corporation business structures

Forms and procedures for business incorporation in British Columbia

Documents required for corporate records

Transparency filings

Corporate maintenance requirements

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: 08/02/24 5:35 pm

Viewing: **LEGL 1632 : Corporate Law 2**

Last edit: 09/03/24 3:18 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Corporate Law 2

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:22 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:35 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:26 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |



Banner Course Name: Corporate Law 2

Subject Code: LEGL - Paralegal

Course Number: 1632

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

In this course, students will learn to analyze share structures and describe the special rights and restrictions tied to different classes of shares. Students will identify the procedures of creating diverse share structures and prepare documents for altering a company's share configuration. Students will gain knowledge and practical skills in changing a company's name, managing transfers and transmissions of shares, handling share dividends, repurchases, and redemptions, and navigating extra-provincial registration procedures.

#### Course Pre-Requisites (if applicable):

LEGL 1631.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                 |
|--------|---|
| CLO #1 | Explain share structures and special rights and restrictions attached to classes of shares. |
| CLO #2 | Describe how to create various share structures.  |
| CLO #3 | Prepare documents and filings for altering a company's share structure.                     |

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

|        |  |
|--------|--|
| CLO #4 | Prepare documents and filings for changing the name of a company.                        |
| CLO #5 | List procedures and prepare documents for transfers and transmissions of shares.         |
| CLO #6 | List procedures and prepare documents for share dividends, repurchases, and redemptions. |
| CLO #7 | List procedures for extra-provincial registration.                                       |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 10         | Forum / group discussion assignment(s)           |
| Assignments   | 30         | Written and/or practical topic-based assignments |
| Quizzes/Tests | 15         |  |
| Final Exam    | 35         |  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Share structures, special rights, and restrictions attached to classes of shares

Documents and filings required for altering a company's share structure

Documents and filings for changing the name of a company

Transfers and transmissions of shares

Share dividends, repurchases, and redemptions

Extra-provincial registration

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:35 pm

Viewing: **LEGL 1641 : Family Law Procedures 1**

Last edit: 08/07/24 11:31 am

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Family Law Procedures 1

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:25 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:35 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:31 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Family Law Procedures 1

Name:

Subject Code: LEGL - Paralegal

Course Number 1641

Year of Study 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

In this course, students will learn to locate, interpret, and apply the rules and laws that govern family matters. Students will explore topics such as guardianship, parenting arrangements, child support, and issues that arise when relationships end. Students will learn to identify evidence and key factors in determining how family assets are divided. Through practical exercises, students will analyze scenarios to identify relevant family issues.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                          |
|--------|--|
| CLO #1 | Identify, locate and navigate the Supreme Court Family Rules and related legislation and guidelines. |
| CLO #2 | Identify evidence and issues relevant to guardianship, parenting arrangements, and child support.    |
| CLO #3 | Identify evidence and issues relevant to the spouse in the breakdown of a relationship.              |

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

|        |   |
|--------|---|
| CLO #4 | Identify family assets and the factors involved in determining if the division of such assets will be equal or unequal. |
| CLO #5 | Analyze a basic family law fact pattern and identify relevant issues.   |

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 25         | Written and practical topic-based assignments |
| Quizzes/Tests | 30         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Supreme Court Family Rules and related legislation and guidelines

Guardianship, parenting arrangements, and child support

Rights of a spouse in the breakdown of a relationship

Family assets including division of such assets

Family law fact pattern

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:36 pm

Viewing: **LEGL 1642 : Estate Planning**

Last edit: 08/02/24 5:36 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Estate Planning

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:31 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:37 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:38 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |



Banner Course Name: Estate Planning

Subject Code: LEGL - Paralegal

Course Number: 1642

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides a comprehensive introduction to estate planning for paralegals. Students will become familiar with wills, intestacy provisions, requirements for a valid will, execution procedures, variation of wills, Representation Agreements and Powers of Attorney. Through theoretical and practical learning activities, students will apply their skills to draft wills, navigate estate administration, and provide legal assistance to clients in estate matters.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>     |
|--------|---|
| CLO #1 | Identify the procedures for wills and intestate succession in British Columbia. |
| CLO #2 | Describe the role of the paralegal in the wills and estate planning practice.   |
| CLO #3 | Describe types of assets passing both through and outside an estate.            |

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

|        |  |
|--------|--|
| CLO #4 | Identify special types of wills including mutual, conditional, holograph, lapse and ademption. |
| CLO #5 | Develop a will including clauses, validity, and execution requirements.                        |
| CLO #6 | Describe standard office procedures relating to drafting of a will.                            |
| CLO #7 | Describe rules when there is no valid will.  |
| CLO #8 | Discuss revocation and alteration of wills and curing deficiencies in a will.                  |
| CLO #9 | Plan for incapacity including representation agreements and powers of attorney.                |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 10         | Forum / group discussion assignment(s)        |
| Assignments   | 30         | Written and practical topic-based assignments |
| Quizzes/Tests | 20         |   |
| Final Exam    | 30         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Relevant legislation including the Wills, Estate and Succession Act and the Wills Variation Act

Procedures for wills and intestate succession in British Columbia

Role of the paralegal in wills and estate planning practice

Types of assets passing both through and outside the estate

Special types of wills including mutual, conditional, holograph, lapse and ademption

Wills including clauses, validity, and execution requirements

Standard office procedures relating to drafting of a will

Rules when there is no valid will

Revocation and alteration of wills and curing deficiencies in a Will

Incapacity including Representation Agreements and Powers of Attorney

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

## **Rationale and Consultations**

---

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:36 pm

Viewing: **LEGL 1651 : Rules of Evidence**

Last edit: 08/08/24 3:21 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Rules of Evidence

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:35 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:38 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:39 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Rules of Evidence

Subject Code: LEGL - Paralegal

Course Number: 1651

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course covers the fundamental concepts related to evidence, including types and sources of evidence, and application to different legal situations. Students will examine the requirements for evidence to be used in court and how to challenge evidence. Students will differentiate between the burden of proof in civil and criminal cases and explore how evidence is discovered at different stages of legal proceedings.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>        |
|--------|--|
| CLO #1 | Describe types of evidence and circumstances where evidence is applied.            |
| CLO #2 | Identify various sources governing rules of evidence.                              |
| CLO #3 | Describe the categories of witnesses and the requirements for each.                |
| CLO #4 | Describe the requirements for introducing and challenging evidence from witnesses. |

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

|        |  |
|--------|--|
| CLO #5 | Distinguish between types of hearsay and explain when hearsay is admissible.                           |
| CLO #6 | Differentiate the burden of proof between civil and criminal proceedings.                              |
| CLO #7 | Analyze the value of different types of evidence and the requirements for each.                        |
| CLO #8 | Explain the various ways in which evidence can be discovered such as examinations and interrogatories. |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C+

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 10         | Forum / group discussion assignment(s)      |
| Assignments   | 20         | Weekly summary assignments                  |
| Quizzes/Tests | 25         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Types of evidence

Sources governing rules of evidence

Witnesses

Hearsay

Burden of proof

Opinion evidence

Discovery 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?

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:36 pm

Viewing: **LEGL 1652 : Intellectual Property Law**

Last edit: 08/07/24 11:40 am

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Intellectual Property Law

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:38 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:38 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:40 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |



Banner Course Name: Intellectual Property Law

Subject Code: LEGL - Paralegal

Course Number: 1652

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course introduces the nature and legal foundations of Intellectual Property (IP). Students will understand the three primary categories of IP and the requirements for protecting each of them. Through practical exercises, students will access federal resources to research IP rights and prepare basic application forms for IP protection under Canadian trademark, patent, and copyright laws. Additionally, students will discover the essential requirements for maintaining and safeguarding intellectual property rights.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                           |
|--------|---|
| CLO #1 | Describe the nature and legal sources of intellectual property.                                       |
| CLO #2 | Identify the three primary forms of intellectual property.  |
| CLO #3 | Identify and operate federal resources for researching and applying for intellectual property rights. |

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

|        |  |
|--------|--|
| CLO #4 | Prepare basic application forms for intellectual property protection under Canadian trademark, patent and copyright law. |
| CLO #5 | Outline requirements for maintaining intellectual property rights.   |

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 25         | Weekly summary assignments                       |
| Assignments   | 30         | Written and/or practical topic-based assignments |
| Final Exam    | 35         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Nature and legal sources of intellectual property

Primary forms of intellectual property: trademark, patent, and copyright

Indigenous rights to intellectual property (data sovereignty)

Federal sources for researching and applying for intellectual property rights

Basic application forms for intellectual property protection under Canadian trademark, patent and copyright law

Requirements for maintaining intellectual property rights

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: 08/02/24 5:37 pm

Viewing: **LEGL 1653 : Foreclosure and Bankruptcy**

Last edit: 08/02/24 5:37 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Foreclosure and Bankruptcy

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:41 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:39 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:41 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Foreclosure and Bankruptcy

Name:

Subject Code: LEGL - Paralegal

Course Number: 1653

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Through this course, students will develop essential skills to navigate the bankruptcy process from assignment to discharge. Students will learn and apply key legal terms related to insolvency, bankruptcy, and foreclosure. Students will discover potential alternatives to bankruptcy when faced with insolvency scenarios, and learn about the foreclosure process, necessary court orders, and steps for property foreclosure including potential outcomes of such proceedings.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                |
|--------|--|
| CLO #1 | Identify and interpret relevant provincial and federal statutes and regulations.           |
| CLO #2 | Describe and employ relevant legal terms including insolvency, bankruptcy and foreclosure. |
| CLO #3 | Describe the alternatives to bankruptcy in circumstances of insolvency.                    |

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

|        |  |
|--------|--|
| CLO #4 | Identify and complete relevant forms to comply with provincial and federal procedure, court procedure and the Supreme Court Civil Rules. |
| CLO #5 | Recognize the steps in the bankruptcy process through to discharge.  |
| CLO #6 | Recognize the steps in the foreclosure process.  |
| CLO #7 | Identify the court orders and the requirements for foreclosing on a property.  |
| CLO #8 | Differentiate the potential outcomes of a foreclosure proceeding.  |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 25         | Weekly summary assignments                       |
| Assignments   | 30         | Written and/or practical topic-based assignments |
| Final Exam    | 35         |  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Sources of bankruptcy law

Overview of bankruptcy process through to discharge and terminology

Alternatives to bankruptcy

Overview of the foreclosure process

Requirements for foreclosing on a property

Potential outcomes of a foreclosure proceeding

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: 08/02/24 5:37 pm

Viewing: **LEGL 1654 : Criminal Law and Procedure**

Last edit: 08/02/24 5:37 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Criminal Law and Procedure

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:47 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 1:40 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:42 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |



Banner Course Name: Criminal Law and Procedure

Subject Code: LEGL - Paralegal

Course Number: 1654

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course will canvass the criminal law and procedures from beginning to end. Beginning with foundational principles, the course will follow the progression of a criminal prosecution, highlighting the role of the paralegal in a criminal practice.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe foundational principles of criminal law as distinct from civil law, the criminal justice system structure, participant roles, types of offences, and modes of trial. |
| CLO #2 | Explain police investigative roles, limits on search and arrest powers, Charter protections, and Crown Counsel's charge assessment process.                                   |
| CLO #3 | Describe methods for compelling the attendance of an accused and the principles and workings of   |

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

|        |  |
|--------|--|
|        | judicial interim release (bail).   |
| CLO #4 | Describe a paralegal's role in criminal practice, identifying key functions and underlying legal principles.                           |
| CLO #5 | Explain criminal trial procedures, substantive law, burdens of proof, evidence rules, and Charter application using specific examples. |
| CLO #6 | Identify sentencing principles with case-specific examples, including the appeals procedure and potential remedies.                    |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C+

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 20         | Written and/or practical topic-based assignments |
| Quizzes/Tests | 40         |  |
| Final Exam    | 30         |  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Substantive & procedural criminal law and structure of criminal justice system

Police investigative role and powers of arrest

Compelling the appearance of the Accused and principles and process regarding police release

Role of the paralegal in a criminal practice

Trial – principles, procedure and rules of evidence

Sentencing & Appeals, including Gladue Reports and restorative justice processes

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: 08/02/24 5:40 pm

Viewing: **LEGL 1700 : Paralegal Practicum 1**

Last edit: 08/08/24 3:27 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Paralegal Practicum 1

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:20 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:50 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:46 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Paralegal Practicum 1

Name:

Subject Code: LEGL - Paralegal

Course Number 1700

Year of Study 1st Year Post-secondary

Credits: 3.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

In this course, students participate in a field experience equivalent to 3-months full-time work in a paralegal setting. The field experience includes work assignments (tasks) appropriate for an entry-level paralegal designed to encourage personal accountability, problem solving, and the application of high ethical standards under the supervision of a lawyer or senior paralegal.

Students participate in monthly instructional seminars, and online learning activities involving resume and cover-letter prep, goal setting, written descriptive reflection on work activities, code of conduct, problem solving situations, code of ethics, and building a professional portfolio.

**Course Pre-Requisites (if applicable):**

LEGL 1601, LEGL 1602, LEGL 1603, LEGL 1604, LEGL 1605, LEGL 1606.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Comprehend principles and concepts of entry-level paralegal tasks performed. |

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

|        |   |
|--------|---|
| CLO #2 | Adhere to principles of legal ethics in a work environment. |
|--------|---|

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

|        |   |
|--------|---|
| CLO #3 | Demonstrate proficient use of basic legal terminology.  |
| CLO #4 | Reference and apply case law and legislative materials.   |
| CLO #5 | Apply appropriate legal procedures in a variety of legal settings.  |
| CLO #6 | Draft court and commercial documentation and complete basic law procedures for litigation, corporate/business, real estate, or family and estate. |
| CLO #7 | Perform entry-level paralegal work in a law office or other legal setting.  |
| CLO #8 | Practice analytical, organizational, critical thinking, and team work skills in a legal setting.  |
| CLO #9 | Set professional goals related to their paralegal role.   |

### Instructional

#### Strategies:

The course consists of field experience, supervision, observation and assessment in the workplace, as well as instructor-led monthly seminars, portfolio assignments, reflective journaling and goal setting, self-assessment, and instructor feedback.

Assessments for this course consists of the following:

- Two portfolio assignments, and
- Two practicum assessments completed by the preceptor / workplace assessor and validated by a VCC practicum instructor.

### Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

#### Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity  |
|-------------|------------|---|
| Assignments |            | Portfolio Assignment 1. S/U based on attainment of at least a 70% mark.   |
| Assignments |            | Portfolio Assignment 2. S/U based on attainment of at least a 70% mark.   |
| Practicum   |            | Midterm practicum assessment. S/U based on attainment of proficiency of at least 50% of competencies on standardized competency assessment. |

| Type      | Percentage   | Brief description of assessment activity   |
|-----------|--|--|
| Practicum |  | Final practicum assessment. S/U based on attainment of the following: <ul style="list-style-type: none"> <li>• proficiency of 100%, and</li> <li>• mastery of at least 70% of competencies on a standardized competency assessment.</li> </ul> |
|           | Students must achieve a satisfactory grade on all evaluations to be successful in the course |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:



Course Topics

**Course Topics:**

- Code of ethics
- Goal setting
- Resumes and cover letters
- Relating course learning to field experience
- Reflective practice

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Paralegal Program

Provide a rationale  
for this proposal:

Are there any

### **Additional Information**

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:38 pm

Viewing: **LEGL 2611 : Creditor Rights and Remedies**

Last edit: 08/08/24 3:29 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Creditor Rights and Remedies

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:44 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 2:30 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:47 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Creditor Rights and Remedies

Subject Code: LEGL - Paralegal

Course Number: 2611

Year of Study: 2nd Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides a comprehensive overview of the law relating to creditors' and debtors' legal remedies and related statutes. Through an examination of legal sources and applicable legislation, students will gain insight into the steps of legal actions in debt matters, from commencement of claim to judgement, including pre-judgement and post-judgement execution, bankruptcy, and builders' liens. Students will study the impact of insolvency/bankruptcy on creditors and practice application of remedies outlined in the Builders Lien Act.

**Course Pre-Requisites (if applicable):**

LEGL 1612.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Identify the legal sources of creditor rights and applicable legislation.   |
| CLO #2 | Distinguish among the different types of creditors and their rights.        |

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

|        |  |
|--------|--|
| CLO #3 | Determine the appropriate level of court for a particular claim.   |
| CLO #4 | Describe the steps of a legal action from commencement of claim up to judgement in relation to debt matters. |
| CLO #5 | Apply the remedies available to a creditor before and after judgement.                                       |
| CLO #6 | Identify the impact of a debtor's insolvency / bankruptcy on a creditor.                                     |
| CLO #7 | Explain the remedies and requirements under the Builders Lien Act.   |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities, review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 10         | Forum / group discussion assignment(s)      |
| Assignments   | 45         | Weekly summary assignments                  |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Legal sources of creditor rights and other applicable legislation  
 Types of creditors  
 Appropriate levels of court for a particular claim  
 Steps of a legal action for debt up to judgment  
 Pre-judgment remedies  
 Post-judgement remedies  
 Impact of insolvency / bankruptcy  
 The Builders Lien Act

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: 08/02/24 5:38 pm

Viewing: **LEGL 2612 : Personal Injury Practice**

Last edit: 08/08/24 3:31 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Personal Injury Practice and Procedures

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 3:57 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:38 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:48 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course      Personal Injury Practice

Name:

Subject Code:      LEGL - Paralegal

Course Number      2612

Year of Study      2nd Year Post-secondary

Credits:              2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course examines the important role and functions of paralegals in personal injury practice. Students will explore the substantive law relevant to personal injury lawsuits, learning to identify and analyze these laws effectively. Following the steps of a personal injury lawsuit from initiation to resolution, students learn current legislation and procedures. Students will gain the skills required to analyze and produce essential documents necessary for managing a personal injury case proficiently.

**Course Pre-Requisites (if applicable):**

LEGL 1602, LEGL 1611.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Discuss the functions of a paralegal within a personal injury practice.   |
| CLO #2 | Identify and analyze relevant substantive law relating to personal injury lawsuits.   |
| CLO #3 | Describe and effectively apply current legislation and procedures to a personal injury lawsuit from commencement to resolution. |

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

CLO #4 Analyze and produce key documents required in the management of a personal injury lawsuit.

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies include lectures, case studies, readings, forums or in-person group discussion.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 15         | Forum / group discussion assignment(s)        |
| Assignments   | 25         | Written and practical topic-based assignments |
| Quizzes/Tests | 25         |   |
| Final Exam    | 25         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:



Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Functions of a paralegal within a personal injury practice  
 Substantive law relating to personal injury lawsuits  
 Current legislation and procedures relating to a personal injury lawsuit from commencement to resolution  
 Key documents required in the management of a personal injury lawsuit

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

Paralegal Program

### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:38 pm

Viewing: **LEGL 2621 : Residentl Property**

## Conveyance

Last edit: 08/08/24 3:33 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Residential Property Conveyance

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:06 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:39 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:49 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course      Residentl Property Conveyance

Name:

Subject Code:      LEGL - Paralegal

Course Number      2621

Year of Study      2nd Year Post-secondary

Credits:              2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course provides an overview of residential property conveyancing. Students will learn how to access, prepare, and effectively submit residential real estate transaction documents representing the purchaser and the vendor. Students will identify the purpose of each step and the documents required for both parties, enabling them to navigate transactions confidently and professionally.

**Course Pre-Requisites (if applicable):**

LEGL 1621, OACP 1117 (recommended).

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Access, prepare, and appropriately submit residential real estate transaction documents on behalf of the purchaser. |
| CLO #2 | Identify the purpose of each step and document required when acting on behalf of the purchaser.                     |
| CLO #3 | Access, prepare, and appropriately submit residential real estate transaction documents on behalf of the vendor.    |

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

CLO #4 Identify the purpose of each step and document required when acting on behalf of the vendor.

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies include lectures and group discussion.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 10         | Forum / group discussion assignment(s)        |
| Assignments   | 25         | Written and practical topic-based assignments |
| Quizzes/Tests | 20         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Purchaser residential real estate transaction procedures

Purchaser documents, including mortgage documents

Vendor residential real estate transaction procedures

Vendor documents, including discharge documents

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

Paralegal Program

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:38 pm

Viewing: **LEGL 2622 : Commercial Property Law**

Last edit: 08/08/24 3:33 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Commercial Property Law

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:36 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:39 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:49 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Commercial Property Law

Name:

Subject Code: LEGL - Paralegal

Course Number 2622

Year of Study 2nd Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

In this course, students will gain essential skills and knowledge to navigate the complexities of commercial property transactions. Students will explore the intricacies of purchase and sale agreements and commercial leases, including distinguishing between an Offer to Lease and a Lease. Students will examine sales of businesses related to leased premises and compare various types of financing options available for commercial properties.

**Course Pre-Requisites (if applicable):**

LEGL 2621.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Analyze the standard agreement of purchase and sale for commercial property. |
| CLO #2 | Identify central provisions of commercial leases and applicable law.         |
| CLO #3 | Describe the principal differences between an Offer to Lease and a Lease.    |

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

|        |   |
|--------|---|
| CLO #4 | Analyze sales of businesses related to leased premises.               |
| CLO #5 | Describe various types of financing related to commercial properties. |
| CLO #6 | Describe all steps involved in commercial real estate sales.          |
| CLO #7 | Examine land development matters.                                     |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and / or forum contributions |
| Assignments   | 10         | Forum / group discussion assignment(s)        |
| Assignments   | 15         | Weekly summary assignments                    |
| Assignments   | 30         | Written and practical topic-based assignments |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      30



### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Standard agreement of purchase and sale for commercial property  
 Central provisions of commercial leases and applicable law  
 Principal differences between an Offer to Lease and a Lease  
 Sale of businesses related to leased premises  
 Various types of financing related to commercial properties  
 Steps involved in commercial real estate sales  
 Land development matters

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: 08/02/24 5:38 pm

Viewing: **LEGL 2631 : Corporate Law 3**

Last edit: 08/19/24 2:41 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Corporate Law 3

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:37 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:41 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:50 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

|                     |                         |
|---------------------|-------------------------|
| Banner Course Name: | Corporate Law 3         |
| Subject Code:       | LEGL - Paralegal        |
| Course Number       | 2631                    |
| Year of Study       | 2nd Year Post-secondary |
| Credits:            | 2.0                     |

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

In this advanced course, students explore corporate procedures under federal and provincial corporate legislation. Topics of study include continuations, amalgamations, dissolutions, restorations, and other intricate procedures. Through practical exercises and detailed documentation, students explore the complexities of corporate operations at an advanced level. This course builds upon the foundational knowledge from Corporate Law 1 and Corporate Law 2, providing a deepened understanding of corporate practices and legal compliance at the provincial and federal levels.

#### Course Pre-Requisites (if applicable):

LEGL 1632.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Interpret the British Columbia Business Corporations Act and successive legislation, and the corresponding regulations. |
| CLO #2 | Apply relative legislation to legal hypotheticals and scenarios.  |

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

|        |   |
|--------|---|
| CLO #3 | Discuss and prepare forms and procedures for continuations, dissolutions, amalgamations, restorations.  |
| CLO #4 | Identify circumstances under which a federal corporation is appropriate.  |
| CLO #5 | Prepare forms and procedures for business incorporation federally.  |
| CLO #6 | Describe and prepare the documents for various common corporate procedures such as holding meetings, ratifying agreements, financial assistance, and lost share certificates. |
| CLO #7 | Describe and prepare documents relating to simple bare trusts, promissory notes, and escrow agreements.   |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C+

Passing grade:

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 10         | Forum / group discussion assignment(s)           |
| Assignments   | 30         | Written and/or practical topic-based assignments |
| Quizzes/Tests | 15         |  |
| Final Exam    | 35         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Relevant sections of the British Columbia Business Corporations Act  
 Continuations, dissolutions, amalgamations, restorations  
 Federal corporations  
 Corporate procedures: holding meetings, ratifying agreements, financial assistance, and lost share certificates  
 Simple bare trusts, promissory notes, and escrow agreements

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

## Rationale and Consultations

---

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:38 pm

Viewing: **LEGL 2632 : Corporate Law 4**

Last edit: 09/03/24 3:19 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Corporate Law 4

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:48 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:42 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 11:51 am  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 09/03/24 3:20 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Corporate Law 4

Subject Code: LEGL - Paralegal

Course Number: 2632

Year of Study: 2nd Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course builds upon the foundational knowledge from Corporate Law 1, 2, and 3, and explores the intricacies of corporate transactions, focusing on key elements such as asset and share purchases, due diligence procedures, partnership, shareholder, and joint venture agreements, and corporate restructuring for tax optimization. Through theoretical instruction and practical exercises, students will learn to differentiate between asset and share purchases, identify and address due diligence concerns, understand various partnership and shareholder agreements structures, and explore corporate restructuring strategies for tax efficiency.

**Course Pre-Requisites (if applicable):**

LEGL 2631.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Compare between asset and share purchases and the implications of each.     |
| CLO #2 | Develop asset and share purchase agreements.                                |

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

|        |   |
|--------|---|
| CLO #3 | Describe due diligence issues and procedures.   |
| CLO #4 | Compare the structures of partnership agreements, shareholder agreements, and joint venture agreements. |
| CLO #5 | Examine corporate restructuring for tax purposes.   |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 10         | Forum / group discussion assignment(s)           |
| Assignments   | 30         | Written and/or practical topic-based assignments |
| Quizzes/Tests | 15         |  |
| Final Exam    | 35         |  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      30



### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Asset and share purchases

Asset and share purchase agreements

Due diligence issues and procedures

Structures of partnership agreements, shareholder agreements and joint venture agreements

Corporate restructuring for tax purposes

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: 08/02/24 5:39 pm

Viewing: **LEGL 2641 : Family Law Procedures 2**

Last edit: 08/08/24 3:39 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Family Law Procedures 2

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:30 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:43 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 12:00 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Family Law Procedures 2

Name:

Subject Code: LEGL - Paralegal

Course Number 2641

Year of Study 2nd Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course builds upon the knowledge and skills gained in Family Law Procedures 1. Students will develop a deeper understanding of the legal procedures found in family law cases. Students will learn how to navigate the Supreme Court Family Rules and other relevant legislation and guidelines. There will be emphasis on identifying the necessary party documents and understanding the various forms and procedures involved.

**Course Pre-Requisites (if applicable):**

LEGL 1641.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Define and distinguish legal procedures and concepts generally covered under family law.                                 |
| CLO #2 | Identify, locate, and navigate relevant sections of the Supreme Court Family Rules, relevant legislation and guidelines. |
| CLO #3 | Identify party documents required for production in a family law matter.   |

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

|        |   |
|--------|---|
| CLO #4 | Identify procedures and court forms required in family law matters. |
| CLO #5 | Prepare court forms required in a family law matter.                |

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 25         | Written and practical topic-based assignments |
| Quizzes/Tests | 30         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Legal procedures and concepts generally covered under family law

Supreme Court Family Rules, relevant legislation and guidelines

Party documents

Procedures and court forms

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

Paralegal Program

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:39 pm

Viewing: **LEGL 2642 : Estate Admin Procedures**

Last edit: 08/08/24 3:57 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Estate Administration Procedures

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:46 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:44 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 12:01 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Estate Admin Procedures

Name:

Subject Code: LEGL - Paralegal

Course Number 2642

Year of Study 2nd Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Building on the knowledge and skills learned in LEGL 1642 Estate Planning, this course provides a comprehensive overview of the essential legal frameworks governing the field of estate probate administration, including relevant legislation, common law, and the law of equity. Students will master the intricacies of applying for probate and estate administration, including navigating complex tax issues, identifying liabilities, and accurately valuing assets. Concepts explored will include managing spousal home matters, distribution of assets, passing of accounts, and winding up estates.

**Course Pre-Requisites (if applicable):**

LEGL 1642.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                  |
|--------|--|
| CLO #1 | Identify laws applicable to death and estate administration.                                 |
| CLO #2 | Investigate liabilities, tax issues, valuation of assets, testate or intestate applications. |
| CLO #3 | Select and compose applications for probate and applications for administration.             |

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

|        |   |
|--------|---|
| CLO #4 | Prepare collection and valuation of assets.   |
| CLO #5 | Develop advertisements for creditors.   |
| CLO #6 | Prepare documentation for the distribution of the assets.                                     |
| CLO #7 | Describe laws regarding the spousal home.   |
| CLO #8 | Summarize the process of winding up an estate, passing accounts, reporting, and closing file. |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, practical activities and review summaries.

## Evaluation and Grading

---

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

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 10         | Forum / group discussion assignment(s)        |
| Assignments   | 30         | Written and practical topic-based assignments |
| Quizzes/Tests | 20         |   |
| Final Exam    | 30         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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



**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Laws applicable to death and estate administration – WESA, Trustee Act, common law, and law of equity  
 Liabilities, tax issues, valuation of assets, testate or intestate applications  
 Probate and Administration applications  
 Collection and valuation of assets  
 Advertisement for creditors  
 Documentation for distribution of the assets  
 Laws regarding spousal home

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: 08/02/24 5:39 pm

Viewing: **LEGL 2651 : Securities Law 1**

Last edit: 08/08/24 3:57 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:  
Securities Law 1

Effective Date: September 2025

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:54 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:45 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 12:02 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Securities Law 1

Subject Code: LEGL - Paralegal

Course Number: 2651

Year of Study: 2nd Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course explores corporate and securities law and their unique roles in business. Students learn to recognize the features of public and private companies, understanding their differences in structure and regulation, and explore the regulatory structures of securities law, clarifying how they safeguard investors and uphold market integrity. Through practical exercises, students become familiar with the preparation of continuous disclosure filings, ensuring compliance with regulatory requirements, and become acquainted with common transactions and filings for public companies.

**Course Pre-Requisites (if applicable):**

LEGL 1631.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Describe the difference between corporate law and securities law.           |
| CLO #2 | Identify the characteristics of public and private companies.               |
| CLO #3 | Identify the nature of regulatory structures in securities law.             |

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

|        |  |
|--------|--|
| CLO #4 | Analyze principles and procedures establishing and financing Initial Public Offerings (IPO). |
| CLO #5 | Prepare documentation required for the Annual General Meeting (AGM).                         |
| CLO #6 | Discuss the common public company or public company-related transactions and filings.        |
| CLO #7 | Describe the process of creating a prospectus.   |
| CLO #8 | Analyze the continuous disclosure obligations under securities law.                          |

### Instructional

#### Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C+

Passing grade:

#### Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 25         | Written and practical topic-based assignments |
| Quizzes/Tests | 30         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:** 30

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Corporate law and securities law  
 Public and private companies  
 Regulatory structures in securities law  
 Principles and procedures establishing and financing IPO  
 Disclosure filings  
 Common public company or public company-related transactions and filings  
 Prospectus  
 Continuous disclosure obligations under securities law

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: 08/02/24 5:39 pm

Viewing: **LEGL 2652 : Securities Law 2**

Last edit: 08/08/24 3:59 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Securities Law 2

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:34 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:47 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 12:03 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Securities Law 2

Subject Code: LEGL - Paralegal

Course Number: 2652

Year of Study: 2nd Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

In this course, students further their examination of securities and corporate governance, building on knowledge and skills gained in Securities Law 1. Students explore exempt market transactions, takeover bids, and strategies and regulations surrounding these corporate actions. Additionally, students discuss insider trading, and the role of corporate governance in maintaining market integrity and protecting investors.

#### Course Pre-Requisites (if applicable):

LEGL 2651.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Analyze exempt market transactions and regulatory frameworks.               |
| CLO #2 | Explain takeover bids, including strategies and regulatory considerations.  |
| CLO #3 | Describe insider trading practices and the legal implications.              |

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

CLO #4 Explain corporate governance including rules set by securities laws.

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity      |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions   |
| Assignments   | 25         | Written and practical topic-based assignments |
| Quizzes/Tests | 30         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online



Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Exempt market transactions and regulatory frameworks  
 Takeover bids and regulatory considerations  
 Legal implications of insider trading  
 The role of corporate governance in maintaining market integrity and protecting investors

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  
 Paralegal Program

Provide a rationale  
 for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:39 pm

Viewing: **LEGL 2653 : Torts Law 2**

Last edit: 08/08/24 3:59 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:  
Torts Law 2

Effective Date: September 2025

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:50 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:48 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 12:04 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course Name: Torts Law 2

Subject Code: LEGL - Paralegal

Course Number: 2653

Year of Study: 2nd Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Building upon LEGL 1602 Torts Law 1, this course offers an in-depth exploration of advanced legal concepts in tort law. Students will learn to apply relevant legislation and principles to various types of claims and examine court trends and laws. The course includes a detailed study of different negligence claims, the doctrine of strict liability, and the elements of economic loss torts.

**Course Pre-Requisites (if applicable):**

LEGL 1602.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply the appropriate legislation and principles of law in British Columbia to claims arising from wrongful death.  |
| CLO #2 | Describe the trends of the courts and legislation in British Columbia relating to the intentional torts of invasion of privacy, discrimination, stalking/harassment, and human trafficking. |

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

|        |   |
|--------|---|
| CLO #3 | Distinguish between negligence claims relating to prenatal injuries, wrongful birth, wrongful life, and wrongful pregnancy and the current law in Canada relating to such claims. |
|--------|---|

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

|        |   |
|--------|---|
| CLO #4 | Describe the legal doctrine of strict liability and applicable principles of law.                                     |
| CLO #5 | Examine the elements of the tort of pure economic loss and the trends of the Canadian courts relating to such claims. |

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C+

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity         |
|---------------|------------|--|
| Participation | 10         | Class discussion and/or forum contributions      |
| Assignments   | 20         | Written assignments based on legal hypotheticals |
| Quizzes/Tests | 20         |  |
| Midterm Exam  | 20         |  |
| Final Exam    | 35         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Claims arising from wrongful death

Intentional torts such as invasion of privacy, discrimination, stalking/harassment, and human trafficking

Negligence claims such as prenatal injuries, wrongful birth, wrongful life, and wrongful pregnancy

Strict liability

The tort of pure economic loss

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: 08/02/24 5:39 pm

Viewing: **LEGL 2654 : Court of Appeal Procedures**

Last edit: 08/08/24 4:00 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Court of Appeal Procedures

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:33 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:50 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 12:04 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course            Court of Appeal Procedures

Name:

Subject Code:            LEGL - Paralegal

Course Number            2654

Year of Study             2nd Year Post-secondary

Credits:                  2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course introduces students to the Court of Appeal Act and Court of Appeal Rules. Students will learn the procedures for appealing court decisions in British Columbia, including jurisdictional issues, the steps for applying for Leave to Appeal, and the required documents for the appeal process.

#### Course Pre-Requisites (if applicable):

LEGL 1612.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                          |
|--------|--|
| CLO #1 | Identify, locate, and navigate the Court of Appeal Act and Court of Appeal Rules.                    |
| CLO #2 | Describe required procedures to appeal court decisions through the British Columbia Court of Appeal. |
| CLO #3 | Identify jurisdictional issues regarding requests for appeal.  |
| CLO #4 | Describe the steps required in the appeal process and the required timeline.                         |
| CLO #5 | Identify documents required through the appeal process.  |



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

|        |   |
|--------|---|
| CLO #6 | Discuss costs relating to the appeal process. |
|--------|---|

Instructional

Strategies:

This course may be delivered face-to-face, fully online, or in a blended format. Instructional strategies may include lecture, group discussion / forums, assigned readings, case studies, practical activities and review summaries.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity    |
|---------------|------------|---|
| Participation | 10         | Class discussion and/or forum contributions |
| Assignments   | 25         | Weekly summary assignments                  |
| Quizzes/Tests | 30         |   |
| Final Exam    | 35         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Court of Appeal Act and Court of Appeal Rules.  
 British Columbia Court of Appeal procedures  
 Jurisdictional issues regarding requests for appeal  
 Leave to Appeal procedures  
 Steps and timelines in the appeal process  
 Appeal documents  
 Costs relating to the appeal 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

Paralegal Program

# Course Change Request

## New Course Proposal

Date Submitted: 08/02/24 5:40 pm

Viewing: **LEGL 2700 : Paralegal Practicum 2**

Last edit: 08/08/24 4:02 pm

Changes proposed by: csauve

Programs  
referencing this  
course

[79: Paralegal Diploma](#)

Course Name:

Paralegal Practicum 2

Effective Date:

September 2025

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Paralegal Program (6067)

Contact(s)

### In Workflow

1. **6067 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee**
5. **Education Council**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 08/06/24 4:40 am  
Janet Chee (jchee):  
Approved for 6067  
Leader
2. 08/06/24 3:51 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 08/07/24 12:08 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 08/23/24 11:35 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Janet Chee   | jchee@vcc.ca  | 604-443-8649 |
| Claire Sauve | csauve@vcc.ca | 604-443-8679 |

Banner Course            Paralegal Practicum 2

Name:

Subject Code:            LEGL - Paralegal

Course Number            2700

Year of Study             1st Year Post-secondary

Credits:                  3.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

In this course, students engage in a field experience equivalent to 3-months full-time work in a paralegal setting, focusing on advanced paralegal tasks. This practicum emphasizes the development of specialized skills in areas of litigation, corporate, real estate, family, and wills and estates. Under the guidance of a lawyer or senior paralegal, students will handle more complex assignments, encouraging deeper problem solving, critical thinking, and advanced application of ethical standards.

Students participate in monthly instructional seminars, and online learning activities involving goal setting, code of conduct, code of ethics, complex problem-solving scenarios, summative reflective writing on their paralegal study and practicum experiences, and completion of a professional portfolio.

By the end of this practicum, students will have gained significant practical experience and enhanced their competencies in specialized paralegal tasks, preparing them for higher responsibility roles within the legal field.

#### Course Pre-Requisites (if applicable):

LEGL 1700.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

## Course Learning

## Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                         |
|--------|---|
| CLO #1 | Demonstrate advanced comprehension and application of specialized paralegal tasks.                  |
| CLO #2 | Adhere to advanced principles of legal ethics in complex situations.                                |
| CLO #3 | Utilize advanced legal terminology proficiently in specialized legal contexts.                      |
| CLO #4 | Reference and apply case law and legislative materials in complex situations.                       |
| CLO #5 | Apply advanced legal procedures in a variety of legal settings.                                     |
| CLO #6 | Draft court and commercial documentation and complete basic law procedures for various legal areas. |
| CLO #7 | Perform paralegal work in a law office or other legal setting.                                      |
| CLO #8 | Practice analytical, organizational, critical thinking, and team working skills in a legal setting. |
| CLO #9 | Set professional goals related to their paralegal role.   |

## Instructional

## Strategies:

The course consists of field experience, supervision, observation and assessment in the workplace, as well as instructor-led monthly seminars, portfolio assignments, reflective journaling and goal setting, self-assessment, and instructor feedback.

Assessments for this course consists of the following:

- Two portfolio assignments, and
- Two practicum assessments completed by the preceptor / workplace assessor and validated by a VCC practicum instructor.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

## Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity                                |
|-------------|------------|---|
| Assignments |            | Portfolio Assignment 1. S/U based on attainment of at least a 70% mark. |

| Type        | Percentage   | Brief description of assessment activity   |
|-------------|--|--|
| Assignments |  | Portfolio Assignment 2. S/U based on attainment of at least a 70% mark.  |
| Practicum   |  | Midterm practicum assessment. S/U based on attainment of proficiency of at least 50% of competencies on standardized competency assessment.  |
| Practicum   |  | Final practicum assessment. S/U based on attainment of the following: <ul style="list-style-type: none"> <li>• proficiency of 100%, and</li> <li>• mastery of at least 70% of competencies on a standardized competency assessment.</li> </ul> |
|             | Students must achieve a satisfactory grade on all evaluations to be successful in the course |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 45

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 45

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

#### Course Topics:

Code of ethics

Strategic career goal setting

Relating course learning to field experience

Summative reflective practice

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Paralegal Program

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Renewal of the Medical Laboratory Assistant Certificate program

### BACKGROUND:

The Medical Laboratory Assistant Certificate underwent a program renewal, and the department is proposing extensive program changes. Revisions include updates to the BC Society of Laboratory Sciences (BCSLS) competencies and the Canadian Society of Medical Laboratory Science (CSMLS) competencies. The department's goal is to pursue program accreditation through Accreditation Canada.

The most significant change is extending the program duration from six months to eight months. This aligns the program with the standard VCC term structure and allows for additional learning. The program is adding additional CSMLS competencies (e.g. reagent preparation, staining, microscopy), interprofessional collaboration, and concepts of cultural safety and humility. A broader variety of simulation activities is also being added.

### DISCUSSION:

Heather McMullen, Department Head of Medical Lab Assistant, presented the proposal. The Registrar's Office had some suggestions around standard wording in the Admission Requirements and Evaluation of Student Learning sections. Otherwise, there were no significant concerns about the revisions.

The Committee discussed more explicit inclusion of outcomes around Indigenous health in Canada, along with adding cultural safety and humility. The School of Health Sciences is actively developing learning modules on Indigenous health for all programs in the School and would like to complete this work prior to adding explicit learning outcomes.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Medical Laboratory Assistant Certificate program content guide and 11 new course outlines, and recommend the Board of Governors approve the implementation of the significantly revised program.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** August 23, 2024



# Program Change Request

Date Submitted: 08/07/24 1:38 pm

Viewing: **Medical Laboratory Assistant Certificate**

Last approved: 03/22/23 9:00 pm

Last edit: 08/30/24 11:35 am

Changes proposed by: drabadzija

Catalog Pages Using  
this Program

[Medical Laboratory Assistant Certificate](#)

Program Name:

Medical Laboratory Assistant Certificate

Credential Level:

Certificate

Effective Date:

January ~~2023~~ 2026

Effective Catalog  
Edition:

2024-2025 Academic Calendar

School/Centre:

Health Sciences

Department

Medical Lab Assistant (5117)

Contact(s)

## In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors

## Approval Path

1. 08/12/24 3:20 pm  
Darija Rabadzija  
(drabadzija):  
Approved for 5117  
Leader
2. 08/12/24 3:21 pm  
Darija Rabadzija  
(drabadzija):  
Approved for SHS  
Dean
3. 08/30/24 11:40 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Dec 20, 2017 by  
clmig-jwehrheim
2. Jan 31, 2019 by  
Nicole Degagne  
(ndegagne)
3. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)

4. Dec 11, 2019 by  
Nicole Degagne  
(ndegagne)
5. Jul 27, 2020 by  
Darija Rabadzija  
(drabadzija)
6. Jul 27, 2020 by  
Darija Rabadzija  
(drabadzija)
7. Sep 29, 2020 by  
Nicole Degagne  
(ndegagne)
8. Dec 9, 2021 by  
Nicole Degagne  
(ndegagne)
9. Apr 13, 2022 by  
Todd Rowlatt  
(trowlatt)
10. Apr 13, 2022 by  
Todd Rowlatt  
(trowlatt)
11. Oct 19, 2022 by  
Darija Rabadzija  
(drabadzija)
12. Dec 15, 2022 by  
Nicole Degagne  
(ndegagne)
13. Mar 22, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name                               | E-mail   | Phone/Ext.             |
|------------------------------------|--|------------------------|
| <a href="#">Heather McMullen</a> - | <a href="mailto:hmcullen@vcc.ca">hmcullen@vcc.ca</a> - | <a href="#">5061</a> - |

## Program Content Guide

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This full-time ~~full-time~~ program is designed to prepare students for employment as a Medical Laboratory Assistant (MLA) ~~in either a private, hospital or public health laboratory.~~ Students will learn to provide safe, ethical, and culturally sensitive care in a variety of practice settings. The program consists of a combination of theory and practical experiences. ~~Students learn how to collect and process various biological specimens, including blood, for testing and analysis. Administrative functions to support the operation of the medical laboratory are also discussed. Students also learn how to perform cardiac monitoring tests, including electrocardiograms and Holter monitoring.~~ Students will practice phlebotomy, Electrocardiograms (ECGs) and Holter monitoring from ~~Graduates of the~~ perspective of both ~~program meet~~ the MLA and the patient and will process various biological specimens for testing and analysis. Graduates ~~British Columbia Society~~ of the program meet the British Columbia Society ~~Laboratory Science's current Competencies~~ of Laboratory Science's current Competencies of an Entry-Level Medical Laboratory Assistant.

~~Assistant.~~

Grade 12 graduation, or equivalent

~~English Language Proficiency as demonstrated by one of the following: \*English Studies 12 with a minimum 'C+' 'B' grade, or equivalent or~~

~~English Language Proficiency at an English 12 'B' level Knowledge of biology demonstrated by one of the following:~~

~~Anatomy & Physiology Biology 12 with a minimum 'C-' grade, 'C-' grade, or equivalent- or equivalent -~~

~~BIOL 0983 and BIOL 0993 both with a minimum 'C-' grade, or equivalent- Certified five-minute keyboarding test with a minimum typing speed of 40 gross words per minute with a maximum of five errors~~

Upon Acceptance

Criminal Record Check (CRC)

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

TB Screening

Within six months of the start of the program, students must submit a negative TB skin test. If the TB skin test is positive, a negative TB chest x-ray is required. \_

-Immunizations

An [Immunization Record](#) must be completed

Immunizations in the following are *strongly recommended* and in some case *may be required* for practicum placements:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chicken pox)

Hepatitis B

Influenza (annually)

COVID-19 **Vaccination**

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Program duration is 8 months. ~~6 months.~~ The maximum time for completion is 3 ~~2~~ years.

Program Learning

Outcomes

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

|                |   |
|----------------|---|
|                | <b>Upon successful completion of this program, graduates will be able to:</b>   |
| PLO #1         | <u>Apply theoretical knowledge to the practice of safe, ethical, culturally sensitive, and professional care professionally</u> as a Medical Laboratory Assistant (MLA). <del>Practise safely, ethically</del>  |
| PLO #2         | <u>Communicate effectively utilizing interpersonal and interprofessional skills that contribute to optimum patient care and safety.</u> <del>Integrate knowledge from the medical laboratory sciences to provide optimal medical laboratory services:</del> |
| PLO #3         | <u>Apply critical thinking and problem-solving strategies to ensure best practices within scope of practice.</u> <del>Collect, handle and process specimens for analysis according to standard operating procedures in the medical laboratory:</del>        |
| PLO #4         | <u>Safely collect, handle, and process specimens according to medical laboratory standard operating procedures.</u> <del>Use equipment applicable to the medical laboratory:</del>  |
| PLO #5         | <u>Operate laboratory equipment, with safety and accuracy, in the performance of medical laboratory procedures.</u> <del>Perform cardiac monitoring tests:</del>  |
| PLO #6         | <u>Apply foundational knowledge of cardiac anatomy and physiology to perform and analyze ECG and Holter monitoring.</u> <del>Perform administrative functions to support the operation of the medical laboratory:</del>                                     |
| PLO #7         | <u>Demonstrate competence in information management and efficient, accurate data entry.</u> <del>Assist with quality assurance programs in the medical laboratory:</del>  |
| PLO #8         | <u>Apply knowledge of Quality Assurance and Quality Management.</u> <del>Use effective interpersonal skills in the medical laboratory:</del>  |
| <u>PLO #9</u>  | <u>Practice in accordance with the Canadian Society for Medical Laboratory Science (CSMLS) Code of Professional Conduct.</u>  |
| <u>PLO #10</u> | <u>Meet the B.C. Society for Laboratory Science (BCSLs) and Canadian Society for Medical Laboratory Science (CSLMS) competency profiles.</u>  |

Additional PLO Information

## ~~The program is divided into two levels.~~ Term Level 1

Term Level 1 consists is 20 weeks in length and is a combination of 15 weeks of theory and practical competency building incorporating lectures, workshops, on-line activities, simulations and live laboratory experiences. skills:

## Term 2

Term 2 consists of 11 weeks of advanced theory and practical competency building and 4 weeks of clinical placement. Instructional activities include lectures, assignments, audio-visual presentations, workshops, on-line activities, guest speakers and tours. Practical skills are developed and practised in a laboratory setting. Under the supervision of an instructor, students practise their blood collection and cardiac monitoring skills. Level 2 Upon successful completion of Level 1, students are assigned to a four-week practicum in a medical laboratory. Students will participate in lectures, workshops, on-line activities, simulations The purpose of the practicum is to provide the students with an opportunity to apply their knowledge and live laboratory experiences for the first 11 weeks of term 2. skills in the workplace. Laboratory Practicum (MLAB 1260) in a hospital and/or private clinical laboratory will follow successful completion of MLAB 1120 - 1250.

### Evaluation of Student Learning

Students are assessed through In Level 1, a combination of exams, assignments, assignments and laboratory activities.

~~evaluations are used:~~

Students must have achieve a minimum grade point average of 'B-' (2.67) to successfully complete each course, and a minimum program term grade point average of 'B-' (2.67) to advance into subsequent terms 68% in the program, and a minimum program cumulative grade point average of 'B-' (2.67) upon completion of all program courses and a grade of Satisfactory ('S') each course in the practicum to successfully graduate.

= If a student is unsuccessful in a course and has a grade no less than 'C+' (2.33), they may choose to write a comprehensive supplemental exam to achieve a passing grade in the course. order to proceed to Level 2: Students are eligible to write one supplemental exam per term. If, upon In Level 2, a successful completion of the supplemental exam, Laboratory Practicum course requires a Satisfactory (S) evaluation of the grade is below 'B-' (2.67), student's performance in the course must be repeated. medical laboratory setting: Course retakes are subject to availability, capacity, and the Grading, Progression, and Withdrawal procedures (411).

Excellent interpersonal skills ~~skills~~

Ability to perform fine motor skills ~~skills~~

Able to work well under pressure and in dynamic situations ~~stressful situations~~

Excellent communication skills (written and oral) ~~orally~~

Ability to work well as a team member ~~member~~

Ability to meet physical demands of the work

A caring attitude and sincere interest in people of all abilities and demographics which will include individuals who are: mentally or physically disabled, experiencing life threatening situations.

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

~~Excellent interpersonal skills~~ ~~Good health~~

Courses

Plan of Study Grid

| Term One  | Credits      |
|---|--------------|
| <del>MLAB 1111 Professional Practice</del>                      | <del>3</del> |
| <del>MLAB 1112 Laboratory Fundamentals</del>                    | <del>2</del> |
| <del>MLAB 1113 Specimen Collection and Processing</del>         | <del>6</del> |
| <del>MLAB 1114 Medical Laboratory Procedures</del>              | <del>3</del> |
| <del>MLAB 1115 Electrocardiography</del>                        | <del>4</del> |
| <del>MLAB 1116 Human Relations Skills</del>                     | <del>1</del> |
| <del>MLAB 1117 Medical Laboratory Computer Applications 1</del> | <del>1</del> |
| <u>MLAB 1120 Infection Control and Safety</u>                   | <u>3.5</u>   |
| <u>MLAB 1130 Medical Lab Fundamentals</u>                       | <u>4</u>     |
| <u>MLAB 1140 Specimen Collection and Processing 1</u>           | <u>4.5</u>   |
| <u>MLAB 1150 Electrocardiography 1</u>                          | <u>3</u>     |
| <u>MLAB 1160 Human Relations and Communication</u>              | <u>2.0</u>   |
| <u>MLAB 1170 Computer Applications for Medical Lab</u>          | <u>1.5</u>   |
| Credits   | 18.5         |
| Term Two  |              |
| <del>MLAB 1218 Laboratory Practicum</del>                       | <del>4</del> |
| <u>MLAB 1220 Professional Practice</u>                          | <u>3.5</u>   |
| <u>MLAB 1230 Medical Lab Procedures</u>                         | <u>6</u>     |
| <u>MLAB 1240 Specimen Collection and Processing 2</u>           | <u>4.5</u>   |
| <u>MLAB 1250 Electrocardiography 2</u>                          | <u>3</u>     |
| <u>MLAB 1260 Medical Lab Assistant Practicum</u>                | <u>4</u>     |
| Credits   | 21           |
| Total Credits   | 39.5         |

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

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

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

## Grading Standard

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

## Grade Point Average (GPA)

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

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

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



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

## Rationale and Consultations

Provide a rationale for this proposal.

This program completed VCC Program Renewal in June 2023, these curriculum changes are directed by the recommendations of that renewal action plan.

Are there any expected costs to this proposal.

Lengthened program may impact operating costs and tuition fees.

Consultations

| Consultated Area                                       | Consultation Comments  |
|--|--|
| Registrar's Office                                     | consulted in development phase (spring/summer 2023) to create new courses and credits. Consulted re: admission requirements.   |
| Centre for Teaching, Learning, and Research (CTLR)     | IA and ODev. consulted throughout the process for guidance, relevance and opportunities to improve   |
| Faculty/Department                                     | consulted throughout to ensure learning objectives are met and educational philosophies preserved  |
| Affiliation, Articulation, and/or Accreditation Bodies | New program was created and mapped to both BCCLS and CSMLS competencies  |
| PAC/CEG  | PAC was part of program renewal. Renewal included support for and contribution in design of new program. March 2024 PAC meeting took a decision to place practicum in July-August and November-December. Validated 24 students per cohort. |
| Advising & Recruitment                                 | will be notified on approval - change in start dates and program length  |
| Assessment Centre                                      | will be notified on approval - still using keyboarding assessment, but there may be changes in peak times for student access   |
| Marketing & Communications                             | will need website changes and new promotional materials. notice and preliminary ask sent March 2024.   |

| Consultated Area                                   | Consultation Comments   |
|--|---|
| Institutional Research (IR)                        | IR engaged for redevelopment of clinical partner surveys and advised of potential changes in timing and length of program |
| Indigenous Education & Community Engagement (IECE) | request for consultation sent July 16, 2024. Meeting mid August   |
| Disability Services                                | consulted Aug 6 on recommended characteristics of students. awaiting response   |

## Additional Information

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Provide any additional information if necessary.

[This program is being revised and improved based on recommendations articulated through the Program Renewal process - including external review and self study components; revisions to BCSLS Competencies; revisions to CSMLS competencies and our desire to pursue accreditation through Accreditation Canada.](#)

[Significant changes include:](#)

- [- moving from 6 to 8 months duration, creating 2 terms where Term 1 courses are prerequisites for term 2](#)
- [- curriculum pieces to meet CSMLS competencies \(reagent prep, staining, microscopy, etc\)](#)
- [- addition of more and varied simulation activities](#)
- [- inclusion of Interprofessional collaboration](#)
- [- addition of communication and patient interaction](#)
- [- curriculum development to include Cultural Safety an Humility](#)

Supporting

documentation:

[MLAB Program Renewal\\_2023 Final Report.pdf](#)

## Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

Learn to collect **and prepare** blood ([phlebotomy](#)), [process](#) (**phlebotomy**) **and other** biological samples, perform electrocardiograms (ECG), and communicate effectively with patients and other health care providers.

# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:17 pm

Viewing: **MLAB 1120 : Infection Control and Safety**

Last edit: 08/12/24 11:35 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Infection Control and Safety

Effective Date:

January 2026

School/Centre:

Health Sciences

Department:

Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen  
(hmcmullen):  
Approved for 5117  
Leader
2. 08/07/24 7:35 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course  
Name:

Infection Control and Safety

Subject Code:

MLAB - Medical Lab Assistant

Course Number

1120

Year of Study

1st Year Post-secondary

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

**Course Description:**

In this course, students will learn and apply infection control guidelines and safety standards. Students learn about relevant legislation and laboratory practices and apply these principles to performance of the MLA duties. This includes safe laboratory practices for biological, chemical, electrical and fire safety to contribute to a safe environment for self, persons receiving care and others.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Articulate the components of Routine Practice and Infection Control that relate to medical laboratory procedures.                            |
| CLO #2 | Identify hazards, warning signs and safety rules related to biological, chemical, electrical and fire safety.                                |
| CLO #3 | Describe pathogens, their routes of infection in the laboratory and associated preventative measures.  |
| CLO #4 | Identify transmission based precautions and interpret signage for the clinical environment.  |
| CLO #5 | Demonstrate proper use of personal protective equipment appropriately for specimen collection, handling, transport and patient interactions. |

**Instructional Strategies:**

This course includes lecture, assignments, on-line activities and experiential learning through laboratory exercises.

## Evaluation and Grading

---

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

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity             |
|-------------|------------|--|
| Assignments | 10-20      | Case based learning                                  |
| Lab Work    | 10-15      | Formative and summative assessment graded by rubric. |
| Exam        | 20-25      | Exam 1   |
| Exam        | 20-25      | Exam 2   |
| Exam        | 20-25      | Exam 3 - Final Exam                                  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 35

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

---

Check all that apply:

Lab

Hours in Category 2: 15

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Infection Control (includes lab activities)

Routines Practice and Transmission-Based precautions (includes lab activities)

Disinfection and Sterilization in the Lab

Chemical Hazards

WHMIS

Safe Use of Electrical Equipment

Fire Safety

Transport of Dangerous Goods

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

Resources on the PHSA Learning Hub.

CSMLS Safety Guidelines

## 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

MLAB

# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:17 pm

Viewing: **MLAB 1130 : Medical Lab Fundamentals**

Last edit: 08/12/24 11:36 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Medical Lab Fundamentals

Effective Date: January 2026

School/Centre: Health Sciences

Department: Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen  
(hmcmullen):  
Approved for 5117  
Leader
2. 08/07/24 7:36 am  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course Name: Medical Lab Fundamentals

Subject Code: MLAB - Medical Lab Assistant

Course Number: 1130

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code VO  
Bridge Billing Hours 2  
Bridge Course Level 01

Course Description:

In this course the student will learn human anatomy and physiology and common pathologies. Students also learn medical lab tests and examinations, medical terminology and abbreviations relevant to body systems. Basic laboratory procedures, using common lab equipment and reagent preparation are performed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

PLAR

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify the components of major structures of each body system, and describe their function.                      |
| CLO #2 | Use medical terminology to describe the anatomy, physiology and pathophysiology of common diseases and conditions. |
| CLO #3 | Identify laboratory examinations associated with different body systems' pathophysiology.                          |
| CLO #4 | Operate and maintain common laboratory equipment and devices following standard operating procedures.              |
| CLO #5 | Apply various systems of measurement to laboratory activities and data, including metric and SI units.             |
| CLO #6 | Prepare reagents for laboratory procedures using required calculations, glassware and equipment.                   |



Instructional

Strategies:

This course includes lectures, assignments, group work and laboratory exercises.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 20 - 25    | Formative                                |
| Exam          | 20 - 25    | Exam #2                                  |
| Exam          | 25 - 30    | Final (Cumulative)                       |
| Assignments   | 15 - 20    | A&P assignment                           |
| Lab Work      | 10 - 15    | Lab activities                           |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 75

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 45

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

---

Check all that apply:

Lab

Hours in Category 2: 30

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Anatomy, Physiology &amp; Pathophysiology

11 body systems as articulated in BCSLS Competencies

Medical Terminology

Laboratory Tests

Systems of Measurement

Laboratory Equipment

Reagent Preparation

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

MLAB

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:18 pm

Viewing: **MLAB 1140 : Specimen Collection & Proc  
1**

Last edit: 08/12/24 11:40 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Specimen Collection and Processing 1

Effective Date: January 2026

School/Centre: Health Sciences

Department: Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen  
(hmcmullen):  
Approved for 5117  
Leader
2. 08/07/24 3:09 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5306       |

Banner Course Name: Specimen Collection & Proc 1

Subject Code: MLAB - Medical Lab Assistant

Course Number: 1140

Year of Study: 1st Year Post-secondary

Credits: 4.5

436

Bridge College Code VO  
Bridge Billing Hours 6  
Bridge Course Level 01

**Course Description:**

In this course the student will learn venipuncture procedures in a simulated environment. Students will practice the cognitive, physical and affective skills required for venipuncture in the clinical setting. Students progress through activities and assessments using task trainers, to activities and assessments with classmates as patients. Competencies gained here are applied and refined in the subsequent specimen collection course MLAB 1240. Communication strategies and professional behaviours are practiced in the lab.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                   |
|--------|---|
| CLO #1 | Determine specimen collection and processing requirements for commonly ordered and esoteric testing.          |
| CLO #2 | Apply theory, critical thinking and decision making to the use of venipuncture and supplies.                  |
| CLO #3 | Safely perform venipuncture to obtain quality blood samples from simulated patients/clients.                  |
| CLO #4 | Describe techniques for collecting blood under variable conditions and circumstances.                         |
| CLO #5 | Provide instruction for different collection procedures for urine, stool, sputum and other biological fluids. |

## Instructional

## Strategies:

This course includes lectures and laboratory exercises with supervised practice of simulated venipuncture blood collection techniques. Students practise blood collection techniques on simulated task trainers and progress to classmates as patients, reflecting on their practise throughout. Lecture and laboratory exercises are supplemented with hi fidelity simulation and/or field experiences.

## Evaluation and Grading

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

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Exam          | 15-25      | Exam #1  |
| Exam          | 15-25      | Exam #2  |
| Quizzes/Tests | 15-25      | Multiple small quizzes   |
| Lab Work      | 25-30      | Simulated venipuncture competency assessment. Phlebotomy Journal. Lab Assignments. |
| Other         | 15-20      | Practical exam / skills demonstration  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 90

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 30

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

---

Check all that apply:

Lab

Simulation

Hours in Category 2: 60

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Venipuncture equipment and supplies

Venipuncture procedure

Preanalytical considerations and sample quality.

Sample collection and testing requirements.

Commonly encountered patient scenarios with strategies for successful sample collection and excellent patient/client care.

Urine collection procedures

Stool collection procedures.

Non-blood/urine/stool collection and handling procedures, including sputum, breath, semen, sterile fluids, tissues, and swabs.

Safely handling and processing specimens.

Ergonomics for the MLA role.

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

## **Rationale and Consultations**

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# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:18 pm

Viewing: **MLAB 1150 : Electrocardiography**

Last edit: 08/23/24 10:36 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Electrocardiography 1

Effective Date: January 2026

School/Centre: Health Sciences

Department: Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen  
(hmcmullen):  
Approved for 5117  
Leader
2. 08/07/24 3:09 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course Name: Electrocardiography

Subject Code: MLAB - Medical Lab Assistant

Course Number: 1150

Year of Study: 1st Year Post-secondary

Bridge College Code VO

Bridge Billing Hours 4

Bridge Course Level 01

**Course Description:**

In this course the student will learn the foundations of the anatomy and electrophysiology of the heart. Students will learn theory for performing 12 and 15 lead electrocardiograms, 24-hour blood pressure monitors, and the use and maintenance of equipment. The analysis of electrocardiogram tracings, decision making, and appropriate response is also covered.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Explain the anatomy, physiology and electrophysiology of the heart.         |
| CLO #2 | Explain the purpose of electrocardiograms (ECGs).                           |
| CLO #3 | Identify common cardiac rhythms and arrhythmias.                            |
| CLO #4 | Recognize ECGs that require immediate medical attention.                    |
| CLO #5 | Explain the purpose of 24-hr Blood Pressure Monitors.                       |

**Instructional****Strategies:**

This course includes lectures, demonstrations, assignments, videos and on-line resources.

**Evaluation and Grading**



Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity |
|-------------|------------|--|
| Assignments | 30-40      | Case study assignments                   |
| Exam        | 15-25      | Exam 1                                   |
| Exam        | 15-25      | Exam 2                                   |
| Exam        | 20-25      | Final Exam                               |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 60

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 60

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

## Course Topics

**Course Topics:**

Anatomy &amp; physiology of the heart

Basic electrophysiology of the heart

Electrocardiograms

ECG Application

ECG Interpretation and result delivery. Critical thinking in result interpretation and delivery.

Rhythms

24-hr Blood Pressure Monitoring

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

MLAB

Provide a rationale  
for this proposal:

Are there any

**Additional Information**

# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:18 pm

Viewing: **MLAB 1160 : Human Relat. & Communication**

Last edit: 08/12/24 11:43 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Human Relations and Communication

Effective Date:

January 2026

School/Centre:

Health Sciences

Department:

Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen (hmcmullen):  
Approved for 5117 Leader
2. 08/07/24 3:10 pm  
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course  
Name:

Human Relat. & Communication

Subject Code:

MLAB - Medical Lab Assistant

Course Number

1160

Year of Study

1st Year Post-secondary

Credits: 2.0

Bridge College Code VO  
Bridge Billing Hours 1  
Bridge Course Level 01

Course Description:

In this course the student will learn theory and practice of effective communication, teamwork, and interprofessional skills for collaboration with other health care professionals and patients/clients. This course introduces Cultural Safety and Humility as integral to communication and human relations in health care. Students will utilize strategies that demonstrate respect for diversity, dignity, values and beliefs of others.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe communication processes as they relate to professional interactions.   |
| CLO #2 | Implement strategies to mitigate barriers to effective communication.   |
| CLO #3 | Develop effective interpersonal skills that demonstrate respect for diversity, dignity, values and beliefs of others. |
| CLO #4 | Demonstrate professional client/customer service as related to the clinical laboratory.                               |
| CLO #5 | Reflect on Cultural Safety and Humility to support a safe and supportive health care environment.                     |
| CLO #6 | Apply effective communication and interpersonal skills to patient care within the MLA practice.                       |

Instructional  
Strategies:

This course includes lectures, role rehearsals, workshops, assignments, online activities and group work. Simulation, both virtual and/or hi-fidelity is used to practice skills.

## Evaluation and Grading

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 35-45      | 6 skills reflections - ~7% each          |
| Other         | 15-25      | Communication Skills Assessment          |
| Midterm Exam  | 10-20      | Exam 1                                   |
| Final Exam    | 15-25      | Final Exam                               |
| Participation | 5-10       | Classroom engagement as per rubric       |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online  
Seminar

Hours in Category 1: 24

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

---

Check all that apply:

Simulation

Hours in Category 2:

6

446

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

| Course Topics:   |
|--|
| Communication Processes  |
| Barriers to communication  |
| Basic Communication Skills   |
| Higher level communication skills: <ul style="list-style-type: none"><li>- diffusing hostility</li><li>- giving and receiving feedback</li><li>- empathy</li><li>- conflict resolution</li><li>- mediation</li></ul> |
| Working effectively as a team member   |
| Respect in the workplace   |
| Practicing Cultural Safety and Humility  |

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:19 pm

Viewing: **MLAB 1170 : Comp. Applications for Med Lab**

Last edit: 08/12/24 11:44 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Computer Applications for Medical Lab

Effective Date: January 2026

School/Centre: Health Sciences

Is this a non-credit course?

Department: Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen (hmcmullen):  
Approved for 5117 Leader
2. 08/07/24 3:13 pm  
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett (trowlatt): Approved for Curriculum Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course Name: Comp. Applications for Med Lab

Subject Code: MLAB - Medical Lab Assistant

Course Number: 1170

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code VO  
Bridge Billing Hours 1  
Bridge Course Level 01

Course Description:

In this course students will learn computer applications used in a medical laboratory. Keyboarding and data entry skills are performed, and Laboratory Information Systems (LIS) are explored. Students examine billing procedures for laboratory tests and utilize online resources to execute relevant office procedures and data entry.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                       |
|--------|---|
| CLO #1 | Achieve and maintain keyboarding speed at a minimum of 40 netWPM with 99% accuracy.               |
| CLO #2 | Perform data entry procedures that meet requirements for quality and accuracy.                    |
| CLO #3 | Use Laboratory Information Systems for the inputting, processing, storage and management of data. |
| CLO #4 | Complete medical billing procedures for laboratory tests with speed and accuracy.                 |
| CLO #5 | Use online resources applicable to medical laboratory practice.                                   |

Instructional

Strategies:

This course includes lectures, keyboarding practise, assignments and on-line activities.



## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity      |
|-------------|------------|---|
| Assignments | 15-25      | Assignments                                   |
| Assignments | 25-35      | typistapp Basics 1-5, Punctuation and Numbers |
| Assignments | 15-25      | Timed Writings - typistapp                    |
| Lab Work    | 25-35      | Regular Practice (60 min/week)                |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 36

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Lab

Hours in Category 2: 24

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Self-Paced

## Course Topics

**Course Topics:**

Keyboarding

Data Entry

Laboratory Information Systems

Medical Billing

Online resources

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

subscription to Typist, purchased at [typistapp.ca](http://typistapp.ca)

## 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

MLAB

Provide a rationale  
for this proposal:

Are there any  
expected costs as a

Consultation

## Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:19 pm

Viewing: **MLAB 1220 : Professional Practice**

Last edit: 08/12/24 11:46 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Professional Practice

Effective Date:

May 2026

School/Centre:

Health Sciences

Department:

Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen  
(hmcmullen):  
Approved for 5117  
Leader
2. 08/07/24 3:14 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course  
Name:

Professional Practice

Subject Code:

MLAB - Medical Lab Assistant

Course Number

1220

Year of Study

1st Year Post-secondary

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

**Course Description:**

In this course the student will learn about the roles, responsibilities and Interprofessional Collaboration in the MLA role. Medical-legal, ethical, professional and interprofessional principles are discussed. An introduction to Quality Systems and essential applications for laboratory services are discussed. Students will also engage in activities for employment preparation.

**Course Pre-Requisites (if applicable):**

MLAB 1120.

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

No

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

|        | <b>Upon successful completion of this course, students will be able to:</b>                                  |
|--------|--|
| CLO #1 | Describe the role and function of the Medical Laboratory Assistant (MLA) and other laboratory professionals. |
| CLO #2 | Describe the interdependence of units and services in the delivery of quality health services.               |
| CLO #3 | Discuss medical-legal, ethical, and professional standards required in the Medical Laboratory.               |
| CLO #4 | Describe Quality Management Systems and the impact of quality medical laboratory services.                   |
| CLO #5 | Maintain inventory control systems with accuracy.  |
| CLO #6 | Apply principles of interprofessional collaboration to deliver safe patient care.                            |
| CLO #7 | Demonstrate essential skills for employment in the health care environment.                                  |

## Instructional

## Strategies:

This course includes lectures, assignments, online activities, group work and laboratory exercises. Students will participate in laboratory activities with patients/simulated patients.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

| Type         | Percentage | Brief description of assessment activity                        |
|--------------|------------|---|
| Midterm Exam | 15-25      |   |
| Final Exam   | 20-30      |   |
| Assignments  | 10-15      | VCC Learning Centre's Resume, Cover Letter and Interview module |
| Assignments  | 10-15      | SPECO completion (pre-Practicum requirements)                   |
| Assignments  | 10-15      | interprofessional collaboration activities/assignments          |
| Project      | 10-20      | Group Project (QMS)   |

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 52

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 46

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

---

Check all that apply:

Lab

Hours in Category 2: 6

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Role and function of the MLA in the Medical Laboratory

Organization and functions of the Medical Laboratory

Health professions, in- and out-patient departments and services.

Interprofessional Education - CIHC competencies.

Legal, Ethical and Professional Standards.

Quality Management Systems.

Ensuring validity of test results.

Employment Preparation.

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:19 pm

Viewing: **MLAB 1230 : Medical Lab Procedures**

Last edit: 08/12/24 11:46 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Medical Lab Procedures

Effective Date:

May 2026

School/Centre:

Health Sciences

Department:

Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen  
(hmcmullen):  
Approved for 5117  
Leader
2. 08/07/24 3:16 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course  
Name:

Medical Lab Procedures

Subject Code:

MLAB - Medical Lab Assistant

Course Number

1230

Year of Study

1st Year Post-secondary

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

**Course Description:**

This course provides an overview of the common tests analyzed in the medical laboratory. The preanalytical requirements for tests in clinical chemistry, hematology, microbiology, transfusion services, anatomical pathology, cytology and molecular genetics are explored. The significance, collection requirements, abbreviations and terminology related to these tests is studied. Basic procedures done in chemistry, hematology, transfusion services and bacteriology are also introduced. The role of the Canadian Blood Services in providing blood products is described. The importance of following standard operating procedures and protocols set by medical laboratories is emphasized.

**Course Pre-Requisites (if applicable):**

MLAB 1130.

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

No

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

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Explain common tests performed in each department in the laboratory including their significance, requirements, abbreviations and related terminology. |
| CLO #2 | Perform basic medical laboratory procedures in chemistry, hematology, bacteriology and transfusion services.   |
| CLO #3 | Explain the tests and laboratory processes used for cancer diagnosis and testing.  |
| CLO #4 | Describe the purpose and function of the Canadian Blood Services.  |
| CLO #5 | Apply the principles of Point of Care Testing.   |



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

CLO #6 Explain the protocols and standard operating procedures used in the medical laboratory.

Instructional

Strategies:

This course includes lectures, assignments, and laboratory activities.

## Evaluation and Grading

---

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

B-

Evaluation Plan:

| Type       | Percentage | Brief description of assessment activity |
|------------|------------|--|
| Exam       | 20-25      | Test #1                                  |
| Exam       | 20-25      | Test #2                                  |
| Final Exam | 25-30      | Test #3                                  |
| Lab Work   | 20-30      |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 102

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 75

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

---

Check all that apply:

Lab

Hours in Category 2: 27

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

### Course Topics:

Hematology

Clinical Chemistry

Microbiology

Transfusion Services

Histology

Point of Care Testing

Cytology

Tumor Markers

Standard Operating Procedures

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:20 pm

Viewing: **MLAB 1240 : Specimen Collection & Proc  
2**

Last edit: 08/12/24 11:48 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Specimen Collection and Processing 2

Effective Date: May 2026

School/Centre: Health Sciences

Department: Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen  
(hmcmullen):  
Approved for 5117  
Leader
2. 08/07/24 3:17 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course Name: Specimen Collection & Proc 2

Subject Code: MLAB - Medical Lab Assistant

Course Number: 1240

Year of Study: 1st Year Post-secondary

|                      |    |
|----------------------|----|
| Bridge College Code  | VO |
| Bridge Billing Hours | 6  |
| Bridge Course Level  | 01 |

**Course Description:**

In this course the student will build upon knowledge and skills gained in MLAB 1140. Students perform blood collection on each other. Samples are processed for medical laboratory testing and analysis. Providing instructions to clients for the collection for urine, breath, sputum, stool and semen specimens is emphasized and practised. Students practise their skills while developing effective and culturally safe communication strategies and professionalism in the lab environment.

**Course Pre-Requisites (if applicable):**

MLAB 1140.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply approved procedures for safe and efficient venous blood collection techniques to obtain quality samples for analysis.   |
| CLO #2 | Apply techniques for collecting blood under variable conditions and circumstances.  |
| CLO #3 | Perform safe and effective capillary blood collection from simulated clients.   |
| CLO #4 | Communicate collection, handling and transportation instructions for urine, breath, sputum, stool and semen specimens according to established protocols and regulations. |
| CLO #5 | Process specimens according to approved protocols and procedures.   |
| CLO #6 | Use culturally safe and effective communication with patients/clients.  |

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

|        |  |
|--------|--|
| CLO #7 | Perform reception and clerical duties in a laboratory setting to ensure the integrity of laboratory information. |
| CLO #8 | Apply the CIHC Competency Framework for Interprofessional Collaboration in the simulated lab setting.            |

### Instructional

#### Strategies:

This course is a continuation of Specimen Collection and Processing 1 and includes lectures, assignments, group work and laboratory exercises. Students apply blood collection techniques on on each other. Students practice venous and capillary collection techniques. Students will participate in simulation and interprofessional collaboration activities.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

B-

#### Evaluation Plan:

| Type     | Percentage | Brief description of assessment activity  |
|----------|------------|---|
| Exam     | 10-20      | Exam #1   |
| Exam     | 10-20      | Exam #2   |
| Exam     | 10-20      | Exam #3   |
| Lab Work | 34-45      | Phlebotomy journal. Lab assignments.  |
| Lab Work | 15-25      | Venipuncture assessments.   |
| Other    | S/U        | Pre-Practicum venipuncture assessment. Students must demonstrate Satisfactory (S) venipuncture skill as per rubric to pass this course. |

## Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:** 90

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

Lecture

Hours in Category 1: 30

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

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Check all that apply:

Lab

Simulation

Hours in Category 2: 60

### Category 3: Practicum, Self Paced, Individual Learning

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Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Venipuncture challenges and techniques.

Specimens with special collection requirements: timed, therapeutic drug monitoring, chain of custody, etc... as well as positional, timing and/or temperature needs for collection and transport.

Interpreting collection and processing instructions.

Micro-collection.

Winged collection sets.

Blood culture collections.

Sample triage, processing and distribution.

**Course Topics:**

Inter-professional Collaboration in the lab setting.

Effective communication with patients and other healthcare professionals.

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

## Rationale and Consultations

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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

MLAB

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 08/06/24 5:20 pm

Viewing: **MLAB 1250 : Electrocardiography 2**

Last edit: 08/12/24 11:49 am

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Electrocardiography 2

Effective Date: May 2026

School/Centre: Health Sciences

Department: Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen  
(hmcmullen):  
Approved for 5117  
Leader
2. 08/07/24 3:19 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course Name: Electrocardiography 2

Subject Code: MLAB - Medical Lab Assistant

Course Number: 1250

Year of Study: 1st Year Post-secondary



Bridge College Code VO

Bridge Billing Hours 4

Bridge Course Level 01

**Course Description:**

This course builds upon theory from MLAB 1150 and provides the opportunity to apply an understanding of heart anatomy and electrophysiology to the performance of Electrocardiograms (ECGs). Students perform and analyse 12 and 15 lead ECGs, apply Holter Monitors and participate as simulated patients. Result reporting mechanisms and culturally safe communication with patients/clients is practiced.

**Course Pre-Requisites (if applicable):**

MLAB 1150.

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

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b> |
|--------|---|
| CLO #1 | Apply the anatomy and electrophysiology of the heart to ECG performance.    |
| CLO #2 | Perform ECGs in inpatient and outpatient settings.                          |
| CLO #3 | Identify cardiac rhythms and common arrhythmias.                            |
| CLO #4 | Recognize ECGs that require immediate medical attention.                    |
| CLO #5 | Apply Holter Monitors.  |
| CLO #6 | Use culturally safe and effective communication with patients/clients.      |

**Instructional Strategies:**

This course includes lectures, demonstrations, assignments, videos and laboratory practise. Students practice their skills on each other during the laboratory sessions.

## Evaluation and Grading

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

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity  |
|-------------|------------|---|
| Lab Work    | 15-25      | Regular Practice - participation in laboratory activities   |
| Lab Work    | 10-15      | ECG Interpretation  |
| Assignments | 5-10       | Lab worksheets  |
| Lab Work    | 5-15       | Holter Monitor application  |
| Other       | 20-35      | ECG Skills Assessments: Initial   |
| Final Exam  | 20-35      | Final written and practical assessment.<br>Final Practical assessment: Students must Satisfactorily (S) perform ECG in order to pass this course. |

## Hours by Learning Environment Type

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To complete this section:

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

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

**TOTAL COURSE HOURS:** 60

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 30

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

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Check all that apply:

Lab

Hours in Category 2: 30

### Category 3: Practicum, Self Paced, Individual Learning

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Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Apply basic electro-physiology of the heart to ECG performance

Electrocardiograms

ECG Application

ECG Interpretation

Rhythms

Holter Monitors

24-hr Blood Pressure Monitoring

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

## Rationale and Consultations

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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: 08/06/24 5:20 pm

Viewing: **MLAB 1260 : Med Lab Assistant Practicum**

Last edit: 08/19/24 1:52 pm

Changes proposed by: hmcmullen

Programs  
referencing this  
course

[66: Medical Laboratory Assistant Certificate](#)

Course Name:

Medical Lab Assistant Practicum

Effective Date:

May 2025

School/Centre:

Health Sciences

Department:

Medical Lab Assistant (5117)

Contact(s)

### In Workflow

1. **5117 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/06/24 5:24 pm  
Heather McMullen (hmcmullen):  
Approved for 5117 Leader
2. 08/07/24 3:20 pm  
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 08/23/24 10:57 am  
Todd Rowlett (trowlett): Approved for Curriculum Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Heather McMullen | hmcmullen@vcc.ca | 5061       |

Banner Course  
Name:

Med Lab Assistant Practicum

Subject Code:

MLAB - Medical Lab Assistant

Course Number

1260

Year of Study

1st Year Post-secondary

Credits: 4

Bridge College Code VO  
Bridge Billing Hours 4  
Bridge Course Level 01

Course Description:

In this final course, students will perform the duties of a Medical Laboratory Assistant in the clinical setting. Students will perform specimen collection and processing under the supervision of practicum site personnel. Students may observe and/or perform ECGs in the clinical setting. During the practicum, effective communication skills, professional conduct and adherence to standard operating procedures are required.

Course Pre-Requisites (if applicable):

MLAB 1220, MLAB 1230, MLAB 1240, MLAB 1250.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Apply theoretical knowledge to the practice of safe, ethical, culturally sensitive, and professional care as a Medical Laboratory Assistant (MLA). |
| CLO #2 | Communicate effectively utilizing interpersonal and interprofessional skills that contribute to optimum patient care and safety.                   |
| CLO #3 | Apply critical thinking and problem-solving strategies to ensure best practices within scope of practice.  |
| CLO #4 | Safely collect, handle, and process specimens according to medical laboratory standard operating procedures.                                       |
| CLO #5 | Operate laboratory equipment, with safety and accuracy, in the performance of medical laboratory procedures.                                       |

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

|         |  |
|---------|--|
| CLO #6  | Apply foundational knowledge of cardiac anatomy and physiology to perform and analyze ECG and Holter monitoring (if service provided by the medical laboratory at the practicum site). |
| CLO #7  | Demonstrate competence in information management and efficient, accurate data entry.   |
| CLO #8  | Apply knowledge of Quality Assurance and Quality Management.   |
| CLO #9  | Practice in accordance with the Canadian Society for Medical Laboratory Science (CSMLS) Code of Professional Conduct.  |
| CLO #10 | Meet the B.C. Society for Laboratory Science (BCSLs) and Canadian Society for Medical Laboratory Science (CSLMS) competency profiles.  |

### Instructional

#### Strategies:

Off-campus workplace experience in either a hospital medical laboratory or a private medical laboratory. The off-campus experience is supplemented with exercises and reflections on VCC's learning management system.

## Evaluation and Grading

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Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

#### Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity |
|-----------|------------|--|
| Practicum | 100        |  |

## Hours by Learning Environment Type

---

*To complete this section:*

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

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

**TOTAL COURSE HOURS:**                      120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

**Category 3: Practicum, Self Paced, Individual Learning**

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Check all that apply:

Practicum

Hours in Category 3: 120

Course Topics

**Course Topics:**

Dependent on the practicum site.

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

MLAB

**Additional Information**

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## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Revisions to the Pharmacy Technician Certificate admission requirements

### BACKGROUND:

The Pharmacy Technician Certificate program is regulated by the National Association of Pharmacy Regulatory Authorities (NAPRA). NAPRA has recently updated their admission requirements to remove some barriers to students entering the profession: removal of “within 10 years” for some admission requirements to open paths for mature students and adding additional options around English language proficiency. In addition, the program’s recent accreditation review with the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) recommended removing the keyboarding assessment from admission requirements and moving it to the recommended characteristics section. Keyboarding is still taught in the program, allowing students to develop the skill throughout.

### DISCUSSION:

Jo-Ellen Zakoor, Dean of Health Sciences, presented the proposal on behalf of Department Head Jennifer Vo. The Registrar’s Office recommended some additional edits in the Admission Requirements and Evaluation of Student Learning sections to standardize the language used. A key change was to expand information for students around progression: students who fail a course in Term 2 are required to re-start the full program.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Pharmacy Technician Certificate program content guide.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** August 23, 2024



# Program Change Request

Date Submitted: 06/05/24 11:08 am

Viewing: **Pharmacy Technician Certificate**

Last approved: 03/22/23 9:30 pm

Last edit: 08/23/24 10:18 am

Changes proposed by: jvo

Catalog Pages Using  
this Program

[Pharmacy Technician Certificate](#)

Program Name:

Pharmacy Technician Certificate

Credential Level:

Certificate

Effective Date:

September 2025 ~~January 2023~~

Effective Catalog  
Edition:

2024-2025 Academic Calendar

School/Centre:

Health Sciences

Department

Pharmacy Technician (5005)

Contact(s)

## In Workflow

1. **5005 Leader**
2. **SHS Dean**
3. **Curriculum  
Committee**
4. **Education Council**

## Approval Path

1. 06/05/24 11:24 am  
Jennifer Vo (jvo):  
Approved for 5005  
Leader
2. 07/02/24 2:00 pm  
Jo-Ellen Zakoor  
(jzakoor): Rollback  
to 5005 Leader for  
SHS Dean
3. 07/25/24 10:26 am  
Jennifer Vo (jvo):  
Approved for 5005  
Leader
4. 07/31/24 1:20 pm  
Jo-Ellen Zakoor  
(jzakoor): Approved  
for SHS Dean
5. 08/26/24 10:56 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Dec 20, 2017 by  
clmig-jwehrheim
2. Jun 13, 2018 by  
cdeans

3. Jul 24, 2018 by  
cdeans
4. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)
5. Jan 16, 2020 by  
Darija Rabadzija  
(drabadzija)
6. Jan 17, 2020 by  
Darija Rabadzija  
(drabadzija)
7. Jan 17, 2020 by  
Darija Rabadzija  
(drabadzija)
8. Apr 14, 2021 by  
Darija Rabadzija  
(drabadzija)
9. May 6, 2021 by  
Darija Rabadzija  
(drabadzija)
10. Jun 3, 2021 by  
Nicole Degagne  
(ndegagne)
11. Oct 13, 2021 by  
Darija Rabadzija  
(drabadzija)
12. Jan 14, 2022 by  
Darija Rabadzija  
(drabadzija)
13. Jan 24, 2022 by  
Darija Rabadzija  
(drabadzija)
14. Apr 13, 2022 by  
Todd Rowlatt  
(trowlatt)
15. Sep 20, 2022 by  
Jennifer Vo (jvo)
16. Sep 23, 2022 by  
Darija Rabadzija  
(drabadzija)

- 475
17. Dec 15, 2022 by  
Nicole Degagne  
(ndegagne)
18. Mar 22, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name                        | E-mail                                     | Phone/Ext.                                  |
|-----------------------------|--|---|
| Jo-Ellen Zakoor             | jzakoor@vcc.ca                             | 5122  |
| <a href="#">Jennifer Vo</a> | <a href="mailto:jvo@vcc.ca">jvo@vcc.ca</a> | <a href="tel:778-783-5023">778-783-5023</a> |

## Program Content Guide

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### Purpose

This full time program prepares graduates for employment as pharmacy technicians in a variety of settings including community, hospital and long-term care pharmacies. Graduates will have the skills and knowledge necessary to perform the technical and administrative functions required to provide patient-centred pharmacy services. In addition, students learn to be responsible and accountable for ensuring patient safety and for accuracy and quality of product preparation and release. Students learn to collaborate with other health care professionals in the promotion of wellness and delivery of pharmacy services. Graduates will meet the entry-to-practice competencies outlined by the National Association of Pharmacy Regulatory Authorities (NAPRA).

This program welcomes diverse applicants.

Grade 12 graduation or equivalent. ~~equivalent.\*~~

English Language Proficiency at an English Studies 12 'B' level, as specified for the Pharmacy Technician Certificate program

Foundations of Math Chemistry 11 or ~~equivalent~~ with a minimum 'C+' grade, or equivalent ~~C+ grade completed within the last ten years~~

Chemistry 11 ~~Biology 12 or equivalent~~ with a minimum 'C+' grade, or equivalent ~~C+ grade completed within the last ten years~~

Anatomy & Physiology 12 with a minimum C+ grade, or equivalent

Completion of the VCC Health Sciences Math Assessment scoring minimum 80%

**Upon acceptance:**

~~Certified keyboarding speed of minimum 40 net words per minute with a maximum of 5 errors Attend a Program Information Session English Language Proficiency (ELP) requirement: Applicants who have completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution where English is the language of instruction must achieve the following scores on VCC's Adult Basic Education~~

~~(ABE) Assessments: Reading — 60 Writing ENGL 0991 level Applicants who have NOT completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution where English is the language of instruction must achieve the following scores on the Test of English as a Foreign Language (TOEFL) OR the International English Language Testing System (IELTS). Scores are valid for 2 years only. Test of English as a Foreign Language (TOEFL), Internet-based test (iBT) Speaking — 23 Writing — 25 Reading — 22 Listening —~~

~~21 Total: 91 International English Language Testing System (IELTS) Academic test only Speaking — 7.0 Writing —~~

~~7.0 Reading — 6.5 Listening — 7.5 Overall Band: 7.0 \*Grade 12 graduation or equivalent is a requirement mandated by the Canadian Council for the Accreditation of Pharmacy Programs (CCAPP). Note: For applicants who have NOT completed three years of full-time, face-to-face secondary or post-secondary education at an accredited Canadian institution, the National Association of Pharmacy Regulatory Authorities (NAPRA) and the College of Pharmacists of BC only accepts the TOEFL and IELTS as proof of English Language Proficiency. No other evidence, including completion of VCC coursework or other studies in English outside of Canada, or VCC's English Language Assessment will be accepted. Upon acceptance: Students must submit a negative TB test taken within 6 months of~~

~~acceptance to the program. If the TB test is positive, a negative TB chest x-ray is required.~~

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

Immunization Record: A VCC School of Health Sciences Immunization Record must be completed.

Immunizations in the following are strongly recommended:

Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chicken pox)

Hepatitis B

Influenza

COVID-19

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

~~Up-to-date immunizations are highly recommended, and are required for practicum placements.~~

#### Prior Learning Assessment & Recognition (PLAR)

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

#### Program Duration & Maximum Time for Completion

The Pharmacy Technician Program is 37 weeks of full-time study. Students must complete the certificate within three ~~two~~ years of starting the program.

#### Program Learning Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>  |
|--------|--|
| PLO #1 | Perform the role of a pharmacy technician within current legal, ethical and professional standards.                                  |
| PLO #2 | Establish professional relationships with patients and healthcare providers in order to optimize pharmaceutical care.                |
| PLO #3 | Prepare pharmaceutical products safely and accurately using a variety of distribution systems.                                       |
| PLO #4 | Manage the practice setting effectively to ensure safe and efficient pharmacy services.  |
| PLO #5 | Integrate health promotion and public health initiatives into pharmacy practice.   |
| PLO #6 | Demonstrate the ability to access relevant information and apply knowledge to make evidence-informed decisions in pharmacy practice. |
| PLO #7 | Use effective communication and professionalism when providing to or collaborating with healthcare providers and patients.           |
| PLO #8 | Establish and maintain collaborative intra- and inter-professional relationships.  |
| PLO #9 | Develop, implement and evaluate quality assurance policies, procedures and activities to optimize patient safety.                    |

#### Additional PLO Information

This program is offered full time. It cannot be completed part-time or on a self-paced timeline. Students must successfully complete all courses in one semester before enrolling in the next semester. Unsuccessful students may reapply for the program.

A major emphasis of this program is active student participation. Throughout the program the instructor will encourage the students to become increasingly more self directed and responsible for their own learning. Students should be well prepared for active participation in classroom, online and lab activities.

Instructional activities include lectures, discussions, group work, audio-visual presentations, demonstration, dispensing labs, compounding labs, aseptic technique labs, case studies, role-plays and field trips.

The lab component of the program provides the learner with the opportunity to integrate practice and theory in a simulated pharmacy setting.

Semester 1 focuses on community and long term care pharmacy practice. Semester 1 is 13 weeks in duration.

Semester 2 focuses on hospital pharmacy practice, including the preparation of sterile products. Semester 2 is 14 weeks in duration.

Semester 3 includes a practicum in a community pharmacy and a hospital pharmacy. Semester 3 is 10 weeks in duration.

### Evaluation of Student Learning

Students' progress in the classroom, online and the lab setting will be evaluated. Theoretical concepts will be evaluated through quizzes, tests, exams, case studies, projects, presentations and assignments.

Evaluation of practical skills will be based on checklists and practical exams.

Each term semester must be successfully completed before the next one can be started. It is not possible to re-do part of a semester in this program.

Students must have achieve a minimum grade point average of 'B' (3.00) to successfully complete each course, 'B' (72%) in all courses; and a minimum program term grade point average of 'B' (3.00) to grade point average of 'B' (72%) to advance into subsequent terms in courses/terms in the program, and a minimum program cumulative grade point average of 'B' (3.00) upon completion of all program courses to successfully graduate. ~~program.~~ In addition, students must meet the zero tolerance criteria in pharmaceutical calculations in PHAR 1203 and prescription checking in PHAR 1106 as required by the accreditation body - the Canadian Council for Accreditation of Pharmacy Programs (CCAPP). Students will have three attempts for each zero tolerance assessment. If a student fails to achieve 100% after three attempts on either assessment, they will not be able to progress in the program.

Ability to communicate effectively with a diverse client population

Attentive to detail, accurate and organized

Strong time management skills

Efficient and productive

Ability to take initiative and handle responsibility

Ability to concentrate and problem solve

Good vision and hand/eye coordination

Proficient in basic computer skills

40 WPM touch typing keyboarding speed is recommended

Ability to work varied shifts during practicums (e.g. evenings, weekends)

Attending a Program Information Session is strongly recommended

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## Courses

### Plan of Study Grid

| Term One   | Credits |
|--|---------|
| <a href="#">PHAR 1101</a> Professional Practice 1        | 4.5     |
| <a href="#">PHAR 1102</a> Pharmacology & Therapeutics 13 |         |
| <a href="#">PHAR 1103</a> Pharmacy Calculations 1        | 1.5     |
| <a href="#">PHAR 1104</a> Pharmacy Communications 1      | 1.5     |
| <a href="#">PHAR 1105</a> Pharmacy Management 1          | 1.5     |
| <a href="#">PHAR 1106</a> Community Pharmacy             | 7.5     |
| Credits  | 19.5    |
| Term Two   | Credits |
| <a href="#">PHAR 1201</a> Professional Practice 2        | 2       |
| <a href="#">PHAR 1202</a> Pharmacology & Therapeutics 23 |         |
| <a href="#">PHAR 1203</a> Pharmacy Calculations 2        | 1       |
| <a href="#">PHAR 1204</a> Pharmacy Communications 2      | 1.5     |
| <a href="#">PHAR 1205</a> Pharmacy Management 2          | 1.5     |
| <a href="#">PHAR 1206</a> Hospital Pharmacy              | 7       |
| <a href="#">PHAR 1207</a> Sterile Products               | 3       |
| <a href="#">PHAR 1208</a> Practicum Preparation          | 1.5     |
| Credits  | 20.5    |
| Term Three   | Credits |
| <a href="#">PHAR 1309</a> Pharmacy Practicum             | 13      |
| Credits  | 13      |
| Total Credits  | 53      |

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

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

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

## Grading Standard

| Grade                   | Percentage    | Description   | Grade Point Equivalency |
|-------------------------|---------------|---|-------------------------|
| A+                      | 90-100        |   | 4.33                    |
| A                       | 85-89         |   | 4.00                    |
| A-                      | 80-84         |   | 3.67                    |
| B+                      | 76-79         |   | 3.33                    |
| B                       | 72-75         | Minimum progression grade   | 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          | 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                     |
| <b>Course Standings</b> |               |   |                         |
| R                       |               | Audit. No Credit  | N/A                     |
| EX                      |               | Exempt. Credit Granted  | N/A                     |
| TC                      |               | Transfer Credit   | N/A                     |

## Grade Point Average (GPA)

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

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

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



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

## Rationale and Consultations

Provide a rationale for this proposal.

- The National Association of Pharmacy Regulatory Authorities (NAPRA) has recently made changes to their English Language Proficiency Requirements (increased IELTS scores and changed TOEFL to OET). We made these changes to our ELP because we are required to follow NAPRA
- Added English 12 with a B as an additional option to the English assessments for showing ELP for applicants with 3+ years of education in Canada
- Removed "within 10 years" to reduce barriers for mature students looking to return to school
- We recently had an accreditation review with the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) and they requested we remove the keyboarding assessment and change it to a "recommended characteristic". Keyboarding is taught in our program therefore students will have an opportunity to develop this skill during the program.
- Moved the program information session from a requirement to a recommendation. Allows flexibility for students who are working during the week and can not attend an information session.

Are there any expected costs to this proposal.

None

Consultations

| Consultated Area       | Consultation Comments  |
|------------------------|--|
| Faculty/Department     | Consulted with faculty and staff about proposed changes and they are in support of changes.  |
| PAC/CEG                | Presented the proposed changes to PAC on May 23, 2024 and they are in support of changes.  |
| Registrar's Office     | Consulted with Dawn Cunningham Hall (Assistant Registrar) about proposed changes and she agreed that many of these changes will help reduce barriers for prospective students. |
| Advising & Recruitment | Provided overview of proposed changes to Maria Gutierrez, Diseree Agoncillo (Admissions Officer), and the Academic Advising department for feedback. No concerns reported.     |

| Consultated Area  | Consultation Comments  |
|-------------------|--|
| Assessment Centre | Provided overview of proposed changes to Patricia Mori for feedback. No concerns from the Assessment Centre. |

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

[Consultations Pharm Tech.pdf](#)

### Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

Learn to safely and accurately prepare and distribute pharmaceutical products, promote patient health, and communicate with health care professionals in a community or hospital pharmacy.

What you will learn



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Revisions to four Culinary Arts program content guides

### BACKGROUND:

The Culinary Arts department is proposing changes to four culinary arts program content guides (PCGs): Professional Cook 1 Plus Certificate, Professional Cook 1 Certificate (STBC Youth Cohort), Professional Cook 2 Advanced Certificate, and the Culinary Arts Diploma. This includes changes to 16 course outlines and 3 new courses.

The major change involves adding explicit safety and sanitation requirements to the programs along with providing expanded information around attendance requirements. For almost all courses, students must receive a satisfactory (S) grade on safety and sanitation and meet minimum attendance requirements, or receive a failing grade for the course. These courses provide Work-Based Training Hours for SkilledTradesBC's certification, with minimum requirements. Safety and sanitation are critical elements for professional cooks. The Evaluation of Student Learning sections in the PCGs have been expanded to include additional details for transparency to prospective students.

In addition, the Culinary Arts Diploma course Modern Cuisine is being split into two separate courses: Molecular Cuisine and Chefs Table Gastronomy. The courses are only offered in the diploma program but are of interest to many students in the certificate programs or those already working in the profession. Splitting the course will allow the department to offer it outside of the diploma to expand access.

### DISCUSSION:

Ysabel Sukic, Department Head of Culinary Arts, and Dennis Innes, Dean of the School of Hospitality, Food Studies and Applied Business, presented the proposal. The Committee requested some additional changes to the Evaluation of Student Learning section to better explain the safety and attendance requirements. In addition, the course description for CULI 2521 Global Cuisine, Nutrition and Dietary Alternatives was adjusted to reflect the increased level of menu planning. The effective date for all documents was updated to May 2025.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to four culinary arts program content guides, 16 revised and 3 new course outlines.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** August 26, 2024

# Program Change Request

Date Submitted: 08/08/24 1:19 pm

Viewing: **Professional Cook 1 Plus Certificate**

Last approved: 08/10/23 2:07 pm

Last edit: 08/26/24 10:47 am

Changes proposed by: ysukic

Catalog Pages Using  
this Program

[Professional Cook 1 Plus Certificate](#)

Program Name:

Professional Cook 1 Plus Certificate

Credential Level:

Certificate

Effective Date:

[May 2025](#) ~~April 2022~~

Effective Catalog

2024-2025 Academic Calendar

Edition:

School/Centre:

Hospitality, Food Studies & Applied Business

Department

Professional Cook 1 (5408)

Contact(s)

## In Workflow

1. 5408 Leader
2. SHP Dean
3. Curriculum Committee
4. Education Council

## Approval Path

1. 08/08/24 1:34 pm  
Ysabel Sukic (ysukic): Approved for 5408 Leader
2. 08/09/24 3:00 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 08/26/24 10:51 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. May 3, 2018 by Todd Rowlatt (trowlatt)
2. May 3, 2018 by Todd Rowlatt (trowlatt)
3. May 30, 2018 by Ysabel Sukic (ysukic)
4. Sep 12, 2018 by Ysabel Sukic (ysukic)
5. Oct 1, 2018 by Todd Rowlatt (trowlatt)

6. Feb 4, 2019 by Nicole Degagne (ndegagne)
7. May 29, 2019 by Collin Gill (cgill)
8. Aug 21, 2019 by Nicole Degagne (ndegagne)
9. Jul 2, 2020 by Nicole Degagne (ndegagne)
10. Oct 13, 2021 by Ysabel Sukic (ysukic)
11. Jan 27, 2022 by Todd Rowlatt (trowlatt)
12. Aug 3, 2022 by Darija Rabadzija (drabadzija)
13. Mar 23, 2023 by Darija Rabadzija (drabadzija)
14. Aug 10, 2023 by Darija Rabadzija (drabadzija)

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

## Program Content Guide

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### Purpose

To prepare learners for employment in the food industry by providing an authentic learning experience in [a variety of industry kitchens and service outlets](#) to develop their culinary knowledge, skills, [and](#) professionalism. [VCC is your work-based training sponsor.](#)

Composition 10, Any grade 10 English or equivalent, or Department **Head** approval

Workplace Math 10, or equivalent

Valid Food Safe Level 1 Certificate (<http://foodsafecanada.ca/>) (certification must remain valid throughout the program)

Applicants may be given credit for CULI 1504 provided:

They have successfully completed the a VCC Baking Program, or

They submit evidence of Baker Red Seal Certification

Applicants may be given credit for CULI 1505 provided:

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

Note: Based on industry and STBC standards, students are expected to physically handle: ~~Valid Food Safe Level 1 Certificate (certification must remain valid throughout the program)~~ Applicants must be able to physically handle; Any grade 10 Mathematics or VCC's Basic Arithmetic assessment with an 80% or equivalent or Department Head approval all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. For safety reasons, any outcomes. Any other known food allergies must be disclosed. Please contact [VCC Disability Services](#) to arrange any necessary accommodations.

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

~~Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from CULI 1504 Baking Techniques. Applicants with a Meat Cutter's Red Seal Certificate may be exempt from CULI 1505 Butchery.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 32 weeks. Students have a maximum of three years to complete the credential.

Program Learning

Outcomes

| <b>Upon successful completion of this program, graduates will be able to:</b> |  |
|---|--|
| PLO #1  | Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment. |
| PLO #2  | Evaluate product for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.                        |

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

|        |   |
|--------|---|
| PLO #3 | Identify and describe the principles of nutrition and balanced food combinations for institutional menus.   |
| PLO #4 | Adhere to industry health, <u>safety, sanitation,</u> safety and employment standards in the preparation, handling and storage of food and equipment. |
| PLO #5 | Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.                           |
| PLO #6 | Reflect on performance and practice to enhance professional skills needed to enter and advance in the culinary industry.                              |

#### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

The Professional Cook 1 Plus Certificate is designed to meet the training needs of the industry industry and the required training objectives established by SkilledTradesBC. Courses are delivered 4 days per week over 32 weeks. The program is delivered in fully operational industrial kitchens, service outlets, outlets and classroom settings. Working in authentic service kitchens and outlets provides the opportunity for students to develop their practical cooking and professional skills. Classroom instruction is designed for students to develop theoretical knowledge and the technical skills required for success in the the culinary industry.

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

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

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

Students must achieve ~~receive~~ a **minimum 70%** in each course to receive the Professional Cook 1 Plus Certificate. Attendance of classes is mandatory. Students earn hours through ~~Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the~~ program that can be used to and must enroll in make-up courses to meet the requirements for Workplace Training Hours of SkilledTradesBC's certification. Details on meeting attendance requirements are available in the Student Handbook. Students who do not achieve a Satisfactory grade on attendance and safety/ sanitation (if required) and the 70% minimum required in a course will receive an 'F' grade for the course, and may not progress in the program based on individual course requirements and/or course pre-requisites and/or co-requisites. Students who receive VCC's Professional Cook 1 Plus Certificate, automatically receive work-based training hour credits towards their Cook 1 Trade Qualification, and are eligible to take SkilledTradesBC's theoretical and practical exams required for the SkilledTradesBC certification.

#### Recommended Characteristics of Students

Displays commitment and dedication to education and training

Displays consistent attendance and participation

~~It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following Essential Skills Requirements: Physical condition and stamina to meet the demands of the program, including good motor skills and coordination~~ Ability to multi-task, work accurately and neatly, and manage time effectively

Integrity, ability to take initiative and handle responsibility

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

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

Interpersonal & respectful communication skills

Some creativity is an asset

High standards of personal hygiene

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

Note: Some travel to alternate locations may be required during the catering course.

#### Courses

CULI 1501

Kitchen Orientation

5



|                                  |                              |    |
|----------------------------------|------------------------------|----|
| <a href="#"><u>CULI 1502</u></a> | Culinary Techniques          | 4  |
| <a href="#"><u>CULI 1503</u></a> | Garde Manger & Breakfast     | 4  |
| <a href="#"><u>CULI 1504</u></a> | Baking Techniques            | 4  |
| <a href="#"><u>CULI 1505</u></a> | Butchery                     | 4  |
| <a href="#"><u>CULI 1506</u></a> | Production Kitchen           | 4  |
| <a href="#"><u>CULI 1510</u></a> | Short Order and Cafe Service | 5  |
| <a href="#"><u>CULI 1509</u></a> | Catering                     | 4  |
| Total Credits                    |                              | 34 |

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<br>Equivalency |
|-------------------------|------------------|---|----------------------------|
| A+                      | 96-100           |   | 4.33                       |
| A                       | 91-95            |   | 4.00                       |
| A-                      | 86-90            |   | 3.67                       |
| B+                      | 81-85            |   | 3.33                       |
| B                       | 76-80            |   | 3.00                       |
| B-                      | 70-75            | Minimum Pass  | 2.67                       |
| F                       | 0-69             | Failing Grade   | 0.00                       |
| S                       | 70 or<br>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                        |
| <b>Course Standings</b> |                  |   |                            |
| R                       |                  | Audit. No Credit  | N/A                        |
| EX                      |                  | Exempt. Credit Granted  | N/A                        |
| TC                      |                  | Transfer Credit   | N/A                        |

## Grade Point Average (GPA)

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

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

After many discussions, faculty have identified Safety and Sanitation must be given more importance in each program and course. Based on results from our internal meetings and additional consultation, the faculty has agreed to adjust our evaluation and grading plans and assign some courses with a PASS/FAIL mark for Safety and Sanitation. All students must pass CULI 1501 to progress in the program. Attendance requirements for each course have been included in these edits. And the Recommended Characteristics has also been updated.

Also added information for students about sponsorship.

Updated admission requirements, and Recommended Characteristics.

Are there any expected costs to this proposal.

no

Consultations

| Consultated Area                                   | Consultation Comments  |
|--|--|
| Centre for Teaching, Learning, and Research (CTLR) |  |
| Registrar's Office                                 | Consulted with Dawn Cunningham Hall about sponsorship. Dawn also made additional suggestions for the admission requirements, which have been added, or removed such as the highschool courses for PC2 admission. |
| Faculty/Department                                 | Faculty collaborated in the decisions made regarding Attendance, Safety and Sanitation, breakdown of evaluation plan, PASS/FAIL marks and progression through the program.                                       |
| Department Support Staff                           |  |
| Indigenous Education & Community Engagement (IECE) |  |
| International Education                            |  |
| Library  |  |
| Marketing & Communications                         |  |
| PAC/CEG  |  |
| Other  | Dean's office  |
| EAL Department/Language Support                    |  |

| Consultated Area    | Consultation Comments   |
|---------------------|---|
| Other Department(s) | Tanny Marks - support the Safety and Sanitation marks and the attendance requirements based on STBC work hour credits |

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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This program is for:

Marketing Description

Take the first step toward a B.C. trade certificate and professional cooking career by learning soups and stocks, meat, seafood, poultry, breakfasts, cold kitchen, and desserts.

# Program Change Request

Date Submitted: 08/09/24 3:50 pm

Viewing: **Professional Cook 1 Certificate (STBC Youth Cohort)**

Last approved: 11/22/23 2:49 pm

Last edit: 08/26/24 1:09 pm

Changes proposed by: ysukic

Catalog Pages Using

this Program

[Professional Cook 1 Certificate \(ITA Youth Cohort\)](#)

Program Name:

Professional Cook 1 Certificate (STBC Youth Cohort)

Credential Level: Certificate

Effective Date: September 2025 ~~February 2024~~

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Culinary Arts - Satellite Prg (5406)

Contact(s)

## In Workflow

1. 5406 Leader
2. SHP Dean
3. Curriculum Committee
4. Education Council

## Approval Path

1. 08/08/24 1:35 pm  
Ysabel Sukic (ysukic): Approved for 5406 Leader
2. 08/09/24 3:04 pm  
Dennis Innes (dinnes): Rollback to Initiator
3. 08/09/24 3:50 pm  
Ysabel Sukic (ysukic): Approved for 5406 Leader
4. 08/10/24 9:28 am  
Dennis Innes (dinnes): Approved for SHP Dean
5. 08/26/24 1:42 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Jul 10, 2018 by Ysabel Sukic (ysukic)
2. Feb 4, 2019 by Nicole Degagne (ndegagne)

3. Oct 13, 2021 by  
Ysabel Sukic (ysukic)
4. Jan 27, 2022 by  
Todd Rowlatt  
(trowlatt)
5. Aug 3, 2022 by  
Darija Rabadzija  
(drabadzija)
6. Mar 23, 2023 by  
Darija Rabadzija  
(drabadzija)
7. Nov 22, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name         | E-mail        | Phone/Ext. |
|--------------|---------------|------------|
| Ysabel Sukic | ysukic@vcc.ca | 6044438474 |

## Program Content Guide

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## Purpose

To prepare learners enrolled in the SkilledTradesBC Youth Trades high school program for employment in the food industry by providing an authentic learning experience in industry kitchens to develop their culinary knowledge, skills, and professionalism.

### Information for VCC Youth in Trades students:

Your technical training sponsor is your high school principal. You also need a sponsor for the work-based training hours.

Your high school pays some or all of your fees for level 1 only. If you want to continue to **Professional Cook 2**, your high school does not pay your fees.

If you want to continue to **Professional Cook 2**, you will need to follow one of these pathways:

**Option 1 Step 1, work in industry after graduating HS:** Start and finish the VCC program -> Pass all STBC exams -> Graduate HS -> find work as a cook and your sponsor (preferably a Red Seal Chef) -> Go to Step 2

**Option 2 Step 1, work while going to HS:** Find a sponsor (preferably a Red Seal Chef), start and finish the VCC program, complete work-based training hours (district dependent) -> pass all STBC C of Q exams -> Graduate HS -> Go to Step 2

**Step 2, change your registration with STBC from YIT to PC1 -> report to STBC the completed number of hours of work-based training (1,000 hours total) -> once total hours has been reported, your sponsor will receive the STBC recommendation for Certification form by email -> this must be filled in with your sponsor, both your and your sponsor's signatures are required), -> submit filled and signed for to STBC -> Once you receive your Level 1 C of Q (STBC Level 1 Certificate of Qualification) -> you can apply to VCC for PC2 Advanced.**

Considerations: Work-based training hour credits from the training provider varies for the high schools attended, and is depended on that specific district and their agreement with STBC. All agreements may vary, and change without notice. For example:

SD48 provides up to a maximum 300 hours credited toward work-based training.

SD35 and SD42 provide up to a maximum 600 hours credited toward work-based training.

## Admission Requirements

Composition 10, ~~Any grade 10 English course or equivalent~~, or department approval

Workplace Math 10, or equivalent

Valid **Food Safe Level 1 Certificate** (certification must remain valid throughout the program)

Note: Based on industry and STBC standards, students are expected to physically handle: ~~Valid Food Safe Level 1 Certificate (certification must remain valid throughout the program)~~ Applicants must be able to physically handle; ~~Any grade 10 Mathematics or VCC's Basic Arithmetic assessment with an 80% or equivalent~~ all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. For safety reasons, any ~~outcomes. Any other~~ known food allergies must be disclosed. Please contact both the high school counsellor and VCC Disability Services to arrange any necessary accommodations.

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

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

Program Duration & Maximum Time for Completion

The program is 28 weeks. Students have a maximum of three years to complete the credential.  
~~credential.~~

Program Learning

Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>  |
|--------|--|
| PLO #1 | Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment. |
| PLO #2 | Evaluate product for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.                        |
| PLO #3 | Identify and describe the principles of nutrition and balanced food combinations for institutional menus.  |
| PLO #4 | Adhere to industry health, safety, sanitation, and employment standards in the preparation, handling and storage of food and equipment.                                  |
| PLO #5 | Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.  |
| PLO #6 | Reflect on performance and practice to enhance professional skills needed to enter and advance in the culinary industry.   |

Additional PLO Information



The Professional Cook 1 STBC Youth Certificate is designed to meet the training needs of the Industry and the required training objectives established by SkilledTradesBC. Courses are delivered 4 days per week over 28 weeks. The program is delivered in fully operational industrial kitchens ~~kitchens, service outlets~~ and classroom settings. Working in commercial ~~authentic service~~ kitchens and outlets provides the opportunity for students to develop their practical cooking and professional skills. Classroom instruction is designed for students to develop the theoretical knowledge and the technical skills required for success in the ~~the~~ culinary industry. The program design is based on a learning-centered ~~learning-centred~~ and experiential approach whereby students learn through experience in authentic culinary work settings. Active student learning and participation are ~~is~~ emphasized to promote the development of knowledge, skills, ~~skills~~ and attitudes required for success in the food industry. Professional skills, such as teamwork, critical thinking, self-reflection, ~~self-reflection~~ and communication, are also emphasized throughout the program.

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

### Evaluation of Student Learning

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

Students must receive a **minimum 70%** in each course to receive the Professional Cook 1 STBC Youth Certificate.

Attendance of classes is mandatory. Students earn hours through ~~Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the~~ program that can be used to ~~and must enroll in make-up courses to~~ meet the requirements for Workplace Training Hours of SkilledTradesBC's certification. Details on meeting attendance requirements are available in the Student Handbook.

Students who do not achieve a Satisfactory grade on attendance and safety/ sanitation (if required) and the 70% minimum required in a course will receive an 'F' grade for the course. Students are allowed to continue in the program, but must enroll in make-up courses at the VCC downtown campus to meet the requirements for certification.

Displays commitment to dedication to education and training

Displays consistent attendance and participation

~~It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following Essential Skills Requirements: Physical condition and stamina to meet the demands of the program, including good motor skills and coordination~~ Ability to multi-task, work accurately and neatly, and manage time ~~effectively~~ effectively

Integrity, ability to take initiative and handle responsibility

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

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

Displays professional interpersonal ~~interpersonal~~ & respectful communication skills

Some creativity is an asset

High standards of personal hygiene

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

#### Courses

|                  |                              |    |
|------------------|------------------------------|----|
| <u>CULI 1501</u> | Kitchen Orientation          | 5  |
| <u>CULI 1502</u> | Culinary Techniques          | 4  |
| <u>CULI 1503</u> | Garde Manger & Breakfast     | 4  |
| <u>CULI 1504</u> | Baking Techniques            | 4  |
| <u>CULI 1505</u> | Butchery                     | 4  |
| <u>CULI 1506</u> | Production Kitchen           | 4  |
| <u>CULI 1510</u> | Short Order and Cafe Service | 5  |
| Total Credits    |                              | 30 |

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

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

## Grading Standard

| Grade                   | Percentage       | Description   | Grade Point<br>Equivalency |
|-------------------------|------------------|---|----------------------------|
| A+                      | 96-100           |   | 4.33                       |
| A                       | 91-95            |   | 4.00                       |
| A-                      | 86-90            |   | 3.67                       |
| B+                      | 81-85            |   | 3.33                       |
| B                       | 76-80            |   | 3.00                       |
| B-                      | 70-75            | Minimum Pass  | 2.67                       |
| F                       | 0-69             | Failing Grade   | 0.00                       |
| S                       | 70 or<br>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                        |
| <b>Course Standings</b> |                  |   |                            |
| R                       |                  | Audit. No Credit  | N/A                        |
| EX                      |                  | Exempt. Credit Granted  | N/A                        |
| TC                      |                  | Transfer Credit   | N/A                        |

## Grade Point Average (GPA)

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

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

Including information for students about sponsorship and educational pathways.

Rationale is provided in Professional Cook 1 Plus PCG submission.

Are there any expected costs to this proposal.

Consultations

| Consultated Area   | Consultation Comments               |
|--------------------|-------------------------------------|
| Registrar's Office | Consulted with Dawn Cunningham Hall |

### Additional Information

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Provide any additional information if necessary.

Supporting documentation:

### Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

Learn the foundations of professional culinary arts and earn credits toward your apprenticeship while still in high school.

# Program Change Request

Date Submitted: 08/08/24 1:20 pm

Viewing: **Professional Cook 2 Advanced Certificate**

Last approved: 08/10/23 2:12 pm

Last edit: 08/26/24 10:50 am

Changes proposed by: ysukic

Catalog Pages Using  
this Program

[Professional Cook 2 Advanced Certificate](#)

Program Name:

Professional Cook 2 Advanced Certificate

Credential Level:

Advanced Certificate

Effective Date:

May 2025 ~~April 2022~~

Effective Catalog

2024-2025 Academic Calendar

Edition:

School/Centre:

Hospitality, Food Studies & Applied Business

Department

Professional Cook 2 (5409)

Contact(s)

## In Workflow

1. **5409 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**

## Approval Path

1. 08/08/24 1:35 pm  
Ysabel Sukic (ysukic): Approved for 5409 Leader
2. 08/09/24 3:02 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 08/26/24 10:51 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Sep 13, 2018 by Ysabel Sukic (ysukic)
2. Oct 1, 2018 by Todd Rowlatt (trowlatt)
3. Feb 4, 2019 by Nicole Degagne (ndegagne)
4. Jun 17, 2019 by Ysabel Sukic (ysukic)
5. Aug 21, 2019 by Nicole Degagne (ndegagne)

6. Oct 13, 2021 by  
Ysabel Sukic (ysukic)
7. Jan 27, 2022 by  
Todd Rowlatt  
(trowlatt)
8. Aug 3, 2022 by  
Darija Rabadzija  
(drabadzija)
9. Mar 23, 2023 by  
Darija Rabadzija  
(drabadzija)
10. Aug 10, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name         | E-mail        | Phone/Ext. |
|--------------|---------------|------------|
| Ysabel Sukic | ysukic@vcc.ca | 8474       |

## Program Content Guide

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### Purpose

To prepare learners for advancement in the food industry by providing an authentic learning experience in a variety of industry kitchens and service outlets to further develop their culinary knowledge, skills, and ~~and~~ professionalism. The Professional Cook 2 Advanced Certificate is designed to meet the training needs of the Industry and the required training objectives established by SkilledTradesBC.

VCC is your work-based training sponsor.

SkilledTradesBC Professional Cook 1 Certificate of Qualification

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

Applicants may be given credit for CULI 2507 provided:

They have successfully completed the a VCC Baking Program, or

They submit evidence of Baker Red Seal Certification

~~Note: Based on industry and STBC standards, students are expected to physically handle: Any grade 10 Mathematics course or VCC's Basic Arithmetic assessment with an 80% or equivalent or Department Head approval~~

~~Applicants must be able to physically handle; Valid Serving It Right Certificate (certification must remain valid throughout the program) Any grade 10 English course or equivalent or Department Head approval~~

all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. For safety reasons, any ~~outcomes. Any other~~ known food allergies must be disclosed. Please contact [VCC Disability Services](#) to arrange any necessary accommodations.

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

~~Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from CULI 2507 Advanced Baking.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 16 weeks. Students have a maximum of three years to complete the credential.

Program Learning

Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>   |
|--------|---|
| PLO #1 | Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment. |
| PLO #2 | Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.                       |
| PLO #3 | Plan, design and write menus for culinary establishments that reflect nutritional and specific dietary needs.   |
| PLO #4 | Adhere to industry health, <u>safety, sanitation,</u> <del>safety</del> and employment standards in preparation, and handling and storage of food and equipment.                  |

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

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

## Additional PLO Information

## Instructional Strategies, Design, and Delivery Mode

The Professional Cook 2 Advanced Certificate is designed to meet the training needs of the Industry and the required training objectives established by SkilledTradesBC. Courses are delivered 4 days per week over 16 weeks.

The program is delivered in fully operational industrial kitchens, service outlets and classroom settings. Working in authentic service kitchens and outlets provides opportunity for students to further develop their practical cooking and professional skills. Classroom instruction is designed for students to develop theoretical knowledge and skills required for advancement in the Culinary Industry.

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

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



Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical, ~~practical~~ and professional skills are conducted through exams, practical assessments, course assignments, ~~assignments~~ and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate, ~~demonstrate~~ and reflect on their learning through portfolios, ~~portfolios~~. Students must achieve a ~~receive a~~ minimum 70% in in each course to receive the VCC Professional Cook 2 Advanced Certificate.

Attendance of classes is mandatory. Students earn hours through ~~Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the~~ program that can be used to and must enroll in make-up courses to meet the requirements for Workplace Training Hours of SkilledTradesBC's certification. Details on meeting attendance requirements are available in the Student Handbook.

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

Students who receive VCC's Professional Cook 2 Advanced Certificate, automatically receive work-based training hour credits towards their Cook 2 Trade Qualification, and, ~~Certificate~~ are eligible to take SkilledTradesBC's theoretical and practical exams required for the SkilledTradesBC certification.

#### Recommended Characteristics of Students

Displays commitment to dedication to education and training

Displays consistent attendance and participation

~~It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following essential requirements: Physical condition and stamina to meet the demands of the program, including good motor skills and coordination~~ Ability to multi-task, work accurately and neatly, and manage time effectively

Integrity, ability to take initiative and handle responsibility

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

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

Interpersonal & respectful communication skills

Some creativity is an asset

High standards of personal hygiene

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

#### Courses

CULI 2500

Kitchen Management and Cost Controls

3

|                      |   |              |
|----------------------|---|--------------|
| <u>CULI 2503</u>     | Restaurant Customer Service                               | 2            |
| <del>CULI 2504</del> | <del>Nutritional Menu Development</del>                   | <del>1</del> |
| <u>CULI 2505</u>     | Advanced Cookery  | 2            |
| <del>CULI 2506</del> | <del>Global &amp; Vegetarian Cuisine</del>                | <del>2</del> |
| <u>CULI 2521</u>     | <u>Global Cuisine, Nutrition and Dietary Alternatives</u> | <u>3</u>     |
| <u>CULI 2507</u>     | Advanced Baking   | 5            |
| <u>CULI 2513</u>     | Restaurant Kitchen  | 4.5          |
| Total Credits        |   | 19.5         |

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

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

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

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

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

## Grading Standard

| Grade                   | Percentage       | Description   | Grade Point<br>Equivalency |
|-------------------------|------------------|---|----------------------------|
| A+                      | 96-100           |   | 4.33                       |
| A                       | 91-95            |   | 4.00                       |
| A-                      | 86-90            |   | 3.67                       |
| B+                      | 81-85            |   | 3.33                       |
| B                       | 76-80            |   | 3.00                       |
| B-                      | 70-75            | Minimum Pass  | 2.67                       |
| F                       | 0-69             | Failing Grade   | 0.00                       |
| S                       | 70 or<br>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                        |
| <b>Course Standings</b> |                  |   |                            |
| R                       |                  | Audit. No Credit  | N/A                        |
| EX                      |                  | Exempt. Credit Granted  | N/A                        |
| TC                      |                  | Transfer Credit   | N/A                        |

## Grade Point Average (GPA)

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

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

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

### Rationale and Consultations

Provide a rationale  
for this proposal.

Rationale is provided in Professional Cook 1 Plus PCG submission.

Are there any  
expected costs to  
this proposal.

no

Consultations

| Consultated Area   | Consultation Comments                                      |
|--------------------|--|
| Registrar's Office | Consulted with Dawn Cunningham Hall regarding sponsorship. |

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

Elevate your skills and advance your cooking career while gaining work experience in VCC's service outlets.

# Program Change Request

Date Submitted: 08/08/24 1:19 pm

Viewing: **Culinary Arts Diploma**

Last approved: 08/10/23 2:15 pm

Last edit: 08/26/24 10:51 am

Changes proposed by: ysukic

Catalog Pages Using  
this Program  
[Culinary Arts Diploma](#)

Program Name:  
Culinary Arts Diploma

Credential Level: Diploma

Effective Date: May 2025 ~~September 2022~~

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**

## Approval Path

1. 08/08/24 1:31 pm  
Ysabel Sukic (ysukic): Approved for 5410 Leader
2. 08/12/24 10:18 am  
Dennis Innes (dinnes): Approved for SHP Dean
3. 08/16/24 10:31 am  
Darija Rabadzija (drabadzija): Rollback to SHP Dean for Curriculum Committee
4. 08/19/24 9:13 am  
Dennis Innes (dinnes): Approved for SHP Dean
5. 08/26/24 10:51 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Dec 18, 2017 by clmig-jwehrheim

2. Mar 16, 2018 by  
Todd Rowlatt  
(trowlatt)
3. Jun 13, 2018 by  
Todd Rowlatt  
(trowlatt)
4. Jan 25, 2019 by  
Ysabel Sukic (ysukic)
5. Mar 12, 2019 by  
Ysabel Sukic (ysukic)
6. May 29, 2019 by  
Collin Gill (cgill)
7. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)
8. Oct 13, 2021 by  
Ysabel Sukic (ysukic)
9. Dec 15, 2021 by  
Darija Rabadzija  
(drabadzija)
10. Jan 27, 2022 by  
Todd Rowlatt  
(trowlatt)
11. Aug 3, 2022 by  
Darija Rabadzija  
(drabadzija)
12. Sep 20, 2022 by  
Dennis Innes  
(dinnes)
13. Sep 23, 2022 by  
Darija Rabadzija  
(drabadzija)
14. Oct 11, 2022 by  
Darija Rabadzija  
(drabadzija)
15. Mar 15, 2023 by  
Leszek Apouchtine  
(lapouchtine)
16. Mar 22, 2023 by  
Darija Rabadzija  
(drabadzija)

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

## Program Content Guide

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### Purpose

The Culinary Arts Diploma is designed to prepare learners ~~international students~~ for employment ~~as line cooks or third cooks~~ in the food industry by providing an authentic learning experience in a variety of industry kitchens ~~hotel kitchens, restaurants, catering companies, airport flight kitchens, trains, cruise ships, camps,~~ and service outlets to develop their culinary knowledge, skills, and professionalism. ~~institutional kitchens.~~ The program is designed to meet the training needs of the industry. International students have the option to register as apprentices with SkilledTradesBC (STBC) and pursue a BC Cook Trade Red Seal certification. VCC would then be your work-based training sponsor.

~~Any grade 10~~

~~English Language Proficiency demonstrated by one of the following: English 10, course or equivalent, or department approval~~

~~Workplace Math 10, or equivalent~~

~~Upon acceptance:~~

~~IELTS Academic (International English Language Testing System) with a minimum overall score of 5.5 with no band lower than 5.0 — or TOEFL iBT (Test of English as a Foreign Language Internet-based Test) with a minimum score of 68 — or Canadian Language Benchmark: Listening 7, Speaking 7, Reading 7, and Writing 6 Any grade 10 Mathematics course or VCC's Basic Arithmetic assessment with an 80% or equivalent~~

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

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

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

~~Students who cannot produce Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the above certifications, will not proceed to CULI 1502. program outcomes:~~

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

~~They have successfully completed a VCC Baking Program, or~~

~~They submit evidence of Baker Red Seal Certification~~

~~Applicants may be given credit for CULI 1505 provided:~~

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

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

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

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

~~Any other known food allergies must be disclosed. Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from CULI 1504 Baking Techniques. Applicants with a Meat Cutter's Red Seal Certificate may be exempt from CULI 1505 Butchery.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

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



## Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>  |
|--------|--|
| PLO #1 | Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment. |
| PLO #2 | Evaluate product for consistency and accuracy in yield, flavour, texture and overall appearance according to product specifications and standards.                       |
| PLO #3 | Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.  |
| PLO #4 | Adhere to industry health, <u>safety, sanitation</u> , safety and employment standards in preparation, handling and storage of food and equipment.                       |
| PLO #5 | Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.  |
| PLO #6 | Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.                             |

## Additional PLO Information

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

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

The program design is based on a learning-centered ~~learning-centred~~ and experiential approach whereby students learn through experience in authentic culinary work settings. A major emphasis of the diploma program is active student participation. Active student learning and participation. Students are emphasized encouraged to promote the development of knowledge, skills, and attitudes required become self-directed and responsible for success their own learning and to come to class well prepared for active participation in the food industry. classroom and kitchen activities. Professional skills, such as teamwork, critical thinking, self-reflection, self-reflection, and communication, are also emphasized throughout the program.

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

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, ~~Students are evaluated through written and~~ practical and professional skills are conducted through exams, practical assessments, course assignments ~~assignments, projects,~~ and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. ~~Students must receive a minimum 70% in each course to receive the Culinary Arts Diploma. At~~ Students who do not achieve the same time, students ~~70% minimum required to pass a course~~ are given an opportunity to self/peer assess ~~allowed to continue in the program~~ and demonstrate and reflect on their learning through portfolios. ~~must enroll in make-up courses to meet the graduation requirements for the diploma.~~

~~Students must achieve~~ must receive a minimum 70% in each ~~70% in each~~ course to receive the VCC Culinary the Culinary Arts Diploma.

Attendance of classes is mandatory. Students earn hours through ~~Students who meet all the~~ program that can be used ~~requirements for the Culinary Arts Diploma are eligible~~ to meet the requirements for Workplace Training Hours of SkilledTradesBC's certification. ~~take SkilledTradesBC's theoretical and practical exams required for the SkilledTradesBC Certificate of Qualification.~~ Details on meeting attendance requirements are available in the Student Handbook.

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

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

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. Physical condition and stamina to meet the demands of the program, including good motor skills and coordination. Ability to multi-task, work accurately with strong and neatly, and manage time effectively.

Displays commitment Ability to dedication to education take initiative and training handle responsibility

Displays consistent attendance and participation

Integrity, ability to take initiative and handle responsibility

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

Ability to work independently and respectfully in groups Ability to to give close attention to to detail for sustained periods of time for sustained long periods of time

Interpersonal Maturity, interpersonal & respectful communication skills

Some creativity is an asset

High standards of personal hygiene

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

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

High standards of personal hygiene and integrity

## Courses

### Plan of Study Grid

| Term One  | Credits |
|---|---------|
| <u>CULI 1501</u> Kitchen Orientation                  | 5       |
| <u>CULI 1502</u> Culinary Techniques                  | 4       |
| <u>CULI 1503</u> Garde Manger & Breakfast             | 4       |
| <u>CULI 1504</u> Baking Techniques                    | 4       |
| Credits   | 17      |
| Term Two  |         |
| <u>CULI 1505</u> Butchery                             | 4       |
| <u>CULI 1506</u> Production Kitchen                   | 4       |
| <u>CULI 1510</u> Short Order and Cafe Service         | 5       |
| Credits   | 13      |
| Term Three  |         |
| <u>CULI 1509</u> Catering                             | 4       |
| <u>CULI 1526</u> Cook Chill Production Kitchen 2      | 4       |
| <u>CULI 1528</u> Short Order Cafe 2                   | 4       |
| Credits   | 12      |
| Term Four   |         |
| <u>CULI 2500</u> Kitchen Management and Cost Controls | 3       |
| <u>CULI 2503</u> Restaurant Customer Service          | 2       |

|  |                |
|--|----------------|
| <del>CULI 2504</del> <del>Nutritional Menu Development</del>               | <del>1</del>   |
| <del>CULI 2505</del> <del>Advanced Cookery</del>                           | <del>2</del>   |
| <del>CULI 2506</del> <del>Global &amp; Vegetarian Cuisine</del>            | <del>2</del>   |
| <u>CULI 2521</u> <u>Global Cuisine, Nutrition and Dietary Alternatives</u> | <u>3</u>       |
| <del>CULI 2507</del> <del>Advanced Baking</del>                            | <del>5</del>   |
| <del>CULI 2513</del> <del>Restaurant Kitchen</del>                         | <del>4.5</del> |
| Credits  | 19.5           |
| Term Five  |                |
| <del>CULI 2511</del> <del>Modern Cuisine</del>                             | <del>8.5</del> |
| <u>CULI 2514</u> <u>Molecular Cuisine</u>                                  | <u>4.5</u>     |
| <u>CULI 2515</u> <u>Chefs Table Gastronomy</u>                             | <u>4</u>       |
| <del>CULI 2512</del> <del>Culinary Practicum</del>                         | <del>3</del>   |
| Credits  | 11.5           |
| Total Credits  | 73             |

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

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

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

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

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

The following equivalencies will be applied for students who began the program prior to September 2025: ~~This guide is intended as a general guideline only.~~

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

CULI 2521 Global Cuisine, Nutrition, and Dietary Alternatives is equivalent to CULI 2504 Nutritional Menu

Development and CULI 2506 Global & Vegetarian Cuisine

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

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

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

## Grading Standard

| Grade                   | Percentage       | Description   | Grade Point<br>Equivalency |
|-------------------------|------------------|---|----------------------------|
| A+                      | 96-100           |   | 4.33                       |
| A                       | 91-95            |   | 4.00                       |
| A-                      | 86-90            |   | 3.67                       |
| B+                      | 81-85            |   | 3.33                       |
| B                       | 76-80            |   | 3.00                       |
| B-                      | 70-75            | Minimum Pass  | 2.67                       |
| F                       | 0-69             | Failing Grade – unable to proceed to next term  | 0.00                       |
| S                       | 70 or<br>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                        |
| <b>Course Standings</b> |                  |   |                            |
| R                       |                  | Audit. No Credit  | N/A                        |
| EX                      |                  | Exempt. Credit Granted  | N/A                        |
| TC                      |                  | Transfer Credit   | N/A                        |

## Grade Point Average (GPA)

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

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

It has been identified that three years is not enough time for international students to complete the program. Should a student require time off, it is difficult to reinsert that student into the program, within the current 3-year maximum time limit.

CULI 1511 is being split into two separate courses; Molecular Cuisine (draft number 2514) and Chef's Table Gastronomy (draft number 2515)

Additionally, the department hopes to open CULI 2514 2515 and 2512 to domestic students. Domestic students shown interest in taking these courses, and can be inserted without concern of exceeding capacity.

All other changes are the same as what has been rationalized in the Professional Cook 1 Plus PCG submission.

Are there any expected costs to this proposal.

no

Consultations

| Consultated Area | Consultation Comments |
|------------------|-----------------------|
| Other            |                       |

**Additional Information**

---

Provide any additional information if necessary.

Supporting documentation:

**Marketing Information**

---

*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for: International

Marketing Description

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

# Course Change Request

Date Submitted: 08/08/24 1:21 pm

Viewing: **CULI 1501 : Kitchen Orientation**

Last approved: 04/08/22 5:05 am

Last edit: 08/26/24 10:34 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(STBC Youth Cohort\)](#)

Course Name:  
Kitchen Orientation

Effective Date: May 2025

School/Centre: Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department: Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:38 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:35 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:42 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 11/03/23 8:41 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:31 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:35 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
7. 08/26/24 10:51 am  
Todd Rowlatt



521  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Apr 8, 2022 by  
Nicole Degagne  
(ndegagne)

| Name                         | E-mail   | Phone/Ext.                          |
|------------------------------|--|-------------------------------------|
| <a href="#">Ysabel Sukic</a> | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> | <a href="tel:443-8487">443-8487</a> |

Banner Course Name: Kitchen Orientation

Subject Code: CULI - Culinary Arts

Course Number: 1501

Year of Study: 1st Year Post-secondary

Credits: 5

Bridge College Code: VO

Bridge Billing Hours: 0-5

Bridge Course Level: 01

### Course Description:

This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies, ~~strategies~~ and sociocultural competencies appropriate to the workplace will be introduced and practiced. ~~This course is part of the full time Culinary Arts program.~~

### Course Pre-Requisites (if applicable):

### Course Co-requisites (if applicable):

No

Details of PLAR:

Course Learning

Outcomes (CLO):

| Upon successful completion of this course, students will be able to: |  |
|--|--|
| CLO #1   | Describe professional responsibilities, roles, and certifications in the food service industry                               |
| CLO #2   | Describe the fundamentals of cookery   |
| CLO #3   | Assess products for consistency and quality standards  |
| CLO #4   | Identify and apply fundamental industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> |
| CLO #5   | Apply employment strategies to plan personal and career pathways   |
| CLO #6   | Identify and describe food production practices in the food industry   |
| CLO #7   | Apply selected fundamental knife techniques to a variety of products   |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC                      Passing grade:  
70%

Evaluation Plan:

| Type                         | Percentage   | Brief description of assessment activity  |
|------------------------------|--------------|---|
| <u>Other Exam</u>            | <u>20</u> 35 | <u>Safety and Sanitation components as per the rubric</u> <del>Practical Exam</del> |
| <u>Lab Work Assignments</u>  | <u>20</u> 15 | <u>A variety of practical daily in-class activities</u>                             |
| <u>Assignments Portfolio</u> | <u>20</u> 15 | <u>A variety (2-5) of assignments over the course of four weeks</u>                 |
| <u>Exam Final Exam</u>       | <u>20</u> 35 | <u>End of course practical exam</u> <del>Multiple Choice Exam</del>                 |

| Type                              | Percentage   | Brief description of assessment activity   |
|-----------------------------------|--|--|
| <a href="#"><u>Final Exam</u></a> | <a href="#"><u>20</u></a>  | <a href="#"><u>Multiple-choice theory exam</u></a>                               |
| <a href="#"><u>Attendance</u></a> | <a href="#"><u>S/U</u></a>   | <a href="#"><u>See Student Handbook for detailed attendance requirements</u></a> |
|                                   | <a href="#"><u>Students must receive a satisfactory grade on the attendance component to receive a passing grade in this course.</u></a> |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

[Lecture](#)

Hours in Category 1: [50](#) ~~66~~

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

---

Check all that apply:

[Shop/Kitchen](#)

Hours in Category 2: [50](#) ~~34~~

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

**Course Topics:**

Orientation to VCC College, Culinary Arts Program, House Guidelines, Student Services, Facilities

Professional Practice and Skills

Introduction to the Culinary Arts profession – History and Trends

Career Planning – Culinary Careers

Introduction to Health, Safety, Health and Sanitation– ~~Safety~~– General and Food

Introduction to Commercial Kitchen Equipment

Food Industry Stewardship

Introduction to Recipes –Measurement Systems

Introduction to Basic Kitchen Ingredients – Pantry Essentials

Introduction to Basic Vegetable Processing and Fabrication – Cutting Techniques

Introduction to General principles of Cooking – Heat

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

Professional Cook 1 Plus

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
Consultation

## Additional Information

---

Provide any additional information if necessary.

After many discussions, faculty have identified Safety and Sanitation must be given more importance in each program and course. Based on results from our internal meetings and additional consultation, the faculty has agreed to adjust our evaluation and grading plans and assign some courses with a PASS/FAIL mark for Safety and Sanitation. All students must pass CULI 1501 to progress in the program.

These changes align with the STBC level 123 practical exam evaluations/rubrics and standards. There are three separate sections in the practical exam, the first being Safety and Sanitation. If this section is failed, it is an automatic fail for the entire exam.

Supporting  
documentation:

Reviewer

Comments

**Darija Rabadzija (drabadzija) (03/22/23 11:42 am):** Rollback: rb

**Nicole Degagne (ndegagne) (11/03/23 8:41 am):** Rollback: -

## Badge Information

---

*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria

Badge Skills

# Course Change Request

Date Submitted: 08/08/24 1:21 pm

Viewing: **CULI 1502 : Culinary Techniques**

Last approved: 07/25/19 4:41 am

Last edit: 08/26/24 10:34 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(STBC Youth Cohort\)](#)

Course Name:  
Culinary Techniques

Effective Date: May 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:38 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:36 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:42 am  
Darija Rabadzija  
(drabadzija):  
Rollback to Initiator
4. 11/03/23 8:41 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:31 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:36 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
7. 08/26/24 10:51 am  
Todd Rowlatt

527  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Jun 30, 2018 by cdeans
2. Jul 25, 2019 by Nicole Degagne (ndegagne)

| Name                           | E-mail   | Phone/Ext. |
|--------------------------------|--|------------|
| <a href="#">Ysabel Sukic</a> = | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> = | -          |

Banner Course Name: Culinary Techniques

Subject Code: CULI - Culinary Arts

Course Number: 1502

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code: VO

Bridge Billing Hours: 0-4

Bridge Course Level: 01

### Course Description:

This course provides an introduction to the principles and techniques of basic stocks, sauce and soup cooking. Students learn to prepare stocks, soups and sauces commonly used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control.

### Course Pre-Requisites (if applicable):

[CULI 1501](#). ~~Acceptance into the Professional Cook 1 + Catering Certificate program or Culinary Arts Diploma (International) program~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply effective time management, communication, and teamwork skills needed to work in a production kitchen                  |
| CLO #2 | Describe and apply the fundamental principle practices, skills and techniques to produce stocks, soups, sauces and salads   |
| CLO #3 | Assess products for consistency and quality standards   |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> in a production kitchen |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System:

Percentages-STBC

Passing grade:

70%

Evaluation Plan:

| Type                                    | Percentage   | Brief description of assessment activity  |
|---|--------------|---|
| <u>Other Exam</u>                       | <u>20</u> 35 | <u>Safety and Sanitation components as per the rubric</u> <del>Practical Exam</del> |
| <u>Lab Work</u> <del>Assignments</del>  | <u>20</u> 15 | <u>A variety of practical daily in-class activities</u>                             |
| <u>Assignments</u> <del>Portfolio</del> | <u>20</u> 15 | <u>A variety (2-5) of assignments over the course of four weeks</u>                 |



| Type                              | Percentage   | Brief description of assessment activity                                  |
|-----------------------------------|--|---|
| <u>Exam</u> <del>Final Exam</del> | <u>20</u> <del>35</del>  | <u>End of course practical exam</u> <del>Multiple Choice Exam-Final</del> |
| <u>Final Exam</u>                 | <u>20</u>  | <u>Multiple Choice Theory exam</u>  |
| <u>Attendance</u>                 | <u>S/U</u>   | <u>See Student Handbook for detailed attendance requirements</u>          |
|                                   | <u>Students must receive a satisfactory grade on the attendance component to receive a passing grade in this course.</u> |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 ~~45~~

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 75 ~~55~~

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

## Course Topics

**Course Topics:**

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health and Safety Review
4. Kitchen Equipment Review and Introduction to New Equipment
5. Introduction to Basic Kitchen Math – Recipe Competencies
6. Principles of Cooking Review
7. Introduction to Stocks and The Principles of Stock Production
8. Introduction to Soups and The Principles of Soup Production
9. Introduction to Basic Sauces and The Principles of Sauce Production
10. Introduction to Salads and The Fundamentals of Salad Production

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PC Cook 1 Plus, CULI 1501

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
Consultation

# Course Change Request

Date Submitted: 08/08/24 1:22 pm

Viewing: **CULI 1503 : Garde Manger & Breakfast**

Last approved: 07/25/19 4:41 am

Last edit: 08/26/24 10:33 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(STBC Youth Cohort\)](#)

Course Name:

Garde Manger & Breakfast

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:39 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:37 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:43 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:31 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/12/24 8:01 am  
Dennis Innes

532  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:51 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Jun 30, 2018 by cdeans
2. Jul 25, 2019 by Nicole Degagne (ndegagne)

| Name                           | E-mail   | Phone/Ext. |
|--------------------------------|--|------------|
| <a href="#">Ysabel Sukic</a> = | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> = | -          |

Banner Course Name: Garde Manger & Breakfast

Subject Code: CULI - Culinary Arts

Course Number: 1503

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code: VO

Bridge Billing Hours: 0-4

Bridge Course Level: 01

#### Course Description:

This course provides the students with the opportunity to develop the skills to identify, handle and process the ingredients required to prepare breakfast, hot and cold sandwiches, garnishes, and accompaniments. Emphasis is placed on communication, teamwork, time management, and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-Requisites (if applicable):

CULI 1501. ~~Acceptance into the Professional Cook 1 + Catering Certificate program or Culinary Arts Diploma (International) program~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | Upon successful completion of this course, students will be able to:  |
|--------|---|
| CLO #1 | Apply effective time management, communication, and teamwork skills needed to work in a cold kitchen and a breakfast <u>outlet</u> . <del>outlet</del>            |
| CLO #2 | Describe and apply the fundamental principles, skills and techniques for garde manger and production and service of <u>hot and cold</u> breakfast items           |
| CLO #3 | Assess mise en place, breakfast products and service for consistency and quality standards  |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> in a cold kitchen <u>and</u> <del>and</del> breakfast kitchen |
| CLO #5 | Prepare and serve a variety of non-alcoholic beverages  |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC      Passing grade:  
70%

Evaluation Plan:

| Type              | Percentage              | Brief description of assessment activity  |
|-------------------|-------------------------|---|
| <u>Other Exam</u> | <u>15</u> <del>35</del> | <u>Safety and Sanitation components as per the rubric</u> <del>Practical Exam</del> |

| Type                         | Percentage   | Brief description of assessment activity                         |
|------------------------------|--|--|
| <u>Lab Work</u> Assignments  | <u>25</u> 15   | <u>A variety of practical daily in-class activities</u>          |
| <u>Assignments</u> Portfolio | 15   | <u>A variety of assignments over the course of four weeks</u>    |
| <u>Exam</u>                  | <u>15</u>  | <u>End of course practical exam</u>                              |
| Final Exam                   | <u>30</u> 35   | <u>Multiple-choice theory exam</u> Multiple Choice Exam          |
| <u>Attendance</u>            | <u>S/U</u>   | <u>See Student Handbook for detailed attendance requirements</u> |
|                              | <u>Students must receive a satisfactory grade on the attendance component to receive a passing grade in this course.</u> |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 43

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 75 57

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for Breakfast and Garde Manger
4. Commercial Kitchen Equipment for Breakfast & Garde garde Manger
5. Introduction To Cold Kitchen and Cold Kitchen Fundamentals
6. Introduction To Sandwiches and the Fundamentals of Sandwich Production
7. Introduction To The Breakfast Kitchen
8. Breakfast Production
- ~~9. Production~~
- ~~9.~~ Introduction To the Fundamentals of Egg Cookery

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

PC1 PLUS / CULI 1501

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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# Course Change Request

Date Submitted: 08/08/24 1:22 pm

Viewing: **CULI 1504 : Baking Techniques**

Last approved: 07/25/19 4:41 am

Last edit: 08/26/24 10:33 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(STBC Youth Cohort\)](#)

Course Name:

Baking Techniques

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:39 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:38 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:43 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:31 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:37 am  
Dennis Innes



<sup>537</sup>  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:51 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Jun 30, 2018 by  
cdeans
2. Jul 25, 2019 by  
Nicole Degagne  
(ndegagne)

| Name                           | E-mail   | Phone/Ext. |
|--------------------------------|--|------------|
| <a href="#">Ysabel Sukic</a> = | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> = | -          |

Banner Course Name: Baking Techniques

Subject Code: CULI - Culinary Arts

Course Number: 1504

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code: VO

Bridge Billing Hours: 0-4

Bridge Course Level: 01

#### Course Description:

This course introduces students to the principles of baking, including new terminology, ingredients, and quality standards specific to baked products. Students prepare quick breads, pies & tarts, yeast breads, fruit & custard desserts. Emphasis is placed on use of time management, communication, teamwork skills, methods of preparation, baking techniques and the quality of the finished products.

Course Pre-Requisites (if applicable):

CULI 1501. ~~Acceptance into the Professional Cook 1 + Catering Certificate program or Culinary Arts Diploma (International) program~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

PLAR (Prior Learning Assessment & Recognition)

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                                   |
|--------|---|
| CLO #1 | Apply effective time management skills needed to work in baking   |
| CLO #2 | Describe and apply the fundamental principles, skills and techniques of baking                                |
| CLO #3 | Assess baked goods for consistency and quality standards  |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> in baking |
| CLO #5 | Apply math skills for the production of baked goods   |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC                      Passing grade:  
70%

Evaluation Plan:

| Type              | Percentage   | Brief description of assessment activity  |
|-------------------|--------------|---|
| <u>Other Exam</u> | <u>15</u> 35 | <u>Safety and Sanitation components as per the rubric</u> <b>Practical Exam</b> |

| Type                                    | Percentage   | Brief description of assessment activity                            |
|---|--|---|
| <u>Lab Work</u> <del>Assignments</del>  | <u>25</u> <del>15</del>  | <u>A variety of practical daily in-class activities</u>             |
| <u>Assignments</u> <del>Portfolio</del> | 15   | <u>A variety of assignments over the course of four weeks</u>       |
| <u>Exam</u> <del>Final Exam</del>       | <u>30</u> <del>35</del>  | <u>End of course practical exam</u> <del>Multiple Choice Exam</del> |
| <u>Final Exam</u>                       | <u>15</u>  | <u>Multiple-choice theory exam</u>                                  |
| <u>Attendance</u>                       | <u>S/U</u>   | <u>See Student Handbook for detailed attendance requirements</u>    |
|   | <u>Students must receive a satisfactory grade on the attendance component to receive a passing grade in this course.</u> |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 ~~40~~

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 75 ~~60~~

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health, ~~Health And~~ Safety and Sanitation Principles for Baking
4. Commercial Kitchen Equipment Review and Introduction to Baking Equipment
5. Introduction to Basic Baking Principles
6. The Science and Chemistry Behind Ingredients in Baking
7. Basic Mixing Principles
8. Introduction to Applied Baking
9. Cookie Production
10. Quick Bread Production
11. Yeast Bread Production

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PC1 PLUS / CULI 1501

Provide a rationale  
for this proposal:

# Course Change Request

Date Submitted: 08/08/24 1:22 pm

Viewing: **CULI 1505 : Butchery**

Last approved: 07/25/19 4:41 am

Last edit: 08/26/24 10:32 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(STBC Youth Cohort\)](#)

Course Name:

Butchery

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:39 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:43 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:43 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:31 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:38 am  
Dennis Innes

542  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:51 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Jul 5, 2018 by  
cdeans
2. Jul 25, 2019 by  
Nicole Degagne  
(ndegagne)

| Name                           | E-mail   | Phone/Ext. |
|--------------------------------|--|------------|
| <a href="#">Ysabel Sukic</a> = | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> = | -          |

Banner Course Name: Butchery

Subject Code: CULI - Culinary Arts

Course Number: 1505

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code: VO

Bridge Billing Hours: 0-4

Bridge Course Level: 01

#### Course Description:

This course provides students with the knowledge and skills for identifying, processing and storing beef, poultry and seafood. The course introduces students to the factors to be considered in selecting cooking methods for various types of meat and seafood products. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-Requisites (if applicable):

CULI 1501. ~~Acceptance into the Professional Cook 1 + Catering Certificate program or Culinary Arts Diploma (International) program~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Apply effective time management skills needed to work in butchery  |
| CLO #2 | Describe and apply the fundamental principles, skills and butchery techniques to fabricate beef, poultry, and seafood                                    |
| CLO #3 | Assess butchery products for consistency and quality standards   |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> in a <u>butcher shop</u> <del>butchery kitchen</del> |
| CLO #5 | Apply math skills to determine yields and portions in butchery fabrication   |
| CLO #6 | Select appropriate cookery methods for beef, poultry and seafood products  |
| CLO #7 | Discuss industry practices in the production of meat, seafood, and poultry   |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type                 | Percentage  | Brief description of assessment activity                               |
|----------------------|---|--|
| <u>Lab Work</u> Exam | <u>30</u> <del>35</del>   | <u>A variety of practical in-class daily activities</u> Practical Exam |
| Assignments          | <u>30</u> <del>15</del>   | <u>A variety (2-5) of assignments over the course of four weeks</u>    |
| Exam Portfolio       | <u>20</u> <del>15</del>   | <u>End of course practical exam</u>                                    |
| Final Exam           | <u>20</u> <del>35</del>   | <u>Multiple-choice theory exam</u> Multiple Choice Exam                |
| <u>Other</u>         | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>              |
| <u>Attendance</u>    | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u>       |
|                      | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 ~~43~~

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

---



Check all that apply:

Shop/Kitchen

Hours in Category 2: 75 ~~57~~

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Introduction to Butchery - Health, Health And Safety and Sanitation, ; Butcher Shop Equipment
3. Commercial Production Practices
4. Introduction and Fundamentals of Poultry Fabrication
5. Poultry Cooking Techniques
6. Introduction and Fundamentals of Poultry Fabrication
7. Poultry Cooking Techniques
8. Introduction and Fundamentals of Beef Fabrication
9. Beef Cooking Techniques
10. Portion Cutting
11. Introduction and Fundamentals of Fish and Shellfish Fabrication
12. Fish and Shellfish Cooking Techniques

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

Date Submitted: 08/08/24 1:22 pm

Viewing: **CULI 1506 : Production Kitchen**

Last approved: 01/26/22 5:32 am

Last edit: 08/26/24 10:32 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(STBC Youth Cohort\)](#)

Course Name:

Production Kitchen

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:39 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:43 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:43 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:31 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:39 am  
Dennis Innes

547  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:51 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Jun 30, 2018 by cdeans
2. Jul 25, 2019 by Nicole Degagne (ndegagne)
3. Nov 17, 2021 by Ysabel Sukic (ysukic)
4. Dec 2, 2021 by Todd Rowlatt (trowlatt)
5. Jan 26, 2022 by mschram

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

Banner Course Name: Production Kitchen  
Subject Code: CULI - Culinary Arts  
Course Number: 1506  
Year of Study: 1st Year Post-secondary  
Credits: 4

Bridge College Code: VO  
Bridge Billing Hours: 0-4  
Bridge Course Level: 01

Course Description:

Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-Requisites (if applicable):

CULI 1505.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply effective time management, communication, and teamwork skills needed to work in a production kitchen  |
| CLO #2 | Describe and apply the fundamental principles and skills of moist and dry heat cooking techniques to a variety of products  |
| CLO #3 | Assess consistency and quality standards of mise en place and products for service in a production kitchen  |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> to a variety of equipment <u>and</u> products in a production kitchen |
| CLO #5 | Apply math skills required for production in a kitchen  |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## **Evaluation and Grading**

---

Grading System:

Percentages-STBC

Passing grade:

70%

## Evaluation Plan:

| Type                  | Percentage  | Brief description of assessment activity                            |
|-----------------------|---|---|
| <u>Lab Work</u> Exam  | <u>30</u> <del>35</del>   | <u>A variety of practical in-class activities</u><br>Practical Exam |
| Assignments           | <u>30</u> <del>15</del>   | <u>A variety (4-6) of assignments over the course of four weeks</u> |
| <u>Exam</u> Portfolio | <u>20</u> <del>15</del>   | <u>End of course practical exam</u>                                 |
| Final Exam            | <u>20</u> <del>35</del>   | <u>Multiple-choice theory exam</u> Multiple Choice Exam             |
| <u>Other</u>          | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>           |
| <u>Attendance</u>     | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u>    |
|                       | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 ~~30~~

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

---

Check all that apply:

[Shop/Kitchen](#)

Hours in Category 2: 75 ~~70~~

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health ~~And~~ Safety and Sanitation Principles for a Production Kitchen and ~~and~~ Cook Chill
4. Commercial Kitchen Equipment Review and Introduction to New Equipment
5. Introduction to the Production Kitchen
6. Dry and Moist Heat Cooking Methods

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

PC1 PLUS / CULI 1501

Provide a rationale  
for this proposal:

# Course Change Request

Date Submitted: 08/08/24 1:22 pm

Viewing: **CULI 1509 : Catering**

Last approved: 07/25/19 4:41 am

Last edit: 08/26/24 10:31 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[116: Professional Cook 1 Plus Certificate](#)

[34: Culinary Arts Diploma](#)

Course Name:

Catering

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:39 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:44 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:44 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:40 am  
Dennis Innes

<sup>552</sup>  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Apr 27, 2018 by cdeans
2. May 18, 2018 by cdeans
3. Jul 25, 2019 by Nicole Degagne (ndegagne)

| Name                           | E-mail   | Phone/Ext.                                     |
|--------------------------------|--|--|
| <a href="#">Ysabel Sukic</a> = | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> = | <a href="tel:604-443-8487">604-443--8487</a> = |

Banner Course Name: Catering

Subject Code: CULI - Culinary Arts

Course Number: 1509

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code: VO

Bridge Billing Hours: 0-4

Bridge Course Level: 01

#### Course Description:

Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience in catering operations. Students plan and expedite the food, beverage and service requirements necessary for industry related events. This course introduces students to event coordination, marketing strategies, risk management and entrepreneurial skills. Emphasis is placed on customer service, leadership,



teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Students will be involved in planning and operating an external catering event as part of this course.

Course Pre-Requisites (if applicable):

CULI 1510 or department approval. ~~Acceptance into the Professional Cook 1 + Catering Certificate program or Culinary Arts Diploma (International) program~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify and describe types of catering and catering business practices  |
| CLO #2 | Identify, describe and apply marketing strategies for a catering business  |
| CLO #3 | Apply principles, strategies and techniques for planning and operating the food ,beverage and service procedures for catering events                             |
| CLO #4 | Assess products for consistency and quality standards  |
| CLO #5 | Identify and apply fundamental industry standards and procedures essential for food, beverage and kitchen safety <u>and sanitation</u> in a catering environment |

Instructional

Strategies:

lectures, demonstration, simulations, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type                             | Percentage  | Brief description of assessment activity  |
|----------------------------------|---|---|
| <u>Assignments</u> Exam          | <u>25</u> 35  | <u>5 separate practical in-class assignments and activities, each worth 5%</u> Multiple Choice Exam-Final |
| <u>Participation</u>             | <u>10</u>   | <u>Event participation, minimum participation is 1 event</u>  |
| <u>Quizzes/Tests</u> Assignments | <u>30</u> 15  | <u>3 separate quizzes, each worth 10%</u>   |
| Portfolio                        | 15  |   |
| <u>Reflection</u>                | <u>10</u>   | <u>End of course reflection</u>   |
| Project                          | <u>25</u> 35  | Capstone  |
| <u>Other</u>                     | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>   |
| <u>Attendance</u>                | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u>  |
|                                  | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 50

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 75 ~~50~~

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Introduction to Catering
4. Marketing Strategies
5. Event Planning and Operations
6. Customer Relations and Service Strategies
7. Beverage and Service Operations
8. Health ~~And~~ Safety and Sanitation Principles for a off-site catering event

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

PC1 PLUS/CULI 1501

### Additional Information

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# Course Change Request

Date Submitted: 08/08/24 1:22 pm

Viewing: **CULI 1510 : Short Order and Cafe Service**

Last approved: 01/26/22 5:32 am

Last edit: 08/26/24 10:31 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[116: Professional Cook 1 Plus Certificate](#)

[117: Professional Cook 1 Certificate \(STBC Youth Cohort\)](#)

Course Name:

Short Order and Cafe Service

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 08/12/24 7:27 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Nov 17, 2021 by  
Ysabel Sukic (ysukic)
2. Dec 2, 2021 by Todd  
Rowlatt (trowlatt)
3. Jan 26, 2022 by  
mschram

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

|                     |                              |
|---------------------|------------------------------|
| Banner Course Name: | Short Order and Cafe Service |
| Subject Code:       | CULI - Culinary Arts         |
| Course Number       | 1510                         |
| Year of Study       | 1st Year Post-secondary      |
| Credits:            | 5                            |

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

**Course Description:**

This course introduces students to the basic principles of nutrition and its application in food preparation. This course also examines the study of taste and flavour and introduces students to institutional menus and terminology.

Building on skills and knowledge acquired in previous classes, this course also gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

**Course Pre-Requisites (if applicable):**

[CULI 1506.](#)

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

No

**Course Learning****Outcomes (CLO):**

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

|        |   |
|--------|---|
| CLO #1 | Describe the nutritional elements of a healthy diet   |
| CLO #2 | Identify and describe the principles of food combinations based on nutrition, taste, and flavour principles   |
| CLO #3 | Identify and describe a variety of institutional menus and terminology  |
| CLO #4 | Apply effective time management, teamwork, and communication skills needed for working in a team in a short order kitchen                               |
| CLO #5 | Apply the fundamental principles, skills and techniques to produce a variety of sandwiches and hot food products in a cafe setting                      |
| CLO #6 | Assess and modify products and service for consistency and quality standards in a short order cafe  |
| CLO #7 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> in a production kitchen <u>and</u> short order cafe |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type                          | Percentage   | Brief description of assessment activity   |
|-------------------------------|--------------|--|
| <u>Lab Work</u> Portfolio     | <u>30</u> 75 | <u>A variety of practical in-class activities</u><br><del>Combination of assignments, activities, quizzes and projects</del> |
| <u>Assignments</u> Final Exam | <u>30</u> 25 | <u>A variety (4-6) of assignments over the course of four weeks</u> <del>Multiple-Choice Exam-Final</del>                    |
| <u>Exam</u>                   | <u>20</u>    | <u>End of course practical exam</u>  |
| <u>Final Exam</u>             | <u>20</u>    | <u>Multiple-choice theory exam</u>   |
| <u>Other</u>                  | <u>S/U</u>   | <u>Safety and Sanitation components as per the rubric</u>  |

| Type                              | Percentage  | Brief description of assessment activity   |
|-----------------------------------|---|--|
| <a href="#"><u>Attendance</u></a> | <a href="#"><u>S/U</u></a>  | <a href="#"><u>See Student Handbook for detailed attendance requirements</u></a> |
|                                   | <a href="#"><u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u></a> |  |

## Hours by Learning Environment Type

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

[Lecture](#)

Hours in Category 1: 25

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

---

Check all that apply:

[Shop/Kitchen](#)

Hours in Category 2: 75

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

**Course Topics:**

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Basic Nutrition
4. Palette Development and Taste & Flavour Principles
5. Introduction to Menus
6. Health **And** Safety and Sanitation Principles for a Short Order Café
7. Introduction to the Short Order Café and Kitchen Stations

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

PC1 PLUS / CULI 1501

Provide a ratio  
for this propos

As these are

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments



# Course Change Request

Date Submitted: 08/08/24 1:23 pm

Viewing: **CULI 1526 : CookChill Production**

**Kitchen 2 ~~Cook-Chill Production Kitchen2~~**

Last approved: 12/17/21 5:24 am

Last edit: 08/26/24 10:31 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[34: Culinary Arts Diploma](#)

Course Name:

Cook Chill Production Kitchen 2

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:39 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:45 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:44 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/12/24 7:26 am  
Dennis Innes

562  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Jun 6, 2019 by  
Ysabel Sukic (ysukic)
2. Nov 24, 2021 by  
Darija Rabadzija  
(drabadzija)
3. Dec 17, 2021 by  
Darija Rabadzija  
(drabadzija)

| Name   | E-mail  | Phone/Ext. |
|--|---|------------|
| <a href="#">Ysabel Sukic</a> <a href="#">Collin Gill</a> | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> <a href="mailto:cgill@vcc.ca">cgill@vcc.ca</a> | = 8487     |

Banner Course [CookChill Production Kitchen 2](#) ~~Cook Chill~~

Name: ~~Production Kitchen2~~

Subject Code: CULI - Culinary Arts

Course Number 1526

Year of Study 1st Year Post-secondary

Credits: 4

Bridge College Code VO

Bridge Billing Hours 4

Bridge Course Level 01

#### Course Description:

Building on skills and knowledge acquired in the CULI 1506 Cook Chill Production Kitchen 1 course, this course gives students further opportunity to develop the skills and techniques used in dry and moist heat cooking for a service outlet. Students are relocated to a new kitchen facility, providing them the opportunity

to adapt to new menus, a new environment, and different procedures and equipment. Students are given 563 more creative freedom in developing menu items for daily or weekly specials. More emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-Requisites (if applicable):

CULI 1509.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

PLAR

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply effective time management, communication, and teamwork skills needed to work in a production kitchen  |
| CLO #2 | Describe and apply the fundamental principles and skills of moist and dry heat cooking techniques to a variety of products  |
| CLO #3 | Describe and apply principles and skills to the production of a variety of international dishes   |
| CLO #4 | Describe and apply the fundamental principles and skills of vegetable gardening   |
| CLO #5 | Assess consistency and quality standards of mise en place and products for service in a production kitchen  |
| CLO #6 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> to a variety of equipment <u>and</u> products in a production kitchen |
| CLO #7 | Apply math skills required for production in a cook chill kitchen   |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System:  
70%

Percentages-STBC

Passing grade:

Evaluation Plan:

| Type                  | Percentage  | Brief description of assessment activity                            |
|-----------------------|---|---|
| <u>Lab Work</u> Exam  | <u>30</u> <del>35</del>   | <u>A variety of practical in-class activities</u><br>Practical Exam |
| Assignments           | <u>30</u> <del>15</del>   | <u>A variety (4-6) of assignments over the course of four weeks</u> |
| <u>Exam</u> Portfolio | <u>20</u> <del>15</del>   | <u>End of course practical exam</u>                                 |
| Final Exam            | <u>20</u> <del>35</del>   | <u>Multiple-choice theory exam</u> Multiple Choice Exam             |
| <u>Other</u>          | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>           |
| <u>Attendance</u>     | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u>    |
|                       | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 ~~16~~

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 75 ~~84~~

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health ~~And~~ Safety and Sanitation Principles for a Production Kitchen and ~~and~~ Cook Chill
4. Commercial Kitchen Equipment Review and Introduction to New Equipment
5. Dry and Moist Heat Cooking

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

PC1 PLUS/CULI 1501

Provide a rationale  
for this proposal:

# Course Change Request

Date Submitted: 08/08/24 1:23 pm

Viewing: **CULI 1528 : Short Order Cafe 2**

Last approved: 11/24/21 5:12 am

Last edit: 08/26/24 10:30 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[34: Culinary Arts Diploma](#)

Course Name:

Short Order Cafe 2

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:39 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:47 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:44 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/12/24 7:25 am  
Dennis Innes

<sup>567</sup>  
 (dinnnes): Approved  
 for SHP Dean  
 7. 08/26/24 10:52 am  
 Todd Rowlatt  
 (trowlatt): Approved  
 for Curriculum  
 Committee

### History

1. Mar 13, 2019 by  
Ysabel Sukic (ysukic)
2. Nov 24, 2021 by  
Darija Rabadzija  
(drabadzija)

| Name                            | E-mail                            | Phone/Ext. |
|---------------------------------|-----------------------------------|------------|
| <u>Ysabel Sukic</u> Collin Gill | <u>ysukic@vcc.ca</u> cgill@vcc.ca | = 8487     |

Banner Course Name: Short Order Cafe 2

Subject Code: CULI - Culinary Arts

Course Number: 1528

Year of Study: 1st Year Post-secondary

Credits: 4

Bridge College Code: VO

Bridge Billing Hours: 4

Bridge Course Level: 01

#### Course Description:

Building on skills and knowledge acquired in CULI 1510 ~~1508~~ Short Order and Cafe Service, ~~1~~; this course gives students additional hands-on experience preparing and ~~and~~ serving multiple lunch items at service stations in a cafe setting at the Broadway Quizine kitchen. Finishing techniques will be applied to a variety of new menu items including but not limited to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as ~~as~~; efficient work methods and quality control.

Course Pre-Requisites (if applicable):

CULI 1526.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply effective time management, teamwork, and communication skills needed for working in a team in a short order kitchen                               |
| CLO #2 | Apply the fundamental principles, skills and techniques to produce a variety of sandwiches and hot food products in a cafe setting                      |
| CLO #3 | Apply principles and skills to finishing and serving a variety of international dishes  |
| CLO #4 | Assess and modify products and service for consistency and quality standards in a short order cafe  |
| CLO #5 | Apply the principles and skills of vegetable harvesting and garden maintenance  |
| CLO #6 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> in a production kitchen <u>and</u> short order cafe |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type                 | Percentage   | Brief description of assessment activity                            |
|----------------------|--------------|---|
| <u>Lab Work</u> Exam | <u>30</u> 35 | <u>A variety of practical in-class activities</u><br>Practical Exam |



| Type                  | Percentage  | Brief description of assessment activity                            |
|-----------------------|---|---|
| Assignments           | <u>30</u> <del>15</del>   | <u>A variety (4-6) of assignments over the course of four weeks</u> |
| <u>Exam</u> Portfolio | <u>20</u> <del>15</del>   | <u>End of course practical exam</u>                                 |
| Final Exam            | <u>20</u> <del>35</del>   | Multiple Choice Exam-Final  |
| <u>Other</u>          | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>           |
| <u>Attendance</u>     | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u>    |
|                       | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 ~~16~~

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 75 ~~84~~

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health **And** Safety and Sanitation Principles for a Short Order Café
4. Short Order Café and Kitchen Stations

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

PC1 PLUS/CULI 1501

Provic

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

# Course Change Request

Date Submitted: 08/08/24 1:20 pm

Viewing: **CULI 2500 : Kitchen Mgmt & Cost**

## Controls

Last approved: 02/25/23 7:37 am

Last edit: 08/26/24 10:30 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[124: Professional Cook 2 Advanced Certificate](#)

[34: Culinary Arts Diploma](#)

Course Name:

Kitchen Management and Cost Controls

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

### In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 02/27/23 9:04 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:48 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:44 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:42 am  
Dennis Innes

<sup>572</sup>  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Nov 18, 2021 by  
Ysabel Sukic (ysukic)
2. Feb 25, 2023 by  
Ysabel Sukic (ysukic)

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

Banner Course      Kitchen Mgmt & Cost Controls

Name:

Subject Code:      CULI - Culinary Arts

Course Number      2500

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

Credits:            3

Bridge College Code    VO

Bridge Billing Hours    3

Bridge Course Level    01

#### Course Description:

This course introduces students to kitchen management procedures, including the basic principles of human resources, Canadian Labour laws and food storeroom principles and inventory procedures. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control. Students fill requisitions for the service kitchens and outlets in the Culinary Arts Programs. Students continue to (re)develop their culinary career pathway.

Course Pre-Requisites (if applicable):

CULI 1528 or department approval.

Course Co-requisites (if applicable):

CULI 2503.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Demonstrate effective communication skills relevant to human resource management  |
| CLO #2 | Describe the B.C. Human Rights Act and Employment Standards Act as it pertains to a cook within the culinary industry and human resource management                             |
| CLO #3 | Apply effective time management and teamwork skills needed to work in a storeroom   |
| CLO #4 | Describe and apply the fundamental principles and skills for maintaining a storeroom and procedures required for purchasing and receiving                                       |
| CLO #5 | Assess products for consistency and quality standards in a storeroom and apply industry standards and procedures essential for food safety <u>and sanitation</u> in a storeroom |
| CLO #6 | Apply financial principles and math skills to determine kitchen operation costs including managing inventory, requisitions and stock rotation                                   |
| CLO #7 | Assess professional and employment skills to revise and/or develop career pathway   |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, projects and independent study

### **Evaluation and Grading**

---

Grading System:

Percentages-STBC

Passing grade:

70%

Evaluation Plan:

| Type              | Percentage  | Brief description of assessment activity                         |
|-------------------|---|--|
| Portfolio         | <u>75</u> 65  | Combination of assignments, activities, quizzes and projects     |
| <del>Exam</del>   | <del>35</del>   | <del>Multiple Choice Exam-Final</del>                            |
| <u>Final Exam</u> | <u>25</u>   |  |
| <u>Other</u>      | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>        |
| <u>Attendance</u> | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u> |
|                   | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 14

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 36

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. HR Communication Skills
3. The Respectful Workplace
4. Food Service Operations and Business
5. Culinary Career Journey and Life Long Learning
6. Health **And** Safety and Sanitation Principles for Purchasing & Receiving
7. Commercial Kitchen Equipment for the Store Room
8. Introduction to Food Store Room Procedures
9. Introduction to Inventory Management

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

### Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PC1 PLUS/CULI 1501

#### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

Date Submitted: 08/08/24 1:24 pm

Viewing: **CULI 2503 : Restaurant Customer Service**

Last approved: 01/24/23 8:01 am

Last edit: 08/26/24 10:29 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[124: Professional Cook 2 Advanced Certificate](#)

[34: Culinary Arts Diploma](#)

Course Name:

Restaurant Customer Service

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:40 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:49 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:44 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:42 am  
Dennis Innes



<sup>577</sup>  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

### History

1. Jul 4, 2018 by cdeans
2. Jul 25, 2019 by Nicole Degagne (ndegagne)
3. Dec 15, 2021 by Nicole Degagne (ndegagne)
4. Jan 24, 2023 by Ysabel Sukic (ysukic)

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Ysabel Sukic | ysukic@vcc.ca | 604-443-8487 |

Banner Course Name: Restaurant Customer Service

Subject Code: CULI - Culinary Arts

Course Number: 2503

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

Credits: 2

Bridge College Code: VO

Bridge Billing Hours: 0-2

Bridge Course Level: 01

Course Description:

In this course students are introduced to the operation of a restaurant dining room and bar service outlet, including ordering, clearing plates, processing cash payments, and promoting the restaurant. Students develop time management, communication, teamwork, and customer service skills by serving food produced by other courses in the Culinary Arts Program to the general public.

Course Pre-Requisites (if applicable):

CULI 1528 or department approval.

Course Co-requisites (if applicable):

CULI 2500, ~~2501~~, ~~CULI 2502~~.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Apply effective time management, communication, and teamwork skills needed to work in a dining room-restaurant front of house  |
| CLO #2 | Describe and apply the fundamental principles, skills and techniques for wine, bar, and front of house restaurant service  |
| CLO #3 | Assess cocktails, beverages and service for consistency and quality standards  |
| CLO #4 | Apply industry standards and procedures essential for food and <u>beverage</u> <del>kitchen</del> safety <u>and sanitation</u> in <u>a</u> <del>the</del> dining room <u>setting</u> |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC

70%

Passing grade:

Evaluation Plan:

| Type                                    | Percentage  | Brief description of assessment activity  |
|---|---|---|
| <u>Lab Work</u> <del>Assignments</del>  | 30  | <u>A variety of practical in-class activities</u>   |
| <u>Assignments</u> <del>Portfolio</del> | <u>30</u> <del>35</del>   | <u>A variety (4-6) of assignments over the course of four weeks</u>   |
| <u>Participation</u> <del>Exam</del>    | <u>20</u> <del>35</del>   | <u>Completion of daily tasks and duties as per the checklist and rubric</u> <del>Multiple Choice Exam-Final</del> |
| <u>Final Exam</u>                       | <u>20</u>   | <u>Multiple-choice theory exam</u>  |
| <u>Other</u>                            | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>   |
| <u>Attendance</u>                       | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u>  |
|   | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 12 ~~8~~

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 38 ~~42~~

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health ~~And~~ Safety and Sanitation Principles for A Dining Room
- ~~4. Purchasing & Receiving~~
- ~~4.~~ Commercial ~~Kitchen~~ Equipment for the Dining Room
- ~~5. Store Room~~
- ~~5.~~ Introduction to Front of House Service ~~Food Store Room~~ Procedures
6. Introduction to Front of House ~~Inventory~~ Management

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

PC1 PLUS/CULI 1501

Provide a rationale  
for this proposal:

# Course Change Request

Date Submitted: 08/08/24 1:25 pm

Viewing: **CULI 2505 : Advanced Cookery**

Last approved: 12/15/21 6:43 am

Last edit: 08/26/24 10:29 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[124: Professional Cook 2 Advanced Certificate](#)

[34: Culinary Arts Diploma](#)

Course Name:

Advanced Cookery

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:40 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:49 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:44 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:43 am  
Dennis Innes

582  
 (dinnes): Approved  
 for SHP Dean  
 7. 08/26/24 10:52 am  
 Todd Rowlatt  
 (trowlatt): Approved  
 for Curriculum  
 Committee

### History

1. Jun 30, 2018 by cdeans
2. Jul 25, 2019 by Nicole Degagne (ndegagne)
3. Dec 15, 2021 by Nicole Degagne (ndegagne)

| Name                           | E-mail   | Phone/Ext. |
|--------------------------------|--|------------|
| <a href="#">Ysabel Sukic</a> = | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> = | -          |

Banner Course Name: Advanced Cookery

Subject Code: CULI - Culinary Arts

Course Number: 2505

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

Credits: 2

Bridge College Code: VO

Bridge Billing Hours: 0-2

Bridge Course Level: 01

#### Course Description:

This course introduces students to advanced cooking techniques, ingredients, and equipment. Students apply these techniques to prepare specialty soups, sauces, vegetables, and starches. Emphasis is placed on time management, communication and teamwork skills.

Course Pre-Requisites (if applicable):

CULI 2500, CULI 2503.

Course Co-requisites (if applicable):

CULI 2521, ~~2504~~, ~~CULI 2506~~.

PLAR (Prior Learning Assessment & Recognition)

No

PLAR

Course Learning

Outcomes (CLO):

|        | Upon successful completion of this course, students will be able to:                                       |
|--------|--|
| CLO #1 | Apply effective time management and communication skills needed to produce complex dishes                  |
| CLO #2 | Apply advanced preparation methods to produce complex products   |
| CLO #3 | Assess complex products for consistency and quality standards  |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety when creating complex dishes |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC      Passing grade:  
70%

Evaluation Plan:

| Type                  | Percentage   | Brief description of assessment activity                            |
|-----------------------|--------------|---|
| <u>Lab Work</u> Exam  | <u>30</u> 35 | <u>A variety of practical in-class activities</u><br>Practical Exam |
| Assignments           | <u>30</u> 15 | <u>A variety (4-6) of assignments over the course of four weeks</u> |
| <u>Exam</u> Portfolio | <u>20</u> 15 | <u>End of course practical exam</u>                                 |

| Type                   | Percentage  | Brief description of assessment activity                         |
|------------------------|---|--|
| <u>Final Exam</u> Exam | <u>20</u> 35  | <u>Multiple-choice theory exam</u> Multiple Choice Exam-Final    |
| <u>Other</u>           | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>        |
| <u>Attendance</u>      | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u> |
|                        | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 44

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 11 ~~44~~

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 33

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:



Hours in Category 3:

### Course Topics

#### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice (Skills, Safety and New Equipment)
3. Introduction to Specialty Soups
4. Introduction to Advanced Sauces
5. Introduction to Advanced Vegetable Cookery
6. Introduction to Advanced Potato Cookery
7. Introduction to Advanced Pulse and Legume Cookery
8. Introduction to Advanced Cereal and Grain Cookery
9. Introduction to Advanced Rice Cookery

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

PC1 PLUS/CULI 1501

Provide a rationale  
for this proposal:

Are there any  
expected costs or a  
cost-benefit

# Course Change Request

Date Submitted: 08/08/24 1:26 pm

Viewing: **CULI 2507 : Advanced Baking**

Last approved: 12/17/21 5:23 am

Last edit: 08/26/24 10:28 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[124: Professional Cook 2 Advanced Certificate](#)

[34: Culinary Arts Diploma](#)

Course Name:

Advanced Baking

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 02/27/23 7:40 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 02/27/23 6:50 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 03/22/23 11:44 am  
Darija Rabadzija  
(drabadzija):  
Rollback to 5410  
Leader for  
Curriculum  
Committee
4. 11/03/23 8:42 am  
Nicole Degagne  
(ndegagne):  
Rollback to Initiator
5. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
6. 08/10/24 9:44 am  
Dennis Innes

<sup>587</sup>  
(dinnes): Approved  
for SHP Dean  
7. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Jul 4, 2018 by  
cdeans
2. Jul 25, 2019 by  
Nicole Degagne  
(ndegagne)
3. Oct 26, 2021 by  
Darija Rabadzija  
(drabadzija)
4. Dec 17, 2021 by  
Darija Rabadzija  
(drabadzija)

| Name                           | E-mail   | Phone/Ext. |
|--------------------------------|--|------------|
| <a href="#">Ysabel Sukic</a> = | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> = | -          |

Banner Course      Advanced Baking  
Name:

Subject Code:      CULI - Culinary Arts

Course Number      2507

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

Credits:              5

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

Course Description:

This course introduces students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.

Course Pre-Requisites (if applicable):

[CULI 2505, CULI 2521.](#)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply effective time management, communication, and teamwork skills needed to work in a restaurant kitchen dessert station                          |
| CLO #2 | Apply principles, advanced skills, and techniques to baking and dessert production  |
| CLO #3 | Assess a variety of advanced baking-pastry products and service for consistency and quality standards   |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u> in baking <u>and</u> restaurant dessert station |
| CLO #5 | Apply math skills for restaurant desserts and service production levels   |

Instructional

Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## **Evaluation and Grading**

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type                   | Percentage  | Brief description of assessment activity                            |
|------------------------|---|---|
| <u>Lab Work Exam</u>   | <u>30</u> <del>35</del>   | <u>A variety of practical in-class activities</u><br>Practical Exam |
| Assignments            | <u>30</u> <del>15</del>   | <u>A variety (4-6) of assignments over the course of four weeks</u> |
| <u>Exam Portfolio</u>  | <u>20</u> <del>15</del>   | <u>End of course practical exam</u>                                 |
| <u>Final Exam Exam</u> | <u>20</u> <del>35</del>   | <u>Multiple-choice theory exam</u> Multiple Choice Exam-Final       |
| <u>Other</u>           | <u>S/U</u>  | <u>Safety and Sanitation components as per the rubric</u>           |
| <u>Attendance</u>      | <u>S/U</u>  | <u>See Student Handbook for detailed attendance requirements</u>    |
|                        | <u>Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course.</u> |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25 ~~30~~

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2:

75 ~~70~~

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for the Bakeshop and Restaurant Dessert Station
4. Equipment Use and Maintenance for the Bakeshop and Restaurant Dessert Station
5. Introduction to Artisanal Breads and Production
6. Introduction to Pastries and Production
7. Introduction to Advanced Desserts and Production
8. Introduction to Cakes and Production
9. Introduction to The Dessert Station and Service

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

PC1 PLUS/CULI 1501

Provide a rationale  
for this proposal:

# Course Change Request

Date Submitted: 08/08/24 1:30 pm

Viewing: **CULI 2512 : Culinary Practicum**

Last approved: 03/22/23 8:17 am

Last edit: 08/26/24 10:28 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[34: Culinary Arts Diploma](#)

Course Name:  
Culinary Practicum

Effective Date: May 2025

School/Centre: Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department: Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 08/08/24 1:32 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 08/10/24 9:46 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. May 17, 2018 by  
cdeans
2. Jul 26, 2019 by  
Nicole Degagne  
(ndegagne)
3. Mar 22, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name                            | E-mail   | 592<br>Phone/Ext.                             |
|---------------------------------|--|---|
| <a href="#">-Ysabel Sukic -</a> | <a href="mailto:ysukic@vcc.ca">ysukic@vcc.ca</a> - | <a href="tel:604-443-8487">604-443-8487</a> - |

Banner Course Name: Culinary Practicum

Subject Code: CULI - Culinary Arts

Course Number: 2512

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 have the opportunity to apply their newly acquired knowledge and skills in the culinary industry ~~an industrial catering establishment~~ while on a practicum placement. Emphasis is placed on participation and professionalism.

Students are interviewed 6 weeks prior to the course starting, in order to match them with an appropriate host. Host options will vary based on the season, levels of business, and ability for the host to support the program at that time. Student placement requests are taken into consideration, however, assignment is determined by previous course grades, attendance, and overall performance and professionalism.

Certain hosts, may require a meet and greet with the student, prior to accepting the placement.

Students may be pulled off the assignment, at any time without notice, should they pose a risk to themselves, others, or to the reputation of the college. Should this occur, students will only be re-assigned with the approval of the dean, and conduct officer.

Course Pre-Requisites (if applicable):

CULI 2515 or department approval.

Course Co-requisites (if applicable):



No

Details of PLAR:

Course Learning

Outcomes (CLO):

| Upon successful completion of this course, students will be able to: |  |
|--|--|
| CLO #1   | Apply effective time management, teamwork, and communication skills needed to work in a professional kitchen                           |
| CLO #2   | Assess complex products for consistency and quality standards  |
| CLO #3   | Apply industry standards and procedures essential for food and kitchen safety <u>and sanitation</u>                                    |
| CLO #4   | <u>Observe, recognize and report</u> <del>Observe</del> workplace culture, <u>discuss</u> norms <u>and</u> <del>and</del> expectations |
| CLO #5   | Request and reflect on feedback from industry professionals  |

Instructional

Strategies:

hands-on practice, projects and independent study

### Evaluation and Grading

---

Grading System:

Percentages-STBC

Passing grade:

70%

Evaluation Plan:

| Type                     | Percentage              | Brief description of assessment activity  |
|--------------------------|-------------------------|---|
| <u>Participation</u>     | <u>60</u>               | <u>Completion of daily tasks and duties as per the checklist and rubric marked by the host "employer", includes safety and sanitation components, as well as attendance</u> |
| <u>Assignments</u>       | <u>15</u>               | <u>A variety (2-5) of assignments over the course of four weeks</u>   |
| <u>Project Practicum</u> | <u>25</u> <del>50</del> | <u>Portfolio of student hours /tasks and/or learning during the practicum</u>   |
| <del>Portfolio</del>     | <del>50</del>           |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Practicum

Hours in Category 3: 100

Course Topics

#### Course Topics:

1. Orientation to Course Information
2. Professional Practice
3. Professional Development
4. Industry Networking

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

## Rationale and Consultations

---

# Course Change Request

## New Course Proposal

Date Submitted: 08/08/24 1:27 pm

Viewing: **CULI 2514 : Molecular Cuisine**

Last edit: 08/26/24 10:27 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[34: Culinary Arts Diploma](#)

Course Name:

Molecular Cuisine

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

### In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/08/24 1:34 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 08/10/24 9:44 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course

Molecular Cuisine

Name:

Subject Code:

CULI - Culinary Arts

Course Number

2514

Year of Study

2nd Year Post-secondary

Credits:

4.5

|                      |       |
|----------------------|-------|
| Bridge College Code  | VO    |
| Bridge Billing Hours | 0-8.5 |
| Bridge Course Level  | 01    |

#### Course Description:

This course introduces students to various culinary techniques and processes that combine theoretical principles with chemistry and modern technology. Ingredients are prepared using new or adapted methodologies and equipment for molecular gastronomy. Emphasis is placed on the ability to follow instructions, adhere to elevated safety and sanitation standards, and the accuracy of replicating recipes and techniques.

#### Course Pre-Requisites (if applicable):

CULI 2513 or department approval.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Discuss and reference modern and North American food history.  |
| CLO #2 | Discuss and reference significant technological advancements in food history.  |
| CLO #3 | Identify, describe and apply effective time management, communication, teamwork, and math skills when using molecular ingredients, techniques and equipment.   |
| CLO #4 | Apply industry standards and procedures essential for food and kitchen safety and sanitation when using molecular ingredients, techniques and equipment specifically sous vide, liquid nitrogen and hydrocolloids. |
| CLO #5 | Identify and describe procedures essential for handling specialized equipment.   |
| CLO #6 | Identify and describe scientific methods in exploration of tastes and textures.  |
| CLO #7 | Identify and describe the differences in the results when using traditional versus modern production methods.  |

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

CLO #8 Assess a variety of molecularly manipulated products for consistency and quality standards.

Instructional

Strategies:

Lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

## Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

Evaluation Plan:

| Type        | Percentage   | Brief description of assessment activity                     |
|-------------|--|--|
| Lab Work    | 30   | A variety of practical in-class activities                   |
| Assignments | 30   | A variety (4-6) of assignments over the course of four weeks |
| Exam        | 20   | End of course practical exam                                 |
| Final Exam  | 20   | Multiple-choice theory exam                                  |
| Other       | S/U  | Safety and Sanitation components as per the rubric           |
| Attendance  | S/U  | See Student Handbook for detailed attendance requirements    |
|             | Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course. |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 100

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 25

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 75

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Orientation to Course Information
2. Food History
3. Technological Advancements
4. Professional Practice
5. Health And Safety Principles
6. Equipment Use and Maintenance
7. Food Reactions
8. Cooking under Pressure
9. Compression

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

# Course Change Request

## New Course Proposal

Date Submitted: 08/09/24 6:01 am

Viewing: **CULI 2515 : Chefs Table**

Last edit: 08/26/24 10:27 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[34: Culinary Arts Diploma](#)

Course Name:

Chefs Table Gastronomy

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

### In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/09/24 6:02 am  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 08/10/24 9:45 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name         | E-mail        | Phone/Ext.   |
|--------------|---------------|--------------|
| Ysabel Sukic | ysukic@vcc.ca | 604-443-8487 |

Banner Course

Chefs Table

Name:

Subject Code:

CULI - Culinary Arts

Course Number

2515

Year of Study

2nd Year Post-secondary

Credits:

4

|                      |       |
|----------------------|-------|
| Bridge College Code  | VO    |
| Bridge Billing Hours | 0-8.5 |
| Bridge Course Level  | 01    |

#### Course Description:

This course introduces students to a set menu gastronomic service and dining experience. Students apply previously learned skills and techniques to produce and serve a multi-course gastronomic table d'hote dinner service. Students will apply food styling techniques to a variety of dishes and will showcase this as a social media project. Emphasis is placed on elevated safety, sanitation, and product quality standards, time management, communication, and teamwork skills.

#### Course Pre-Requisites (if applicable):

CULI 2514 or department approval.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Apply effective time management, communication, teamwork, and math skills needed to cook and serve food in a modern fine dining/gastronomy restaurant                     |
| CLO #2 | Apply industry standards and procedures essential for food and kitchen safety and sanitation when preparing and serving items that have been cooked at lower temperatures |
| CLO #3 | Apply procedures essential for handling specialized equipment   |
| CLO #4 | Apply theoretical principles, advanced skills, and modern techniques to a multi-course gastronomic table d'hote dinner service  |
| CLO #5 | Apply food styling techniques to a variety of dishes  |
| CLO #6 | Assess a variety of gastronomy products for consistency and quality standards   |





**TOTAL COURSE HOURS:** 100

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Hours in Category 1: 15

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 85

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

1. Orientation to Course Information
2. Professional Practice
3. Health And Safety Principles
4. Table d'hote service
5. Food Styling

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: 08/08/24 1:25 pm

Viewing: **CULI 2521 : Global Cuisine & Nutrition**

Last edit: 08/26/24 10:26 am

Changes proposed by: ysukic

Programs  
referencing this  
course

[124: Professional Cook 2 Advanced Certificate](#)  
[34: Culinary Arts Diploma](#)

Course Name:

Global Cuisine, Nutrition and Dietary Alternatives

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Culinary Arts (Blended) (5410)

Contact(s)

### In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 08/08/24 1:34 pm  
Ysabel Sukic  
(ysukic): Approved  
for 5410 Leader
2. 08/10/24 9:46 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 08/26/24 10:52 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

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

Banner Course  
Name:

Global Cuisine & Nutrition

Subject Code:

CULI - Culinary Arts

Course Number

2521

Year of Study

2nd Year Post-secondary

Credits:

3

Bridge College Code VO

Bridge Billing Hours 0-2

Bridge Course Level 01

#### Course Description:

This course introduces students to global cooking techniques and ingredients, nutrition, and alternative diets. Students apply these techniques to prepare a variety of global dishes, with a focus on nutrition and alternative diets. Students expand upon these principles for nutritional menu planning and create a table d'hote menu.

#### Course Pre-Requisites (if applicable):

CULI 2500, CULI 2503.

#### Course Co-requisites (if applicable):

CULI 2505.

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                |
|--------|--|
| CLO #1 | Apply principles, skills and techniques to produce a variety of global and vegetarian food |
| CLO #2 | Assess global and vegetarian products for consistency and quality standards                |
| CLO #3 | Apply industry health and procedures essential for food and kitchen safety                 |
| CLO #4 | Write a menu applying the principles of menu planning and nutrition                        |
| CLO #5 | Assess products and menus for consistency and quality standards                            |

#### Instructional

#### Strategies:

lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

### Evaluation and Grading

---

Grading System: Percentages-STBC  
70%

Passing grade:

605

Evaluation Plan:

| Type          | Percentage   | Brief description of assessment activity                  |
|---------------|--|---|
| Lab Work      | 25   | A variety of practical in-class activities                |
| Assignments   | 25   | Menu development project                                  |
| Project       | 10   | Lacto-Veg Challenge                                       |
| Quizzes/Tests | 20   | A variety (2-4) over the duration of the course           |
| Final Exam    | 20   | Multiple-choice theory exam                               |
| Other         | S/U  | Safety and Sanitation components as per the rubric        |
| Attendance    | S/U  | See Student Handbook for detailed attendance requirements |
|               | Students must receive a satisfactory grade on the attendance and safety/sanitation components to receive a passing grade in this course. |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 56

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 23

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

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 33

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice (Skills, Safety and New Equipment)
3. Principles of Nutrition
4. Introduction to Menu Development
5. Introduction to Global Cuisine
6. Introduction to Vegetarian/Vegan Cuisine
7. Introduction to Alternative Diets

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

Rationale is provided in Professional Cook 1 Plus PCG submission.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** New subject code for Early Childhood Care and Education programs

### BACKGROUND:

The Early Childhood Care and Education programs are moving from Continuing Studies to the School of Arts & Sciences. The Registrar's Office has requested that the subject code used for courses be changed from ECCE to ECED to reflect this change of school.

### DISCUSSION:

Daniel Lindskog Wilson, new Department Head, presented the proposal. The Committee took the opportunity to make a few additional revisions to the three programs (Early Childhood Care and Education Diploma, Early Childhood Care and Education Diploma (International Cohort), Early Childhood Care and Education Certificate) to standardize language in the Admission Requirements and Evaluation of Student Learning sections. No other changes were required.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to three Early Childhood Care & Education program content guides (Early Childhood Care and Education Diploma, Early Childhood Care and Education Diploma (International Cohort), Early Childhood Care and Education Certificate), including to admission requirements and evaluation of student learning, and 35 new course outlines (new subject code ECED).

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** August 23, 2024

# Program Change Request

Date Submitted: 08/08/24 4:35 pm

Viewing: **Early Childhood Care and Education**

## Diploma

Last approved: 03/22/23 7:39 pm

Last edit: 08/23/24 11:12 am

Changes proposed by: drabadzija

Catalog Pages Using

this Program

[Early Childhood Care and Education Diploma](#)

Program Name:

Early Childhood Care and Education Diploma

Credential Level: Diploma

Effective Date: [January 2025](#) ~~September 2020~~

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: [Arts & Sciences](#) ~~Continuing Studies~~

Department: [Early Childhood Care & Education \(ECCE\)](#)  
~~(2027) ECCE - Infant Toddler (6227)~~

Contact(s)

### In Workflow

1. **6227 Leader**
2. **2027 Leader**
3. **CCS Dean**
4. **SAS Dean**
5. **Curriculum Committee**
6. **Education Council**

### Approval Path

1. 08/08/24 4:34 pm  
Darija Rabadzija (drabadzija):  
Rollback to Initiator
2. 08/08/24 4:35 pm  
Darija Rabadzija (drabadzija):  
Approved for 6227 Leader
3. 08/13/24 6:09 pm  
Daniel Lindskog Wilson (dlindskogwilson):  
Approved for 2027 Leader
4. 08/13/24 9:55 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
5. 08/15/24 9:48 am  
Shirley Lew (slew): Approved for SAS Dean
6. 09/03/24 3:07 pm  
Darija Rabadzija (drabadzija):



609  
Approved for  
Curriculum  
Committee

## History

1. Feb 8, 2019 by  
Nicole Degagne  
(ndegagne)
2. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)
3. Dec 11, 2019 by  
Katarina Jovanovic  
(kjovanovic)
4. Sep 11, 2020 by  
Nicole Degagne  
(ndegagne)
5. Sep 15, 2020 by  
Nicole Degagne  
(ndegagne)
6. Dec 9, 2021 by  
Nicole Degagne  
(ndegagne)
7. Dec 15, 2022 by  
Nicole Degagne  
(ndegagne)
8. Mar 22, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name   | E-mail  | Phone/Ext.                |
|--|---|---------------------------|
| <u>Daniel Lindskog-Wilson</u> Katarina Jovanovic | <u>d<span>l</span>indskogwilson@vcc.ca</u><br>kjovanovic@vcc.ca | <u>604.8710.7680</u> 8660 |

## Program Content Guide

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The purpose of the Early Childhood Care and Education (ECCE) Diploma is to prepare graduates to work in licensed infant toddler, preschool, and inclusive childcare settings. The Early Childhood Care and Education Diploma includes three components: the Basic ECCE, and the integrated Post-Basic ECCE Infant Toddler and Special Needs. The Early Childhood Care and Education Diploma provides graduates with an enriched and comprehensive knowledge of typical and atypical child development and inclusive practices in working with children 0-6. Each course in the post-basic ECCE program will cover integrated competencies from both specialty areas (IT & SN), which will result in an advanced level of professional competence for graduates of the program.

There are two entry pathways into the Early Childhood Care and Education Diploma.

**Year 1 Entry:**

Grade 12 graduation, graduation or equivalent

~~Grade 12 graduation or equivalent~~ Minimum 18 years of age

English Studies Language Proficiency assessed at English 12 with a minimum 'C' grade, or equivalent

Interview with Selection Committee, in person or by video conference

Two letters of recommendation from people who have worked with the applicant in a relevant professional or academic environment

~~Two letters of recommendation, indicating suitability for the program~~ 40 hours of volunteering work in a licensed childcare facility in BC. Work experience must be verified by an official employer letter. ~~BC~~ **Year 2 Entry:**

**Year 2 Entry:**

Successful completion of VCC's Early Childhood Care and Education Certificate, or other approved training program as per BC Ministry of Children and Family Development Early Childhood Education Registry

Grade 12 graduation or equivalent

~~Grade 12 graduation or equivalent~~ English Studies Language Proficiency assessed at English 12 with a minimum 'C' grade, or equivalent

Interview with Selection Committee, in person or by video conference

Two letters of recommendation from people who have worked with ~~recommendation, indicating suitability for~~ the applicant in a relevant professional or academic environment ~~program~~

**Upon Acceptance:**

Criminal Record Check (CRC)

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

TB Screening

Students must submit a negative Tuberculosis (TB) skin test. If the TB skin test is positive, a negative TB chest x-ray is required.

Immunizations

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

Diphtheria/Tetanus/Pertussis

~~Diphtheria/Tetanus~~ Polio

Measles, Mumps & Rubella

Varicella (chicken pox)

Hepatitis B

Influenza

COVID-19

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

Program Duration & Maximum Time for Completion

The maximum time for completion for the Early Childhood Care and Education Diploma is five years (1830 hours of combined lecture, field observations, and practicum). years-

1) ECCE Basic Certificate Exit: After successfully completing the courses in the ECCE Certificate program students will have the option of exiting the program with the **ECCE Certificate**. This credential qualifies for the **Early Childhood Educator Certification** granted from the Ministry of Children and Family Development.

The duration of this program is two years of part-time or one year of full-time study (960 hours of combined lecture, field observation, and practicum). The maximum time for completion is three years.

2) Early Childhood Care and Education Diploma Program: Students continuing with advanced, post-basic education (Infant Toddler and Special Needs Needs will graduate with the **Early Childhood Care and Education Diploma**. This credential additionally qualifies for the **Infant Toddler and Special Needs Educator Certifications** granted from the Ministry of Children and Family Development.

The duration of the advanced, post-basic education ~~Early Childhood Care and Education diploma~~ program (Infant Toddler and Special Needs) is is 15 months, part-time (830 hours of combined lecture, field observation, and practicum). The maximum time for completion is two years.

The maximum time between completion of the ECCE Certificate and enrolling to the Early Childhood Education Diploma is five years.

Program Learning

Outcomes

| <b>Upon successful completion of this program, graduates will be able to:</b> |  |
|---|--|
| PLO #1  | Protect and promote the psychological and physical safety, health and well-being of infants and toddlers and children with exceptionalities.   |
| PLO #2  | Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children   |
| PLO #3  | Administer daily experiences that support and promote children’s physical, emotional, social, communication, cognitive, ethical and creative lives   |
| PLO #4  | Use pedagogical narrations to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support |
| PLO #5  | Analyze variations in development among infants and toddlers, ages 0-6   |
| PLO #6  | Establish and maintain an open, cooperative relationship with each child’s family  |
| PLO #7  | Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting   |

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

|         |  |
|---------|--|
| PLO #8  | Establish and maintain collaborative relationships with other community service providers working with the child |
| PLO #9  | Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change                     |
| PLO #10 | Practice administrative and management skills as related to early care and learning settings                     |
| PLO #11 | Practice ethical and professional behaviour when working in the early childhood and education industry           |
| PLO #12 | Advocate for high-quality, accessible, and comprehensive early care and learning settings                        |

### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students. Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

#### Evaluation of Student Learning

~~Students are evaluated through a variety of methods including:~~ Students are evaluated through a variety of methods including quizzes, tests, essays, assignments, projects, presentations, participation, and group work. ~~work-~~ Students must maintain a minimum GPA of 1.67 (55-59%) 'C-'. ~~Students must receive failing to maintain~~ a minimum cumulative grade point average of 'C' (2.00) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of 'C' (2.00) GPA in each term semester may be required to advance into subsequent courses/terms in ~~withdraw from the program. ECCE program, or may be prevented from registering for the following term.~~

#### Recommended Characteristics of Students

The Early Childhood Care and Education Diploma is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

The following attributes are recommended: ●—

Desire to work with children and families in early childhood programs and services

- Previous experience in working with young children
- Ability to communicate effectively in English

## Courses

## Plan of Study Grid

| Term One   | Credits        |
|--|----------------|
| <del>ECCE 1301 Foundations in ECCE</del>                           | <del>2.5</del> |
| <del>ECCE 1302 Field Study 1</del>                                 | <del>1</del>   |
| <del>ECCE 1303 Communications</del>                                | <del>1.5</del> |
| <del>ECCE 1304 Observing and Recording</del>                       | <del>2</del>   |
| <u>ECED 1301 Foundations in ECCE</u>                               | <u>2.5</u>     |
| <u>ECED 1302 Early Childhood Care and Education Field Study 11</u> | <u>11</u>      |
| <u>ECED 1303 Communications</u>                                    | <u>1.5</u>     |
| <u>ECED 1304 Observing and Recording</u>                           | <u>2</u>       |
| Credits  | 7              |
| Term Two   |                |
| <del>ECCE 1305 Child Growth 1</del>                                | <del>2</del>   |
| <del>ECCE 1306 Field Study 2</del>                                 | <del>1</del>   |
| <del>ECCE 1307 The Learning Child</del>                            | <del>2</del>   |
| <del>ECCE 1308 Field Study 3</del>                                 | <del>1</del>   |
| <u>ECED 1305 Child Growth 1</u>                                    | <u>2</u>       |
| <u>ECED 1306 Early Childhood Care and Education Field Study 21</u> | <u>21</u>      |
| <u>ECED 1307 The Learning Child</u>                                | <u>2</u>       |
| <u>ECED 1308 Early Childhood Care and Education Field Study 31</u> | <u>31</u>      |
| Credits  | 6              |
| Term Three   |                |
| <del>ECCE 1104 Child Growth 2</del>                                | <del>2</del>   |
| <del>ECCE 1107 Guiding and Caring</del>                            | <del>2</del>   |
| <del>ECCE 2305 Practicum 1</del>                                   | <del>2.5</del> |
| <u>ECED 1104 Child Growth 2</u>                                    | <u>2</u>       |
| <u>ECED 1107 Guiding and Caring</u>                                | <u>2</u>       |
| <u>ECED 2305 Early Childhood Care and Education Practicum 1</u>    | <u>2.5</u>     |
| Credits  | 6.5            |
| Term Four  |                |
| <del>ECCE 2301 Creative Art</del>                                  | <del>2</del>   |
| <del>ECCE 2302 Exploring Learning Environments</del>               | <del>2</del>   |
| <del>ECCE 2303 Field Study 4</del>                                 | <del>1</del>   |
| <del>ECCE 2304 Integrated Program Planning</del>                   | <del>1</del>   |
| <del>ECCE 2306 Practicum 2</del>                                   | <del>2.5</del> |
| <u>ECED 2301 Creative Art</u>                                      | <u>2</u>       |
| <u>ECED 2302 Exploring Learning Environments</u>                   | <u>2</u>       |
| <u>ECED 2303 Early Childhood Care and Education Field Study 41</u> | <u>41</u>      |
| <u>ECED 2304 Integrated Program Planning</u>                       | <u>1</u>       |
| <u>ECED 2306 Early Childhood Care and Education Practicum 2</u>    | <u>2.5</u>     |

|  |              |
|--|--------------|
| Credits  | 8.5          |
| Term Five  |              |
| <del>ECCE 2102 Music and Movement</del>                            | <del>2</del> |
| <del>ECCE 2309 Ecology of Family</del>                             | <del>2</del> |
| <u>ECED 2102 Music and Movement</u>                                | <u>2</u>     |
| <u>ECED 2309 Ecology of Family</u>                                 | <u>2</u>     |
| Credits  | 4            |
| Term Six   |              |
| <del>ECCE 2308 Language and Literature</del>                       | <del>2</del> |
| <del>ECCE 2106 Field Study 5</del>                                 | <del>1</del> |
| <del>ECCE 2115 Health, Safety and Nutrition</del>                  | <del>2</del> |
| <del>ECCE 2307 Practicum 3</del>                                   | <del>4</del> |
| <u>ECED 2308 Language and Literature</u>                           | <u>2</u>     |
| <u>ECED 2106 Early Childhood Care and Education Field Study 51</u> | <u>51</u>    |
| <u>ECED 2115 Health, Safety and Nutrition</u>                      | <u>2</u>     |
| <u>ECED 2307 Early Childhood Care and Education Practicum 3</u>    | <u>4</u>     |
| Credits  | 9            |
| Term Seven   |              |
| <del>ECCE 2313 Advanced Child Growth and Development IT/SN</del>   | <del>2</del> |
| <del>ECCE 2314 Advanced Field Study IT/SN</del>                    | <del>1</del> |
| <del>ECCE 2315 Advanced Health, Safety and Nutrition IT/SN</del>   | <del>2</del> |
| <u>ECED 2313 Advanced Child Growth and Development IT/SN</u>       | <u>2</u>     |
| <u>ECED 2314 Advanced Field Study IT/SN</u>                        | <u>1</u>     |
| <u>ECED 2315 Advanced Health, Safety and Nutrition IT/SN</u>       | <u>2</u>     |
| Credits  | 5            |
| Term Eight   |              |
| <del>ECCE 2200 Enhancing Family Relationships</del>                | <del>2</del> |
| <del>ECCE 2300 Childcare Administration</del>                      | <del>2</del> |
| <u>ECED 2200 Enhancing Family Relationships</u>                    | <u>2</u>     |
| <u>ECED 2300 Childcare Administration</u>                          | <u>2</u>     |
| Credits  | 4            |
| Term Nine  |              |
| <del>ECCE 2320 Professional Perspectives</del>                     | <del>2</del> |
| <del>ECCE 2316 Role of the Caregiver IT</del>                      | <del>3</del> |
| <del>ECCE 2317 Role of the Caregiver SN</del>                      | <del>3</del> |
| <del>ECCE 2235 Infant Practicum</del>                              | <del>4</del> |
| <del>ECCE 2230 Special Needs Practicum 1</del>                     | <del>4</del> |
| <u>ECED 2320 Professional Perspectives</u>                         | <u>2</u>     |
| <u>ECED 2316 Role of the Caregiver IT</u>                          | <u>3</u>     |
| <u>ECED 2317 Role of the Caregiver SN</u>                          | <u>3</u>     |
| <u>ECED 2235 Infant Practicum</u>                                  | <u>4</u>     |

|  |              |
|--|--------------|
| <u>ECED 2230 Special Needs Practicum 1</u>     | <u>4</u>     |
| Credits  | 16           |
| Term Ten                                       |              |
| <del>ECCE 2330 Special Needs Practicum 2</del> | <del>4</del> |
| <del>ECCE 2335 Toddler Practicum</del>         | <del>4</del> |
| <u>ECED 2330 Special Needs Practicum 2</u>     | <u>4</u>     |
| <u>ECED 2335 Toddler Practicum</u>             | <u>4</u>     |
| Credits  | 8            |
| Total Credits                                  | 74           |



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

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

## Grading Standard

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

## Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

---

Provide a rationale for this proposal.

Moving program from Continuing Studies to the School of Arts & Sciences. Changing subject code from ECCE to ECED. Some sections adjusted for clarity upon the suggestion of the Registrar's Office. And the immunization records adjusted to match VCC's health programs.

Are there any expected costs to this proposal.

Consultations

| Consultated Area   | Consultation Comments |
|--------------------|-----------------------|
| Registrar's Office |                       |

### Additional Information

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Provide any additional information if necessary.

Supporting documentation:

### Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for: Domestic

Marketing Description

Gain the knowledge and skills to specialize in the inclusive care and development of children aged 0-6 and children with special needs. Graduates qualify for the Infant Toddler Educator (ITE) and Special Needs Educator (SNE) certifications from the B.C. Ministry of Children and Family Development.

# Program Change Request

Date Submitted: 08/08/24 4:28 pm

Viewing: **Early Childhood Care and Education**

## **Diploma (International Cohort)**

Last approved: 03/22/23 7:42 pm

Last edit: 08/23/24 11:12 am

Changes proposed by: drabadzija

Catalog Pages Using

this Program

[Early Childhood Care and Education Diploma \(International Cohort\)](#)

Program Name:

Early Childhood Care and Education Diploma (International Cohort)

Credential Level: Diploma

Effective Date: January ~~2021~~ 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: [Arts & Sciences](#) ~~Continuing Studies~~

Department: Early Childhood [Care &](#) Education ([ECCE](#)) ~~(2027) (6052)~~

Contact(s)

### In Workflow

1. **6052 Leader**
2. **2027 Leader**
3. **CCS Dean**
4. **SAS Dean**
5. **Curriculum Committee**
6. **Education Council**

### Approval Path

1. 08/08/24 4:33 pm  
Darija Rabadzija (drabadzija):  
Approved for 6052 Leader
2. 08/13/24 6:09 pm  
Daniel Lindskog Wilson (dlindskogwilson):  
Approved for 2027 Leader
3. 08/13/24 9:55 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 08/15/24 9:48 am  
Shirley Lew (slew): Approved for SAS Dean
5. 09/03/24 3:07 pm  
Darija Rabadzija (drabadzija): Approved for Curriculum Committee

## History

1. Feb 24, 2020 by Katarina Jovanovic (kjovanovic)
2. Feb 28, 2020 by Todd Rowlatt (trowlatt)
3. Jan 8, 2021 by Nicole Degagne (ndegagne)
4. Dec 9, 2021 by Nicole Degagne (ndegagne)
5. Dec 15, 2022 by Nicole Degagne (ndegagne)
6. Mar 22, 2023 by Darija Rabadzija (drabadzija)

| Name   | E-mail   | Phone/Ext.                |
|--|--|---------------------------|
| <u>Daniel Lindskog-Wilson</u> Katarina Jovanovic | <u>dlindskogwilson@vcc.ca</u><br>kjovanovic@vcc.ca | <u>604.8710.7680</u> 8660 |

## Program Content Guide

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### Purpose

The purpose of the Early Childhood Care and Education (ECCE) Diploma is to prepare graduates to work in licensed infant toddler, preschool, and inclusive childcare settings. The Early Childhood Care and Education Diploma includes three components: the Basic ECCE, and the integrated Post-Basic Infant Toddler and Special Needs.

The Early Childhood Care and Education Diploma provides graduates with an enriched and comprehensive knowledge of typical and atypical child development and inclusive practices in working with children 0-6. Each course in the post-basic ECCE program will cover integrated competencies from both specialty areas (IT & SN), which will result in an advanced level of professional competence for graduates of the program.

Grade 12 graduation, ~~graduation~~ or equivalent

Minimum 18 years of age

English Studies Language Proficiency ~~assessed at English~~ 12 with a minimum 'C' grade, or equivalent

Interview with Selection Committee, in person or by video conference

Two letters of recommendation from people who have worked with the applicant in a relevant professional or academic environment.

**Upon Acceptance:**

~~Two letters of recommendation, indicating suitability for the program~~ **Upon Acceptance:** Criminal Record Check (CRC).

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

TB Screening

Students must submit a negative Tuberculosis (TB) skin test. If the TB skin test is positive, a negative TB chest x-ray is required.

Immunizations

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

Diphtheria/Tetanus/Pertussis

~~Diphtheria/Tetanus~~ Polio

Measles, Mumps & Rubella

Varicella (chicken pox)

Hepatitis B

Influenza

Covid-19

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment is not available for this program.

Program Duration & Maximum Time for Completion

The duration of the Early Childhood Care and Education Diploma is two years full time (1830 hours of combined lecture, field observations, and practicum). The maximum time for completion is 5 years.

Program Learning

Outcomes

| <b>Upon successful completion of this program, graduates will be able to:</b> |  |
|---|--|
| PLO #1  | Protect and promote the psychological and physical safety, health and well-being of young children ages 0-6 and implement effective inclusive practices in working with both typically developed and |

|         | Upon successful completion of this program, graduates will be able to:   |
|---------|--|
|         | children with exceptionalities.  |
| PLO #2  | Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children.  |
| PLO #3  | Administer daily experiences that support and promote children's physical, emotional, social, communication, cognitive, ethical and creative lives.  |
| PLO #4  | Use pedagogical narration to interpret and respond to every child's skills, abilities, interests and needs with special focus on infants and toddlers and children who need extra support. |
| PLO #5  | Analyze variations in development among young children, ages 0-6.  |
| PLO #6  | Establish and maintain an open, cooperative relationship with each child's family.   |
| PLO #7  | Establish and maintain inclusive, supportive, collaborative relationships with others working in the early care and learning setting.  |
| PLO #8  | Establish and maintain collaborative relationships with other community service providers working with the child.  |
| PLO #9  | Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change.  |
| PLO #10 | Practice administrative and management skills as related to early care and learning settings.  |
| PLO #11 | Practice ethical and professional behaviour when working in the early childhood and education industry.  |
| PLO #12 | Advocate for high-quality, accessible, comprehensive and inclusive early care and learning settings.   |

#### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role and learn by observing early childhood programs during field trips and off-site field studies. Students are exposed to the new ECCE resources SECD (Science of Early Child Development). Guest speakers are invited for every course in order to provide community awareness and connections for the students.

The class time includes the use of the ECCE Lab.

Practicum students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

~~Students are evaluated through a variety of methods including:~~ Students are evaluated through a variety of methods including quizzes, tests, essays, assignments, projects, presentations, participation, and group work. ~~work-~~ ~~Students must maintain a minimum GPA of 1.67 (55-59%)~~ C-. Students must receive ~~failing to maintain~~ a minimum cumulative grade point average of 'C' (2.00) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of 'C' (2.00) GPA in each term ~~semester may be required~~ to advance into subsequent courses/terms in ~~withdraw from~~ the program. ~~ECCE program, or may be prevented from registering for the following term.~~

~~Students who complete all Year 1 courses (43 credits) may choose to exit the program with a Early Childhood Care and Education Certificate. Students may then choose to return to the program at a later time to complete the Diploma credential.~~

Recommended Characteristics of Students

The Early Childhood Care and Education Diploma is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

The following attributes are recommended:

- Desire to work with children and families in early childhood programs and services
- Previous experience in working with young children
- Ability to communicate effectively in English

Courses

Plan of Study Grid

First Year

| Term One  | Credits        |
|---|----------------|
| <del>ECCE 1011 Introduction to Early Childhood Care and Education Studies</del> | <del>2</del>   |
| <del>ECCE 1301 Foundations in ECCE</del>  | <del>2.5</del> |
| <del>ECCE 1302 Field Study 1</del>  | <del>1</del>   |
| <del>ECCE 1303 Communications</del>   | <del>1.5</del> |
| <del>ECCE 1304 Observing and Recording</del>                                    | <del>2</del>   |
| <del>ECCE 1107 Guiding and Caring</del>   | <del>2</del>   |
| <del>ECCE 2309 Ecology of Family</del>  | <del>2</del>   |
| <u>ECED 1011 Introduction to Early Childhood Care and Education Studies</u>     | <u>2</u>       |
| <u>ECED 1301 Foundations in ECCE</u>  | <u>2.5</u>     |
| <u>ECED 1302 Early Childhood Care and Education Field Study 1</u>               | <u>1</u>       |
| <u>ECED 1303 Communications</u>   | <u>1.5</u>     |
| <u>ECED 1304 Observing and Recording</u>  | <u>2</u>       |
| <u>ECED 1107 Guiding and Caring</u>   | <u>2</u>       |
| <u>ECED 1305 Child Growth 1</u>   | <u>2</u>       |
| <u>ECED 1306 Early Childhood Care and Education Field Study 2</u>               | <u>1</u>       |

|   |                |
|---|----------------|
| Credits   | 14             |
| Term Two  |                |
| <del>ECCE 1305 Child Growth 1</del>                               | <del>2</del>   |
| <del>ECCE 1306 Field Study 2</del>                                | <del>1</del>   |
| <del>ECCE 2301 Creative Art</del>                                 | <del>2</del>   |
| <del>ECCE 2302 Exploring Learning Environments</del>              | <del>2</del>   |
| <del>ECCE 2303 Field Study 4</del>                                | <del>1</del>   |
| <del>ECCE 2305 Practicum 1</del>                                  | <del>2.5</del> |
| <del>ECCE 2106 Field Study 5</del>                                | <del>1</del>   |
| <del>ECCE 2102 Music and Movement</del>                           | <del>2</del>   |
| <u>ECED 2301 Creative Art</u>                                     | <u>2</u>       |
| <u>ECED 2302 Exploring Learning Environments</u>                  | <u>2</u>       |
| <u>ECED 2303 Early Childhood Care and Education Field Study 4</u> | <u>1</u>       |
| <u>ECED 2305 Early Childhood Care and Education Practicum 1</u>   | <u>2.5</u>     |
| <u>ECED 2106 Early Childhood Care and Education Field Study 5</u> | <u>1</u>       |
| <u>ECED 2102 Music and Movement</u>                               | <u>2</u>       |
| <u>ECED 1307 The Learning Child</u>                               | <u>2</u>       |
| <u>ECED 1308 Early Childhood Care and Education Field Study 3</u> | <u>1</u>       |
| Credits   | 13.5           |
| Term Three  |                |
| <del>ECCE 1104 Child Growth 2</del>                               | <del>2</del>   |
| <del>ECCE 1307 The Learning Child</del>                           | <del>2</del>   |
| <del>ECCE 1308 Field Study 3</del>                                | <del>1</del>   |
| <del>ECCE 2308 Language and Literature</del>                      | <del>2</del>   |
| <del>ECCE 2115 Health, Safety and Nutrition</del>                 | <del>2</del>   |
| <del>ECCE 2306 Practicum 2</del>                                  | <del>2.5</del> |
| <del>ECCE 2304 Integrated Program Planning</del>                  | <del>1</del>   |
| <del>ECCE 2307 Practicum 3</del>                                  | <del>4</del>   |
| <u>ECED 1104 Child Growth 2</u>                                   | <u>2</u>       |
| <u>ECED 2308 Language and Literature</u>                          | <u>2</u>       |
| <u>ECED 2115 Health, Safety and Nutrition</u>                     | <u>2</u>       |
| <u>ECED 2306 Early Childhood Care and Education Practicum 2</u>   | <u>2.5</u>     |
| <u>ECED 2304 Integrated Program Planning</u>                      | <u>1</u>       |
| <u>ECED 2307 Early Childhood Care and Education Practicum 3</u>   | <u>4</u>       |
| <u>ECED 2309 Ecology of Family</u>                                | <u>2</u>       |
| Credits   | 15.5           |
| Second Year   |                |
| Term Four   |                |
| <del>ECCE 2313 Advanced Child Growth and Development IT/SN</del>  | <del>2</del>   |
| <del>ECCE 2314 Advanced Field Study IT/SN</del>                   | <del>1</del>   |
| <del>ECCE 2235 Infant Practicum</del>                             | <del>4</del>   |



|  |              |
|--|--------------|
| <del>ECCE 2315 Advanced Health, Safety and Nutrition IT/SN</del> | <del>2</del> |
| <u>ECED 2313 Advanced Child Growth and Development IT/SN</u>     | <u>2</u>     |
| <u>ECED 2314 Advanced Field Study IT/SN</u>                      | <u>1</u>     |
| <u>ECED 2235 Infant Practicum</u>                                | <u>4</u>     |
| <u>ECED 2315 Advanced Health, Safety and Nutrition IT/SN</u>     | <u>2</u>     |
| <u>ECED 2316 Role of the Caregiver IT</u>                        | <u>3</u>     |
| Credits  | 12           |
| Term Five  |              |
| <del>ECCE 2320 Professional Perspectives</del>                   | <del>2</del> |
| <del>ECCE 2200 Enhancing Family Relationships</del>              | <del>2</del> |
| <del>ECCE 2300 Childcare Administration</del>                    | <del>2</del> |
| <del>ECCE 2316 Role of the Caregiver IT</del>                    | <del>3</del> |
| <del>ECCE 2335 Toddler Practicum</del>                           | <del>4</del> |
| <u>ECED 2320 Professional Perspectives</u>                       | <u>2</u>     |
| <u>ECED 2200 Enhancing Family Relationships</u>                  | <u>2</u>     |
| <u>ECED 2335 Toddler Practicum</u>                               | <u>4</u>     |
| <u>ECED 2317 Role of the Caregiver SN</u>                        | <u>3</u>     |
| Credits  | 11           |
| Term Six   |              |
| <del>ECCE 2317 Role of the Caregiver SN</del>                    | <del>3</del> |
| <del>ECCE 2230 Special Needs Practicum 1</del>                   | <del>4</del> |
| <del>ECCE 2330 Special Needs Practicum 2</del>                   | <del>4</del> |
| <u>ECED 2230 Special Needs Practicum 1</u>                       | <u>4</u>     |
| <u>ECED 2330 Special Needs Practicum 2</u>                       | <u>4</u>     |
| <u>ECED 2300 Childcare Administration</u>                        | <u>2</u>     |
| Credits  | 10           |
| Total Credits  | 76           |

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

| Grade            | Percentage    | Description   | Grade Point Equivalency |
|------------------|---------------|---|-------------------------|
| A+               | 90-100        |   | 4.33                    |
| A                | 85-89         |   | 4.0                     |
| A-               | 80-84         |   | 3.67                    |
| B+               | 76-79         |   | 3.33                    |
| B                | 72-75         |   | 3.00                    |
| B-               | 68-71         |   | 2.67                    |
| C+               | 64-67         |   | 2.33                    |
| C                | 60-63         | Minimum Progression   | 2.00                    |
| C-               | 55-59         |   | 1.67                    |
| D                | 50-54         |   | 1.00                    |
| F                | 0-49          | Failing Grade   | 0.00                    |
| S                | 70 or greater | Satisfactory - student has met and mastered a clearly defined body of skills and performances to required standards       |                         |
| U                |               | Unsatisfactory - student has not met and mastered a clearly defined body of skills and performances to required standards | N/A                     |
| I                |               | Incomplete  | N/A                     |
| IP               |               | Course in Progress  | N/A                     |
| W                |               | Withdrawal  | N/A                     |
| Course Standings |               |   |                         |
| R                |               | Audit. No Credit  | N/A                     |
| EX               |               | Exempt. Credit granted  | N/A                     |
| TC               |               | Transfer Credit   | N/A                     |

### Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

Provide a rationale for this proposal.

Moving program from Continuing Studies to the School of Arts & Sciences. Changing subject code from ECCE to ECED. Some sections adjusted for clarity upon the suggestion of the Registrar's Office. And the immunization records adjusted to match VCC's health programs. Finally, course order slightly adjusted to make sure that prerequisites happen before practicum instead of concurrently to increase student success.

Are there any expected costs to this proposal.

Consultations

| Consultated Area   | Consultation Comments |
|--------------------|-----------------------|
| Registrar's Office |                       |

### Additional Information

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Provide any additional information if necessary.

Supporting documentation:

[ECCE Post-Basic Diploma PCG September 2017.docx](#)

[ECCE Basic Certificate PCG September 2017.docx](#)

### Marketing Information

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This program is for:    International

Marketing Description

Gain the knowledge and skills to specialize in the inclusive care and development of children aged 0-6 and children with special needs. Graduates qualify for the Infant Toddler Educator (ITE) and Special Needs Educator (SNE) certifications from the B.C. Ministry of Children and Family Development.

# Program Change Request

Date Submitted: 08/08/24 4:27 pm

## Viewing: **Early Childhood Care and Education Certificate**

Last approved: 03/22/23 7:34 pm

Last edit: 08/23/24 11:13 am

Changes proposed by: drabadzija

Catalog Pages Using

this Program

[Early Childhood Care and Education Certificate](#)

Program Name:

Early Childhood Care and Education Certificate

Credential Level: Certificate

Effective Date: [January 2025](#) ~~September 2020~~

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: [Arts & Sciences](#) ~~Continuing Studies~~

Department: Early Childhood [Care &](#) Education ([ECCE](#)) ~~(2027) (6052)~~

Contact(s)

### In Workflow

1. **6052 Leader**
2. **2027 Leader**
3. **CCS Dean**
4. **SAS Dean**
5. **Curriculum Committee**
6. **Education Council**

### Approval Path

1. 08/08/24 4:33 pm  
Darija Rabadzija (drabadzija):  
Approved for 6052 Leader
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Shirley Lew (slew): Approved for SAS Dean
5. 09/03/24 3:07 pm  
Darija Rabadzija (drabadzija): Approved for Curriculum Committee

## History

1. Dec 18, 2017 by  
clmig-jwehrheim
2. Feb 2, 2018 by Todd  
Rowlatt (trowlatt)
3. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)
4. Dec 11, 2019 by  
Katarina Jovanovic  
(kjovanovic)
5. Dec 12, 2019 by  
Darija Rabadzija  
(drabadzija)
6. Sep 11, 2020 by  
Nicole Degagne  
(ndegagne)
7. Dec 9, 2021 by  
Nicole Degagne  
(ndegagne)
8. Dec 15, 2022 by  
Nicole Degagne  
(ndegagne)
9. Mar 22, 2023 by  
Darija Rabadzija  
(drabadzija)

| Name   | E-mail   | Phone/Ext.                |
|--|--|---------------------------|
| <u>Daniel Lindskog-Wilson</u> Katarina Jovanovic | <u>dlindskogwilson@vcc.ca</u><br>kjovanovic@vcc.ca | <u>604.8710.7680</u> 8660 |

## Program Content Guide

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## Purpose

The purpose of the part-time Early Childhood Education and Care ~~Program~~ ~~Program, offered through VCC Continuing Studies~~, is to prepare graduates to work in licensed preschool and childcare centres with children three to five years of age. Our program offers students the knowledge and skills to provide high quality service for young children and their families.

On completion of the ECCE Certificate Program, students may continue their studies to obtain the ECCE Diploma.

## Admission Requirements

Grade 12 ~~graduation~~, ~~graduation~~ or equivalent

Minimum 18 years of age

English ~~Studies~~ ~~Language Proficiency assessed at English~~ 12 with a minimum 'C' ~~grade~~, ~~or equivalent~~

Interview with Selection Committee, in person or by video conference

Two letters of recommendation from people who have worked with the applicant in a relevant professional or academic environment

~~Two letters of recommendation, indicating suitability for the program~~ 40 hours of volunteering work in a licensed childcare facility in BC. Work experience must be verified by an official employer letter. ~~BC~~ Upon Acceptance:

### Upon Acceptance:

Criminal Record Check (CRC)

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

### TB Screening

Students must submit a negative Tuberculosis (TB) skin test. If the TB skin test is positive, a negative TB chest x-ray is required.

### Immunizations

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

### Diphtheria/Tetanus/Pertussis

~~Diphtheria/Tetanus~~ Polio

Measles, Mumps & Rubella

Varicella (chicken pox)

Hepatitis B

Influenza

### Covid-19

## Prior Learning Assessment & Recognition (PLAR)

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

Two years of part-time or one year of full-time study. Students have a maximum of three years to complete the program.

Successful graduates are eligible to apply for the **Early Childhood Educator Certification** from the Ministry for Children and Family Development, Early Childhood Education Registry.

Graduates who decide to upgrade their education can continue into the ECCE Post-Basic Diploma Program. The maximum time between completion of the ECCE Certificate and enrolling to the ECCE Post Basic Diploma is five years.

### Program Learning

#### Outcomes

|         | <b>Upon successful completion of this program, graduates will be able to:</b>  |
|---------|--|
| PLO #1  | Protect and promote the psychological and physical safety, health, and well-being of each child  |
| PLO #2  | Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children modeling effective problem solving skills                       |
| PLO #3  | Plan and provide daily experiences that support and promote each child's physical, emotional, social, communication, cognitive, ethical, and creative lives                  |
| PLO #4  | Use pedagogical narrations to interpret and respond to children's skills, abilities, interests, and needs  |
| PLO #5  | Integrate knowledge of current child growth and development theory and research into work and child care settings  |
| PLO #6  | Establish and maintain an open, cooperative relationship with each child's family  |
| PLO #7  | Establish and maintain supportive, collaborative relationships with others working in the early care and learning setting promoting team work and professional communication |
| PLO #8  | Establish and maintain collaborative relationships with other community service providers working with the child   |
| PLO #9  | Reflect on one's own knowledge, attitudes, and skills and take appropriate action for change   |
| PLO #10 | Contribute to the effective management and administration of early care and learning settings  |
| PLO #11 | Practice ethical and professional behaviour when working in the early childhood and education industry   |
| PLO #12 | Advocate for high-quality, accessible, and comprehensive early care and learning settings  |

#### Additional PLO Information

Courses combine classroom lectures, presentations, discussions, practical exercises, and individual and group work. Students take an active role, learning by observing early childhood programs during field trips and off-site field studies.

Practica students receive on-site support and supervision from college instructors and sponsors who are qualified early childhood educators.

Evaluation of Student Learning

~~Students are evaluated through a variety of methods including:~~ Students are evaluated through a variety of methods including quizzes, tests, essays, assignments, projects, presentations, participation, and group work. ~~work-~~ Students must maintain a minimum GPA of 1.67 (55-59%) 'C-'. Students must receive failing to maintain a minimum cumulative grade point average of 'C' (2.00) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of 'C' (2.00) GPA in each term semester may be required to advance into subsequent courses/terms in ~~withdraw from~~ the program. ~~ECCE program, or may be prevented from registering for the following term.~~

Recommended Characteristics of Students

The Early Childhood Care and Education Certificate is designed to meet the needs of adult learners who reflect the cultural and linguistic diversity of our community.

The following attributes are recommended:

- Desire to work with children and families in early childhood programs and services
- Previous experience in working with young children
- Ability to communicate effectively in English

Courses

Plan of Study Grid

| Term One   | Credits        |
|--|----------------|
| <del>ECCE 1301 Foundations in ECCE</del>                           | <del>2.5</del> |
| <del>ECCE 1302 Field Study 1</del>                                 | <del>1</del>   |
| <del>ECCE 1303 Communications</del>                                | <del>1.5</del> |
| <del>ECCE 1304 Observing and Recording</del>                       | <del>2</del>   |
| <u>ECED 1301 Foundations in ECCE</u>                               | <u>2.5</u>     |
| <u>ECED 1302 Early Childhood Care and Education Field Study 11</u> | <u>11</u>      |
| <u>ECED 1303 Communications</u>                                    | <u>1.5</u>     |
| <u>ECED 1304 Observing and Recording</u>                           | <u>2</u>       |
| Credits  | 7              |
|  |                |
| Term Two   |                |
| <del>ECCE 1305 Child Growth 1</del>                                | <del>2</del>   |
| <del>ECCE 1306 Field Study 2</del>                                 | <del>1</del>   |



|  |            |
|--|------------|
| ECCE 1307 The Learning Child                                       | 2          |
| ECCE 1308 Field Study 3  | 1          |
| <u>ECED 1305 Child Growth 1</u>                                    | <u>2</u>   |
| <u>ECED 1306 Early Childhood Care and Education Field Study 21</u> | <u>21</u>  |
| <u>ECED 1307 The Learning Child</u>                                | <u>2</u>   |
| <u>ECED 1308 Early Childhood Care and Education Field Study 31</u> | <u>31</u>  |
| Credits  | 6          |
| Term Three   |            |
| ECCE 1104 Child Growth 2   | 2          |
| ECCE 1107 Guiding and Caring                                       | 2          |
| ECCE 2305 Practicum 1  | 2.5        |
| <u>ECED 1104 Child Growth 2</u>                                    | <u>2</u>   |
| <u>ECED 1107 Guiding and Caring</u>                                | <u>2</u>   |
| <u>ECED 2305 Early Childhood Care and Education Practicum 1</u>    | <u>2.5</u> |
| Credits  | 6.5        |
| Term Four  |            |
| ECCE 2301 Creative Art   | 2          |
| ECCE 2302 Exploring Learning Environments                          | 2          |
| ECCE 2303 Field Study 4  | 1          |
| ECCE 2304 Integrated Program Planning                              | 1          |
| ECCE 2306 Practicum 2  | 2.5        |
| <u>ECED 2301 Creative Art</u>                                      | <u>2</u>   |
| <u>ECED 2302 Exploring Learning Environments</u>                   | <u>2</u>   |
| <u>ECED 2303 Early Childhood Care and Education Field Study 41</u> | <u>41</u>  |
| <u>ECED 2304 Integrated Program Planning</u>                       | <u>1</u>   |
| <u>ECED 2306 Early Childhood Care and Education Practicum 2</u>    | <u>2.5</u> |
| Credits  | 8.5        |
| Term Five  |            |
| ECCE 2102 Music and Movement                                       | 2          |
| ECCE 2309 Ecology of Family  | 2          |
| <u>ECED 2102 Music and Movement</u>                                | <u>2</u>   |
| <u>ECED 2309 Ecology of Family</u>                                 | <u>2</u>   |
| Credits  | 4          |
| Term Six   |            |
| ECCE 2308 Language and Literature                                  | 2          |
| ECCE 2106 Field Study 5  | 1          |
| ECCE 2115 Health, Safety and Nutrition                             | 2          |
| ECCE 2307 Practicum 3  | 4          |
| <u>ECED 2308 Language and Literature</u>                           | <u>2</u>   |
| <u>ECED 2106 Early Childhood Care and Education Field Study 51</u> | <u>51</u>  |
| <u>ECED 2115 Health, Safety and Nutrition</u>                      | <u>2</u>   |

ECED 2307 Early Childhood Care and Education Practicum 3 4

|               |    |
|---------------|----|
| Credits       | 9  |
| Total Credits | 41 |

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<br>Equivalency |
|-------------------------|------------------|---|----------------------------|
| A+                      | 90-100           |   | 4.33                       |
| A                       | 85-89            |   | 4.00                       |
| A-                      | 80-84            |   | 3.67                       |
| B+                      | 76-79            |   | 3.33                       |
| B                       | 72-75            |   | 3.00                       |
| B-                      | 68-71            |   | 2.67                       |
| C+                      | 64-67            |   | 2.33                       |
| C                       | 60-63            | Minimum Progression   | 2.00                       |
| C-                      | 55-59            |   | 1.67                       |
| D                       | 50-54            |   | 1.00                       |
| F                       | 0-49             | Failing Grade   | 0.00                       |
| S                       | 70 or<br>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                        |
| <b>Course Standings</b> |                  |   |                            |
| R                       |                  | Audit. No Credits   | N/A                        |
| EX                      |                  | Exempt. Credit Granted  | N/A                        |
| TC                      |                  | Transfer Credit   | N/A                        |

## Grade Point Average (GPA)

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

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

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

## Rationale and Consultations

---

Provide a rationale for this proposal.

Moving program from Continuing Studies to the School of Arts & Sciences. Changing subject code from ECCE to ECED. Some sections adjusted for clarity upon the suggestion of the Registrar's Office. And the immunization records adjusted to match VCC's health programs.

Are there any expected costs to this proposal.

Consultations

| Consultated Area   | Consultation Comments |
|--------------------|-----------------------|
| Registrar's Office |                       |

### Additional Information

---

Provide any additional information if necessary.

Supporting documentation:

### Marketing Information

---

*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](mailto:webmaster@vcc.ca).*

This program is for: Domestic

Marketing Description

Gain the knowledge and skills to specialize in the inclusive care and development of children aged 2-6 in licensed early learning settings in British Columbia.

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:03 pm

Viewing: **ECED 1011 : Introduction to ECCE Studies**

Last edit: 07/22/24 5:03 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[143: Early Childhood Care and Education Diploma \(International Cohort\)](#)

Course Name:

Introduction to Early Childhood Care and Education Studies

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 1:51 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:21 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Introduction to ECCE Studies

Subject Code: ECED - Early Childhood Care & Education

Course Number: 1011

Year of Study            1st Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours    2

Bridge Course Level    30

#### Course Description:

This course is designed to prepare students for Early Childhood Education studies in British Columbia. The course will provide an introduction to the ECE Registry & BC Licensing regulations, a short summary of the cultural and historical context of ECCE in Canada, an overview of basic English terminology used in the ECCE studies and an orientation to the common instructional strategies implemented in the ECCE classroom.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Be aware and respond to diverse class instruction strategies (e.g. small and large group discussion, individual and group presentations, hand-on projects). |
| CLO #2 | Demonstrate the basic knowledge of BC childcare licensing regulations and the nature of the post-secondary ECCE programs approved by the BC ECE Registry.   |
| CLO #3 | Use specific ECCE technical language and professional terminology.  |
| CLO #4 | Discuss diverse course topics referring to the broad context of Early Childhood Education in BC.  |
| CLO #5 | Describe and use effective interpersonal and professional communication skills.   |
| CLO #6 | Demonstrate awareness of the types of early childhood education programming in BC.  |

## Instructional

## Strategies:

The course combines classroom lectures, presentations, discussions, individual and group work. Students are exposed to the new ECCE Resource Network - SECD (Science of Early Child Development). Guest speakers are invited to provide community awareness and connections for the students.

The students will get familiar with the ECCE Lab space and be oriented to the college wide resources.

## Evaluation and Grading

---

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

## Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Assignments   | 25         | Article Presentation: oral presentation on one article that deals with some common issues in ECCE. |
| Portfolio     | 30         | Four journal write-ups that include the professional ECCE terminology.                             |
| Assignments   | 25         | One-page write-up on the student's communication style.  |
| Participation | 20         | Class participation  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. Early Childhood Education programs in BC
2. History and cultural context of ECCE in Canada
3. The roles of the ECE Registry and the BC Childcare Licensing
4. Basic English terminology and professional language used in early years settings and the ECCE post-secondary programs
5. Effective interpersonal communication
6. Teaching strategies in the ECCE classrooms and the ways they can benefit to various learning styles.

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

BC Early Learning Framework (2019)

ECEBC Code of Ethics

Handouts

## 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

Early Childhood Care and Education Diploma



# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 4:59 pm

Viewing: **ECED 1104 : Child Growth 2**

Last edit: 07/22/24 4:59 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Child Growth 2

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 1:51 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:21 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course

Child Growth 2

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

1104

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours .1

Bridge Course Level 30

#### Course Description:

This course presents a comprehensive overview of human development from six to twelve years of age with particular emphasis on middle childhood. Course content focuses on current research, trends and issues, and introduces students to the importance of observation and individual variations in the development process.

#### Course Pre-Requisites (if applicable):

ECED 1305.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                               |
|--------|---|
| CLO #1 | Describe the four developmental domains and the effects on middle childhood development                   |
| CLO #2 | Explain the effects of the risk indicators on middle childhood development                                |
| CLO #3 | Discuss genetic and environmental influences related to child growth and development in middle childhood. |

#### Instructional

#### Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

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

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 30         | Group Presentation on Research Topic     |
| Other         | 30         | In-Class Journal Reflections             |
| Assignments   | 20         | Partner Article Sharing                  |
| Participation | 20         | Professional behaviour and participation |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

## Course Topics

**Course Topics:**

1. Developmental domains and the effects on middle childhood development

a. Key developmental stages within middle childhood

b. Key components of each of the developmental stages within middle childhood

2. The effects of the developmental domains on middle childhood development

a. Developmental domains

b. Developmental process for each of the following domains: social/emotional, physical, cognitive and language

c. Effects of the developmental domains on middle childhood development

3. The effects of the indicators of risk on middle childhood development

a. The indicators of risk in middle childhood

b. Effects of the risk indicators on middle childhood development

c. Impact of media on child development

4. Genetic and environmental influences related to child growth and development in middle childhood.

a. Genetic influences and environmental influences on middle childhood growth and development

b. Explain the impact of genetic and environmental influences on middle childhood growth and development

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

Early Childhood Care and Education Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 4:59 pm

Viewing: **ECED 1107 : Guiding And Caring**

Last edit: 07/22/24 4:59 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Guiding and Caring

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 1:51 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course

Guiding And Caring

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

1107

Year of Study            1st Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours     .1

Bridge Course Level    30

**Course Description:**

This course introduces students to a variety of theoretical perspectives and positive approaches to guiding children's behavior and promoting their healthy emotional and social development. It focuses on best practices that ensure a positive and encouraging approach.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Define terms related to guiding and caring young children  |
| CLO #2 | Summarize the theoretical perspectives to guide children's behavior  |
| CLO #3 | Identify developmentally appropriate expectations of young children  |
| CLO #4 | Select appropriate intervention strategies that guide behaviors and support the development of positive self-concept |
| CLO #5 | Apply prevention and intervention strategies in guiding children's behavior  |
| CLO #6 | Explain the role of "Code of Ethics", "BC Regulations" and "BC Early Learning Framework" in behavior management      |
| CLO #7 | Apply knowledge of child growth and development to the implementation of developmentally appropriate strategies      |

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity                      |
|------------------|------------|---|
| Assignments      | 30         | Guidance Intervention: Role Play<br>Scenario Group Assignment |
| Field Experience | 25         | Observation of Challenging Behaviour                          |
| Assignments      | 25         | Problem Based Learning In-Class<br>Assignment                 |
| Quizzes/Tests    | 20         | Guidance Plan   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Terms related to guiding and caring young children
2. Theoretical Foundations of Child Guidance
3. Child Development and Guidance
4. Factors Affecting Behaviour
5. Direct and Indirect Guidance; the importance of physical environment
6. Intervention Strategies
7. Canadian Theoretical Perspectives
8. Guidance and Self-Concept
9. Resilience and Stress in Childhood

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

Early Childhood Care and Education Diploma



# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 4:15 pm

Viewing: **ECED 1301 : Foundations in ECCE**

Last edit: 07/22/24 4:15 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Foundations in ECCE

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 1:51 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.   |
|------------------------|------------------------|--------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604-871-7680 |

Banner Course

Foundations in ECCE

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

1301

Year of Study            1st Year Post-secondary

Credits:                 2.5

Bridge College Code    CO

Bridge Billing Hours    2.5

Bridge Course Level    30

#### Course Description:

This course provides an overview and introduction to the theories and practices of early childhood care and education profession. Key themes include:

1. Types and terminology of child care services
2. BC Early Learning Framework
3. The structure and organization of child care in BC
4. Historical figures and their contributions to the profession
5. Current Canadian and international research, trends and approaches in early childhood education
6. Current issues in the early childhood educator profession
7. Goals and objectives of quality early childhood programs

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

ECED 1302.

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>              |
|--------|--|
| CLO #1 | Explain child care services in BC  |
| CLO #2 | Describe the role of the Early Childhood Educator in the provision of quality child care |
| CLO #3 | Explain the impact of culture and diversity in the provision of child care services      |
| CLO #4 | Explain the concept of developmentally appropriate practice.                             |

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

|        |  |
|--------|--|
| CLO #5 | Explain the concepts of anti-bias, theme-based, and emergent curricula in an integrated program planning approach. |
| CLO #6 | Describe and compare historical and current trends and approaches in early childhood education.                    |
| CLO #7 | Refer to BC Early Learning Framework.  |

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutes).

## Evaluation and Grading

---

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

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity  |
|------------------|------------|---|
| Assignments      | 40         | Program Models: Group Project and Presentation of One Educational Program Model |
| Field Experience | 40         | Research Paper: Educational Theorist Individual Research Paper and Presentation |
| Participation    | 20         | Attendance, Participation and Professional Behaviour                            |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 50

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 50

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Role of professional early childhood educators in the community context in BC and BC Early Learning Framework
2. Current Canadian and international research, trends and approaches in early childhood education
3. Current issues in the early childhood educator profession
4. Impact of culture and diversity in the provision of child care services
5. Concept of developmentally appropriate practice (DAP)
6. Concepts of anti-bias, theme-based, and emergent curricula in an integrated program planning approach
7. The opportunities for an integrated approach to program planning across all curriculum areas

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: 07/23/24 10:09 am

Viewing: **ECED 1302 : ECCE Field Study 1**

Last edit: 07/23/24 10:09 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Early Childhood Care and Education Field Study 1

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:44 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: ECCE Field Study 1

Subject Code: ECED - Early Childhood Care & Education

Course Number: 1302

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code CO

Bridge Billing Hours 1

Bridge Course Level 30

#### Course Description:

The purpose of this community-based observation is to broaden students' understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in the Foundations course offerings in this given term.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

ECED 1301.

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                    |
|--------|--|
| CLO #1 | List and describe the characteristics of a variety of childcare programs and environments      |
| CLO #2 | Describe how to observe in a childcare context   |
| CLO #3 | Identify childcare centres where there is potential for developing a professional relationship |
| CLO #4 | Complete childcare observation report  |

#### Instructional

#### Strategies:

View a variety of licensed early childhood programs.

### Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory

Passing grade:

655

Satisfactory (S) where S = 100%

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity |
|------------------|------------|--|
| Field Experience | 100        | Observation Reports                      |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.

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

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 30

Course Topics

#### Course Topics:

1. Description of the characteristics of a variety of childcare programs and their differences
2. Relationship between physical settings and child-staff interactions

**Course Topics:**

3. Professional attitudes and skills in relationships with colleagues
4. Protocols and strategies for observing in a childcare context
5. Establishing professional relationships with staff in a variety of settings

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

Early Childhood Care and Education Diploma

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Badge Information

---

*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Is a Badge being offered for this course?



# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 4:58 pm

Viewing: **ECED 1303 : Communications**

Last edit: 07/22/24 4:58 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:  
Communications

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:44 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.             |
|------------------------|------------------------|------------------------|
| Daniel Lindskog-Wilson | Daniel Lindskog-Wilson | Daniel Lindskog-Wilson |

Banner Course Name: Communications

Subject Code: ECED - Early Childhood Care & Education

Course Number: 1303

Year of Study            1st Year Post-secondary

Credits:                 1.5

Bridge College Code    CO

Bridge Billing Hours    1.5

Bridge Course Level    30

**Course Description:**

The purpose of this course is to identify and develop self-awareness, attitudes, knowledge base and skills for effective communication with adults and children. Personal growth, interpersonal skills mastery and communication theory are introduced as the cornerstone for facilitating positive relationships and enhancing effectiveness. Tools for building successful relationships with children, parents, coworkers, administrators and the broader community will be practiced and refined.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

ECED 1304.

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Explain the key concepts related to communication.  |
| CLO #2 | Explain the impact of emotions in the communication process   |
| CLO #3 | Identify a personal communication style and analyze its impact on the role of the ECE   |
| CLO #4 | Demonstrate appropriate sensitivity in communicating effectively within culturally diverse families in early childhood settings                 |
| CLO #5 | Select communication strategies appropriate for the following audiences: coworkers, parents, children, administrators and the broader community |

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debate, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity            |
|---------------|------------|---|
| Assignments   | 30         | Writing and Presentation Skills                     |
| Assignments   | 30         | Journals of Non-Verbal Communication                |
| Assignments   | 30         | Conflict Resolution: Presentations                  |
| Participation | 10         | Attendance, participation and professional practice |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Key concepts related to communication in an ECE context
2. The impact of emotions in the communication process
3. Culturally sensitive communication in dealing with all families in early childhood settings
  - a. A range of culturally diverse communication styles
4. Personal communication style and analyze how it impacts the role of the ECE

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

Are there any

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 4:58 pm

Viewing: **ECED 1304 : Observing and Recording**

Last edit: 07/22/24 4:58 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Observing and Recording

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:45 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Observing and Recording

Subject Code: ECED - Early Childhood Care & Education

Course Number: 1304

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

#### Course Description:

This course focuses on the critical role of observing and recording in programs for young children. Course content highlights the value of observing and recording in understanding child development as well as its role in assessing the design, responsiveness and quality of programs offered in our community.

#### Course Pre-Requisites (if applicable):

ECED 1303.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                                |
|--------|--|
| CLO #1 | Describe the principles of observing and recording   |
| CLO #2 | Observe and record, through pedagogical narrations, experiences connecting to the Early Learning Framework |
| CLO #3 | Interpret pedagogical narratives   |

#### Instructional

#### Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

### **Evaluation and Grading**

---

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity |
|-------------|------------|--|
| Assignments | 20         | Documentation #1                         |
| Assignments | 20         | Documentation #2                         |
| Assignments | 20         | Documentation #3                         |
| Assignments | 20         | Documentation #4                         |
| Assignments | 20         | Documentation #5                         |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

## Course Topics

**Course Topics:**

1. The principles of observing and recording children's activities
  - a. Observation and recording in terms of children's activities
  - b. The different types of observation techniques
  - c. The appropriate terminology to describe observation techniques
  - d. Ethical approach to observing and recording (e.g. confidentiality)
  - e. Guidelines that provide a framework for objective and reliable observation
2. Observe and record pedagogical narrations
  - a. Purpose of pedagogical narratives
  - b. How to create a pedagogical narrative
3. Interpret pedagogical narratives
  - a. A child's perspective during ordinary moments in the early childhood setting
  - b. A child's ordinary moment
  - c. How children use their senses
  - d. Observe and record a child using his/her senses to explore and construct his/her world
  - e. Interpret observations to plan curriculum and learning activities

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

Early Childhood Care and Education Diploma



# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 4:58 pm

Viewing: **ECED 1305 : Child Growth 1**

Last edit: 07/22/24 4:58 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Child Growth 1

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:45 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course

Child Growth 1

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

1305

Year of Study            1st Year Post-secondary

Credits:                 2

Bridge College Code    CO

Bridge Billing Hours    .1

Bridge Course Level    30

**Course Description:**

This course presents a comprehensive overview of human development from conception through five years of age with particular emphasis on the early childhood years. Course content focuses on current research, trends, and issues, and introduces students to the importance of observation and individual variations in the developmental process.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

ECED 1306.

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                      |
|--------|--|
| CLO #1 | Explain the key developmental theories from birth to age five – historical and current                           |
| CLO #2 | Describe a range of historic and current theoretical approaches to child growth and development                  |
| CLO #3 | Describe the developmental domains from prenatal to five years (physical, social/emotional, cognitive, language) |
| CLO #4 | Discuss genetic and environmental influences related to child growth and development                             |
| CLO #5 | Analyze children's activities from different perspectives of developmental theory                                |

**Instructional**

**Strategies:**

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

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

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity                   |
|------------------|------------|--|
| Assignments      | 25         | Journal Article  |
| Field Experience | 25         | Observation and Analysis of an ECCE Program                |
| Quizzes/Tests    | 40         | Two quizzes  |
| Participation    | 10         | Personal Contribution, attendance and active participation |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Key developmental theories from birth to age five-- historical and current
  - a. Key developmental theories/theorists
  - b. Concept and/or characteristics for each theory
  - c. Methods used to conduct research into child development
  - d. Research Design
2. Major historical influences on modern theories of child development
3. The developmental domains from prenatal to five years (physical, social/emotional, cognitive, language)
  - a. Birth and prenatal development
  - b. Developmental domains: prenatal, physical, social, emotional, cognitive, language
  - c. Development processes for: prenatal, physical, social, emotional, cognitive, language
4. Genetic and environmental influences related to child growth and development
5. Children's activities from different perspectives of developmental theory

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: 07/23/24 10:10 am

Viewing: **ECED 1306 : ECCE Field Study 2**

Last edit: 07/23/24 10:10 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Early Childhood Care and Education Field Study 2

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:45 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: ECCE Field Study 2

Subject Code: ECED - Early Childhood Care & Education

Course Number: 1306

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code CO

Bridge Billing Hours 1

Bridge Course Level 30

#### Course Description:

The purpose of this community-based observation is to broaden students' understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments, and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECED 1305 Child Growth 1 course offerings in this given term.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

ECED 1305.

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Complete childcare observation report specifically focusing on the child's age and stage while a child is engaged in an ordinary moment |
| CLO #2 | Interpret observations through the framework of pedagogical narrations  |
| CLO #3 | Expand and refine their ability to record their observations of children  |
| CLO #4 | Develop confidence in establishing professional relationships with staff in a variety of settings                                       |
| CLO #5 | Begin the process of identifying potential mentors and role models in the field   |

#### Instructional

#### Strategies:

Observe a child in a child care program using running records, audio recording, visual recordings, photos and videos.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (S) where S = 100%

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity |
|------------------|------------|--|
| Field Experience | 100        | Observation Reports                      |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:                      30

## Course Topics

**Course Topics:**

1. Childcare observation reports
  - a. Two different children between the ages of 6 months and 6 years engaged in an 'ordinary moment'
  - b. Expand ability to record their observations of children
2. Framework of pedagogical narrations
  - a. A child's perspective during ordinary moments using the theoretical perspective of pedagogical narrations
3. Childcare centres where there is potential for developing a professional relationship
  - a. Professional relationships with staff in a variety of settings
  - b. Potential childcare centres for future observations and practicums
4. Building professional relationships with staff in a variety of settings and for future observations and practicums
5. Process of identifying potential mentors and role models in the field
  - a. Outline of students own childcare philosophy
  - b. Potential staff with similar philosophy regarding childcare practices

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:



# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 4:58 pm

Viewing: **ECED 1307 : The Learning Child**

Last edit: 07/22/24 4:58 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

The Learning Child

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:45 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course

The Learning Child

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

1307

Year of Study 1st Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours .1

Bridge Course Level 30

#### Course Description:

This course will focus on the attitudes, knowledge and skills needed for planning, implementing and promoting play-based learning for young children.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

ECED 1308.

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                                     |
|--------|---|
| CLO #1 | Explain the value, characteristics and history of play based learning   |
| CLO #2 | Explain how learning occurs through play  |
| CLO #3 | Plan and implement and evaluate a developmentally appropriate program that meets the observed needs of children |
| CLO #4 | Demonstrate awareness of diversity, physical needs, culture and gender when planning                            |

#### Instructional

#### Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

### Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

675

C-

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity          |
|---------------|------------|---|
| Assignments   | 20         | Program Presentation                              |
| Assignments   | 20         | Pedagogical Narration of a learning child at play |
| Project       | 20         | Learning Centre Presentation                      |
| Quizzes/Tests | 10         | Quiz 1  |
| Quizzes/Tests | 10         | Quiz 2  |
| Participation | 20         |   |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. The value characteristics and history of play based learning
  - a. Importance and value of play to young children
  - b. Overview of the history of play-based learning
2. Explain how learning occurs through play
  - a. Categories of play
  - b. When and how play occurs
3. Plan and implement and evaluate a developmentally appropriate program that meets the observed needs of children
  - a. The role and purpose of different learning centres (e.g. unit blocks, music)
  - b. Observe and record children's interests
  - c. A learning centre based on children's interests and developmental needs
4. Explain how to integrate diversity, physical needs, culture and gender when planning play based learning
  - a. Observe a learning environment for inclusiveness
  - b. Analyze the play-based learning environment for inclusiveness using an environmental tool
  - c. Ways to integrate diverse needs into a play-based learning environment

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:10 am

Viewing: **ECED 1308 : ECCE Field Study 3**

Last edit: 07/23/24 10:10 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Early Childhood Care and Education Field Study 3

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum  
Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:45 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: ECCE Field Study 3

Subject Code: ECED - Early Childhood Care & Education

Course Number: 1308

Year of Study            1st Year Post-secondary

Credits:                    1

Bridge College Code    CO

Bridge Billing Hours     1

Bridge Course Level    30

**Course Description:**

The purpose of this community-based observation is to broaden students' understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The course relates specifically to content in ECED 1307 The Learning Child offered in this given term.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                                    |
|--------|--|
| CLO #1 | Describe and complete a running record   |
| CLO #2 | Connect concepts of childhood development to stages and types of play  |
| CLO #3 | Design and implement a childcare observation report focusing on a child's acquisition of learning through play |
| CLO #4 | Evaluate options for planning practical placements that extend relationships with mentors and models.          |

**Instructional**

**Strategies:**

Observe play opportunities in an early learning setting.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (S) where S = 100%

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity |
|------------------|------------|--|
| Field Experience | 100        | Observation Reports                      |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:                      30

Course Topics

**Course Topics:**

1. Completion of a running record
  - a. Definition
  - b. Process of completing a running record
2. Concepts of childhood development to stages and types of play
  - a. Concepts of childhood development
  - b. Recall stages and types of play
  - c. Child's developmental level influences and determines the type of play a child engages in
3. Completion of childcare observation report
  - a. Observation and recording skills as they complete reports that document their learning experiences
  - b. Child's developmental level with type of play child engages in
4. Options for planning practical placements that extend relationships with mentors and models
  - a. Professional relationships with staff in a variety of settings
  - b. Potential mentors and role models in the field

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

Are there any



## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

## Badge Information

---

*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Is a Badge being offered for this course?

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria

Badge Skills

## Marketing Information

---

*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

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

Make Available on Website:

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:00 pm

Viewing: **ECED 2102 : Music and Movement**

Last edit: 07/22/24 5:00 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Music and Movement

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:45 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Music and Movement

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2102

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours    .1

Bridge Course Level    30

#### Course Description:

The purpose of this course is to introduce the attitudes, knowledge base and skills for effectively integrating creative movement, drama, dance and music in curriculum and program planning for young children. The course highlights the importance of these experiences to the development of positive self-concept, confidence, creativity and learning in all domains of growth and development.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

*Details of PLAR:*

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                           |
|--------|---|
| CLO #1 | Explain how music and movement affects children's physical, emotional, social and cognitive skills    |
| CLO #2 | Incorporate elements that represent culture in the music and movement curriculum                      |
| CLO #3 | Plan and implement developmentally appropriate creative music and movement activities and experiences |

#### Instructional

#### Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Project       | 15         | Cultural Presentation                    |
| Assignments   | 25         | Making an Instrument                     |
| Assignments   | 30         | Music Activity Plans                     |
| Project       | 10         | Presentation                             |
| Participation | 20         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. How music affects children's physical, emotional, social and cognitive skills.
  - a. Concepts of space, time, force and body movement in music and movement activities
  - b. Role of music in the holistic development of children
  - c. Movement and music develop imagination and creativity
2. What is appropriate creative music and movement activities and experiences
  - a. Appropriate music and movement activities
  - b. Range of props, music and movement activities
  - c. A repertoire of movement and music activities
  - d. Music, drama, movement and dance in daily routines

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:10 am

Viewing: **ECED 2106 : ECCE Field Study 5**

Last edit: 07/23/24 10:10 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Early Childhood Care and Education Field Study 5

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:45 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: ECCE Field Study 5

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2106

Year of Study            2nd Year Post-secondary

Credits:                    1

Bridge College Code    CO

Bridge Billing Hours     1

Bridge Course Level    30

**Course Description:**

The purpose of this community-based observation is to broaden students' understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The focus relates specifically to content in the ECED 2102 Music and Movement course in this given term.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Complete childcare observation report on ways in which music and movement concepts are incorporated into the curriculum |
| CLO #2 | Complete childcare observation report focusing on how educators implement music and movement in a child care centre     |
| CLO #3 | Describe options for planning practicum placements that extend relationships with mentors and models.                   |

**Instructional**

**Strategies:**

A childcare observation report on ways in which music and movement concepts are incorporated into the curriculum.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (S) where S = 100%

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity |
|------------------|------------|--|
| Field Experience | 100        | Observation Reports                      |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:                      30

Course Topics



**Course Topics:**

1. A childcare observation report on ways in which music and movement concepts are incorporated into the curriculum
  - a. Music and movement circle time and write a running record of how educators incorporating this into
  - b. Record children's behavior during circle
  - c. Explore other ways in which music and movement concepts are incorporated into all curriculum areas in the center
  - d. Resources/ music include a culturally diverse perspective
2. Planning practicum placements that extend relationships with mentors and models
  - a. Development of confidence in establishing professional relationships with staff in a variety of settings
  - b. Potential mentors and role models in the field

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

Early Childhood Care and Education Diploma

### **Additional Information**

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:01 pm

Viewing: **ECED 2115 : Health, Safety & Nutrition**

Last edit: 07/22/24 5:01 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Health, Safety and Nutrition

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:46 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Health, Safety & Nutrition

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2115

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours     .1

Bridge Course Level    30

#### Course Description:

The purpose of this course is to provide students with the knowledge and skills to establish and maintain healthy and safe environments for young children and to provide healthy and nutritious food. Key topics include prevention, universal precautions, working in partnership with families and community resources.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe the key determinants of health for young children   |
| CLO #2 | Select and prepare nutritious and diverse food for children in childcare contexts  |
| CLO #3 | List and describe symptoms associated with common illnesses and diseases and implement protocols                                 |
| CLO #4 | Implement knowledge of health, safety and nutrition into childcare programs  |
| CLO #5 | Recognize the need to communicate regularly with parents regarding health, safety and nutrition.                                 |
| CLO #6 | Explain the importance of promoting good health practices, self-care and nutrition.  |
| CLO #7 | Explain methods of preventing child abuse and the role of the early childhood educator in situations regarding abuse and neglect |
| CLO #8 | Advocate for high quality, accessible and comprehensive early care and learning settings   |

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources  
(Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 30         | Research Paper and Presentation          |
| Project       | 30         | In-Class Menu Planning                   |
| Assignments   | 30         | Reflective Journals                      |
| Participation | 10         |  |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Key determinants of health for young children from 0-6 years of age
2. Healthy Nutrition in Young Children
3. Infectious Process; infection prevention and management of infectious illnesses; factors in transmission of disease.
4. Key characteristics of safe and healthy child care environment.
5. Partnership with families on children's health, safety and nutrition.
6. Occupational health and safety; self-care and personal health practices.
7. Child Maltreatment: identification, types, intervention and prevention.
8. Advocating for high quality, accessible and comprehensive early care and learning settings

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:02 pm

Viewing: **ECED 2200 : Enhancing Family Relationships**

Last edit: 07/22/24 5:02 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Enhancing Family Relationships

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:46 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course

Enhancing Family Relationships

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

2200

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours     .1

Bridge Course Level    30

**Course Description:**

This course develops student's knowledge and skill in building positive relationships with families in a childcare context. Students will deepen insight into family dynamics, community and cultural influences, anti-bias approaches and the critical role of family/caregiver partnerships.

**Course Pre-Requisites (if applicable):**

ECED 2313, ECED 2314, ECED 2315.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Analyze how specific characteristics of infants, toddlers and children needing extra support influence the relationship between the early childhood educator and the parent/guardian |
| CLO #2 | Assess continuity of care and its impact on the relationship between the early childhood educator and the family   |
| CLO #3 | Evaluate challenging situations with families of infants, toddlers and children requiring extra support  |
| CLO #4 | Identify and access community resources for infants, toddlers and children requiring extra support   |
| CLO #5 | Design a maintenance framework for sustaining a positive relationship with families  |

**Instructional**

**Strategies:**

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources  
(Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

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

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 20         | Routine change plan                      |
| Assignments   | 20         | Needs-based strategic plan               |
| Project       | 25         | Family resource                          |
| Quizzes/Tests | 35         | Quizzes based on course content          |

## Hours by Learning Environment Type

---

To complete this section:

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

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

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---



Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Needs of infants, toddlers, and children needing extra support

Relationship between the caregiver and the parent/guardian of infants, toddlers, and children needing extra support

Continuity of care

Potentially challenging situations: culturally diverse families, divorce, blended family, single parent, teenage parents, family poverty, violence or abuse in home

Regulations, centre practice and family approaches to child rearing Community resources

Communication plans in childcare centres

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

Early Childhood Care and Education Diploma

Provide:

### Additional Information

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:11 am

Viewing: **ECED 2230 : Special Needs Practicum 1**

Last edit: 08/21/24 11:46 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Special Needs Practicum 1

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:46 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:13 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.   |
|------------------------|------------------------|--------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604-871-7680 |

Banner Course Name: Special Needs Practicum 1

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2230

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    CO

Bridge Billing Hours    0

Bridge Course Level    30

**Course Description:**

This course builds on the experience gained through the basic program practicums and the knowledge on exceptionalities acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in an inclusive licensed childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.

**Course Pre-Requisites (if applicable):**

ECED 2313, ECED 2314, ECED 2315.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Evaluate theoretical principles of atypical development that guide pedagogical practice in early learning settings                                      |
| CLO #2 | Plan and implement activities for children with exceptionalities in a way that facilitates their physical, emotional, social, and cognitive development |
| CLO #3 | Employ strategies to guide the behaviour of children with exceptionalities  |
| CLO #4 | Communicate respectfully with children, families, and other early childhood educators   |
| CLO #5 | Reflect upon and evaluate knowledge and skills as emerging early childhood educators  |
| CLO #6 | Develop a co-constructive approach to practice in early childhood education   |

Instructional

Strategies:

Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (S) on Practicum &  
Portfolio

Evaluation Plan:

| Type      | Percentage  | Brief description of assessment activity              |
|-----------|---|---|
| Practicum | S   | Practicum Assessment by Instructor                    |
| Portfolio | S   | Portfolio of Artifacts as listed in Practicum Booklet |
|           | Students must achieve a satisfactory grade on all components to be successful in the course |   |

## Hours by Learning Environment Type

---

To complete this section:

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

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Practicum

Hours in Category 3: 120

#### Course Topics

##### Course Topics:

Theoretical principles of childcare and education regarding children with exceptionalities

BC Early Learning Framework

Knowledge and skills as emerging special needs educators

Self-assessment concerning actions and feelings in inclusive settings

Reflecting on own practice and philosophy

Interaction with other early childhood educators and outside resources

Policies, procedures, and philosophy of inclusive settings during practicum

Co-constructive approach to inclusive practice in early childhood education

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

Early Childhood Care and Education Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:11 am

Viewing: **ECED 2235 : Infant Practicum**

Last edit: 08/21/24 11:46 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:  
Infant Practicum

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:47 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.   |
|------------------------|------------------------|--------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604-871-7680 |

Banner Course Name: Infant Practicum

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2235

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    CO

Bridge Billing Hours    4

Bridge Course Level    30

**Course Description:**

This course builds on the experience gained through practicums in the basic program and the knowledge of infant development acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in a licensed infant childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.

**Course Pre-Requisites (if applicable):**

ECED 2313, ECED 2314, ECED 2315.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe the role of the caregiver for infants  |
| CLO #2 | Identify concepts of care, the ethics of care and caring practices and develop positive approaches for guiding, caring and interacting with infants |
| CLO #3 | Analyze issues related to developing curriculum for infants   |
| CLO #4 | Develop, implement and evaluate group and individualized experiences based on observations of infants   |
| CLO #5 | Plan, evaluate and adapt indoor and outdoor environments to respond to observed experiences of infants  |

Instructional

Strategies:

Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (S) on Practicum &  
Portfolio

Evaluation Plan:

| Type      | Percentage  | Brief description of assessment activity              |
|-----------|---|---|
| Practicum | S   | Practicum Assessment by instructor                    |
| Portfolio | S   | Portfolio of Artifacts as listed in Practicum Booklet |
|           | Students must achieve a satisfactory grade on all components to be successful in the course |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---



Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 120

#### Course Topics

##### Course Topics:

Theoretical principles of infant and toddler childcare and education

The early learning framework

Knowledge and skills as emerging early childhood educators

Self-assessment concerning actions and feelings

Reflecting on own practice and philosophy

Interaction with other early childhood educators and outside resources

Policies, procedures, and philosophy of centres during practicum

Co-constructive approach to practice in early childhood education

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

Early Childhood Care and Education Diploma

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:02 pm

Viewing: **ECED 2300 : Childcare Administration**

Last edit: 07/22/24 5:02 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Childcare Administration

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:47 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:22 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Childcare Administration

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2300

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours     .1

Bridge Course Level    30

#### Course Description:

This course provides students with broad knowledge of the principles and practices involved in the administration and management of a childcare centre. Students will learn the necessary skills to fulfill the role of administrator of an early childhood education program.

#### Course Pre-Requisites (if applicable):

ECED 2313, ECED 2314, ECED 2315.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>          |
|--------|--|
| CLO #1 | Describe and incorporate early childhood education regulations in childcare programs |
| CLO #2 | Articulate a childcare centre's philosophy of childcare and education                |
| CLO #3 | Develop inclusive policies and procedures for a childcare facility                   |
| CLO #4 | Manage funding, finances, program schedules and staff                                |
| CLO #5 | Assess and adapt a program according to needs of children                            |
| CLO #6 | Reflect on the role of leadership in an administrative position                      |

#### Instructional

#### Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources  
(Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
C-

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity |
|-------------|------------|--|
| Assignments | 30         | Childcare centre philosophy              |
| Other       | 20         | Self-reflection                          |
| Project     | 20         | Financial scenario analysis              |
| Project     | 30         | Staff orientation guide                  |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Regulations and contractual obligations

Childcare operations and compliance

Philosophy of a childcare centre

Inclusive services

Policies and procedures for inclusive content

Grant and funding bodies for specific childcare program(s)

Financial management for childcare administrators

Staff orientation

Staff performance evaluation

Program assessment tools

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 4:59 pm

Viewing: **ECED 2301 : Creative Art**

Last edit: 07/22/24 4:59 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:  
Creative Art

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:47 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:23 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Creative Art

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2301

Year of Study            2nd Year Post-secondary

Credits:                 2

Bridge College Code    CO

Bridge Billing Hours    .1

Bridge Course Level    30

**Course Description:**

This course will introduce the attitudes, knowledge base, and skills for effectively integrating creative arts in the curriculum and program planning for young children. The course highlights the importance of a perspective that promotes a process-oriented, open-ended, and non-competitive approach.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                             |
|--------|---|
| CLO #1 | Explain the role art plays in developing creativity of children   |
| CLO #2 | Compare diverse learning styles and approaches to art.  |
| CLO #3 | Plan an environment that encourages and supports a wide range of creative activities for young children |

**Instructional**

**Strategies:**

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

**Evaluation and Grading**

---

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity  |
|---------------|------------|---|
| Assignments   | 30         | Pedagogical Narration   |
| Project       | 30         | Responsive Curriculum Art Plans   |
| Project       | 30         | Studio Binder (documentation of visual art, investigation, experimentation and exploration) |
| Participation | 10         | Attention, participation and professional practice  |

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1: 40

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:



## Course Topics

**Course Topics:**

1. The value of art for young children
2. History of Art Education
3. Creative Development in Young Children
4. Organization of Art Activities and Projects
5. Project Based Learning
6. Role of the Teacher
7. Adaptations for Children with Exceptionalities

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:00 pm

Viewing: **ECED 2302 : Explore Learning**

## Environments

Last edit: 07/22/24 5:00 pm

Changes proposed by: drabadzija

Programs

referencing this

course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Exploring Learning Environments

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Is this a non-credit course?

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:47 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:23 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course

Explore Learning Environments

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

2302

Year of Study            2nd Year Post-secondary

Credits:                 2

Bridge College Code    CO

Bridge Billing Hours    .1

Bridge Course Level    30

#### Course Description:

The purpose of this course is to introduce the knowledge base and skills for effectively integrating physical, life, social sciences and pre-mathematics skills into the curriculum and program planning for young children.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Define fundamental concepts related to pre-math, physical and life sciences in ways that are developmentally appropriate for young children |
| CLO #2 | Define fundamental concepts related to self, family, community and diversity in developmentally appropriate ways for young children.        |
| CLO #3 | Plan and implement interactive and experiential pre-math and science activities   |

#### Instructional

#### Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

### **Evaluation and Grading**

---

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity |
|-------------|------------|--|
| Assignments | 25         | Science Centre Observation               |
| Assignments | 25         | Article Critique                         |
| Project     | 25         | Field Trip Plan                          |
| Project     | 25         | Resource Kit                             |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

## Course Topics

**Course Topics:**

1. Fundamental concepts related to pre-math, physical and life sciences in ways that are developmentally appropriate for young children
2. Fundamental concepts related to self, family, community, and diversity in developmentally appropriate ways for young children
3. Interactive and experiential pre-math and science activities
4. Developmentally appropriate materials and equipment that will enhance pre-math and science learning
5. Fostering children's natural curiosity and creativity in experiential learning environments

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
Consultation

### Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:10 am

Viewing: **ECED 2303 : ECCE Field Study 4**

Last edit: 07/23/24 10:10 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Early Childhood Care and Education Field Study 4

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:47 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:23 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: ECCE Field Study 4

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2303

Year of Study            2nd Year Post-secondary

Credits:                    1

Bridge College Code    CO

Bridge Billing Hours     1

Bridge Course Level    30

**Course Description:**

The purpose of this community-based observation is to broaden students' understanding of early childhood settings, to experience and reflect upon similarities and differences in these environments and to apply critical thinking skills and analyses in linking early childhood theory to practice. The focus relates specifically to content in ECED 2302 Exploring Learning Environments offerings in this given term.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

ECED 2302.

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Complete childcare observation report focusing on how the layout and materials in a centre create learning opportunities |
| CLO #2 | Complete childcare observation report focusing on a child's acquisition of science/math learning through play            |
| CLO #3 | Consider options for planning practicum placements that extend relationships with mentors and models.                    |

**Instructional**

**Strategies:**

Observing and completing the observation report on science and math opportunities in early learning settings.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

Satisfactory (S) where S = 100%

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity |
|------------------|------------|--|
| Field Experience | 100        | Observation Reports                      |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:                      30



## Course Topics

**Course Topics:**

1. A childcare observation report focusing on how the layout and materials in a centre facilitate learning opportunities

a. Observe centre: type of centre, materials: toys, resources in three centres that would facilitate science and math learning, children's use of these materials, opportunities for interactions with the natural environment in the outdoor area, observe how staff interact with children to extend learning opportunities, cultural diversity and diverse families are reflected in the centre.

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:00 pm

Viewing: **ECED 2304 : Integrated Program**

## Planning

Last edit: 07/22/24 5:00 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Integrated Program Planning

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Is this a non-credit course?

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:48 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:23 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Integrated Program Planning

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2304

Year of Study            2nd Year Post-secondary

Credits:                    1

Bridge College Code    CO

Bridge Billing Hours     1

Bridge Course Level    30

**Course Description:**

The purpose of this course is to consolidate best practices for program planning with young children. Students are provided with structured opportunities to integrate their classroom learning, with practical experience and to apply these to personal and professional goals.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Details of PLAR:**

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>       |
|--------|---|
| CLO #1 | Reflect upon their learning and successes to date in integrated program planning. |
| CLO #2 | Create an integrated program plan   |
| CLO #3 | Present, share and receive feedback related to integrated program planning.       |

**Instructional**

**Strategies:**

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

**Evaluation and Grading**

---

Grading System: Satisfactory/Unsatisfactory

Passing grade:

724

Satisfactory (S) where S = 100%

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity                          |
|-------------|------------|---|
| Assignments | 100        | Create, present and revise a program plan: Group In-Class Project |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 20

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 20

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

**Course Topics:**

1. Reflect on successes to date in integrated program planning

**Course Topics:**

- a. Key concepts for best practice
  - b. Theoretical frameworks most often used when developing integrated program plans
  - c. Personal strengths and weaknesses in integrated program planning
  - d. Goals and strategies for advancing knowledge and skills in integrated program planning
2. Create an integrated program
- a. Consider a variety of springboards and platforms for creating appropriate, stimulating and enriching program plans
  - b. Relative merits of various approaches to designing programs and curricula for young children
  - c. Role of parents and community resources for enhancing program planning and implementation
3. Present, share, and receive feedback related to integrated program planning.
- a. Expand repertoire of program planning ideas and resources

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:10 am

Viewing: **ECED 2305 : ECCE Practicum 1**

Last edit: 08/21/24 11:46 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Early Childhood Care and Education Practicum 1

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:48 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:23 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.   |
|------------------------|------------------------|--------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604-871-7680 |

Banner Course Name: ECCE Practicum 1

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2305

Year of Study 1st Year Post-secondary

Credits: 2.5

Bridge College Code CO

Bridge Billing Hours 2.5

Bridge Course Level 30

#### Course Description:

This course offers the opportunity to participate in the role of "Active Observer" in a childcare centre.

Observing and participating in program activities enables application of theories, concepts, and principles of best early childhood education practice.

#### Course Pre-Requisites (if applicable):

ECED 1305, ECED 1107, ECED 1304.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Illustrate the ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early learning settings. |
| CLO #2 | Identify a variety of strategies to guide children's behaviour.  |
| CLO #3 | Observe and identify responses to young children in a way that facilitates their physical, emotional, social and cognitive development.  |
| CLO #4 | Record observations of children with respect to confidentiality in keeping with the ECEBC and VCC code of ethics.  |
| CLO #5 | Interact professionally and respectfully with other early childhood educators.   |
| CLO #6 | Engage in warm, caring and supportive interactions with children.  |

Upon successful completion of this course, students will be able to:

CLO #7 Collect feedback from practicum instructors and determine learning goals for Practicum 2.

Instructional

Strategies:

Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

Satisfactory (S) on Practicum &  
Portfolio

Evaluation Plan:

| Type      | Percentage  | Brief description of assessment activity              |
|-----------|---|---|
| Practicum | S   | Practicum Assessment by Instructor                    |
| Portfolio | S   | Portfolio of Artifacts as listed in Practicum Booklet |
|           | Students must achieve a satisfactory grade on all components to be successful in the course |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      80

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:



Hours in Category 1:

## Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Practicum

Hours in Category 3: 80

### Course Topics

#### Course Topics:

1. Ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early childcare and education settings.
  - a. Link the theory and practice of early childhood care and education to the early learning framework
2. A variety of guiding strategies to guide children's behavior
3. Responses to young children in a way that facilitates their physical, emotional, social and cognitive development
  - a. Engage in interactions with children and their families
4. Record observations of children with respect to confidentiality and in keeping with the ECEBC and VCC code of ethics
  - a. Refer to ECEBC Code of Ethics
5. Interactions with other early childhood educators
  - a. Policies, procedures and philosophy of centres during practicum
6. Building warm, caring and supportive interactions with children
7. Feedback from practicum instructors and determine learning goals for practicum 2
  - a. Reflect on feedback from sponsor teacher and practicum instructor

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:10 am

Viewing: **ECED 2306 : ECCE Practicum 2**

Last edit: 08/21/24 11:47 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Early Childhood Care and Education Practicum 2

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:48 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 1:23 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.   |
|------------------------|------------------------|--------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604-871-7680 |

Banner Course Name: ECCE Practicum 2

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2306

Year of Study            2nd Year Post-secondary

Credits:                 2.5

Bridge College Code    CO

Bridge Billing Hours    2.5

Bridge Course Level    30

#### Course Description:

This course builds on the experiential opportunities in ECED 2305 Early Childhood Care and Education Practicum 1. An expectation of growth in confidence, competency and techniques will be confirmed.

#### Course Pre-Requisites (if applicable):

ECED 2305.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe the ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early learning settings. |
| CLO #2 | Employ several different guiding strategies to guide children's behaviour.   |
| CLO #3 | Plan and implement activities for young children in a way that facilitates their physical, emotional, social and cognitive development.  |
| CLO #4 | Communicate with children, families, and other early childhood educators openly and respectfully.  |
| CLO #5 | Reflect upon and evaluate their knowledge and skills as emerging early childhood educators.  |
| CLO #6 | Collect feedback from practicum instructors to improve practice and develop a co-constructive approach to their practice in early childhood education.   |

Instructional

Strategies:

Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (S) on Practicum &  
Portfolio

Evaluation Plan:

| Type      | Percentage  | Brief description of assessment activity              |
|-----------|---|---|
| Practicum | S   | Practicum Assessment by Instructor                    |
| Portfolio | S   | Portfolio of Artifacts as listed in Practicum Booklet |
|           | Students must achieve a satisfactory grade on all components to be successful in the course |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      80

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 80

#### Course Topics

##### Course Topics:

1. Ways in which theoretical principles of early childcare and education influence planning, implementation and assessment of curricular activities and guide pedagogical practice in early learning settings
  - a. Link the theory and practice of early childhood education to the BC Early Learning Framework
2. Positive Guidance Discipline and appropriate behavior management practices
3. Communication with young children that facilitates their physical, emotional, social and cognitive development.
4. Partnership with families.
5. Record observations of children with respect to confidentiality and in keeping with the ECEBC Code of Ethics.
6. Interactions with other professionals
  - a. Policies, procedures and philosophy of centers during practicum
7. Building warm, caring and supportive interactions with children
8. Use feedback from practicum instructors and sponsor teachers to determine learning goals for Practicum 3.

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: 07/23/24 10:11 am

Viewing: **ECED 2307 : ECCE Practicum 3**

Last edit: 08/21/24 11:47 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Early Childhood Care and Education Practicum 3

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:48 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:53 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.   |
|------------------------|------------------------|--------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604-871-7680 |

Banner Course Name: ECCE Practicum 3

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2307

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    CO

Bridge Billing Hours     4

Bridge Course Level    30

**Course Description:**

This course builds on the experiential opportunities in ECED 2306 Early Childhood Care and Education Practicum 2. Students will extend their knowledge and participate as an "Assistant Teachers" in licensed child care centres. An expectation of growth in confidence, competency and techniques will be confirmed.

**Course Pre-Requisites (if applicable):**

ECED 2306.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Integrate feedback from practicum supervisors to improve practice and develop a co-constructive approach to their practice in early childhood education                                     |
| CLO #2 | Integrate theoretical principles of early childcare and education into planning, implementation and assessment of curricular activities and pedagogical practice in early learning settings |
| CLO #3 | Employ and assess a range of guiding strategies to guide children's behavior  |
| CLO #4 | Plan and implement an integrated program of daily and weekly activities that incorporates all areas of an early learning curriculum   |
| CLO #5 | Reflect upon and evaluate their knowledge and skills as early childhood educators   |
| CLO #6 | Set professional goals to guide practice in early learning settings   |

Instructional

Strategies:

Referencing learning goals in Practicum 2 to build goals for Practicum 3. Use of practicum booklet.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory (S) on Practicum &  
Portfolio

Evaluation Plan:

| Type      | Percentage  | Brief description of assessment activity              |
|-----------|---|---|
| Practicum | S   | Practicum Assessment by Instructor                    |
| Portfolio | S   | Portfolio of Artifacts as listed in Practicum Booklet |
|           | Students must achieve a satisfactory grade on all components to be successful in the course |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:



Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Practicum

Hours in Category 3: 120

Course Topics

#### Course Topics:

1. Integration of feedback from practicum supervisors to improve practice and develop a co-constructive approach to their practice in early childhood education
2. Integration of theoretical principles of early childcare and education into planning, implementation and assessment of curricular activities and pedagogical practice in early learning settings
3. Employment and assessment of a range of guiding strategies to guide children's behavior
4. Planning and implementing an integrated program of daily and weekly activities that incorporates all areas of an early learning curriculum
5. Reflection upon and evaluation of their knowledge and skills as emerging early childhood educators.
6. Setting professional goals to guide practice in early learning settings

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

Early Childhood Care and Education Diploma

Prov

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:01 pm

Viewing: **ECED 2308 : Language and Literature**

Last edit: 07/22/24 5:01 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Language and Literature

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:48 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:53 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Language and Literature

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2308

Year of Study            2nd Year Post-secondary

Credits:                 2

Bridge College Code    CO

Bridge Billing Hours    .1

Bridge Course Level    30

#### Course Description:

The purpose of this course is to introduce the attitudes, knowledge base, and skills for effectively integrating language and literature experiences in curriculum and program planning for young children. The course highlights the importance of understanding language acquisition, understanding of the process of additional language learning, and the provision of language rich learning environments.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>                                 |
|--------|---|
| CLO #1 | Describe typical developmental stages in the language acquisition process.                                  |
| CLO #2 | Explain the importance of retaining first language (heritage language) in developing additional language(s) |
| CLO #3 | Select language rich activities to support language acquisition   |
| CLO #4 | Plan and implement developmentally appropriate language activities and experiences                          |

#### Instructional

#### Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
C-

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 20         | Language and Literature Group Time Plan  |
| Assignments   | 20         | Poetry Collection                        |
| Assignments   | 20         | Book Reviews                             |
| Participation | 20         |  |
| Quizzes/Tests | 20         | Quiz on stages of language development   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

1. Typical development at stages in the language acquisition process
  - a. The five aspects of language knowledge and awareness in young children
  - b. Language acquisition theories and theorists
  - c. Developmental progression of language knowledge
2. The importance of retaining first language (heritage language) in developing an additional language
  - a. Importance of retaining language 1 whilst learning an additional language(s)
  - b. Needs of children in groups who are learning an additional language
3. Select language rich activities to support language acquisition
  - a. The importance of an holistic approach to language
4. Developmentally appropriate language activities and experiences
  - a. Appropriate language/literature activities
  - b. The goal and objective of the language plan
  - c. A variety of references and resources for accessing language/literature activities

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:00 pm

Viewing: **ECED 2309 : Ecology of Family**

Last edit: 07/22/24 5:00 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Ecology of Family

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:49 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course

Ecology of Family

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

2309

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours     .1

Bridge Course Level    30

#### Course Description:

This course explores the attitudes, knowledge and skills for building positive relationships with families; planning for meaningful parent involvement and ensuring effective and appropriate links with community resources. The themes of family-centered care, culturally sensitive care, inclusive practice and honouring diversity are highlighted.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Explain the ecology of family and how it is related to a systems approach of childcare  |
| CLO #2 | Describe the range of family diversity and social constructions and their effect on family systems.                               |
| CLO #3 | Define the concepts and practices of family-centered care, culturally sensitive care, and inclusive environments.                 |
| CLO #4 | Implement strategies to facilitate collaborative working relationships with families, and between staff and families.             |
| CLO #5 | Identify and access a variety of community services relevant to and supportive of families, children and the childcare community. |

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources  
(Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
C-

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity |
|-------------|------------|--|
| Project     | 35         | Group Presentation on Family Diversity   |
| Assignments | 30         | Parent Handbook Topics                   |
| Assignments | 10         | Agency Research                          |
| Assignments | 25         | Philosophy and Policy Statement          |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:



### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

1. Ecology of family and how it is related to a systems approach of childcare
2. Family diversity and social constructions and their effect on the family system.
3. The range of families found in BC today and needs of each type of family
4. Concepts and practices of family-centered care, culturally sensitive care, and inclusive environments
5. Research strategies to facilitate collaborative working relationships with families, and between staff and families.
6. The importance of consistency and continuity in collaborating with families to ensure that children are supported during their early years.
7. The role of the ECE in involving all parents in the childcare center
8. The potential for conflict and misunderstanding in the communication process
9. Tools that child care programs can use to effectively communicate with parents
10. A variety of community services relevant to and supportive of families, children and the child care community

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

### Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:01 pm

Viewing: **ECED 2313 : Adv Child Growth & Dev IT/SN**

Last edit: 07/22/24 5:01 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Advanced Child Growth and Development IT/SN

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:49 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course  
Name:

Adv Child Growth & Dev IT/SN

Subject Code:

ECED - Early Childhood Care & Education

Course Number

2313

Year of Study 2nd Year Post-secondary

Credits: 2

Bridge College Code CO

Bridge Billing Hours 2

Bridge Course Level 30

Course Description:

This course focuses on current theories and research related to the growth and development of children from birth to three years of age (infants and toddlers) and the development of children with exceptionalities from prenatal to six years of age. Students will expand their understanding of internal and external influences on development of infants and toddlers with exceptionalities and learn theory-based practice in a child care context.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Analyze the key developmental theories from prenatal to three years of age in a cross cultural context   |
| CLO #2 | Demonstrate an understanding of historical perspectives and current theory and research related to infant and toddler development and children with exceptionalities |
| CLO #3 | Compare and contrast the domains and stages within each domain of development of infants and toddlers  |
| CLO #4 | Identify and assess typical and atypical development in infants and toddlers   |
| CLO #5 | Identify and evaluate the individual nature of development and associated needs in infants and toddlers  |
| CLO #6 | Describe atypical development from prenatal to six years of age  |

**Upon successful completion of this course, students will be able to:**

|        |  |
|--------|--|
| CLO #7 | The learner is able to identify and articulate typical and atypical development in the key developmental domains including social, emotional, physical, cognitive and language |
| CLO #8 | Apply theoretical knowledge of infants' and toddlers' developmental needs  |
| CLO #9 | Identify the individual nature of development and associated needs of children with exceptionalities   |

Instructional

Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources  
(Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
C-

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments   | 30         |  |
| Project       | 30         |  |
| Quizzes/Tests | 30         |  |
| Participation | 10         |  |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

### **Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio**

---

Check all that apply:

Hours in Category 2: 0

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3: 0

#### Course Topics

##### **Course Topics:**

1. The key developmental theories from prenatal to three years of age
2. Historical perspectives and current theory and research related to infant and toddler development and children with exceptionalities
3. The domains and stages of development of infants/toddlers. Ways of identifying atypical development in infants and toddlers; ways of promoting inclusion as well as diverse ways individuals grow, develop and express themselves
4. Typical and atypical development in key developmental domains: physical, cognitive, language, social, emotional
5. The milestones of normal growth and development
6. The stages of development within each domain
7. Concrete linkages between developmental theories and the ways of identifying and assessing of developmental needs in infants and toddlers
8. The individual nature of development and the associated needs of children with exceptionalities

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## **Rationale and Consultations**

---

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:02 pm

Viewing: **ECED 2314 : Advanced Field Study IT/SN**

Last edit: 07/22/24 5:02 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Advanced Field Study IT/SN

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:49 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Advanced Field Study IT/SN

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2314

Year of Study            2nd Year Post-secondary

Credits:                    1

Bridge College Code    CO

Bridge Billing Hours    1

Bridge Course Level    30

**Course Description:**

The purpose of these two community-based observations is to broaden students' understanding of the content studied in Advanced Child Growth IT/SN course. Through the observation of infant or toddler childcare setting, the students will reflect upon similarities and differences in these environments and apply critical thinking skills and analyses in linking early childhood theory to practice. The observation of the inclusive child care setting will expand the students' knowledge and understanding of the best practices when working with children who need extra support.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Complete childcare observation reports specifically focusing on the infant or toddler's age and stage while the child is engaged in an ordinary moment |
| CLO #2 | Complete childcare observation report focusing on the child with exceptionality while the child is engaged in an ordinary moment                       |
| CLO #3 | Interpret observations through the framework of pedagogical narrations   |
| CLO #4 | Develop confidence in establishing professional relationships with staff in a variety of settings  |
| CLO #5 | Begin the process of identifying potential mentors and role models in the field  |

Instructional

Strategies:

Observe a child in a childcare setting using running records, audio recording, visual recordings, photos and videos. Complete an observation report that focuses on the infant - toddler and typical/atypical development.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
S (100%)

Evaluation Plan:

| Type  | Percentage | Brief description of assessment activity                |
|-------|------------|---|
| Other | 50         | Field experience report: infant and toddler care        |
| Other | 50         | Field experience report: children with exceptionalities |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:                      0



### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 30

#### Course Topics

##### Course Topics:

1. Childcare observation report focused on the infant or toddler's age and stage while the child is engaged in an ordinary moment
2. Child Care report specifically focused on a child with one or more exceptionalities. The observation is done in an inclusive setting
3. Interpret observations through the framework of pedagogical narrations

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:02 pm

Viewing: **ECED 2315 : Adv Hlth, Safety & Nutr  
IT/SN**

Last edit: 07/22/24 5:02 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Advanced Health, Safety and Nutrition IT/SN

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. **2027 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:49 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course

Adv Hlth, Safety & Nutr IT/SN

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

2315

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours    2

Bridge Course Level    30

#### Course Description:

This course focuses on the advanced health, hygiene and safety of infants and toddlers and children who need extra support in childcare settings. Students will analyze children's rights including cultural and individual needs, abuse indicators and vulnerabilities of infants and toddlers and children with exceptionalities.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Explain prevention, intervention and assessment strategies that promote health and hygiene, illness management and injury/accident mitigation specific to infants, toddlers and to children with exceptionalities                     |
| CLO #2 | Incorporate children's rights regarding health, safety and nutrition in a childcare context   |
| CLO #3 | Practice food safe procedures in all meal planning and adapt meal plans for children with specific nutritional needs  |
| CLO #4 | Identify and report abuse or neglect in young children  |
| CLO #5 | Apply knowledge of health, safety and nutrition policies (assessing, managing and reporting illness and injuries) and practice with the focus on preventive practice related to infants, toddlers and children who need extra support |

## Instructional

## Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources  
(Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
C-

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity |
|-------------|------------|--|
| Assignments | 30         | Case Study                               |
| Assignments | 35         | Adapted Meal Plan                        |
| Project     | 35         |  |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2: 0

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 0

### Course Topics

#### Course Topics:

1. Prevention, intervention, and assessment strategies to promote health, hygiene, illness management and injury/accident mitigation specific to infants, toddlers and children with extra support needs
2. Children's rights regarding health, safety, and nutrition in a child care context
3. Abuse and neglect in infants, toddlers and children requiring extra support: identification and report
4. Food Safe procedures in meal planning and adaptation of meal plans for children with specific nutritional needs
5. Ways of incorporating knowledge of health, safety and nutrition policies and practice into program planning

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Early Childhood Care and Education Diploma

Pro

### Additional Information

---

Provide any additional information if necessary.

Supporting

documentation:

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:03 pm

Viewing: **ECED 2316 : Role of the Caregiver IT**

Last edit: 07/22/24 5:03 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International](#)

Course Name:

Role of the Caregiver IT

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:49 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Role of the Caregiver IT

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2316

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code CO

Bridge Billing Hours 3

Bridge Course Level 30

Course Description:

This course focuses on the role of the caregiver for children 0-3 years of age. Course content includes the ethics of care, and the principles of centering children, including families and incorporating the values of cultural communities in providing experiences for infants and toddlers.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe the role of the caregiver for infants and toddlers  |
| CLO #2 | Identify concepts of care, the ethics of care and caring practices and develop positive approaches for guiding, caring and interacting with infants and toddlers |
| CLO #3 | Analyse issues related to developing curriculum for infants and toddlers   |
| CLO #4 | Develop, implement and evaluate group and individualized experiences based on observations of infants and toddlers   |
| CLO #5 | Plan, evaluate and adapt indoor and outdoor environments to respond to observed experiences of infants and toddlers  |

Instructional

Strategies:

Lecture, guest speakers, field trips, group work, discussions, debates, SECD Resources  
(Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
C-

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity                                  |
|------------------|------------|---|
| Assignments      | 65         | Reflective Journal: 30%, Treasure Basket: 35%, Pedagogical Narrations:35% |
| Field Experience | 35         |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 60

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 60

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2: 0

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:



Hours in Category 3: 0

### Course Topics

#### Course Topics:

1. The role of the caregiver for infants and toddlers
2. Concepts of care, ethics of care and caring practices
3. Issues related to developing curriculum for infants and toddlers
4. Developing and implementing group and individualized experiences based on observations of infants and toddlers
5. Planning, evaluating and adapting indoor and outdoor play environments to respond to observed experiences of infants and toddlers

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:03 pm

Viewing: **ECED 2317 : Role of the Caregiver SN**

Last edit: 07/22/24 5:03 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Role of the Caregiver SN

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:49 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Role of the Caregiver SN

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2317

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code CO

Bridge Billing Hours 3

Bridge Course Level 30

Course Description:

This course focuses on the role of the caregiver for children 0-5 years of age with special needs. Course content includes principles of family centered care, inclusion, cultural competence and developmentally appropriate practice for children with special needs.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Describe the role of the caregiver for children with special needs underlining the importance of developing a positive approach for guiding, caring and interacting with children with challenging behaviours |
| CLO #2 | Identify concepts of care, the ethics of care and caring practices  |
| CLO #3 | Plan, implement and evaluate the curriculum for children with special needs and identify the issues that may be faced   |
| CLO #4 | Develop and implement group and individualized experiences based on observations of children with special needs   |
| CLO #5 | Evaluate and adapt environments to respond to observed experiences of children with special needs   |

Instructional

Strategies:

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources  
(Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
C-

Evaluation Plan:

| Type             | Percentage | Brief description of assessment activity                                  |
|------------------|------------|---|
| Assignments      | 65         | Reflective Journal:30%, Treasure Basket: 35%, Pedagogical Narrations: 35% |
| Field Experience | 35         |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 60

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 60

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2: 0

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: 0

### Course Topics

#### Course Topics:

1. The role of the caregiver for children with special needs
2. Concepts of care, ethics of care and caring practices
3. Issues related to developing curriculum for children with special needs
4. Developing and implementing group and individualized experiences based on observations of children with special needs

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

Early Childhood Care and Education Diploma

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

## New Course Proposal

Date Submitted: 07/22/24 5:03 pm

Viewing: **ECED 2320 : Professional Perspectives**

Last edit: 07/22/24 5:03 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Professional Perspectives

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:49 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.    |
|------------------------|------------------------|---------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604.8710.7680 |

Banner Course Name: Professional Perspectives

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2320

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    CO

Bridge Billing Hours     .1

Bridge Course Level    30

**Course Description:**

This course provides students with an understanding of professional perspectives in the field of early childhood education. Students will identify principles of professional conduct and articulate supporting practices and ethics to implement in their own childcare context.

**Course Pre-Requisites (if applicable):**

ECED 2313, ECED 2314, ECED 2315.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Interpret professionalism and professional practice in early childhood education  |
| CLO #2 | Assess and evaluate personal practice and the effect of choices and actions on children, families and other professionals |
| CLO #3 | Implement continuous quality improvement of own professional practice   |
| CLO #4 | Utilize standards of professional practice to guide decision-making and practice  |

**Instructional**

**Strategies:**

Lectures, guest speakers, field trips, group work, discussions, debates, SECD Resources (Science of Early Child Development teaching resources for post secondary training institutions).

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C-

Passing grade:

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity         |
|-------------|------------|--|
| Assignments | 30         | Current issues article review                    |
| Project     | 20         | Small group debate and advocacy forum attendance |
| Assignments | 15         | Standards of practice #1                         |
|             | 15         | Standards of practice #2                         |
|             | 20         | Standards of practice #3                         |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 40

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 40

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---



Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Professional practice in the field of early childhood education

Personal standards of professional practice

Assessment and evaluation of personal practice

Assessment of effect of choices and actions on children, families and other professionals Self-reflection

Early childhood education ethical practice

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

Are there any

suggested costs or

**Additional Information**

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:11 am

Viewing: **ECED 2330 : Special Needs Practicum 2**

Last edit: 08/21/24 11:47 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Special Needs Practicum 2

Effective Date: January 2025

School/Centre: Arts & Sciences

Department: Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:49 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.   |
|------------------------|------------------------|--------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604-871-7680 |

Banner Course Name: Special Needs Practicum 2

Subject Code: ECED - Early Childhood Care & Education

Course Number: 2330

Year of Study 2nd Year Post-secondary

771

Credits: 4

Bridge College Code CO

Bridge Billing Hours 0

Bridge Course Level 30

**Course Description:**

This course builds on the experience gained through Special Needs Practicum 1 and the knowledge on inclusive practice acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in an inclusive licensed childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.

**Course Pre-Requisites (if applicable):**

ECED 2230, ECED 2317.

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning Outcomes (CLO):**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Integrate feedback from practicum supervisors to effectively apply the knowledge of atypical development in an early learning setting and further improve inclusive practice                    |
| CLO #2 | Develop a co-constructive approach to inclusive practice  |
| CLO #3 | Integrate theoretical principles of early childcare and education into planning, implementing and assessing curricular activities and inclusive pedagogical practice in early learning settings |
| CLO #4 | Employ and assess a range of strategies to guide behavior of children with exceptionalities   |
| CLO #5 | Plan and implement an integrated, inclusive program of daily and weekly activities that incorporates all areas of an early learning curriculum  |

Instructional

Strategies:

Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (S) on Practicum &  
Portfolio

Evaluation Plan:

| Type      | Percentage  | Brief description of assessment activity              |
|-----------|---|---|
| Practicum | S   | Practicum assessment by Instructor                    |
| Portfolio | S   | Portfolio of Artifacts as listed in Practicum Booklet |
|           | Students must achieve a satisfactory grade on all components to be successful in the course |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Practicum

Hours in Category 3: 120

#### Course Topics

##### Course Topics:

Integration of theoretical principles of special needs childcare and education

BC Early Learning Framework

Strategies to guide behaviour of children with exceptionalities

Program of daily and weekly activities in an inclusive early learning curriculum

Reflection and evaluation of knowledge and skills as emerging special needs early childhood educators

Professional goal setting to guide practice in inclusive early learning settings

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

Early Childhood Care and Education Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 07/23/24 10:11 am

Viewing: **ECED 2335 : Toddler Practicum**

Last edit: 08/21/24 11:47 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[132: Early Childhood Care and Education Diploma](#)

[143: Early Childhood Care and Education Diploma \(International\)](#)

Course Name:

Toddler Practicum

Effective Date:

January 2025

School/Centre:

Arts & Sciences

Department:

Early Childhood Care & Education (ECCE)  
(2027)

Contact(s)

### In Workflow

1. 2027 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/24/24 5:50 pm  
Daniel Lindskog  
Wilson  
(dlindskogwilson):  
Approved for 2027  
Leader
2. 07/29/24 2:54 pm  
Jennifer Kelly  
(jekelly): Approved  
for SAS Dean
3. 08/23/24 11:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name                   | E-mail                 | Phone/Ext.   |
|------------------------|------------------------|--------------|
| Daniel Lindskog-Wilson | dlindskogwilson@vcc.ca | 604-871-7680 |

Banner Course

Toddler Practicum

Name:

Subject Code:

ECED - Early Childhood Care & Education

Course Number

2335

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    CO

Bridge Billing Hours     4

Bridge Course Level    30

#### Course Description:

This course builds on the experience gained through the infant practicum and the knowledge acquired in class. Students will extend their knowledge and apply what they have learned through full participation as an assistant teacher in a licensed toddler childcare setting. An expectation of growth in confidence, competency and techniques will be confirmed.

#### Course Pre-Requisites (if applicable):

ECED 2235, ECED 2316.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Describe the role of the caregiver for toddlers  |
| CLO #2 | Identify concepts of care, the ethics of care and caring practices and develop positive approaches for guiding, caring and interacting with toddlers |
| CLO #3 | Analyze issues related to developing curriculum for toddlers   |
| CLO #4 | Develop, implement and evaluate group and individualized experiences based on observations of toddlers   |
| CLO #5 | Plan, evaluate and adapt indoor and outdoor environments to respond to observed experiences of toddlers  |

Instructional

Strategies:

Linking theory and practice to the BC Early Learning Framework: observation through active participation in all the aspects of an early learning program guided by the sponsor teacher and college practicum instructor.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (S) on Practicum &  
Portfolio

Evaluation Plan:

| Type      | Percentage  | Brief description of assessment activity              |
|-----------|---|---|
| Practicum | S   | Practicum Assessment by Instructor                    |
| Portfolio | S   | Portfolio of Artifacts as listed in Practicum Booklet |
|           | Students must achieve a satisfactory grade on all components to be successful in the course |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---



Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Practicum

Hours in Category 3: 120

#### Course Topics

##### Course Topics:

Theoretical principles of infant and toddler childcare and education

The early learning framework

Knowledge and skills as emerging early childhood educators

Self-assessment concerning actions and feelings

Reflecting on own practice and philosophy

Interaction with other early childhood educators and outside resources

Policies, procedures, and philosophy of centers during practicum

Co-constructive approach to practice in early childhood education

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

Early Childhood Care and Education Diploma



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Two new Hospitality Management Diploma courses (re-numbered)

### BACKGROUND:

The Hospitality Management department is proposing changing the level of two courses from second year to first year and renumbering them accordingly. Two new courses were created with these new course numbers:

- HOSP 1365 Principles of Food Production (formerly HOSP 2310)
- HOSP 1470 Human Resources Management in Hospitality (formerly HOSP 2410)

The department renewed the Hospitality Management curriculum last year and decided that these two courses were more appropriate as Year 1 courses; they are foundational for students to understand the work of hospitality management. For that reason, the Registrar's Office and Chair of Curriculum Committee recommended changing to 1xxx course numbers to reflect their new status.

A minor edit was made to HOSP 2360 Restaurant Operations, which references HOSP 1365 (formerly 2310).

### DISCUSSION:

Bobbi Mand, Assistant Department Head, presented the proposal. There were no concerns. The Committee took the opportunity to update the method of prior learning assessment and recognition (PLAR).

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Hospitality Management Diploma including two new courses: HOSP 1365 Principles of Food Production and HOSP 1470 HR Management in Hospitality, and updates to HOSP 2360 Restaurant Operations.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** June 19, 2024

# Program Change Request

Date Submitted: 06/17/24 10:55 am

Viewing: **Hospitality Management Diploma**

Last approved: 01/08/24 4:22 pm

Last edit: 06/17/24 10:55 am

Changes proposed by: drabadzija

Catalog Pages Using  
this Program

[Hospitality Management Diploma](#)

Program Name:

Hospitality Management Diploma

Credential Level:

Diploma

Effective Date:

May 2025 ~~September 2024~~

Effective Catalog

2024-2025 Academic Calendar

Edition:

School/Centre:

Hospitality, Food Studies & Applied Business

Department

Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**

## Approval Path

1. 06/17/24 12:07 pm  
Bobbi Mand (bmand): Approved for 5701 Leader
2. 06/17/24 12:21 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 06/19/24 1:52 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

## History

1. Dec 20, 2017 by clmig-jwehrheim
2. Aug 9, 2018 by Nicole Degagne (ndegagne)
3. Dec 14, 2018 by Monique Paassen (mpaassen)
4. Aug 21, 2019 by Nicole Degagne (ndegagne)
5. Apr 3, 2023 by Todd Rowlatt (trowlatt)

- 780
6. May 1, 2023 by  
Darija Rabadzija  
(drabadzija)
  7. Sep 14, 2023 by  
Monique Paassen  
(mpaassen)
  8. Jan 8, 2024 by  
Nicole Degagne  
(ndegagne)

| Name   | E-mail   | Phone/Ext. |
|--|--|------------|
| <u>Bobbi Mand</u> <del>Monique Paassen</del> | <u>bmand@vcc.ca</u> <del>mpaassen@vcc.ca</del> | = 8388     |

## Program Content Guide

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### Purpose

The Hospitality Management Diploma is designed to equip students with the necessary skills and abilities to be future leaders in the hospitality industry through authentic learning and industry partnership. Students will be prepared to meet the challenges and opportunities of the global hospitality industry. Students will participate in an 8-week workplace co-op to develop their skills using a real-world hands-on approach while building their professional portfolio and industry network.

Upon completion of the program, students will have developed the competencies required for the development towards supervisory roles in the hospitality and tourism industries.

### Admission Requirements

Grade 12 graduation or equivalent

Knowledge of English demonstrated by *one* of the following:

English 12 with a minimum 'C-' grade, or equivalent

or

English Language Proficiency at a minimum English 12 'C-' level

**Upon acceptance to the program, the following two certificates must be completed in the first term:**

Valid Foodsafe Level 1 Certificate

Valid Serving It Right Certificate

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for all courses in the program, *except*:

HOSP 1360 Food and Beverage Operations

HOSP ~~1365~~ ~~2310 Food Production~~ Principles of Food Production

HOSP 2360 Restaurant Operations

HOSP 2240 Hospitality Work Experience Co-Op

Methods of PLAR vary by course, and may include exams, professional portfolios, interviews, performance assessments, and other evaluations. Please contact the Department for details.

See [Prior Learning Assessment and Recognition](#) policy for more information.

\*International Students requesting PLAR, please contact [VCC International Education Advising](#) to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

#### Program Duration & Maximum Time for Completion

The program is delivered over four academic terms. Maximum time to complete the program is five (5) years. Upon successful completion of the first year of study (30 credits), students may choose to exit the program and receive a Certificate in Hospitality Management. Maximum time to complete the certificate is two (2) years.

#### Program Learning

##### Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>   |
|--------|---|
| PLO #1 | Demonstrate a level of interpersonal and inter-cultural awareness through effective communication as a hospitality management professional in an inclusive and diverse workplace. |
| PLO #2 | Use leadership, conflict and relationship management skills and tools to make sound management decisions and recommendations.   |
| PLO #3 | Evaluate financial information and revenue management strategies to support the goals of a hospitality enterprise.  |
| PLO #4 | Act in a professional, ethical and lawful manner within the hospitality industry by applying employment, labour relations, health and safety and privacy legislation standards.   |
| PLO #5 | Provide responsible and professional food and beverage services.  |
| PLO #6 | Explain various industry roles and responsibilities at the front line, supervisory, management, and executive levels.   |
| PLO #7 | Develop marketing, promotional and sales strategies.  |

**Upon successful completion of this program, graduates will be able to:**

|         |  |
|---------|--|
|         | <b>Upon successful completion of this program, graduates will be able to:</b>  |
| PLO #8  | Analyze emerging hospitality industry trends, technological innovations and environmentally sustainable practices.               |
| PLO #9  | Examine the sectors of the tourism and hospitality industry and their economic, social, geopolitical, and environmental impacts. |
| PLO #10 | Demonstrate critical thinking and problem-solving skills in their work as hospitality professionals.                             |

#### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

The program has been designed to involve students in a variety of learning environments and instructional delivery methods. Throughout the program students participate in interactive lectures, seminars, group discussions, role plays, case studies, career development, and authentic learning activities within the hospitality and tourism environment. The industry-related co-op prepares future hospitality leaders to manage effectively. Most of the classroom time exposes students to both the theory and practical application of hospitality management concepts and skills. Course projects strengthen the understanding of course topics and give students opportunities to apply effective leadership and management practices. Students will have the opportunity to self-reflect and build upon managerial and leadership strengths and interests when developing career plans, portfolios and industry networks. Instruction has been designed employing learner-centred activities to promote collaboration, engagement, and active learning.

#### Evaluation of Student Learning

Multiple evaluation methods are used dependent on the learning outcomes of each course. Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent courses/terms in the program. Successful completion of an 8-week related industry co-op is also required for graduation.

#### Recommended Characteristics of Students

The hospitality industry is primarily a people business. The Hospitality Management Diploma Program has been designed to strengthen and encourage interpersonal skills and a leadership/team approach to course work. Students work with fellow students, industry representatives, members of the college community, hospitality employers and their workers, and the public. Students must have a hospitality mindset of going above and beyond, the desire to work effectively in a team, and the ability to work well with others in an environment that embraces diversity and inclusion.

#### Courses

This program can be completed over four (4) terms by successfully completing the following: 15 credits (term 1), 15 credits (term 2), 13.5 credits (term 3), 16.5 credits (term 4). 783

Plan of Study Grid

| First Year   | Credits      |
|--|--------------|
| <u><a href="#">HOSP 1310</a></u> Introduction to Tourism                                 | 3            |
| <u><a href="#">HOSP 1410</a></u> Hospitality Guest Service Management                    | 3            |
| <u><a href="#">HOSP 1620</a></u> Hospitality Computer Applications                       | 3            |
| <u><a href="#">HOSP 1311</a></u> Introduction to Business Communications                 | 3            |
| <del><u><a href="#">HOSP 2410</a></u>Human Resources Management</del>                    | <del>3</del> |
| <u><a href="#">HOSP 1470</a></u> Human Resources Management in Hospitality               | <u>3</u>     |
| <u><a href="#">HOSP 1360</a></u> Food and Beverage Operations                            | 3            |
| <u><a href="#">HOSP 1370</a></u> Accommodation and Lodging Management                    | 3            |
| <u><a href="#">HOSP 1860</a></u> Introduction to Hospitality Accounting                  | 3            |
| <u><a href="#">HOSP 1312</a></u> Essentials of Business Communication                    | 3            |
| <del><u><a href="#">HOSP 2310</a></u>Food Production Principles</del>                    | <del>3</del> |
| <u><a href="#">HOSP 1365</a></u> Principles of Food Production                           | <u>3</u>     |
| Credits  | 30           |
| <br>Second Year  |              |
| <u><a href="#">HOSP 2360</a></u> Restaurant Operations                                   | 3            |
| <u><a href="#">HOSP 2102</a></u> Catering, Meetings and Event Management                 | 3            |
| <u><a href="#">HOSP 2620</a></u> Tourism and Hospitality Marketing                       | 3            |
| <u><a href="#">HOSP 2311</a></u> Communicating Effectively as a Hospitality Professional | 1.5          |
| <u><a href="#">HOSP 2660</a></u> Hospitality Sales Management                            | 3            |
| <u><a href="#">HOSP 2113</a></u> Global Business Decisions                               | 3            |
| <u><a href="#">HOSP 2114</a></u> Management Accounting and Cost Control                  | 3            |
| <u><a href="#">HOSP 2470</a></u> Organizational Behaviour                                | 3            |
| <u><a href="#">HOSP 2230</a></u> Trends in Global Hotel Management                       | 1.5          |
| <u><a href="#">HOSP 2240</a></u> Hospitality Work Experience Co-Op                       | 6            |
| Credits  | 30           |
| Total Credits  | 60           |

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

## Grading Standard

| Grade                   | Percentage       | Description   | Grade Point<br>Equivalency |
|-------------------------|------------------|---|----------------------------|
| A+                      | 96-100           |   | 4.33                       |
| A                       | 91-95            |   | 4.00                       |
| A-                      | 86-90            |   | 3.67                       |
| B+                      | 81-85            |   | 3.33                       |
| B                       | 76-80            |   | 3.00                       |
| B-                      | 71-75            |   | 2.67                       |
| C+                      | 66-70            |   | 2.33                       |
| C                       | 61-65            |   | 2.00                       |
| C-                      | 56-60            |   | 1.67                       |
| D                       | 50-55            |   | 1.00                       |
| F                       | 0-49             | Failing Grade   | 0.00                       |
| S                       | 70 or<br>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                        |
| <b>Course Standings</b> |                  |   |                            |
| R                       |                  | Audit. No Credits   | N/A                        |
| EX                      |                  | Exempt. Credit Granted  | N/A                        |
| TC                      |                  | Transfer Credit   | N/A                        |

## Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.



## Rationale and Consultations

---

Provide a rationale for this proposal.

new course numbers for HOSP 2310 (HOSP 1365) and HOSP 2410 (HOSP 1470) due to change of year of study (from second to first year post-secondary).

Are there any expected costs to this proposal.

Consultations

| Consultated Area                                   | Consultation Comments               |
|--|-------------------------------------|
| Centre for Teaching, Learning, and Research (CTLR) | Francesco Barillaro                 |
| Registrar's Office                                 | Herbie Atwal & Dawn Cunningham Hall |

### 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](mailto:webmaster@vcc.ca).*

This program is for:    Domestic  
   International

Marketing Description

Learn professional business management practices for careers in hotels, cruise ships, convention centres, and dining establishments.

# Course Change Request

## New Course Proposal

Date Submitted: 06/17/24 10:36 am

Viewing: **HOSP 1365 : Principles of Food Production**

Last edit: 06/17/24 10:39 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Principles of Food Production

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. 5701 Leader
2. SHP Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 06/17/24 3:12 pm  
Darija Rabadzija  
(drabadzija):  
Approved for 5701  
Leader
2. 06/17/24 3:18 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/19/24 1:48 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name       | E-mail       | Phone/Ext. |
|------------|--------------|------------|
| Bobbi Mand | bmand@vcc.ca | --         |

Banner Course  
Name:

Principles of Food Production

Subject Code:

HOSP - Hospitality

Course Number

1365

Year of Study

1st Year Post-secondary

Credits: 3

787

Bridge College Code UT

Bridge Billing Hours 3

Bridge Course Level 01

**Course Description:**

This course prepares students to manage and work in the kitchen preparing food in a safe, environmentally stable, efficient and cost-effective manner. Students are introduced to the principles of cooking based on French Culinary techniques. This course covers the theoretical and practical application of food service operations. Students develop practical training while learning techniques and use of tools in an industrial kitchen, and theoretical competency in the elements of food costing and operations of a kitchen brigade in a restaurant environment.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>   |
|--------|---|
| CLO #1 | Communicate effectively with each team member in the kitchen.   |
| CLO #2 | Identify and operate kitchen equipment and hand tools.  |
| CLO #3 | Demonstrate simple knife skills.  |
| CLO #4 | Define cooking terms and concepts within the culinary foundations of this course.   |
| CLO #5 | Read, comprehend, convert and prepare recipes while weighing and measuring accurately.                                    |
| CLO #6 | Classify and prepare: vegetables and starches, cold kitchen prep, eggs, soups, sauces, fish, shellfish, meat and poultry. |
| CLO #7 | Identify nutritional and healthy menus and effectively use seasonings, spices and herbs.                                  |
| CLO #8 | Use effective inventory, purchasing, receiving and storing procedures for cost controls.                                  |

Instructional

Strategies:

Lectures, demonstrations, supervision of practical work.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity                                |
|---------------|------------|---|
| Quizzes/Tests | 20-30      | Three quizzes are given on theory of cooking                            |
| Lab Work      | 40-50      | Multiple assessments on applied cooking skills, teamwork, participation |
| Final Exam    | 20-30      |   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 65

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 15

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2: 50

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Kitchen equipment

Kitchen safety

Knife skills

Salads, salad dressings, vegetables and starch cooking

Sandwiches, soups and stocks

Egg cookery

Sauces and pasta cooking

Meat and poultry cooking methods

Fish and shellfish cooking methods

Dessert preparation

Weights and measures

Recipe conversions

Cost controls - inventory, purchasing and receiving.

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

### Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 06/17/24 10:44 am

Viewing: **HOSP 1470 : HR Management in Hospitality**

Last edit: 06/19/24 3:57 pm

Changes proposed by: drabadzija

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Human Resources Management in Hospitality

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

### In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 06/17/24 12:10 pm  
Bobbi Mand  
(bmand): Approved  
for 5701 Leader
2. 06/17/24 12:18 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/19/24 1:48 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name       | E-mail       | Phone/Ext. |
|------------|--------------|------------|
| Bobbi Mand | bmand@vcc.ca | ---        |

Banner Course

HR Management in Hospitality

Name:

Subject Code:

HOSP - Hospitality

Course Number

1470

Year of Study

1st Year Post-secondary

Credits:

3

|                      |     |
|----------------------|-----|
| Bridge College Code  | UT  |
| Bridge Billing Hours | 0-3 |
| Bridge Course Level  | 01  |

#### Course Description:

Students develop a fundamental understanding of human resources theory and practice with a focus on critical issues and emerging trends that impact managers in the hospitality industry. Students explore the changing needs of today's diverse and inclusive work environment within a legal and ethical framework. Students investigate the processes of attracting, recruiting, selecting, training, managing and developing employees within a safe, respectful and healthy workplace culture. Students identify the necessary managerial competencies for building and leading effective teams.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

Yes

#### Details of PLAR:

Successful interview with a course instructor and department leader.

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Define the importance of human resources and their strategic link to the organizational goals and vision   |
| CLO #2 | Examine current and emerging issues, trends, practices, and processes in HRM   |
| CLO #3 | Analyze the key factors supporting diversity and inclusiveness, employee engagement, motivation, empowerment, performance management, ethics, and training |
| CLO #4 | Identify current challenges regarding planning, recruitment, development, compensation and appraisal of an effective and efficient workforce               |
| CLO #5 | Apply managerial and leadership competencies in a variety of Human Resources industry business scenarios   |

Upon successful completion of this course, students will be able to:

|        |  |
|--------|--|
| CLO #6 | Describe the legal framework of HRM and rights of employers and employees  |
| CLO #7 | Analyze the complexities of establishing and maintaining effective professional relationship with all stakeholders including communities, employees, management, unions, business owners, and guests |

Instructional

Strategies:

Instruction involves interactive lectures, presentations, group discussions, role plays, and peer feedback.

Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises gives students the opportunity to take an active role and learn by doing.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity   |
|-------------|------------|--|
| Assignments | 35         | Engagement (Preparation and Participation) Weekly Activities e.g. Moderating Online Discussion Forums, Student-led classroom discussions               |
| Assignments | 5          | Video Introduction   |
| Project     | 50         | Group project with multiple assignments due. e.g, Group contract, Mid & Wrap up Peer and Self Evaluations and Feedback, Video or in class Presentation |
| Assignments | 10         | Self Reflection Journal and Wrap up Evaluation   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.



**TOTAL COURSE HOURS:** 45

**Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Hours in Category 1: 45

**Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio**

---

Check all that apply:

Hours in Category 2:

**Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

Course Topics

**Course Topics:**

Scope of human resources in hospitality industry

Group dynamics

Ethics, morals, professionalism in hospitality industry

Employment standards

Diversity

Recruitment, job specifications appraisals

Employee handbooks, orientations

Manager's role in creating a safe work environment

Conflict management

Health and safety

Legal aspects of human resources work

Design job descriptions

**Course Topics:**

Working effectively with unions

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Is this the primary proposal?

Provide a rationale  
for this proposal:

new course number for HOSP 2410 due to change of year of study (from second to first year post-secondary).

Are there any  
expected costs as a  
result of this  
proposal?

Consultations

| Consulted Areas                                     | Consultation Comments |
|---|-----------------------|
| Centre for Teaching, Learning, and Research (CTRLR) | Francesco Barillaro   |

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

# Course Change Request

Date Submitted: 06/17/24 11:04 am

Viewing: **HOSP 2360 : Restaurant Operations**

Last approved: 03/26/24 8:42 am

Last edit: 06/17/24 11:13 am

Changes proposed by: drabadzija

Programs  
referencing this  
course

[55: Hospitality Management Diploma](#)

Course Name:

Restaurant Operations

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Hospitality Management (5701)

Contact(s)

## In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 06/17/24 12:12 pm  
Bobbi Mand  
(bmand): Approved  
for 5701 Leader
2. 06/17/24 12:20 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/19/24 1:54 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

## History

1. Apr 15, 2021 by  
Darija Rabadzija  
(drabadzija)
2. Nov 10, 2021 by  
Darija Rabadzija  
(drabadzija)
3. May 18, 2023 by  
Francesco Barillaro  
(fbarillaro)

796  
4. Mar 26, 2024 by  
Nicole Degagne  
(ndegagne)

| Name  | E-mail  | Phone/Ext.      |
|---|---|-----------------|
| <a href="#">Bobbi Mand</a> <del>Monique Paassen</del> | <a href="mailto:bmand@vcc.ca">bmand@vcc.ca</a> <del>mpaassen@vcc.ca</del> | <del>8388</del> |

Banner Course Name: Restaurant Operations

Subject Code: HOSP - Hospitality

Course Number: 2360

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: UT

Bridge Billing Hours: 3

Bridge Course Level: 01

#### Course Description:

Restaurant Operation is a course where students apply the theoretical knowledge and skills learned from various courses in the hospitality program. This course allows students to develop skills required to operate a casual dining room in a commercial kitchen setting. In the dining room students assume the roles and responsibilities of a manager, a server, hosting, cashiering, and bartending.

In the kitchen, students assume the role of a manager and produce all menu items, building on the culinary foundations taught in HOSP [1365 Principles of Food Production](#). ~~Production Principles~~. Instructors ensure students' safety, all sanitation guidelines and quality of all food and beverage products. It is recommended that students take HOSP 1360 and HOSP [1365](#) ~~2310~~ prior to taking HOSP 2360.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of Program

Course Learning

Outcomes (CLO):

|         | <b>Upon successful completion of this course, students will be able to:</b>   |
|---------|---|
| CLO #1  | Use a Point of Service (POS) system in a restaurant environment.  |
| CLO #2  | Identify all the functions, roles and responsibilities (including scheduling) of restaurant operations.   |
| CLO #3  | Implement techniques to ensure the restaurant is functioning and managed efficiently and revenues are being maximized on a daily basis.   |
| CLO #4  | Evaluate guest expectations and establish appropriate boundaries.   |
| CLO #5  | Establish effective guest relations through personal interaction, with a recognition of intercultural <u>contexts</u> . <del>contexts</del> .   |
| CLO #6  | Perform service recovery skills to resolve guest complaints and concerns in all <u>situations</u> . <del>situations</del> .   |
| CLO #7  | Follow standardized recipes and portion control in relation to menu items produced at a restaurant.   |
| CLO #8  | Apply technical skills (including the safe operation of all kitchen equipment) and communication skills to perform the various duties of each station within the restaurant safely and efficiently. |
| CLO #9  | Use sustainability principles in restaurant operations.   |
| CLO #10 | Communicate effectively with each team member in a restaurant.  |

Instructional

Strategies:

Interactive lectures, group work, demonstrations, and supervision of practical experience.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D (50%)

Passing grade:

Evaluation Plan:

| Type  | Percentage | Brief description of assessment activity   |
|-------|------------|--|
| Other | 50         | Checklist/Rubric for "front of the house" positions: manager, cashier, server, host, bartender.<br>(a) 20% presentation: practical experience throughout the term that |

| Type  | Percentage | Brief description of assessment activity  |
|-------|------------|---|
|       |            | includes food presentation, table settings, overall room set-up<br>(b) 20% Different tasks that include: Serving, cashier, stewarding, bartending, and hosting<br>(c) 10% Management of daily performances  |
| Other | 50         | Checklist/Rubric for "back of the house" positions: manager, hot and cold stations.<br>(a) 20% Daily kitchen performance reflection<br>(b) 10% Daily kitchen performance self-reflection<br>(c) 10% Daily kitchen rotation<br>(d) Performance of duties including kitchen daily tasks |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 65

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1: 15

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2: 50

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Effective restaurant communication

Time management

Maximizing restaurant sales

Customer expectations

Guest relations

Resolving guest complaints

Restaurant equipment

Station duties

Standardized recipes

Portion control

Restaurant schedules

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

### Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Is this the primary proposal?

Primary Proposal

Provide a rationale  
for this proposal:



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** 11 revised Automotive Service Technician Harmonized Foundation courses

### BACKGROUND:

The Automotive Service Technician (AST) department is proposing revisions to 11 courses based on updates from SkilledTradesBC's (STBC) program outlines for the AST Harmonized Foundation Certificate. The AST program is harmonized with other provincial and national programs to ensure consistent and transferable learning for students and apprentices. The revisions are required to maintain STBC status for the program.

There are extensive changes to course learning outcomes, course descriptions and assessment plans, as well as some adjustment to types of hours (lecture vs lab). There is no change to overall hours or credits, and no changes were required to the overall Program Content Guide (PCG).

### DISCUSSION:

Michael Coard, Department Head of Automotive Service Tech, presented the proposal. The initial proposed effective date was September 2024 – STBC requests changes be implemented as soon as possible. However, as there are changes to hour types and course descriptions, the Registrar's Office requested a January 2025 effective date.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, 11 revised course outlines for the Automotive Service Technician Harmonized Foundation Certificate program.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** August 21, 2024



# Course Change Request

Date Submitted: 07/05/24 11:58 am

Viewing: **AUTO 1130 : Workplace Safety**

Last approved: 04/01/22 5:24 am

Last edit: 08/15/24 3:09 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:  
Workplace Safety

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Automotive Service Technician (4303)

Contact(s)

## In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 07/09/24 9:15 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Apr 1, 2022 by Greg  
Henderson  
(ghenderson)

| Name   | E-mail  | 802<br>Phone/Ext. |
|--|---|-------------------|
| <u>Michael Coard</u> <del>Greg Henderson</del> | <u>mcoard@vcc.ca</u><br><del>ghenderson@gmail.com</del> | 7417              |

Banner Course Name: Workplace Safety

Subject Code: AUTO - Automotive Technician

Course Number: 1130

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code: VO

Bridge Billing Hours: 1.5

Bridge Course Level: 01

Course Description:

This course studies the Workers ~~Worker's~~ Compensation Act outlined in the Occupational Health and Safety Regulations, and its applicability to the automotive service technician's workplace. Topics include maintaining a safe work environment, describing shop emergency equipment and procedures, applying safe work practices, and using personal protective equipment (PPE) and safety equipment. ~~Topics include the Workplace Hazardous Materials Information System (WHMIS), Material Safety Data Sheets (MSDS), WHMIS labels, shop emergency equipment, fire control, and implementation of specific safety protocols for hybrid and electric vehicles.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:

|                   |  |
|-------------------|--|
| CLO #1            | <u>Describe WorkSafeBC and OHS regulations.</u> <del>Define terms used in the Worker's Compensation Act</del>  |
| CLO #2            | <u>Describe safe work practices.</u> <del>State the "Core Requirements" and the "General Hazard Requirements" of the Occupational Health and Safety Regulation</del>                     |
| CLO #3            | <u>Describe fire safety procedures.</u> <del>State the legislation for MSDS labels</del>   |
| CLO #4            | <u>Describe shop emergency equipment and procedures.</u> <del>Describe and apply the Workplace Hazardous Materials Information System (WHMIS) in the context of an automotive shop</del> |
| CLO #5            | <u>Use the Workplace Hazardous Materials Information System (WHMIS).</u> <del>Perform vehicle safety inspection requirements</del>   |
| CLO #6            | <u>Apply personal safety protocols.</u> <del>Describe and apply shop driving and personal safety precautions and procedures</del>  |
| <del>CLO #7</del> | <del>Describe the conditions and classifications of fire, its prevention and control</del>   |
| <del>CLO #8</del> | <del>Identify High voltage components</del>  |
| <del>CLO #9</del> | <del>Describe hybrid and electric vehicle safety</del>   |

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

| Type                                  | Percentage              | Brief description of assessment activity  |
|---------------------------------------|-------------------------|---|
| Quizzes/Tests                         | <u>25</u> <del>34</del> | Students are given multiple choice quizzes <del>and tests</del> throughout the course to assess their theoretical knowledge |
| <u>Final Exam</u> <del>Lab Work</del> | <u>25</u> <del>66</del> | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u>      |

| Type                 | Percentage | Brief description of assessment activity   |
|----------------------|------------|--|
|                      |            | <del>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</del> |
| <u>Lab Work</u>      | <u>30</u>  | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u>     |
| <u>Assignments</u>   | <u>10</u>  | <u>Assignments and Forums</u>  |
| <u>Participation</u> | <u>10</u>  | <u>Participation</u>   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 37.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 12.5

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 25

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: **25**

### Course Topics

#### Course Topics:

Workers ~~Worker's~~ Compensation Act

Occupational Health and Safety Regulation

Workplace Hazardous Materials Information System (WHMIS)

SDS ~~MSDS~~ Labels

Personal safety and vehicle safety inspection

Fire classification, prevention and control

~~High voltage components~~

Personal Protective Equipment

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Provide a rationale  
for this proposal:

Update on course curriculum to align with changes to SkilledTradesBC Foundation Program outline. Also update Foundation courses for the current trades learning styles/student needs.

Are there any  
expected costs as a  
result of this  
proposal?

No

# Course Change Request

Date Submitted: 07/05/24 2:28 pm

Viewing: **AUTO 1131 : Employability Skills**

Last approved: 02/08/22 5:34 am

Last edit: 08/15/24 3:09 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:  
Employability Skills

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Automotive Service Technician (4303)

Contact(s)

## In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Feb 8, 2022 by  
Darija Rabadzija  
(drabadzija)

| Name                          | E-mail   | 807<br>Phone/Ext.    |
|-------------------------------|--|----------------------|
| <a href="#">Michael Coard</a> | <a href="mailto:mcoard@vcc.ca">mcoard@vcc.ca</a> | <a href="#">7417</a> |

Banner Course Name: Employability Skills  
 Subject Code: AUTO - Automotive Technician  
 Course Number: 1131  
 Year of Study: 1st Year Post-secondary  
 Credits: 1

|                      |     |
|----------------------|-----|
| Bridge College Code  | VO  |
| Bridge Billing Hours | 0-1 |
| Bridge Course Level  | 01  |

Course Description:

This course covers effective methods of shop management and recycling programs. Topics include the career path of an automotive technician, the use of trade terminology, effective methods for shop management, and the use of written reports. ~~This course is part of the full-time Automotive Service Technician Foundation Program.~~

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 | <a href="#">Describe shop personnel.</a> <del>Describe the hierarchy of control within an automotive repair shop</del> |
| CLO #2 | <a href="#">Use and maintain record keeping.</a> <del>Describe shop efficiency and shop management methods</del>       |

Upon successful completion of this course, students will be able to:

|               |  |
|---------------|--|
| CLO #3        | <u>Use written reports including service, instruction, and technical.</u> <del>Describe recycling programs</del>             |
| CLO #4        | <u>Use active listening.</u> <del>Explain the importance of learning and using correct trade terminology</del>               |
| CLO #5        | <u>Use digital communication technologies.</u> <del>Use and maintain record keeping</del>                                    |
| CLO #6        | <u>Demonstrate two-way communication.</u> <del>Use written reports including service, instruction and technical nature</del> |
| <u>CLO #7</u> | <u>Demonstrate the skills required to obtain employment.</u>   |
| <u>CLO #8</u> | <u>Prepare a resume and cover letter.</u>  |
| <u>CLO #9</u> | <u>Prepare for an interview and identify job search resources.</u>   |

### Instructional

#### Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
B-

#### Evaluation Plan:

| Type                                  | Percentage              | Brief description of assessment activity   |
|---------------------------------------|-------------------------|--|
| Quizzes/Tests                         | <u>25</u> <del>34</del> | Students are given multiple choice quizzes <del>and tests</del> throughout the course to assess their theoretical <u>knowledge.</u><br><del>knowledge</del>  |
| <u>Final Exam</u> <del>lab Work</del> | <u>25</u> <del>66</del> | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u><br><del>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</del> |



| Type                 | Percentage | Brief description of assessment activity                         |
|----------------------|------------|--|
| <u>Assignments</u>   | <u>30</u>  | <u>Job interview introduction video, resume and cover letter</u> |
| <u>Assignments</u>   | <u>10</u>  | <u>Assignments and Forums</u>                                    |
| <u>Participation</u> | <u>10</u>  | <u>Participation</u>   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Seminar

Tutorial

Hours in Category 1: 25 ~~13~~

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: ~~12~~

**Course Topics:**

Describe shop personnel ~~Hierarchy control and management of an automotive repair shop~~

Trade terminology

Written reports and digital communication technologies ~~Recycling programs~~

Active listening and demonstrate two-way communication ~~Record keeping~~

Prepare a resume and cover letter ~~Written reports~~

Prepare for an interview and identify job search resources

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

AUTO 1130

### Additional Information

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Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

## Badge Information

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# Course Change Request

Date Submitted: 07/05/24 2:34 pm

Viewing: **AUTO 1132 : Tools and Equipment**

Last approved: 04/01/22 5:24 am

Last edit: 08/19/24 1:23 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:  
Tools and Equipment

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Automotive Service Technician (4303)

Contact(s)

## In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Apr 1, 2022 by Greg  
Henderson  
(ghenderson)

| Name   | E-mail  | 812<br>Phone/Ext. |
|--|---|-------------------|
| <u>Michael Coard</u> <del>Greg Henderson</del> | <u>mcoard@vcc.ca</u> <del>ghenderson@vcc.ca</del> | 7417              |

Banner Course Name: Tools and Equipment

Subject Code: AUTO - Automotive Technician

Course Number: 1132

Year of Study: 1st Year Post-secondary

Credits: 5.5

Bridge College Code: VO

Bridge Billing Hours: 0-5.5

Bridge Course Level: 01

Course Description:

This course covers principles of selection and use of technician hand tools. Topics include measuring instruments, air and electric power tools, threaded and non threaded fasteners, removing and replacing fasteners, and aspects of the maintenance of shop tools and equipment. ~~equipment, including lubricants, fluids, belts, and hoses.~~ Students use diagnostic equipment and technical information, as well as operate vehicle hoisting and lifting equipment. Students will also learn welding equipment safety procedures. ~~procedures and basic welding.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

**Upon successful completion of this course, students will be able to:**

|                         |  |
|-------------------------|--|
| CLO #1                  | Describe <u>and use correct</u> various general hand tools <u>and shop equipment</u>   |
| CLO #2                  | Describe special application tools   |
| CLO #3                  | <u>Identify and use threaded fastener terminology</u> <del>Use various general hand tools</del>                                |
| CLO #4                  | <u>Describe</u> <del>Identify</del> and use <u>torque fasteners to specifications</u> <del>threaded fastener terminology</del> |
| CLO #5                  | <u>Remove damaged nuts, bolts or studs</u> <del>Select and use threaded fasteners</del>  |
| CLO #6                  | <u>Repair damaged threads</u> <del>Describe and use torque fasteners to specifications</del>                                   |
| CLO <del>#7</del><br>#8 | Select and use non-threaded fasteners  |
| CLO <del>#8</del><br>#7 | <u>Describe tubing and fittings</u> <del>Repair damaged threads</del>  |
| CLO #9                  | <u>Select and use lifting and jacking equipment</u> <del>Remove damaged nuts, bolts or studs</del>                             |
| CLO #10                 | Select and use <u>presses</u> <del>lifting</del> and <u>pullers</u> <del>jacking equipment</del>                               |
| CLO #11                 | <u>Use mechanical diagnostic equipment</u> <del>Select and use presses and pullers</del>                                       |
| CLO #12                 | <u>Use electrical diagnostic equipment</u> <del>Demonstrate welding safety procedures and basic welding procedures</del>       |
| <u>CLO #13</u>          | <u>Use scan tools</u>  |
| <u>CLO #14</u>          | <u>Demonstrate safe use of welding equipment</u>   |

### Instructional

#### Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

### Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

| Type                                  | Percentage   | Brief description of assessment activity   |
|---------------------------------------|--------------|--|
| Quizzes/Tests                         | <u>25</u> 28 | Students are given multiple choice quizzes <b>and tests</b> throughout the course to assess their theoretical <u>knowledge</u> .<br><b>knowledge</b>   |
| <u>Final Exam</u> <del>Lab Work</del> | <u>25</u> 72 | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u><br><del>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</del> |
| <u>Lab Work</u>                       | <u>30</u>    | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u>   |
| <u>Assignments</u>                    | <u>10</u>    | <u>Assignments and Forums</u>  |
| <u>Participation</u>                  | <u>10</u>    | <u>Participation</u>   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 137.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 40

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Shop/KitchenHours in Category 2: 97.5**Category 3: Practicum, Self Paced, Individual Learning**  
-----

Check all that apply:

Hours in Category 3: **97.5**

## Course Topics

**Course Topics:**General hand tools and diagnostic equipmentGeneral power tools and shop equipment **Fasteners**Presses and pullers **Threaded fasteners**Fasteners **Torque fasteners**Torque fasteners **Threads**

Lifting and jacking equipment

**Presses and pullers****Air compressors**

Cleaning equipment

Manuals

Welding Equipment

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: 07/05/24 2:40 pm

Viewing: **AUTO 1133 : General Automotive**

## Maintenance

Last approved: 04/01/22 5:24 am

Last edit: 08/19/24 1:24 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:

General Automotive Maintenance

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Automotive Service Technician (4303)

Contact(s)

### In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

### History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Apr 1, 2022 by Greg  
Henderson  
(ghenderson)



| Name  | E-mail  | 817<br>Phone/Ext. |
|---|---|-------------------|
| <a href="#">Michael Coard</a> <del>Greg Henderson</del> | <a href="mailto:mcoard@vcc.ca">mcoard@vcc.ca</a> <del>ghenderson@vcc.ca</del> | 7417              |

Banner Course Name: General Automotive Maintenance

Subject Code: AUTO - Automotive Technician

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:

This course covers general automotive maintenance. Topics include lubricants and fluids, filters, belts, hoses, wheels, tires ~~tires, bearings, spindles~~ and exhaust systems. ~~hubs~~. Types of exterior lamps will also be discussed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | Upon successful completion of this course, students will be able to:      |
|--------|---|
| CLO #1 | Describe, identify and select lubricants and fluids for specific purposes |
| CLO #2 | Describe, identify, inspect, and replace drive belts <u>and filters</u>   |

Upon successful completion of this course, students will be able to:

|                     |   |
|---------------------|---|
| CLO #3              | Describe and identify hoses and clamps  |
| <u>CLO #4</u>       | <u>Describe and replace air filters, cabin filters, and wiper blades</u>  |
| CLO <u>#5</u><br>#4 | Describe, inspect, <u>service</u> , <del>service</del> and repair tires   |
| CLO <u>#6</u><br>#5 | Describe and inspect wheels   |
| CLO <u>#7</u><br>#6 | <u>Replace and reprogram Tire Pressure Monitoring Systems (TPMS)</u> <del>Describe, inspect and service non friction bearings</del> |
| CLO <u>#8</u><br>#7 | <u>Describe</u> <del>Describe, inspect</del> and service <u>exhaust systems</u> <del>spindles and hubs</del>                        |
| CLO <u>#9</u><br>#8 | Describe, inspect and service exterior <u>lamps</u> <del>lamp</del>   |

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

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Grading System: Letter Grade (A-F) Passing grade:  
B-

Evaluation Plan:

| Type                                  | Percentage              | Brief description of assessment activity   |
|---------------------------------------|-------------------------|--|
| Quizzes/Tests                         | <u>25</u> <del>29</del> | Students are given multiple choice quizzes <del>and tests</del> throughout the course to assess their theoretical <u>knowledge</u> .<br><del>knowledge</del> |
| <u>Final Exam</u> <del>lab Work</del> | <u>25</u> <del>71</del> | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u>                                       |

| Type                 | Percentage | Brief description of assessment activity   |
|----------------------|------------|--|
|                      |            | Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.        |
| <u>Lab Work</u>      | <u>30</u>  | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u> |
| <u>Assignments</u>   | <u>10</u>  | <u>Assignments and Forums</u>  |
| <u>Participation</u> | <u>10</u>  | <u>Participation</u>   |

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 75

### **Category 1: Lecture, Online, Seminar, Tutorial**

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Check all that apply:

Lecture

Hours in Category 1: 20

### **Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio**

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Check all that apply:

Shop/Kitchen

Hours in Category 2: 55

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

## Course Topics

## Course Topics:

Lubricants and fluids

Drive belts

Filters

Hoses and clamps

Wheels and tires

Tire Pressure Monitoring System (TPMS)Exhaust system ~~Non friction bearings~~Exterior lamps ~~Spindles and hubs~~General automotive maintenance ~~Exterior lamps~~Exhaust automotive maintenanceDiagnose and repair tires and wheels

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

AUTO 1130

### Additional Information

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# Course Change Request

Date Submitted: 07/05/24 2:44 pm

Viewing: **AUTO 1134 : General Automotive**

## Practices

Last approved: 04/01/22 5:24 am

Last edit: 08/15/24 3:10 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:

General Automotive Practice

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Automotive Service Technician (4303)

Contact(s)

### In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

### History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Apr 1, 2022 by Greg  
Henderson  
(ghenderson)

| Name  | E-mail  | 822<br>Phone/Ext. |
|---|---|-------------------|
| <a href="#">Michael Coard</a> <del>Greg Henderson</del> | <a href="mailto:mcoard@vcc.ca">mcoard@vcc.ca</a> <del>ghenderson@vcc.ca</del> | 7417              |

Banner Course Name: General Automotive Practices

Subject Code: AUTO - Automotive Technician

Course Number: 1134

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 covers ~~diagnostic processes and procedures used for troubleshooting vehicle malfunctions; diagnosis of fuel delivery systems;~~ internal combustion engine principles, lubrication and cooling systems. ~~replacement of gaskets and seals, and basic vehicle emissions.~~ Topics include gaskets and seals, fuel delivery systems, and the evaluation of engine mechanical condition.

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 <u>#1</u><br><del>#5</del> | Describe internal combustion principles                              |

Upon successful completion of this course, students will be able to:

|              |   |
|--------------|---|
| CLO #2<br>#1 | <u>Describe lubrication and cooling systems</u> Describe the rationale of following a diagnostic process                                |
| CLO #3<br>#4 | Diagnose fuel delivery systems  |
| CLO #4<br>#2 | <u>Inspect and service gaskets and seals</u> Describe general diagnostic procedures including manufacturer's procedures where available |
| CLO #5<br>#3 | <u>Evaluate engine mechanical condition</u> Describe the importance of failure analysis   |
| CLO #6       | <u>Describe and perform oxyacetylene / MIG welding</u> Diagnose gaskets and seals   |
| CLO #7       | Describe basic vehicle emissions  |

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B-

Passing grade:

Evaluation Plan:

| Type                       | Percentage   | Brief description of assessment activity   |
|----------------------------|--------------|--|
| Quizzes/Tests              | <u>25</u> 56 | Students are given multiple choice quizzes <b>and tests</b> throughout the course to assess their theoretical <u>knowledge.</u><br><b>knowledge</b>  |
| <u>Final Exam</u> Lab Work | <u>25</u> 44 | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u><br><b>Practical knowledge and skills are evaluated in the shop while students</b> |

| Type                 | Percentage | Brief description of assessment activity   |
|----------------------|------------|--|
|                      |            | <del>are working on training aids and customer vehicles.</del>   |
| <u>Lab Work</u>      | <u>30</u>  | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u> |
| <u>Assignments</u>   | <u>10</u>  | <u>Assignments and Forums</u>  |
| <u>Participation</u> | <u>10</u>  | <u>Participation</u>   |

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 75

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Hours in Category 1: 20

### **Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio**

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 55

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3: 55



## Course Topics

## Course Topics:

Internal combustion engines

Lubrication and cooling systems ~~Diagnostic process~~Gaskets and seals ~~Failure analysis~~

Fuel delivery systems

Oxyacetylene / MIG welding ~~Gaskets and seals~~~~Vehicle emissions~~

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

AUTO 1130

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
Consultation

### Additional Information

---

# Course Change Request

Date Submitted: 07/05/24 2:48 pm

Viewing: **AUTO 1235 : Brake Systems**

Last approved: 02/08/22 5:34 am

Last edit: 08/15/24 3:10 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:  
Brake Systems

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Automotive Service Technician (4303)

Contact(s)

## In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Feb 8, 2022 by  
Darija Rabadzija  
(drabadzija)

| Name                          | E-mail   | 827<br>Phone/Ext.    |
|-------------------------------|--|----------------------|
| <a href="#">Michael Coard</a> | <a href="mailto:mcoard@vcc.ca">mcoard@vcc.ca</a> | <a href="#">7417</a> |

Banner Course Name: Brake Systems  
 Subject Code: AUTO - Automotive Technician  
 Course Number: 1235  
 Year of Study: 1st Year Post-secondary  
 Credits: 6

|                      |    |
|----------------------|----|
| Bridge College Code  | VO |
| Bridge Billing Hours | 6  |
| Bridge Course Level  | 01 |

Course Description:

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, ~~hydra-boost, electrically powered boost,~~ and ~~hydra-boost anti-lock and parking~~ brake systems. Upon completion, students ~~will~~ should be able to diagnose, service, and repair various automotive braking systems. ~~This course is part of the full-time Automotive Service Technician Foundation Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

|        | Upon successful completion of this course, students will be able to:                         |
|--------|--|
| CLO #1 | <u>Describe</u> <del>Service brake tubing</del> and <u>service brake tubing and</u> fittings |

Upon successful completion of this course, students will be able to:

|                   |   |
|-------------------|---|
| CLO #2            | <u>Describe, diagnose</u> <del>Diagnose</del> and <u>repair drum and disc</u> <del>service</del> brake <del>hydraulic</del> systems |
| CLO #3            | <u>Describe, diagnose</u> <del>Examine</del> and <u>repair hydraulic</u> <del>service drum</del> brake systems                      |
| CLO #4            | <u>Describe, diagnose and repair power assist brake systems</u> <del>Service disc brake systems</del>                               |
| CLO #5            | <u>Describe, diagnose and repair wheel bearings and hubs</u> <del>Inspect power assist systems</del>                                |
| <del>CLO #6</del> | <del>Diagnose and adjust anti-lock brake system</del>   |

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B-

Passing grade:

Evaluation Plan:

| Type                                  | Percentage              | Brief description of assessment activity   |
|---------------------------------------|-------------------------|--|
| Quizzes/Tests                         | <u>25</u> <del>31</del> | Students are given multiple choice quizzes <del>and tests</del> throughout the course to assess their theoretical <u>knowledge.</u><br><del>knowledge</del>  |
| <u>Final Exam</u> <del>Lab Work</del> | <u>25</u> <del>69</del> | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u><br><del>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</del> |
| <u>Lab Work</u>                       | <u>30</u>               | <u>Practical knowledge and skills are evaluated in the shop while students</u>   |

| Type                 | Percentage | Brief description of assessment activity                   |
|----------------------|------------|--|
|                      |            | <u>are working on training aids and customer vehicles.</u> |
| <u>Assignments</u>   | <u>10</u>  | <u>Assignments and Forums</u>                              |
| <u>Participation</u> | <u>10</u>  | <u>Participation</u>                                       |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 150

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 46.74

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 103.26

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: ~~103.26~~

### Course Topics

#### Course Topics:

Tubing and fittings

Hydraulic systems

**Course Topics:**

Drum brakes

Disc Brakes

Power assist systems

Hubs and bearings ~~Anti-lock braking systems~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

AUTO 1130

Provide a rationale  
for this proposal:

Are there any  
expected costs or a  
budget?

## Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 07/05/24 2:51 pm

Viewing: **AUTO 1236 : Steering Systems**

Last approved: 02/08/22 5:34 am

Last edit: 08/15/24 3:10 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:  
Steering Systems

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Automotive Service Technician (4303)

Contact(s)

## In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Feb 8, 2022 by  
Darija Rabadzija  
(drabadzija)

| Name                          | E-mail   | 832<br>Phone/Ext.    |
|-------------------------------|--|----------------------|
| <a href="#">Michael Coard</a> | <a href="mailto:mcoard@vcc.ca">mcoard@vcc.ca</a> | <a href="#">7417</a> |

Banner Course Name: Steering Systems

Subject Code: AUTO - Automotive Technician

Course Number: 1236

Year of Study: 1st Year Post-secondary

Credits: 6.5

|                      |     |
|----------------------|-----|
| Bridge College Code  | VO  |
| Bridge Billing Hours | 6.5 |
| Bridge Course Level  | 01  |

Course Description:

This course covers principles of operation, diagnosis, service, and repair of steering and passenger restraint systems. Topics include steering ~~linkages, gears, power~~ steering gears, power steering systems, passenger restraint systems, and wheel alignment. ~~alignment, and four wheel steering systems. This course is part of the full-time Automotive Service Technician Foundation Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | Upon successful completion of this course, students will be able to:  |
|--------|---|
| CLO #1 | <u>Describe occupant restraints</u> <del>Describe the components of conventional and rack and pinion steering gears, and steering columns</del> |



Upon successful completion of this course, students will be able to:

|                   |  |
|-------------------|--|
| CLO #2            | <u>Describe, diagnose and repair</u> <del>Describe the components of power steering</del> <u>columns, steering linkage, and steering gears</u> <del>and passenger restrain systems</del> |
| CLO #3            | <u>Describe, diagnose</u> <del>inspect, diagnose, service,</del> and repair <u>power</u> steering <del>gears</del>   |
| CLO #4            | <u>Describe, diagnose and perform wheel alignment</u> <del>inspect, diagnose, service and repair steering column and linkage</del>   |
| <del>CLO #5</del> | <del>inspect, diagnose, and service power steering systems</del>   |
| <del>CLO #6</del> | <del>inspect, diagnose, and service passenger restrain systems</del>   |
| <del>CLO #7</del> | <del>Perform wheel alignments</del>  |
| <del>CLO #8</del> | <del>Describe four wheel steering systems</del>  |

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B-

Passing grade:

Evaluation Plan:

| Type                                  | Percentage              | Brief description of assessment activity  |
|---------------------------------------|-------------------------|---|
| Quizzes/Tests                         | <u>25</u> <del>27</del> | Students are given multiple choice quizzes <del>and tests</del> throughout the course to assess their theoretical <u>knowledge.</u> <del>knowledge</del>  |
| <u>Final Exam</u> <del>lab Work</del> | <u>25</u> <del>73</del> | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u> <del>Practical knowledge and skills are evaluated in the shop while students</del> |

| Type                 | Percentage | Brief description of assessment activity   |
|----------------------|------------|--|
|                      |            | <del>are working on training aids and customer vehicles.</del>   |
| <u>Lab Work</u>      | <u>30</u>  | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u> |
| <u>Assignments</u>   | <u>10</u>  | <u>Assignments and Forums</u>  |
| <u>Participation</u> | <u>10</u>  | <u>Participation</u>   |

## Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 162.5

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Hours in Category 1: 44.01

### **Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio**

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 118.49

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3: ~~118.49~~

## Course Topics

## Course Topics:

Steering gears

Steering column

Steering linkage

Power steering systems

Passenger restrain systems

Wheel alignment

~~Four wheel steering systems~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

AUTO 1130

Provide a rationale  
for this proposal:

Are there any

.....  
.....

### Additional Information

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# Course Change Request

Date Submitted: 07/05/24 2:54 pm

Viewing: **AUTO 1237 : Suspension Systems**

Last approved: 02/08/22 5:34 am

Last edit: 08/15/24 3:11 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:  
Suspension Systems

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Automotive Service Technician (4303)

Contact(s)

## In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Feb 8, 2022 by  
Darija Rabadzija  
(drabadzija)

| Name                          | E-mail   | 837<br>Phone/Ext.    |
|-------------------------------|--|----------------------|
| <a href="#">Michael Coard</a> | <a href="mailto:mcoard@vcc.ca">mcoard@vcc.ca</a> | <a href="#">7417</a> |

Banner Course Name: Suspension Systems

Subject Code: AUTO - Automotive Technician

Course Number: 1237

Year of Study: 1st Year Post-secondary

Credits: 3.5

Bridge College Code: VO

Bridge Billing Hours: 3.5

Bridge Course Level: 01

Course Description:

This course covers principles of operation, diagnosis, service and repair of suspension systems and frames. Topics include frame types, suspension geometry, suspension components, and **electronic** suspension systems. ~~This course is part of the full-time Automotive Service Technician Foundation Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

|        | Upon successful completion of this course, students will be able to:   |
|--------|--|
| CLO #1 | Describe <del>unit body</del> frame <del>designs</del> <b>design</b>   |
| CLO #2 | <b><u>Describe, diagnose and repair suspension systems</u></b> <del>Describe conventional frame design</del> |

Upon successful completion of this course, students will be able to:

|        |   |
|--------|---|
| CLO #3 | Describe suspension types   |
| CLO #4 | Describe suspension dynamics  |
| CLO #5 | Describe common automotive spring designs                             |
| CLO #6 | Describe the construction and operation of shock absorbers and struts |
| CLO #7 | Describe suspension components, design and construction               |
| CLO #8 | Remove, replace and adjust suspension systems                         |
| CLO #9 | Diagnose suspension system problems                                   |

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
B-

Evaluation Plan:

| Type                              | Percentage   | Brief description of assessment activity   |
|-----------------------------------|--------------|--|
| Quizzes/Tests                     | <u>25</u> 40 | Students are given multiple choice quizzes <b>and tests</b> throughout the course to assess their theoretical <u>knowledge</u> .<br><b>knowledge</b>   |
| <u>Final Exam</u> <b>Lab Work</b> | <u>25</u> 60 | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u><br><b>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</b> |

| Type                 | Percentage | Brief description of assessment activity   |
|----------------------|------------|--|
| <u>Lab Work</u>      | <u>30</u>  | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u> |
| <u>Assignments</u>   | <u>10</u>  | <u>Assignments and Forums</u>  |
| <u>Participation</u> | <u>10</u>  | <u>Participation</u>   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 87.5

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

Lecture

Hours in Category 1: 35.42

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 52.08

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: ~~52.08~~

**Course Topics:**

Body frames

Suspension systems and types

Shock absorbers and struts

Suspension systems

Ride height control **Electronic** suspension systems

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

AUTO 1130

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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Provide any additional information if necessary.



# Course Change Request

Date Submitted: 07/05/24 2:58 pm

Viewing: **AUTO 1238 : Electrical/Electronic**

## Systems

Last approved: 04/01/22 5:24 am

Last edit: 08/15/24 3:11 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:

Electrical-Electronic Systems

Effective Date:

January 2025

School/Centre:

Trades, Technology & Design

Department:

Automotive Service Technician (4303)

Contact(s)

### In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

### History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)
2. Apr 1, 2022 by Greg  
Henderson  
(ghenderson)

| Name   | E-mail  | 842<br>Phone/Ext. |
|--|---|-------------------|
| <u>Michael Coard</u> <del>Greg Henderson</del> | <u>mcoard@vcc.ca</u> <del>ghenderson@vcc.ca</del> | 7417              |

Banner Course Name: Electrical/Electronic Systems

Subject Code: AUTO - Automotive Technician

Course Number: 1238

Year of Study: 1st Year Post-secondary

Credits: 7

Bridge College Code: VO

Bridge Billing Hours: 0-7

Bridge Course Level: 01

Course Description:

This course covers basic electrical theory, wiring diagrams, test equipment, and the diagnosis, service, and replacement of batteries. ~~batteries, starters, and alternators~~. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. ~~Upon completion, students should be able to properly use wiring diagrams and diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

|        | Upon successful completion of this course, students will be able to:                                |
|--------|---|
| CLO #1 | <u>Describe electrical fundamentals</u> <del>Describe principles of electricity and magnetism</del> |

Upon successful completion of this course, students will be able to:

|                |  |
|----------------|--|
| CLO #2         | <u>Describe electrical circuits and components</u> <del>Use electrical test equipment to measure electrical signals</del>                          |
| CLO #3         | <u>Interpret wiring diagrams</u> <del>Describe principles of electronics and circuit component operation</del>                                     |
| CLO #4         | <u>Use electrical test equipment</u> <del>Diagnose and service wiring systems</del>  |
| CLO #5         | <u>Diagnose electrical faults</u> <del>Service 12-Volt batteries</del>   |
| CLO #6         | <u>Describe, diagnose and repair 12-volt batteries</u> <del>Use scan tools to access vehicle data stream information from a vehicle computer</del> |
| <u>CLO #7</u>  | <u>Describe ignition systems</u>   |
| <u>CLO #8</u>  | <u>Describe engine management systems</u>  |
| <u>CLO #9</u>  | <u>Use scan tools</u>  |
| <u>CLO #10</u> | <u>Identify high voltage components</u>  |
| <u>CLO #11</u> | <u>Describe hybrid and electric vehicle safety precautions and protocols</u>   |
| <u>CLO #12</u> | <u>Apply high voltage safety protocols</u>   |
| <u>CLO #13</u> | <u>Describe hybrid vehicles</u>  |
| <u>CLO #14</u> | <u>Describe electric vehicles (EV)</u>   |

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
B-

Passing grade:

Evaluation Plan:

| Type          | Percentage   | Brief description of assessment activity  |
|---------------|--------------|---|
| Quizzes/Tests | <u>25</u> 45 | Students are given multiple choice quizzes <del>and tests</del> throughout the course |

| Type                                  | Percentage              | Brief description of assessment activity   |
|---------------------------------------|-------------------------|--|
|                                       |                         | to assess their theoretical <u>knowledge</u> .<br><del>knowledge</del>   |
| <u>Final Exam</u> <del>Lab Work</del> | <u>25</u> <del>55</del> | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u><br><del>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</del> |
| <u>Lab Work</u>                       | <u>30</u>               | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u>   |
| <u>Assignments</u>                    | <u>10</u>               | <u>Assignments and Forums</u>  |
| <u>Participation</u>                  | <u>10</u>               | <u>Participation</u>   |

## Hours by Learning Environment Type

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To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 175

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

Lecture

Hours in Category 1: 70

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 105

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: ~~105~~

#### Course Topics

##### Course Topics:

Circuit terminology

Circuit concepts

Electrical components

Magnetic theory

Vehicle battery 12V, EV battery ~~Electrical test equipment~~

Ignition and engine management systems ~~Electronic components~~

Hybrid (HEV) and electric vehicles (EV) ~~Microprocessor systems~~

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

AUTO 1130

Provide a rationale  
for this proposal:

Are there any

### Additional Information

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# Course Change Request

Date Submitted: 07/05/24 3:01 pm

Viewing: **AUTO 1239 : Drive-line Systems**

Last approved: 11/05/21 5:07 am

Last edit: 08/15/24 3:11 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:  
Drive-line Systems

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Automotive Service Technician (4303)

Contact(s)

## In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

## Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:44 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

## History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)

| Name                          | E-mail   | Phone/Ext.           |
|-------------------------------|--|----------------------|
| <a href="#">Michael Coard</a> | <a href="mailto:mcoard@vcc.ca">mcoard@vcc.ca</a> | <a href="#">7417</a> |

Banner Course Name: Drive-line Systems

Subject Code: AUTO - Automotive Technician

Course Number: 1239

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code: VO

Bridge Billing Hours: 2

Bridge Course Level: 01

#### Course Description:

This course covers the operation, diagnosis, and repair of drive and CV axle shafts. Topics include types, components, operation, safety, inspection, testing and component service. Upon completion students should be able to properly and safely describe and service front wheel drive and rear wheel drive shafts **and axle** assemblies.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Details of PLAR:

#### Course Learning Outcomes (CLO):

|                   | Upon successful completion of this course, students will be able to:                  |
|-------------------|---|
| CLO #1            | Describe <u>and diagnose</u> drive shafts <u>and CV axle shafts</u> <b>components</b> |
| CLO #2            | <u>Repair</u> <b>Describe</b> drive shafts <u>and CV axle shafts</u> <b>operation</b> |
| <del>CLO #3</del> | <del>Service draft shafts</del>   |
| <del>CLO #4</del> | <del>Inspect and test drive shafts</del>  |

## Instructional

## Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. ~~setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity.~~ The extensive workshop experience ~~active shop also~~ provides reinforcement of theoretical concepts, develops hand skills, familiarity with repair procedures and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

B-

Evaluation Plan:

| Type                                  | Percentage              | Brief description of assessment activity  |
|---------------------------------------|-------------------------|---|
| Quizzes/Tests                         | <u>25</u> <del>35</del> | <u>Students are given multiple</u> <del>Multiple</del> choice quizzes <del>and tests</del> throughout the course <del>are given</del> to assess <u>their</u> theoretical <u>knowledge</u> . <del>knowledge</del>              |
| <u>Final Exam</u> <del>Lab Work</del> | <u>25</u> <del>65</del> | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u> <del>Practical knowledge and skills are evaluated in shop on training aids and customer vehicles</del> |
| <u>Lab Work</u>                       | <u>30</u>               | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u>  |
| <u>Assignments</u>                    | <u>10</u>               | <u>Assignments and Forums</u>   |
| <u>Participation</u>                  | <u>10</u>               | <u>Participation</u>  |

## Hours by Learning Environment Type

---



To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 50

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 35

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Shop/Kitchen

Hours in Category 2: 15

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: ~~15~~

#### Course Topics

##### Course Topics:

Types of driveshafts

Front-wheel drive

Rear-wheel drive

Axles Components

Constant velocity (CV) axles

Universal joints

Mounts and supports

Service drive shafts

Safety

**Course Topics:**

Inspection and testing

Run out

Working angle

Component service

~~Balancing and phasing~~

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

AUTO 1130

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
Consultation

### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

Date Submitted: 07/05/24 3:04 pm

Viewing: **AUTO 1240 : Body**

## Components, Accessors & Trim

Last approved: 11/05/21 5:07 am

Last edit: 08/15/24 3:11 pm

Changes proposed by: Isammy

Programs  
referencing this  
course

[23: Automotive Service Technician Harmonized Foundation Certificate](#)

Course Name:

Body Components, Accessories and Trim

Effective Date: January 2025

School/Centre: Trades, Technology & Design

Department: Automotive Service Technician (4303)

Contact(s)

### In Workflow

1. **4303 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/09/24 9:16 am  
Michael Coard  
(mcoard): Approved  
for 4303 Leader
2. 07/09/24 10:14 am  
Lucy Griffith  
(lgriffith): Approved  
for CTT Dean
3. 08/21/24 11:45 am  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee

### History

1. Nov 5, 2021 by  
Nicole Degagne  
(ndegagne)

| Name                          | E-mail   | Phone/Ext.           |
|-------------------------------|--|----------------------|
| <a href="#">Michael Coard</a> | <a href="mailto:mcoard@vcc.ca">mcoard@vcc.ca</a> | <a href="#">7417</a> |

Banner Course Name: Body Components,Accessors&amp;Trim

Subject Code: AUTO - Automotive Technician

Course Number 1240

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code VO

Bridge Billing Hours 0-1

Bridge Course Level 01

## Course Description:

This course covers common areas of concern for wind noise, rattles and water leaks. This includes diagnosis ~~Diagnosis~~ and repair of interior and exterior components, accessories, trim, ~~accessories,trim,~~ latches, locks, regulators, sensors, switches, movable glass, mirrors, roof ~~mirrors,roof~~ racks, seats, dashboards, running boards, and bug shields. Topics include ~~use~~ proper use of diagnostic equipment such as smoke machines, chassis ears, and water hoses. ~~To be competent in this area, the individual must be able to repair interior and exterior components and trim.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

|        | Upon successful completion of this course, students will be able to:   |
|--------|--|
| CLO #1 | <u>Describe, diagnose</u> <del>Diagnose</del> and repair <u>wind noise, rattles</u> <del>restraint systems, body components, accessories,</del> and <u>water leaks.</u> <del>trim.</del> |
| CLO #2 | <u>Describe, diagnose and repair interior and exterior components and trim.</u> <del>Identify common areas of</del>  |

Upon successful completion of this course, students will be able to:

|        |   |
|--------|---|
|        | <del>concern for wind noise, rattles and water leaks.</del>   |
| CLO #3 | <u>Describe, diagnose and repair latches, locks and movable glass.</u> <del>Repair interior and exterior components and trim.</del> |
| CLO #4 | Describe latches, locks and movable glass   |

Instructional

Strategies:

Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. ~~setting dealing with real customers. The extensive workshop experience reinforces theoretical concepts and develops manual dexterity.~~ The extensive workshop experience active shop also provides reinforcement of theoretical concepts, develops hand skills, familiarity with repair procedures and familiarity with repair procedures, electronic equipment and standard safety procedures. All modules are designed to enable the student to work independently and in groups.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F) Passing grade:  
B-

Evaluation Plan:

| Type                                  | Percentage              | Brief description of assessment activity  |
|---------------------------------------|-------------------------|---|
| Quizzes/Tests                         | <u>25</u> <del>35</del> | <u>Students are given multiple</u> <del>Multiple</del> choice quizzes <del>and tests</del> throughout the course <del>are given</del> to assess <u>their</u> theoretical <u>knowledge.</u> <del>knowledge</del>               |
| <u>Final Exam</u> <del>lab Work</del> | <u>25</u> <del>65</del> | <u>Students are given a multiple choice final exam at the end of the course to assess their theoretical knowledge.</u> <del>Practical knowledge and skills are evaluated in shop on training aids and customer vehicles</del> |
| <u>Lab Work</u>                       | <u>30</u>               | <u>Practical knowledge and skills are evaluated in the shop while students are working on training aids and customer vehicles.</u>  |

| Type                          | Percentage         | Brief description of assessment activity |
|-------------------------------|--------------------|--|
| <a href="#">Assignments</a>   | <a href="#">10</a> | <a href="#">Assignments and Forums</a>   |
| <a href="#">Participation</a> | <a href="#">10</a> | <a href="#">Participation</a>            |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 25

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

[Lecture](#)

Hours in Category 1: 15

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

[Shop/Kitchen](#)

Hours in Category 2: [10](#)

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3: ~~10~~

Course Topics

**Course Topics:**

Exterior components:

- Mirrors
- Roof rack

**Course Topics:**

Interior components:

- Seats
- Dashboard

Accessories:

- Running boards
- Bug shield

Diagnostic tools:

- Smoke machine
- Chassis ears
- Water hose

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

AUTO 1130

Provide a

-----

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** Six new employment-focused LINC courses

### BACKGROUND:

In May 2024, the LINC (Language Instruction for Newcomers to Canada) department launched two non-credit courses that focused on employment language learning: LINC 0613 LINC 3-5 Employment Skills and LINC 0616 LINC 6-8 Employment Skills. These courses were suggested by LINC students and are being supported by the LINC funding body, the federal Ministry of Immigration, Refugees and Citizenship Canada (IRCC). Students learn how to access career services, engage with the typical Canadian employment market with confidence and develop language and essential skills needed for successful employment.

During this initial run, the department learned that grouping different levels of students in only two courses made tracking progress and attendance (a requirement for LINC students) challenging. Therefore, the department is proposing six new courses as replacements: one course each from LINC Levels 3 to 8.

### DISCUSSION:

Maureen Kelbert, Department Head of LINC, presented the proposal. There were no concerns, as the Committee had reviewed the initial courses in December 2023.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, six new courses: LINC 0623 LINC 3 Employment Skills, LINC 0624 LINC 4 Employment Skills, LINC 0625 LINC 5 Employment Skills, LINC 0626 LINC 6 Employment Skills, LINC 0627 LINC 7 Employment Skills, and LINC 0628 LINC 8 Employment Skills.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** August 21, 2024



# Course Change Request

## New Course Proposal

Date Submitted: 07/29/24 4:23 pm

Viewing: **LINC 0623 : LINC 3 Employment Skills**

Last edit: 08/21/24 11:02 am

Changes proposed by: drabadzija

Course Name:

LINC 3 Employment Skills

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

### In Workflow

1. 3350 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/29/24 4:26 pm  
Maureen Kelbert (mkelbert):  
Approved for 3350 Leader
2. 08/09/24 10:00 am  
Shirley Lew (slew):  
Approved for SAS Dean
3. 08/21/24 11:05 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name            | E-mail          | Phone/Ext.   |
|-----------------|-----------------|--------------|
| Maureen Kelbert | mkelbert@vcc.ca | 604-871-7266 |

Banner Course Name: LINC 3 Employment Skills

Subject Code: LINC - Language Instr for Newcomers

Course Number: 0623

Year of Study: English as an Additional language

|                      |    |
|----------------------|----|
| Bridge College Code  | LT |
| Bridge Billing Hours | 6  |
| Bridge Course Level  | 11 |

**Course Description:**

This course is designed for students in level 3 to develop their knowledge about the Canadian employment environment. The course content helps students gain knowledge about applicable community resources and helps students build confidence and independence in their ability to participate in the Canadian labour market. Applicable language skills are developed in a task-based and interactive way, making use of 'real life' materials and situations in workplace settings. In addition, students learn to develop strategic competence in their language learning and work goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum. The course relies on needs assessment done at the start of each term.

**Course Pre-Requisites (if applicable):**

LINC 0602H, or equivalent, or department permission.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify and access relevant employment-related community resources and services   |
| CLO #2 | Engage with the employment market with confidence  |
| CLO #3 | Demonstrate competency in employment-focussed language learning appropriate for Level 3  |
| CLO #4 | Use essential skills, such as intercultural skills, working with others and following instructions   |
| CLO #5 | Demonstrate competencies for listening, speaking, reading and writing as per the Canadian Language Benchmarks Document <a href="https://www.language.ca/resources/expertise/on-clb/">https://www.language.ca/resources/expertise/on-clb/</a> |

## Instructional

## Strategies:

Similar to the LINC program itself, this course is based on the Canadian Language Benchmarks, is task-based and interactive and uses PBLA for assessment. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, whole class and small group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (70%)

## Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity  |
|-----------|------------|---|
| Portfolio | 100        | Portfolio-based Language Assessment: In using PBLA, the teacher carries out ongoing formative assessment in the classroom, providing opportunities for teachers and learners to reflect on and make plans to advance the learner's journey towards proficiency. |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 132

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 132

## Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

### Course Topics:

Topics will change dependent on ongoing needs assessments

Employment Goal Setting

Resume writing

Job-search Techniques including the value of Volunteering

Email etiquette

Socio-cultural competency skills to consider in work-place conversations

Interviews

Applying for a Job

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Provide a rationale LINC 0613 was originally set up to allow LINC students in level 3, 4 or 5 to enter the course. It for this proposal: created a problem when it came to tracking attendance and movement from one level to another. We are requesting this new course (0623) be for LINC 3 students only, and we will create additional new courses for LINC 4 and 5 students (0624 & 0625).

LINC 0616 for levels 6,7, or 8 will also be split up into three separate courses for the different levels (LINC 0626, 0627, 0628).

Are there any expected costs as a result of this proposal?

Consultations

| Consulted Areas    | Consultation Comments   |
|--------------------|---|
| Registrar's Office | The RO (specifically Dawn Cunningham-Hall) helped to determine proper course codes and general info needed to create a new course |
| Other              | Todd Rowlatt offered advice on how to manage the work-flow necessary to create a new course                                       |

### Additional Information

---

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

### Badge Information

---

*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.*

Is a Badge being offered for this course?  No

Badge Effective

Date

# Course Change Request

## New Course Proposal

Date Submitted: 07/29/24 12:55 pm

Viewing: **LINC 0624 : LINC 4 Employment Skills**

Last edit: 08/21/24 11:02 am

Changes proposed by: mkelbert

Course Name:

LINC 4 Employment Skills

Effective Date:

May 2025

School/Centre:

Arts & Sciences

Department:

LINC (3350)

Contact(s)

### In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/29/24 12:55 pm  
Maureen Kelbert (mkelbert):  
Approved for 3350 Leader
2. 08/09/24 10:00 am  
Shirley Lew (slew):  
Approved for SAS Dean
3. 08/21/24 11:05 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name            | E-mail          | Phone/Ext.   |
|-----------------|-----------------|--------------|
| Maureen Kelbert | mkelbert@vcc.ca | 604-871-7266 |

Banner Course  
Name:

LINC 4 Employment Skills

Subject Code:

LINC - Language Instr for Newcomers

Course Number

0624

Year of Study

English as an Additional language

Bridge College Code LT

Bridge Billing Hours 6

Bridge Course Level 11

**Course Description:**

This course is designed for students in level 4 to develop their knowledge about the Canadian employment environment. The course content helps students gain knowledge about applicable community resources and helps students build confidence and independence in their ability to participate in the Canadian labour market. Applicable language skills are developed in a task-based and interactive way, making use of 'real life' materials and situations in workplace settings. In addition, students learn to develop strategic competence in their language learning and work goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum. The course relies on needs assessment done at the start of each term.

**Course Pre-Requisites (if applicable):**

LINC 0603H, or equivalent, or department permission.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify and access relevant employment-related community resources and services   |
| CLO #2 | Engage with the employment market with confidence  |
| CLO #3 | Demonstrate competency in employment-focussed language learning appropriate for Level 4  |
| CLO #4 | Use essential skills, such as intercultural skills, working with others and following instructions   |
| CLO #5 | Demonstrate competencies for listening, speaking, reading and writing as per the Canadian Language Benchmarks Document <a href="https://www.language.ca/resources/expertise/on-clb/">https://www.language.ca/resources/expertise/on-clb/</a> |

## Instructional

## Strategies:

Similar to the LINC program itself, this course is based on the Canadian Language Benchmarks, is task-based and interactive and uses PBLA for assessment. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, whole class and small group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (70%)

## Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity   |
|-----------|------------|--|
| Portfolio | 100        | Portfolio-based Language Assessment:<br>In using PBLA, the teacher carries out ongoing formative assessment in the classroom, providing opportunities for teachers and learners to reflect on and make plans to advance the learner's journey towards proficiency. |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      132

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1:                      132



## Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Topics will change dependent on ongoing needs assessments

Employment Goal Setting

Resume writing

Job-search Techniques including the value of Volunteering

Email etiquette

Socio-cultural competency skills to consider in work-place conversations

Interviews

Applying for a Job

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: 07/29/24 1:02 pm

Viewing: **LINC 0625 : LINC 5 Employment Skills**

Last edit: 08/21/24 11:02 am

Changes proposed by: mkelbert

Course Name:

LINC 5 Employment Skills

Effective Date:

May 2025

School/Centre:

Arts & Sciences

Department:

LINC (3350)

Contact(s)

### In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/29/24 1:02 pm  
Maureen Kelbert (mkelbert):  
Approved for 3350 Leader
2. 08/09/24 10:01 am  
Shirley Lew (slew):  
Approved for SAS Dean
3. 08/21/24 11:05 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name            | E-mail          | Phone/Ext.   |
|-----------------|-----------------|--------------|
| Maureen Kelbert | mkelbert@vcc.ca | 604-871-7266 |

Banner Course  
Name:

LINC 5 Employment Skills

Subject Code:

LINC - Language Instr for Newcomers

Course Number

0625

Year of Study

English as an Additional language

Bridge College Code LT

Bridge Billing Hours 6

Bridge Course Level 11

**Course Description:**

This course is designed for students in level 5 to develop their knowledge about the Canadian employment environment. The course content helps students gain knowledge about applicable community resources and helps students build confidence and independence in their ability to participate in the Canadian labour market. Applicable language skills are developed in a task-based and interactive way, making use of 'real life' materials and situations in workplace settings. In addition, students learn to develop strategic competence in their language learning and work goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum. The course relies on needs assessment done at the start of each term.

**Course Pre-Requisites (if applicable):**

LINC 0604H, or equivalent, or department permission.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify and access relevant employment-related community resources and services   |
| CLO #2 | Engage with the employment market with confidence  |
| CLO #3 | Demonstrate competency in employment-focussed language learning appropriate for Level 5  |
| CLO #4 | Use essential skills, such as intercultural skills, working with others and following instructions   |
| CLO #5 | Demonstrate competencies for listening, speaking, reading and writing as per the Canadian Language Benchmarks Document <a href="https://www.language.ca/resources/expertise/on-clb/">https://www.language.ca/resources/expertise/on-clb/</a> |

## Instructional

## Strategies:

Similar to the LINC program itself, this course is based on the Canadian Language Benchmarks, is task-based and interactive and uses PBLA for assessment. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, whole class and small group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (70%)

## Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity  |
|-----------|------------|---|
| Portfolio | 100        | Portfolio-based Language Assessment: In using PBLA, the teacher carries out ongoing formative assessment in the classroom, providing opportunities for teachers and learners to reflect on and make plans to advance the learner's journey towards proficiency. |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      132

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1:                      132

## Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Topics will change dependent on ongoing needs assessments

Employment Goal Setting

Resume writing

Job-search Techniques including the value of Volunteering

Email etiquette

Socio-cultural competency skills to consider in work-place conversations

Interviews

Applying for a Job

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: 07/29/24 4:25 pm

Viewing: **LINC 0626 : LINC 6 Employment Skills**

Last edit: 08/19/24 1:08 pm

Changes proposed by: drabadzija

Course Name:

LINC 6 Employment Skills

Effective Date: May 2025

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

### In Workflow

1. 3350 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 07/29/24 4:26 pm  
Maureen Kelbert (mkelbert):  
Approved for 3350 Leader
2. 08/09/24 10:01 am  
Shirley Lew (slew):  
Approved for SAS Dean
3. 08/21/24 11:05 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name            | E-mail          | Phone/Ext.   |
|-----------------|-----------------|--------------|
| Maureen Kelbert | mkelbert@vcc.ca | 604-871-7266 |

Banner Course Name: LINC 6 Employment Skills

Subject Code: LINC - Language Instr for Newcomers

Course Number: 0626

Year of Study: English as an Additional language

|                      |    |
|----------------------|----|
| Bridge College Code  | LT |
| Bridge Billing Hours | 6  |
| Bridge Course Level  | 11 |

**Course Description:**

This course is designed for students in level 6 to develop their knowledge about the Canadian employment environment. The course content helps students gain knowledge about applicable community resources and helps students build confidence and independence in their ability to participate in the Canadian labour market. Applicable language skills are developed in a task-based and interactive way, making use of 'real life' resources and situations in workplace settings. In addition, students learn to develop strategic competence in their language learning and work goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum. The course relies on needs assessment done at the start of each term and on-going through the term.

**Course Pre-Requisites (if applicable):**

LINC 0605H, or equivalent, or department permission.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify and access relevant employment-related community resources and services   |
| CLO #2 | Engage with the employment market with confidence  |
| CLO #3 | Demonstrate competency in employment-focussed language learning appropriate for Level 6  |
| CLO #4 | Use essential skills, such as intercultural skills, working with others and following instructions   |
| CLO #5 | Demonstrate competencies for listening, speaking, reading and writing as per the Canadian Language Benchmarks Document <a href="https://www.language.ca/resources/expertise/on-clb/">https://www.language.ca/resources/expertise/on-clb/</a> |

## Instructional

## Strategies:

Similar to the LINC program itself, this course is based on the Canadian Language Benchmarks, is task-based and interactive and uses PBLA for assessment. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, whole class and small group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (70%)

## Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity  |
|-----------|------------|---|
| Portfolio | 100        | Portfolio-based Language Assessment: In using PBLA, the teacher carries out ongoing formative assessment in the classroom, providing opportunities for teachers and learners to reflect on and make plans to advance the learner's journey towards proficiency. |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 132

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1: 132



## Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

### Course Topics:

Topics will change dependent on ongoing needs assessments

Employment Goal Setting

Resume writing

Job-search Techniques including the value of Volunteering

Email etiquette

Socio-cultural competency skills to consider in work-place conversations

Interviews

Applying for a Job

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

Yes

Provide a rationale LINC 0616 was originally set up to allow LINC students in level 6, 7 or 8 to enter the course. It for this proposal: created a problem when it came to tracking attendance and movement from one level to another. We are requesting this new course 0626 be for LINC 6 students only, and we will create additional new courses for LINC 7 and 8 students (0627 and 0628).

Are there any expected costs as a result of this proposal?

Consultations

### Additional Information

---

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

### Badge Information

---

*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.*

Is a Badge being offered for this course?      No

Badge Effective

Date

Badge Name

Badge Description

Badge Earning

Criteria

Badge Skills

# Course Change Request

## New Course Proposal

Date Submitted: 07/29/24 1:09 pm

Viewing: **LINC 0627 : LINC 7 Employment Skills**

Last edit: 08/19/24 1:09 pm

Changes proposed by: mkelbert

Course Name:

LINC 7 Employment Skills

Effective Date:

May 2025

School/Centre:

Arts & Sciences

Department:

LINC (3350)

Contact(s)

### In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/29/24 1:08 pm  
Maureen Kelbert (mkelbert): Rollback to Initiator
2. 07/29/24 1:18 pm  
Maureen Kelbert (mkelbert):  
Approved for 3350 Leader
3. 08/09/24 10:02 am  
Shirley Lew (slew):  
Approved for SAS Dean
4. 08/21/24 11:05 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name            | E-mail          | Phone/Ext.   |
|-----------------|-----------------|--------------|
| Maureen Kelbert | mkelbert@vcc.ca | 604-871-7266 |

Banner Course  
Name:

LINC 7 Employment Skills

|               |                                     |
|---------------|-------------------------------------|
| Subject Code: | LINC - Language Instr for Newcomers |
| Course Number | 0627                                |
| Year of Study | English as an Additional language   |
| Credits:      | 0                                   |

|                      |    |
|----------------------|----|
| Bridge College Code  | LT |
| Bridge Billing Hours | 6  |
| Bridge Course Level  | 11 |

#### Course Description:

This course is designed for students in level 7 to develop their knowledge about the Canadian employment environment. The course content helps students gain knowledge about applicable community resources and helps students build confidence and independence in their ability to participate in the Canadian labour market. Applicable language skills are developed in a task-based and interactive way, making use of 'real life' resources and situations in workplace settings. In addition, students learn to develop strategic competence in their language learning and work goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum. The course relies on needs assessment done at the start of each term and on-going through the term.

#### Course Pre-Requisites (if applicable):

LINC 0606H, or equivalent, or department permission.

#### Course Co-requisites (if applicable):

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

|        | <b>Upon successful completion of this course, students will be able to:</b>             |
|--------|---|
| CLO #1 | Identify and access relevant employment-related community resources and services        |
| CLO #2 | Engage with the employment market with confidence                                       |
| CLO #3 | Demonstrate competency in employment-focussed language learning appropriate for Level 7 |

Upon successful completion of this course, students will be able to:

|        |  |
|--------|--|
| CLO #4 | Use essential skills, such as intercultural skills, working with others and following instructions   |
| CLO #5 | Demonstrate competencies for listening, speaking, reading and writing as per the Canadian Language Benchmarks Document <a href="https://www.language.ca/resources/expertise/on-clb/">https://www.language.ca/resources/expertise/on-clb/</a> |

Instructional

Strategies:

Similar to the LINC program itself, this course is based on the Canadian Language Benchmarks, is task-based and interactive and uses PBLA for assessment. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, whole class and small group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (70%)

Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity  |
|-----------|------------|---|
| Portfolio | 100        | Portfolio-based Language Assessment: In using PBLA, the teacher carries out ongoing formative assessment in the classroom, providing opportunities for teachers and learners to reflect on and make plans to advance the learner's journey towards proficiency. |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      132

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 132

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Topics will change dependent on ongoing needs assessments

Employment Goal Setting

Resume writing

Job-search Techniques including the value of Volunteering

Email etiquette

Socio-cultural competency skills to consider in work-place conversations

Interviews

Applying for a Job

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

# Course Change Request

## New Course Proposal

Date Submitted: 07/29/24 1:15 pm

Viewing: **LINC 0628 : LINC 8 Employment Skills**

Last edit: 08/19/24 1:09 pm

Changes proposed by: mkelbert

Course Name:

LINC 8 Employment Skills

Effective Date:

May 2025

School/Centre:

Arts & Sciences

Department:

LINC (3350)

Contact(s)

### In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 07/29/24 1:17 pm  
Maureen Kelbert (mkelbert):  
Approved for 3350 Leader
2. 08/09/24 10:02 am  
Shirley Lew (slew):  
Approved for SAS Dean
3. 08/21/24 11:05 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

| Name            | E-mail          | Phone/Ext.   |
|-----------------|-----------------|--------------|
| Maureen Kelbert | mkelbert@vcc.ca | 604-871-7266 |

Banner Course  
Name:

LINC 8 Employment Skills

Subject Code:

LINC - Language Instr for Newcomers

Course Number

0628

Year of Study

English as an Additional language

|                      |    |
|----------------------|----|
| Bridge College Code  | LT |
| Bridge Billing Hours | 6  |
| Bridge Course Level  | 11 |

**Course Description:**

This course is designed for students in level 6 to develop their knowledge about the Canadian employment environment. The course content helps students gain knowledge about applicable community resources and helps students build confidence and independence in their ability to participate in the Canadian labour market. Applicable language skills are developed in a task-based and interactive way, making use of 'real life' resources and situations in workplace settings. In addition, students learn to develop strategic competence in their language learning and work goals. Essential skills such as inter-cultural skills, working with others, and following instructions are integrated into the curriculum. The course relies on needs assessment done at the start of each term and on-going through the term.

**Course Pre-Requisites (if applicable):**

LINC 0607H, or equivalent, or department permission.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Identify and access relevant employment-related community resources and services   |
| CLO #2 | Engage with the employment market with confidence  |
| CLO #3 | Demonstrate competency in employment-focussed language learning appropriate for Level 8  |
| CLO #4 | Use essential skills, such as intercultural skills, working with others and following instructions   |
| CLO #5 | Demonstrate competencies for listening, speaking, reading and writing as per the Canadian Language Benchmarks Document <a href="https://www.language.ca/resources/expertise/on-clb/">https://www.language.ca/resources/expertise/on-clb/</a> |



## Instructional

## Strategies:

Similar to the LINC program itself, this course is based on the Canadian Language Benchmarks, is task-based and interactive and uses PBLA for assessment. The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, whole class and small group work, using audio/computer labs, coaching, one-on-one consultations, videos, lectures, and demonstrations. These strategies will be both on-line and face-to-face.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
Satisfactory (70%)

## Evaluation Plan:

| Type      | Percentage | Brief description of assessment activity   |
|-----------|------------|--|
| Portfolio | 100        | Portfolio-based Language Assessment:<br>In using PBLA, the teacher carries out ongoing formative assessment in the classroom, providing opportunities for teachers and learners to reflect on and make plans to advance the learner's journey towards proficiency. |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      132

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Seminar

Hours in Category 1:                      132

## Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

Topics will change dependent on ongoing needs assessments

Employment Goal Setting

Resume writing

Job-search Techniques including the value of Volunteering

Email etiquette

Socio-cultural competency skills to consider in work-place conversations

Interviews

Applying for a Job

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** New course: ACED 0760 Designing Your Life

### BACKGROUND:

The College and Career Access (CCA) department is proposing a new course: ACED 0760 Designing Your Life. The department offers a series of courses related to life and career planning, helping adult learners explore strategies and approaches to planning. ACED 0760 takes a new approach, focused on developing life plans using a design thinking approach. It is a zero credit, self-paced course.

### DISCUSSION:

Allison Schubert, coordinator for the area, presented the proposal. Curriculum Committee suggested removing some of the jargon in the course description and topics (e.g., life plans instead of 'odyssey' plans). This course has some pre-designed materials that use specific terminology, but the Committee preferred more general language so instructors can adjust their approach without requiring governance approval. These changes have been made.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course ACED 0760 Designing Your Life.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** June 19, 2024

# Course Change Request

## New Course Proposal

Date Submitted: 05/31/24 3:05 pm

Viewing: **ACED 0760 : Designing Your Life**

Last edit: 06/19/24 1:30 pm

Changes proposed by: aschubert

Course Name:

Designing Your Life

Effective Date:

May 2025

School/Centre:

Arts & Sciences

Department:

Employ & Ed Acc for Women (2001)

Contact(s)

### In Workflow

1. 2001 Leader
2. SAS Dean
3. Curriculum Committee
4. Education Council
5. Records
6. Banner

### Approval Path

1. 05/31/24 3:30 pm  
Nicole Degagne  
(ndegagne):  
Approved for 2001  
Leader
2. 06/07/24 5:44 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 06/19/24 1:37 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee

| Name             | E-mail           | Phone/Ext. |
|------------------|------------------|------------|
| Allison Schubert | aschubert@vcc.ca | 8301       |

Banner Course  
Name:

Designing Your Life

Subject Code:

ACED - Access to Careers & Education

Course Number

0760

Year of Study

Post-secondary Preparatory

Bridge College Code AS

Bridge Billing Hours 0-4

Bridge Course Level 11

**Course Description:**

Designing Your Life teaches learners to apply design thinking and process to career and life planning. Learners will practice the mindsets of curiosity, trying things, reframing problems, and collaborating with others. They will develop a statement of their philosophy of work in line with their values and perspectives. They will explore which of their daily activities energize them. Finally, learners will learn to explore and develop life plans and test them through a prototyping process.

**Course Pre-Requisites (if applicable):**

English Language Arts 9, or equivalent.

**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>                         |
|--------|---|
| CLO #1 | Describe the concept and principles of Life Design and its relevance in today's fast-paced world.   |
| CLO #2 | Apply reframing skills to develop awareness of energy engagement in daily work and life activities. |
| CLO #3 | Develop 5-year plans based on experiences, aptitudes, interests, collaboration, and feedback.       |
| CLO #4 | Apply prototyping skills to different career options.   |
| CLO #5 | Utilize design thinking to set and adjust life, academic and career goals.                          |
| CLO #6 | Use informational interviewing and networking skills to assist in life design.                      |

**Instructional****Strategies:**

Self-directed and guided online activities, instructor interviews, informational interviews, self-reflection.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

All assessment activities should  
be completed to achieve a  
Satisfactory (S) grade

Evaluation Plan:

| Type        | Percentage | Brief description of assessment activity  |
|-------------|------------|---|
| Assignments | S          | Mini-presentation on life design principles   |
| Portfolio   | S          | Completion of world and work views, energy engagement map, 5-year odyssey plans, information interviews, self-reflection/exit interview |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:**                      24

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

### Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Self-Paced

Hours in Category 3: 24

#### Course Topics

##### Course Topics:

Introduction to Life Design Principles;  
 World view and work views;  
 Energy engagement map and reframing;  
 Thinking like a designer  
 Life (or odyssey) plans;  
 Prototyping;  
 Informational interviews and networking;  
 Using AI as a resource for life design

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Online course materials (zero cost).

### Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Is this the primary proposal?

Provide a rationale  
 for this proposal:

New course for exploration of life paths through a "design your life" model

Are there any  
 expected costs as a  
 result of this  
 proposal?

No

Consultations

| Consulted Areas                                    | Consultation Comments   |
|--|---|
| Centre for Teaching, Learning, and Research (CTLR) | E. Simpson provided feedback on the course outline and development  |
| Registrar's Office                                 | Consulted May 24, 2024 - suggests course should be zero credit as its non-articulated and doesn't count toward high school graduation. Recommends May 2025 launch date. Revised pre-requisite language, and language around not counting toward high school graduation. |
| Counselling  | Emailed counselling May 28, waiting for response  |
| Faculty/Department                                 | Consulted May 28, 2024, with ACED faculty who suggested changes to course description. DH away until June 10 but sent for their review.   |
| Financial Aid                                      | Emailed Murray May 24, 2024 who confirmed course would be eligible for AUG funding as another ACED offering   |
| Other  | Consulted with Todd R. about the right year of study for this course. It's not technically college prep, but also not at a specific grade level. General interest is reserved for CS non credit courses. This is the best option.                                       |

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

### Badge Information

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*NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.*

Is a Badge being offered for this course?





## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** September 10, 2024

**ISSUE:** New course PGMT 1100 PMP/CAPM Test Prep

### BACKGROUND:

The Business and Project Management department is proposing new credit course PGMT 1100 PMP/CAPM Test Prep as part of a new micro-credential.

The new PMP/CAPM Test Prep Award of Achievement is designed to prepare students for either the PMP (Project Management Professional) or the CAPM (Certified Associate in Project Management) certification exams. An existing course (PGMT 1001 Fundamentals of Project Management) will be combined with the new course PGMT 1100 that focuses specifically on preparation for these examinations. Students will learn about the structure of the exams, apply effective test-taking strategies and learn to analyze complex project scenarios.

### DISCUSSION:

Alain Arostique, program instructor, presented the proposal. The Committee had only one suggestion for the course: removing the pre-requisite of PGMT 1001 Fundamentals of Project Management to allow experienced project managers to take just the test prep course if they desire.

While the Award of Achievement does not require Education Council approval as a micro-credential, the Committee did provide one recommendation. In the meeting, Mr. Arostique described the two more likely types of students: experienced project managers who perhaps never did any formal training, preparing for the PMP exam; and very inexperienced learners who need the basics and are preparing for the CAPM. The Committee suggested making this more explicit in the PCG.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course PGMT 1100 PMP/CAPM Test Prep.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** June 20, 2024

# Course Change Request

## New Course Proposal

Date Submitted: 06/05/24 9:39 am

Viewing: **PGMT 1100 : PMP/CAPM Test Prep**

Last edit: 06/20/24 10:58 am

Changes proposed by: asellwood

Programs  
referencing this  
course

[201: PMP/CAPM Test Prep Award of Achievement](#)

Course Name:

PMP/CAPM Test Prep

Effective Date:

May 2025

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Department of Project Management (4811)

Contact(s)

### In Workflow

1. **4811 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

### Approval Path

1. 06/05/24 9:40 am  
Andy Sellwood  
(asellwood):  
Approved for 4811  
Leader
2. 06/05/24 3:22 pm  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
3. 06/20/24 10:56 am  
Todd Rowlett  
(trowlett): Approved  
for Curriculum  
Committee

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Andy Sellwood | asellwood@vcc.ca | 8326       |

Banner Course  
Name:

PMP/CAPM Test Prep

Subject Code:

PGMT - Project Management

Course Number

1100

Year of Study

1st Year Post-secondary

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

This course offers a comprehensive overview of advanced project management concepts, along with practice tests, simulations, and targeted strategy sessions, designed for students preparing for the PMP and CAPM certification.

**Course Pre-Requisites (if applicable):**

**Course Co-requisites (if applicable):**

**PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning**

**Outcomes (CLO):**

|        | <b>Upon successful completion of this course, students will be able to:</b>  |
|--------|--|
| CLO #1 | Explain the key project management concepts, methodologies, and frameworks essential for the PMP/CAPM certification exams.         |
| CLO #2 | Describe the three test domains identified in the PMP/CAPM examination content outline: People, Process, and Business Environment. |
| CLO #3 | Apply test-taking strategies specifically tailored to the PMP/CAPM exam.   |
| CLO #4 | Analyze complex project scenarios and apply problem-solving strategies to manage project constraints effectively.                  |

**Instructional**

**Strategies:**

The PMP/CAPM Exam Prep Course combines lectures and weekly exams to prepare students for PMP/CAPM certification. Instructor-led lectures with visual aids will explain complex concepts, while interactive discussions and real-world scenarios will enhance practical understanding through collaborative interaction

within the class. Students will participate in practice tests and simulations to gain familiarity and confidence in taking the actual exam.

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:  
65%

Evaluation Plan:

| Type          | Percentage | Brief description of assessment activity   |
|---------------|------------|--|
| Assignments   | 70         | A number of assignments covering the different knowledge areas including practice tests under exam-like conditions.  |
| Final Exam    | 20         | Final comprehensive exam testing the students' overall knowledge and readiness for the PMP / CAPM certification, covering all the topics discussed in the course through a series of complex scenarios and exam simulations. |
| Participation | 10         | Participation in class discussions and activities.   |

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 22.5

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Hours in Category 1: 22.5

## Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

---

Check all that apply:

Hours in Category 2:

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

PM processes and knowledge areas, PMP/CAPM test domains/formats, and PMI ethics  
 Exam strategies and techniques  
 Integration and Scope Management  
 Communication and Stakeholder Management  
 Resource and Procurement Management  
 Quality and Risk Management  
 Schedule and Cost Management  
 Agile Project Management

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

## Rationale and Consultations

---

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

PMP/CAPM Test Prep Award of Achievement

### Additional Information

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# Program Change Request

## New Program Proposal

Date Submitted: 06/05/24 9:39 am

Viewing: **PMP/CAPM Test Prep Award of Achievement**

Last edit: 07/22/24 11:00 am

Changes proposed by: asellwood

### In Workflow

1. **4811 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**

### Approval Path

1. 06/05/24 9:40 am  
Andy Sellwood (asellwood):  
Approved for 4811 Leader
2. 06/05/24 3:26 pm  
Dennis Innes (dinnes): Approved for SHP Dean
3. 06/20/24 10:56 am  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Program Name:

PMP/CAPM Test Prep Award of Achievement

Credential Level: Award of Achievement

Effective Date: May 2025

Effective Catalog Edition: 2024-2025 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

| Name          | E-mail           | Phone/Ext. |
|---------------|------------------|------------|
| Andy Sellwood | asellwood@vcc.ca | 8326       |

## Program Content Guide

## Purpose

The PMP/CAPM Test Prep Award of Achievement micro-credential is designed to help learners in two ways: It provides an introduction to the knowledge areas that are part of the PMI® Project Management Professional (PMP)® or Certified Associate in Project Management (CAPM)® certifications, as well as 35 hours of education in project management that can be applied toward these designations.

It offers an in-depth exploration of advanced project management concepts, supplemented by practice tests, simulations, and strategic sessions, tailored for students preparing for the PMP and CAPM certifications.

### Certification Pathways:

Project Management Professional (PMP)® Certification Requirements\*\*\* include education and project management experience. Candidates with a Four-Year College/University Degree need a minimum of three years (36 months) of experience leading projects within the past eight years. Those with High School or Secondary Diploma need a minimum of five years (60 months) of experience leading projects within the past eight years. Additionally, all PMP candidates need 35 contact hours of formal project management education or a CAPM Certification.

Certified Associate in Project Management (CAPM)® Certification Requirements\*\*\* include a secondary degree, such as high school diploma, GED (general educational development), or global equivalent and 23 hours of formal project management education.

\*\*\* subject to change per PMI rules

## Admission Requirements

Successful completion of one year of post-secondary at an accredited post-secondary institution  
English Studies 12 with a minimum 'C' grade, or equivalent

## Prior Learning Assessment & Recognition (PLAR)

None

## Program Duration & Maximum Time for Completion

This micro-credential can be completed in eight months. The maximum time to complete is 1 year.

## Program Learning

### Outcomes

|        | <b>Upon successful completion of this program, graduates will be able to:</b>                               |
|--------|---|
| PLO #1 | Explain fundamental project management principles, methodologies, and best practices.                       |
| PLO #2 | Develop comprehensive project plans and schedules to effectively manage project scope, cost, and timelines. |
| PLO #3 | Identify, evaluate, and prioritize project risks, and develop effective mitigation and response strategies. |

**Upon successful completion of this program, graduates will be able to:**

|        |  |
|--------|--|
| PLO #4 | Implement effective communication plans to ensure timely and accurate information dissemination and stakeholder engagement throughout the project lifecycle. |
| PLO #5 | Describe the PMP exam structure and content, and apply test-taking strategies to improve performance on the certification exam.                              |
| PLO #6 | Explain the PMI Code of Ethics and Professional Conduct, and apply ethical principles and professionalism in project management practice.                    |

#### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

Interactive Lectures and Presentations, Case Studies and Real-World Examples, Group Work and Collaboration, Practical Exercises, Mock Exams and Quizzes.

#### Evaluation of Student Learning

Students will be assessed through a variety of quizzes, tests, assignments, case study analysis, participation in class, mock exams, and presentations.

#### Recommended Characteristics of Students

- Motivated and committed
- Analytical and problem-solving skills
- Good organizational skills
- Good communication skills
- Collaboration and teamwork skills
- Adaptable and flexible
- Attention to detail
- Ethical awareness

#### Courses

|                                  |                                    |     |
|----------------------------------|------------------------------------|-----|
| <u><a href="#">PGMT 1001</a></u> | Fundamentals of Project Management | 3   |
| <u><a href="#">PGMT 1100</a></u> | PMP/CAPM Test Prep                 | 1.5 |
| Total Credits                    |                                    | 4.5 |



The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

## Grading Standard

---

| Grade              | Percentage      | Description  | Grade Point<br>Equivalency |
|--------------------|-----------------|--|----------------------------|
| A+                 | 96-100          |  | 4.33                       |
| A                  | 91-95           |  | 4.00                       |
| A-                 | 86-90           |  | 3.67                       |
| B+                 | 81-85           |  | 3.33                       |
| B                  | 76-80           |  | 3.00                       |
| B-                 | 71-75           |  | 2.67                       |
| C+                 | 66-70           |  | 2.33                       |
| C                  | 61-65           |  | 2.00                       |
| C-                 | 56-60           |  | 1.67                       |
| D                  | 50-55           | Minimum Pass for all courses   | 1.00                       |
| F                  | 0-49            | Failing Grade  | 0.00                       |
| S                  | 70 and<br>above | Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards..      | N/A                        |
| U                  |                 | Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards. | N/A                        |
| I                  |                 | Incomplete   | N/A                        |
| IP                 |                 | Course in Progress   | N/A                        |
| W                  |                 | Withdrawal   | N/A                        |
| Course<br>Standing |                 |  |                            |
| R                  |                 | Audit. No credit.  | N/A                        |
| EX                 |                 | Exempt. Credit granted.  | N/A                        |
| TC                 |                 | Transfer Credit  | N/A                        |

## Grade Point Average (GPA)

---

The course grade points shall be calculated as the product of the course credit value and the grade value.

The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

## Rationale and Consultations

Provide a rationale for this proposal.

See Micro-Cred proposal form.

The Business and Project Management Post-Degree Diploma has been established at VCC for a number of years now. Its success with international student enrolment is clear, but up to now it has been challenging to determine a way to open the BPM area up to domestic students.

A potential way forward in terms of attracting domestic students is to create a PM Exam Prep Micro-Credential. This would consist of two courses; the already established 3-credit Fundamentals of Project Management course, plus a new 1.5-credit PMP/CAPM Test Prep course.

Creation of a PMP/CAPM Test Prep course would primarily facilitate the offering of existing BPM courses to domestic students, and thereby the expansion of the BPM program into the domestic market.

Benefits to students of the PMP/CAPM test prep course includes:

- Enhanced understanding of PM Principles: The PM Exam Prep course will provide an in-depth understanding of the PMBOK®, ensuring students grasp on key principles, methodologies, PM process groups and knowledge areas.
- Preparation for PMP and CAPM Certification Exams: The PM Exam Prep course will specifically prepare students for the PMP and CAPM certification exams, which are widely recognized PM credentials. Regular practice exams and simulations covering all exam topics will help the students build confidence by familiarizing them with the exam format, timing, and types of questions they will encounter.
- Success in PMP and CAPM exams can significantly boost student's credibility and career prospects.

Holding a PMP or CAPM certification can open doors to higher earning potential, and greater professional recognition in the field of project management.

International students at VCC have also expressed interest in having more preparation for the PMP and CAPM certifications. This course has the potential to be a very popular 'add on' for the project management area in general.

Are there any expected costs to this proposal.

No.

Consultations

| Consultated Area                                   | Consultation Comments   |
|--|---|
| Centre for Teaching, Learning, and Research (CTLR) | Met with Francesco on May 23rd, 2024.                           |
| Faculty/Department                                 | Provided update to faculty at dept meeting on April 23rd, 2024. |

| Consultated Area       | Consultation Comments            |
|------------------------|----------------------------------|
| Registrar's Office     | Feedback received May 27th, 2024 |
| Advising & Recruitment | Reached out on May 28, 2024      |

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

What you will learn

What to expect

Reviewer  
Comments



## INFORMATION NOTE

|                      |  |
|----------------------|--|
| <b>PREPARED FOR:</b> | Education Council  |
| <b>DATE:</b>         | September 10, 2024   |
| <b>ISSUE:</b>        | Policy posted for College feedback:<br>Curriculum Development and Approval (410) |

### BACKGROUND:

The Curriculum Development and Approval policy was last updated in 2018 and is undergoing a full scheduled review. The review process included close collaboration of the Vice President Academic & Research, Registrar, Education Council and Curriculum Committee Chairs, and consultation with Instructional Associates in the Centre for Teaching, Learning and Research.

Revisions focused on embedding RFQ Program Framework considerations (Enrolment Risk Mitigation, Financial Costing and Educational Quality) into curriculum development and approval processes. Two new elements were introduced into the policy:

- **Program/Credential Benchmark Report:** This report will contain information on program costs and revenues, longitudinal enrolment projections, and sector comparison benchmarks where available.
- **Curriculum Delivery Framework:** The purpose of this document is to ensure early discussions at various College levels about the implementation of proposed new programs or program changes, with a focus on standardization and alignment with other institutions. The goal is to improve the student experience, support recruitment efforts, and increase operational efficiency.

Overall, procedures were reworked to outline the different types of changes to programs and curriculum, the applicable approval pathways for each, and the assignment of responsibilities for development and approval.

Supporting documents to this policy include the Curriculum Delivery Framework, Exemption Request, and flowcharts illustrating approval pathways for program and curriculum changes. The concept paper template will also be updated.

### DISCUSSION:

Vice President Academic & Research David Wells and Registrar Dave McMullen presented drafts of the revised policy and procedures to Education Policy Committee in November 2023 and June 2024. The documents were also discussed at Education Council Planning Day in June 2024.

Based on feedback from these meetings and additional discussions with the Chairs of Education Council, Curriculum Committee, and Education Policy Committee, further revisions were made, mostly to

organize and streamline content and clarify the different approval pathways, including a simplified pathway for minor changes.

Education Policy Committee reviewed updated drafts on September 4, 2024. There was a discussion about the new Program/Credential Benchmark Report, including questions about support for creating reports, and possible scenarios in which a report may not be required. While the policy and procedures do not capture every possibility, there are mechanisms in place for the report and/or concept paper requirement to be waived by the Vice President Academic & Research, where appropriate.

The committee requested that a template for the new Program/Credential Benchmark Report be appended to the policy once developed, together with other supporting documentation.

Some wording changes were requested, including to definitions.

The committee approved posting the policy and procedures for College feedback. Feedback is open September 4 to September 25, 2024. The committee will review feedback submissions at an upcoming meeting.

**ATTACHMENTS:** Appendix A: Curriculum Development and Approval (410) Policy & Procedures  
Appendix B: Curriculum Delivery Framework & Exemption Request  
Appendix C: Flowcharts – Program & Curriculum Change

**PREPARED BY:** Natasha Mandryk, Chair, Education Council

**DATE:** September 4, 2024

## Appendix A

# Curriculum Development and Approval

|                                    |  |
|------------------------------------|--|
| <b>Policy Number</b>               | 410  |
| <b>Effective Date – Policy</b>     | TBD  |
| <b>Effective Date – Procedures</b> | TBD  |
| <b>Last Full Review Date</b>       | November 18, 2018                                |
| <b>Next Scheduled Review Date</b>  | November 2023                                    |
| <b>Approval Body</b>               | Board of Governors and Education Council Jointly |
| <b>Policy Sponsor</b>              | Vice President Academic & Applied Research       |
| <b>Review Body</b>                 | Education Policy Committee                       |
| <b>Responsible Authority</b>       | Vice President Academic                          |

## Policy

### Context and Purpose

Vancouver Community College (VCC; the College) is committed to offering curriculum that is current, relevant, of the highest quality, and evaluated through the governance review process.

This policy guides the development, revision, and approval of all curriculum at the College.

### Scope and Limits

This policy applies to all new credentials and new and revised curriculum, programs and courses (credit and non-credit) at the College, including credit and non-credit.

The Board of Governors approves all new credentials and the implementation of new and substantial revisions to programs with advice from Education Council and the Finance and Audit Committee. Education Council is the final approval body for all new courses and new and revised curricula. Education Council has established criteria that define certain changes to curriculum as “minor” and has delegated authority to its Curriculum Committee to approve them.

### Policy Principles

1. Curriculum at VCC:
  - a. is consistent with the College’s mission, goals, educational priorities and plans;
  - b. meets the College's standards of excellence;

- c. addresses community and/or industry needs;
  - d. supports student success;
  - e. promotes accessibility, justice, equity, diversity and inclusion of all learners;
  - f. promotes the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices; and
  - g. promotes responsible use of College resources.
2. VCC uses systematic practices and procedures for the development of curriculum that:
- a. enhance enrolment;
  - b. improve the student experience;
  - c. support operational efficiencies;
  - d. engage internal and external parties;
  - e. are transparent;
  - f. are current and relevant;
  - g. comply with relevant VCC policies, procedures, guidelines and operational standards.
3. This policy is part of a broader framework designed to strengthen and maintain programs and courses offered by the College. This includes governance review, annual program review, program renewal, program accreditation, and the RFQ Program Framework. The goal is to ensure high quality educational offerings, manage risk to programs and ensure financial sustainability.
4. Curriculum development is informed by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.
5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.

## Procedures

### General

1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system. Through the curriculum proposal (the Proposal) process CIM allows Curriculum Leads to create or edit programs and courses, and electronically submit them into the governance approval process.

## Support

2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:
  - a. Centre for Teaching, Learning and Research (CTLR) will assist with the designing and mapping of curriculum.
  - b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.
  - c. Finance will assist with completing program costing.

## Curriculum Development & Approval Process

3. The following sections detail the types of curriculum development:
  - A. Program Change
  - B. Major Curriculum Change
  - C. Minor Curriculum Change
  - D. Continuing Studies Non-Credit courses
4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow multiple different sections of these procedures. Talk to CTLR, the Registrar's Office, or Curriculum Committee for guidance.

### A. Program Change

5. Program change refers to all proposals related to:
  - a. New program development
  - b. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses.
  - c. Revisions to programs resulting from program renewal or accreditation recommendations
  - d. Revisions to programs resulting from a program suspension process per [Policy 414 Suspension and/or Discontinuance of Programs](#)
6. A Program/Credential Benchmark Report will be prepared by the Dean (or designate). This report will contain information on program costs and revenues, longitudinal enrolment projections, and sector comparison benchmarks where available.



- a. For programs in a renewal and/or accreditation process, the Benchmark Report will be provided to the Program Renewal Steering Committee (refer to Program Review and Renewal Procedures) or Accreditation committees to support their final recommendations.
  - b. For programs in the program suspension process, the Benchmark Report will be provided to the Program Feasibility Working Group (refer to [Policy 414 Suspension and/or Discontinuance of Programs](#)) to support their recommendations. The Feasibility Working Group's report will be completed prior to the development of a concept paper to re-start the program.
7. To initiate approval for a Program Change in response to the Benchmark Report, the Dean must submit a concept paper and program costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.
8. The Vice President, Academic & Applied Research may waive the requirements to complete a concept paper and/or benchmark report.
9. The concept paper and benchmark report will go to Education Council and the Board of Governors (Board) for information.
10. Upon approval of the Concept Paper by Senior Team, the Curriculum Lead may begin curriculum development and will submit the required curriculum proposal(s) for approval.
11. The curriculum proposal must be developed in collaboration with the department, CTLR, Registrar, and other relevant internal parties including but not limited to:
  - a. Indigenous Education & Community Engagement;
  - b. IT;
  - c. Facilities;
  - d. International Education; and
  - e. Disability Services.
12. The curriculum proposal must be compatible with third party requirements, which may be contractual, or related to affiliation or accreditation.
13. Following approval by the Department Leader and Dean, Curriculum Committee reviews the curriculum proposal and may:
  - a. Recommend approval of revisions and new curriculum to Education Council.
  - b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

14. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.
15. The Dean or designate will provide a decision note informing Education Council about matters related to the implementation of the program change proposal.
16. Education Council may:
  - a. Approve or conditionally approve proposed revised or new curriculum. (Conditional approval requires that the Curriculum Lead implement recommended revisions and that the revised curriculum is reviewed and approved by the Curriculum Committee Chair prior to implementation.)
  - b. Return curriculum proposals to the Department for further revisions and/or consultation.
17. The Education Council Chair presents recommendations to the Board concerning approval of new credentials and the implementation of new programs or substantial revisions to existing programs.
18. Any affiliation agreements required as part of the curriculum proposal must be approved per [Policy 407 Educational Affiliations](#) prior to final approval of the curriculum proposal.
19. The office of the Vice President, Academic & Applied Research coordinates submissions to the Ministry of Post-Secondary Education and Future Skills (Ministry) as follows:
  - a. Diplomas and certificates that ladder into diplomas are posted for 30 days on the Post Secondary Institution Proposal System (PSIPS). Comments and feedback are forwarded to the VP Academic and responded to as needed.
  - b. Degree programs are submitted to the Degree Quality Assessment Board (DQAB) for approval. Timelines for DQAB reviews are set by DQAB. The College will respond to reviews as required.
  - c. Programs requiring change to credential tuition rates beyond the legislated limits are submitted to the Ministry's Strategic Policy and Initiatives Branch for consideration of new tuition rates.
20. The Board may approve new credentials, program implementation, and tuition while they are under Ministry review.
21. Program tuition and fees are approved by the Board in accordance with Ministry guidelines and the College's [Policy 310 Tuition and Fees](#).

## B. Major Curriculum Change

22. Major curriculum change refers to all proposals related to:
- a. New courses.
  - b. Revisions to programs that:
    - i. Do not impact total program hours, credits or cost (if program hours, credits, or cost are affected, Program Change procedures apply),
    - ii. Affect existing program implementation requirements, or
    - iii. Are not within the scope of Education Council's guidelines on minor curriculum change.
23. The curriculum proposal must be done in collaboration with the department, CTLR, Registrar, and other relevant internal parties as needed, including but not limited to:
- a. Indigenous Education & Community Engagement;
  - b. IT;
  - c. Facilities,
  - d. International Education; and
  - e. Disability Services.
24. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.
25. Curriculum Committee reviews the curriculum proposal and may:
- a. Recommend approval of major revisions and new curriculum to Education Council.
  - b. Return proposals to the Curriculum Lead for further revisions and/or consultation.
26. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.
27. Education Council may:
- a. Approve or conditionally approve proposed revised or new curriculum (conditional approval requires that recommended edits are reviewed and approved by the Curriculum Committee Chair prior to implementation).
  - b. Return curriculum proposals to the Department for significant further revisions and/or consultation.

28. Any affiliation agreements required as part of the curriculum proposal, must be considered and approved pursuant to [Policy 407 Educational Affiliations](#) prior to final approval of the curriculum proposal.
29. If the new course(s) are a required part of a program/credential and impact the total program hours, credits, or cost, also follow the Program Change procedures above.
30. For new courses that are not a required part of a program or credential:
  - a. The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.
  - b. Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's [Policy 310 Tuition and Fees Policy](#).

### **C. Minor Curriculum Change**

31. Minor curriculum change refers to all proposals related to:
  - a. revisions to existing courses (except changes to credits or hours), and
  - b. revisions to existing programs that do not have any implementation requirements, and
  - c. are within the scope of Education Council's guidelines on minor change.
32. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation requirements).
33. Curriculum Committee reviews the curriculum proposal and may:
  - a. Approve minor changes.
  - b. Return proposals to the Curriculum Lead for further revisions and/or consultation.
34. The Curriculum Committee Chair presents a summary of minor changes to Education Council for information on a regular basis.

### **D. Continuing Studies Non-Credit Courses**

35. All Continuing Studies non-credit courses and course revisions are recorded in CourseLeaf and are approved by the Continuing Studies Dean.
36. Continuing Studies provides an annual report of non-credit courses to Education Council.

## Responsibilities

37. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the curriculum delivery framework or previously-granted curriculum delivery framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.
38. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework. Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and brought to the Vice President Academic & Applied Research for decision.
39. The Department Leader and School Dean provide initial approval of all new or revised curriculum.
40. The School Dean is responsible for ensuring that:
  - a. any new or revised curriculum has been costed appropriately, and
  - b. any significant financial requirement for the College or students has been identified, and
  - c. a reasonable timeline has been established to ensure effective implementation of the proposal.

## Consultation

41. The Curriculum Lead is required to conduct appropriate internal and external consultations for all Program Change and Curricular Change. CTLR assists in identifying appropriate areas to consult based on the scope of curriculum changes.
42. Requests for consultation must provide relevant parties with adequate time to provide feedback and recommendations.
43. Faculty within the department must be consulted prior to curriculum being presented to Curriculum Committee.
44. Curriculum Committee and Education Council have the authority to require further consultations as deemed appropriate.
45. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes.

## Timelines

46. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time.
47. Program Changes should be approved at least 9-12 months prior to the planned effective date. Curricular Changes should be approved at least 6 months prior, except for minor changes.

## Communication and Record Keeping

48. Following Education Council approval, a formal resolution is sent by the Education Council Office to key implementation areas within the College and is posted on the website.
49. Following Board approval, a formal resolution is sent by the Board Office to key implementation areas within the College and is posted on the website.
50. The Education Council Office saves an electronic copy of approved program and course curricula in a location accessible to all employees.
51. Official curriculum documents are archived by the Registrar's Office in compliance with VCC's [Policy 520 Record Management](#) and [Records Retention Schedule](#).

## Definitions

| Term              | Description  |
|-------------------|--|
| Concept Paper     | A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program.  |
| Consultation      | The practice of requesting feedback from or holding dialogues with relevant individuals or departments on a proposal, and thoughtfully considering their input in the development or revision of the proposal.                                     |
| Course Outline    | A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course description, prerequisites, course learning outcomes, instructional strategies, and student evaluation methods. |
| Curricular Change | The creation, modification, or elimination of individuals courses, where such change does not result in a change to the course hours and/or instruction type allocation and/or   |

| Term   | Description  |
|--|--|
|  | structure of the credential to which those individual courses are associated, and where such change does not prevent the delivery of the associated credential.  |
| Curriculum   | The planned sequence of instruction for a program or course.   |
| Curriculum Delivery Framework                      | A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are:<br>1. Courses start and end dates are compatible with Academic Calendar terms of instruction;<br>2. Course credit range allocations are between 2 credits and 6 credits;<br>3. Program per-term credit loads are between 12 credits and 18 credits; and<br>4. Courses run concurrently within a term of instruction |
| Curriculum Lead                                    | The Department Leader or Instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change. The Curriculum Lead is typically the individual responsible for bringing these changes before Curriculum Committee and Education Council.  |
| Degree Quality Assessment Board (DQAB)             | An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia.  |
| Effective Date                                     | The month and year the program/course will first be taught after governance approval.  |
| Governance   | A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council.  |
| Post-secondary Institution Proposal System (PSIPS) | A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma.   |
| Program Change                                     | New program development or revisions to programs related to:<br>- Total program hours, credits, or cost of the program;<br>- Program renewal or accreditation recommendations; and<br>- Program suspension process per policy 414 Suspension and/or Discontinuance of Programs.  |

| Term                                       | Description   |
|--|---|
| Program Content Guide                      | A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion. |
| Program/Credential Benchmark Report (PCBR) | A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer programs offered by Public post-secondary institutions (In B.C. and Canada as needed).                                |
| RFQ Program Framework                      | A framework of three pillars of enrolment Risk mitigation, Financial costing and educational Quality used to analyze program creation, program review and renewal.  |

### Related VCC Policies

| VCC Policies  | Policy Number |
|---|---------------|
| Academic Schedule   | 401           |
| Assignment of Credit to Courses   | 413           |
| Curriculum/Educational/Institutional Materials Created within the College | 513           |
| Grading, Progression and Withdrawal                                       | 411           |
| Granting of Credentials   | 412           |
| Off-Campus Activity Involving Students                                    | 415           |
| Prior Learning Assessment and Recognition                                 | 316           |
| Program Review and Renewal  | 403           |
| Records Management  | 520           |
| Requirements for Student Attendance and Participation                     | 326           |
| Selection of Library Materials  | 511           |
| Suspension and/or Discontinuance of Programs                              | 414           |
| Tuition and Fees  | 310           |

### Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- IRCC Regulations



**Appendix: Curriculum Delivery Framework**

The following institutional requirements are for the purpose of simplifying operational processes related to the enrolment and delivery of programming, ensuring institutional efficiency in supporting a transparent and user-friendly SEM process for students. This framework supports the RFQ Program Framework.

**Process**

1. This document must be completed for all Program Change requests.
2. Respond to the 4 questions below. If the answer to any of the questions is “no”, a Curriculum Delivery Exemption Request must be completed.
  - a. For Program Change, the requirements must be acknowledged as part of the concept paper. Approval of the concept paper does not mean approval of the final Program Change submission.
  - b. For programs under renewal, requirement responses and an exemption request (where necessary) must be submitted before any new or revised curriculum development is completed.
3. Completed requirement responses and exemption requests (where necessary) are submitted in CourseLeaf or to the Office of the VP Academic.
4. The VP Academic, and VP Administration, will review the information and may request additional consultation in order to make a determination about supporting curriculum development to completion. Information will be provided to both VPs from the Finance Department, and the Registrar’s Office .

**REQUIREMENTS**

1. Will individual classes start and end within a single term based in accordance with the Academic Calendar?  
 Yes     No
  
2. Will individual courses have a credit range between 2 and 6 credits?  
 Yes     No
  
3. Will programs carry a credit load of between 12 and 18 credits in each term throughout the program?  
 Yes     No
  
4. Will all courses within a term run concurrently with other courses within that term?  
 Yes     No

*Note: Departments wishing to enrol international students must consult with the International Education department for up-to-date IRCC requirements. [suggest hyperlink to Int Ed curriculum info on myvcc]*

**COMMENTS:**

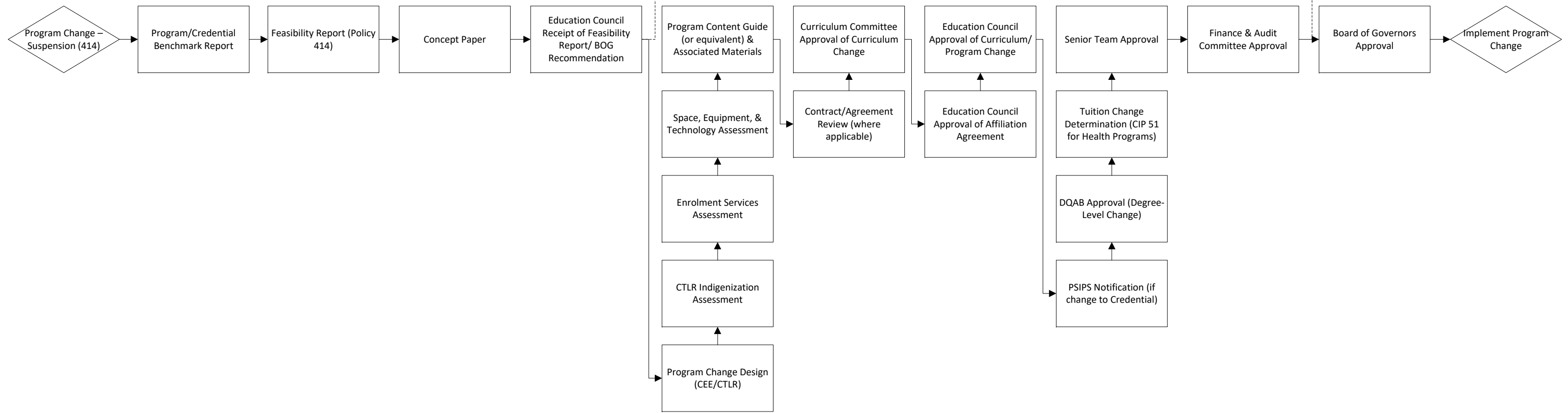
**CURRICULUM DELIVERY EXEMPTION REQUEST**

If these requirements cannot be met request for exemption is required.

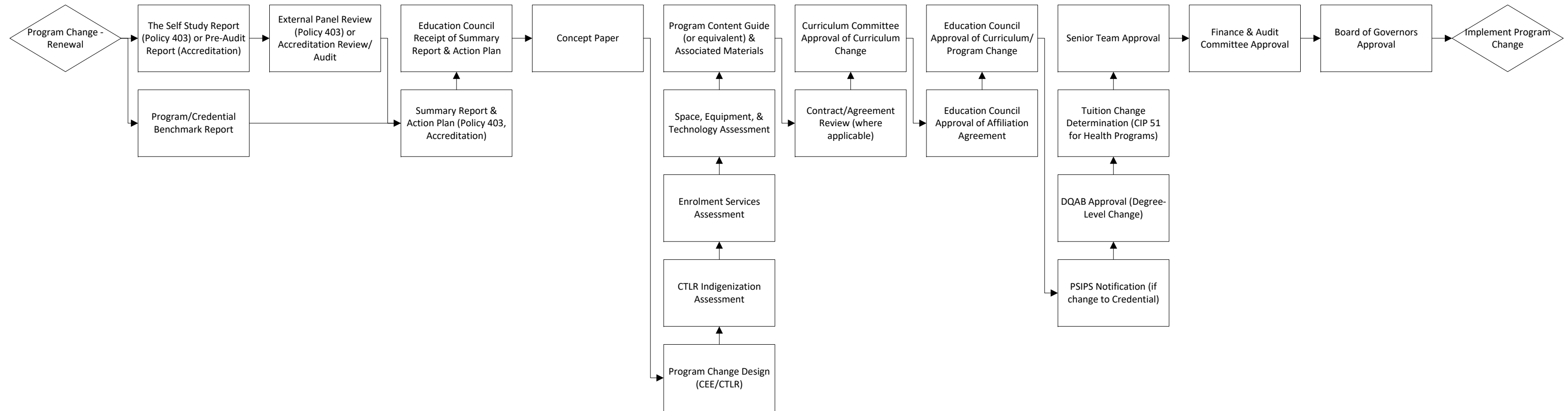
Submissions will come from the Dean or designate. Submissions will be evaluated to determine whether exceptions can be granted.

Submissions must include responses to the following questions:

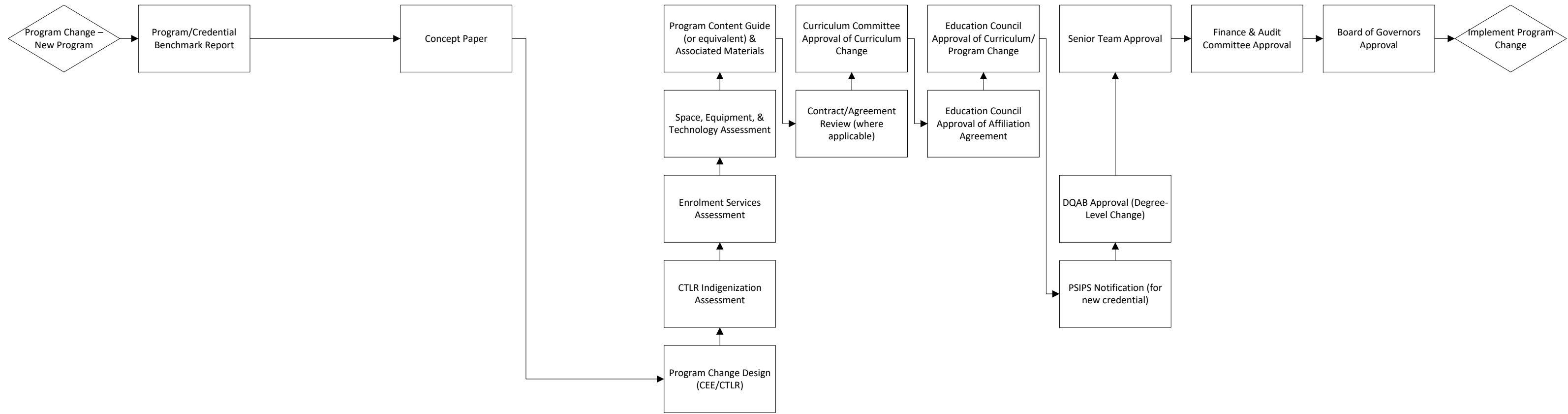
1. What external constraints/regulatory requirements exist which would prevent the program from meeting the program delivery requirements? Is there any flexibility with external stakeholders? Please be specific and outline in point form.
2. What internal constraints exist that would prevent the program from meeting the program delivery requirements? Please specify and provide a comprehensive list of each constraint with associated context.
3. Please provide a list of consequences for various operational departments associated with this exemption request. Please address how the following would be impacted and associated mitigation strategies:
  - Student Recruitment (Recruitment/Advising)
  - Institutional instructional space management (Facilities)
  - Tuition revenue recognition, institutional budget management and institutional enrolment planning processes (Finance)
  - Financial Aid eligibility (Financial Aid)
  - Indigenous Band student funding eligibility (Indigenous Education and Community Engagement)
  - Hiring/payroll for temporary instructional staff onboarding (People Services)
  - Academic Schedule development and release timelines and whether students would be able to shift to online registration (Registrar's Office)
  - Ministry reporting on enrolment (Institutional Research)
  - Ministry reporting on space utilization (Facilities)
4. Estimate institutional cost to deliver programming if an exemption were approved in consultation with various business units. These costs will be captured as part of the program costing exercise and will inform the tuition cost associated with the Program Change.



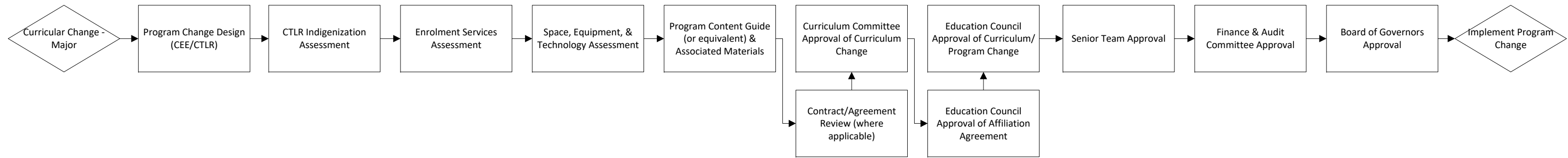
Program Modification Pathway – Program Change (Accreditation/Articulation or Program Renewal: Policy 403)



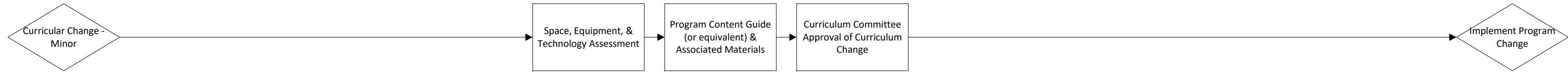
Program Modification Pathway – Program Change (New Program Creation)



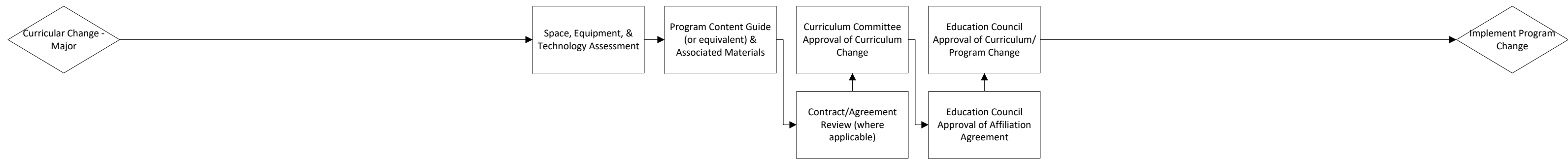
Curriculum Change Pathway – Major (New Course Creation\*)



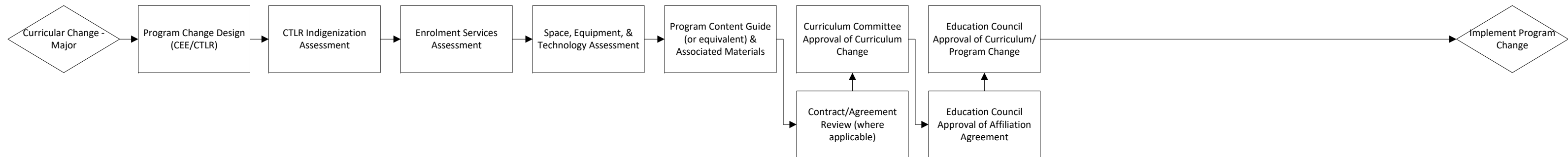
\* New Courses that do not impact the mandatory costs and requirements of an existing College credential



Curriculum Change Pathway – Major (excluding changes to CLO, Course Description, and Course Hours Learning Environment Type)



Curriculum Change Pathway – Major (Changes to CLO, Course Description, and Course Hours Learning Environment Type)





# Program Renewal Summary Report

## Visually Impaired Program

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Submitted to

David Wells, Vice President, Academic & Applied Research  
Todd Rowlett, Chair, Education Quality Committee  
Natasha Mandryk, Chair, Education Council

Vancouver Community College  
1155 East Broadway, Vancouver  
British Columbia Canada V5T 4V5

on May 9, 2024

By

Emily Simpson, Steering Committee Chair, CTRL  
Jennifer Corbett, Department Leader  
Monty Lilburn, Faculty  
Mark Chiarello, Associate Director School of Arts & Science  
Shirley Lew, Dean, School of Arts & Science

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# 1 Executive Summary

The Visually Impaired program completed the program renewal process in 2023-24 in alignment with [VCC Policy 403 Program Review and Renewal](#), which is a quality assurance process designed to strengthen and maintain VCC's educational programs. Their last program renewal was completed in 2012. The program renewal process led by the steering committee took place between May – December 2023. The steering committee consisted of Emily Simpson (Chair, Centre for Teaching, Learning and Research), Jennifer Corbett (Department Leader), Monty Lilburn (Faculty), Shaun Wong (Institutional Research), Mark Chiarello (Associate Director, School of Arts and Science), and Shirley Lew (Dean, School of Arts and Science). The external site visit was conducted virtually on February 5, 2024 by Dr. Erika Fundelius (UBC), Daniella Levy-Pinto (National Network for Equitable Library Services) and Vince Tomassetti (Assistive Technology BC). The external reviewers found the self-study report fully addressed the six (6) key performance indicators, providing sufficient evidence of recommendations.

The goal of the program is to provide adult students with visual impairment a supportive and safe environment to learn skills that enable independence in their personal lives, education and/or career. The department offers a variety of courses in Braille, literacy courses for English as Additional Language learners, and assistive technology, such as JAWS, NVDA and VoiceOver that supports student independence. There are no specific credentials offered through the department. Courses are self-paced with continuous intake and are offered both in-person and online. Curriculum materials are provided in a variety of formats to ensure accessibility. Additionally, the majority of departmental faculty and staff live with visual impairment, providing students with lived experience both within and beyond the curriculum.

This department's offerings are unique in the adult student population served and the in-depth assistive technology curriculum. There are no courses like this elsewhere in Canada and there is a critical need for them. Two community responses shared, "It's the only program where students with a visual impairment can go to learn how to use access technology once they are out of high school. The ability to work at your own pace and get help when you need it is fantastic as this is a diverse group with diverse needs," and "This is the only training program in the community that caters to this demographic." These courses enable independence and the ability to better connect with others whether in personal daily needs, further education and career through the teaching of assistive technology skills and Braille. The department also engages in advocacy on behalf of visually impaired individuals and access to learning, as well as serving as beta testers/accessibility auditors for the College off the sides of their desks.

Students generally give very positive feedback about the curriculum and the materials supporting their learning. However, the department has faced some curriculum challenges over the past years due to the changing nature of technology and the need to respond in a timely manner to technology updates and curriculum documentation. This was identified in the self-study and in the external review. Both the self-study and external review affirmed the need for a thorough review of curriculum, redesign of courses to enhance student outcomes and satisfaction, and better data collection on student experience and progress. The external review team suggested the department explore creating their own lessons/curriculum materials rather than being dependent on a single textbook to address the needs for plain language and quicker response to technology updates.

Offering distance learning has had its own challenges. While it increases access, the different versions of software students have on personal devices don't match with curriculum materials and can take significant time to troubleshoot.

Feedback collected during the self-study and the student panel with external reviewers highlighted that students appreciate the knowledge, expertise, and caring the faculty and staff bring to their work. Students feel part of the community and look forward to opportunities of learning alongside their peers. The students value the skills they are learning but expressed some frustration with lack of plain language/clarity/currency in textbooks and quizzes. The reviewers commended the department for their individualized learning approach but note the cost to tailor for every student and the course completion rate. They asked whether the learning experience could be more streamlined and consistent for everyone with clearer expectations of course progression, which echoed the department's observations.

With respect to department administration and planning, the current marketing approach should be better resourced to connect with the potential student demographic – online info sessions and online info will not work. The self-study process highlighted the need for better orientation processes on roles, operations, etc. and increased department head release. In terms of operations effectiveness, the department has the added barrier of working within a system that is not always accessible or where accessibility is an afterthought, e.g. for entering grades (Banner), course outlines (Course Leaf), and registering students. The department has provided awareness raising and critical feedback to the institution around accessibility of new educational technology and how to meet accommodation needs of visually impaired students. The external reviewers acknowledged that this is not part of faculty's job description, and it should not be up to the program to find work arounds to external barriers or spend additional time serving as beta testers/ accessibility auditors.

With respect to student supports, there are strong connections with the Disability Services department and Financial Aid. Counselling services should be critical as well as many students may be navigating sudden or gradual vision loss. Ways to empower students on how to find student support information on their own could be added to the curriculum. The department has suitable classroom facilities an array assistive technology equipment and resources for students to explore. Students identified the challenges of finding a suitable lunch space, both within the cafeteria (table is no longer accessible, no peer helpers to guide) and a quiet option to deal with auditory overload. The department has faced challenges when their rooms are used by external groups who rearrange furniture without thought to the VI department/student safety. Working with Facilities to address these needs would be beneficial.

The external reviewers also strongly encouraged the investigation of grants and funding to help meet some of the gaps identified in the self-study, whether for a set of laptops that could be loaned to distance students, development of instructional materials, and bursaries to address the tuition barrier for the courses.

Overall, the demand for this program is expected to continue, and it critically serves to support access and inclusion. With renewed curriculum, improved marketing, and some operational enhancements, the visually impaired program can continue to be a leader and changemaker in providing courses that empower people with visual impairment to live independently and pursue their goals.

## 2 Self-Study Report Summary

### 2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six key performance indicators (KPIs) in the self-study report.

Currently, the Visually Impaired program offers Braille literacy at 2 levels (4 courses), English language literacy (5 courses), and a variety of courses on assistive technology for various applications and devices such as victor stream reader, JAWS, keyboarding skills, windows, internet, email, Microsoft Word, and iOS (10 courses). Courses are non credit. Introductory level courses of Basic Keyboarding and Braille Level 1 are in-person only, while all other courses have the flexibility for students to participate in blended, distance, or in-person mode at the discretion of the instructor based on the student's technology resources and skills. The courses are delivered in a blended format with some in-person days and some online days for flexibility.

The department includes 3 faculty members (3.0 FTE), which includes the department leader (0.2 FTE release time), and 2 instructional assistants (1.6 FTE). In the last 5 fiscal years, the VI program served 62 unique students, with an average of 25 unique students per year. Those students had 330 enrollments over the 5 years.

Demographics of students within the last 5 years show the following:

- 46% female, 48% male, and 6% did not answer.
- Largest age group is 70 and older (24%), ages 61-70 (21%), ages 51-60 (18%), and ages 31-40 (17%). Distinct from institutional average age of 35. Many of these students have recent/progressive vision loss as opposed to being born with visual impairment.
- 7% of learners are Indigenous (1-2 unique students per year).
- Majority reside in lower mainland: 44% in Vancouver, 21% in Surrey, 8% in Richmond, 7% in Burnaby. Traveling to campus can be a barrier for these students if they have not completed orientation/mobility courses.
- 14% are English language learners.

Key strengths of the program identified in the self-study included:

- Instructor expertise;
- Flexibility/individualization of learning;
- High instructor/instructional assistant to student ratio;
- Courses fosters independence in personal and professional lives;
- Unique learning opportunity;
- Community connection;
- Advocacy for people who are visually impaired.

The department identified areas of challenge/need during the self-study with the following themes:

- Reviewing and renewing curriculum governance documents (course outlines) to align with what is being taught and to better support student success, along with updating course curriculum materials.

- Planning and identifying resources for development of new courses to meet community needs.
- Establish processes to support departmental administration/operation (hiring, orientation, data collection, etc.) and keeping assistive technology curriculum up to date.
- Advocate for increased department head release time.
- Explore options and identify tech resources available for distance students.

## 2.2 Curriculum and Instruction

Faculty and staff strive to create a supportive and welcoming environment for students. The majority of the instructors and instructional assistants (IAs) in the Visually Impaired Dept also have vision loss. This shared lived experience ensures that the staff and faculty can relate to and understand the students' needs, frustrations, and problems that will be encountered. The instructors focus on making the courses accessible to students and building the skills necessary to use assistive technology in efficient and effective ways, so that their everyday lives, education, and work are as accessible as possible.

During the self-study process, the department found some issues of currency and quality of course learning outcomes that needed to be addressed as course outlines had not been reviewed in the last 5 years. A key finding was that the evaluation plans do not match how students have been graded. Faculty describe this occurred in 2018 when the courses changed from credit courses in a certificate program to non-credit skills courses, but the official course outlines were never revised to reflect the change in evaluation to quiz/assignments only and no exams. The five literacy courses for English as Additional Language Learners have no official course outlines. There are two courses that do not have current textbooks (VOVI 0733 Moodle and VОВI 0820 Intro to Database Management) and should be discontinued, and a couple of new courses they have wanted to develop for a few years without progress. Courses such as COMP 0834 Introduction to the Internet have been noted as too challenging in terms of amount of content/skills for the course, and there is a desire to redesign these as two smaller courses. There is also an opportunity to improve understanding/marketing of the VОВI and COMP courses offered. The COMP courses originated from the academic upgrading area and are higher level skills with assistive technology on windows, internet, spreadsheets, and word, but the course outlines do not reflect the focus of the Visually Impaired program delivery in using assistive technology.

The courses in highest demand based on unique student registration in the last 5 years are the iOS course (VOVI 0840), intro to assistive technology course (VOVI 0100), internet and email basics (VOVI 0732), basic editing (VOVI 0731), and basic keyboarding (VOVI 0730), and introduction to windows (more advanced, COMP 0735). The last new course added to department offerings was in September 2019. The largest challenge faced is responding in a timely manner to technology updates due to dependence on the single textbook supplier, constraints from institutional software, and resources to revise curriculum (faculty time).

### 2.2.1 Instructional Strategies, Assessment and Curriculum materials

The main instructional strategies for self-paced learning are one-to-one teaching about the lesson, then the student works through the lesson on their own, and instructional assistants are available to assist students with review and practice. Students indicate when they are ready to take the multiple choice quiz and practical skills demonstration of the chapter before moving on to the next lesson. Textbooks or other materials written by the instructors are intended to be the primary teaching resources. The instructional assistants maintain the physical and electronic classroom materials when they are not working directly with students. They prepare multiple electronic formats of the textbooks, so they are ready to go for students who need them. There have been some challenges noted in the language level of the texts being very technical, and with students having personal devices with different versions of the software than VCC is using. This can require significant time from instructors to troubleshoot what's going on for students. There was some discussion during the self-study of the potential benefits of creating their own/open source textbooks and the use of AI to help generate text or refine text.

### 2.2.2 Feedback on Curriculum and Instruction

There were no regular course feedback surveys collected prior to the self-study to draw data from. Data from the alumni survey (10 respondents) and current student survey (11 respondents) provided a generally positive student view of the quality of instruction and curriculum with the exception of some frustrations over version issues of software and impact on assistive technology commands. 90% of alumni agreed that VI courses positively impacted their lives. One alumnus said, "they provided me with skill sets that furthered my independence, I could teach myself things because I had an accessible way of using the internet, perform tasks I couldn't previously do." Another alumni said, "I had never used a computer on my own before coming to VCC VIP". Another shared, "it helped me in my volunteer work – with the equipment and voiceover to use an iPad/iPhone".

There were high levels of overall satisfaction (80%+) with the courses offered, affirmation (70%+) that the course content was current and relevant to their goals, course materials supported their learning, and learning activities are engaging and helped with reaching the learning outcomes.

Students had high praise for the instructors and staff in the program, the quality of knowledge and attention provided. From alumni: "the [courses] are specially geared to visually impaired students – and done with instructors who are visually impaired who have practical day to day knowledge/technical skills to share." "the staff understand your needs.. they work personally with each student to find your strengths and weaknesses and support them." "course materials are accessible in a variety of formats." "all the teachers are friendly and helpful, when you need something they are ready to help." "sense of community – that's the biggest thing for me."

Student feedback themes on how the program/courses could be improved were around:

- Currency of course materials and software
- More structured time on-campus. Better ways to manage lunch break instead of students having to leave the classroom for an hour.

- Increase offerings on Apple devices/apps
- Use of SD cards/reader app instead of some of the dept audio books
- Opportunities for VI students to volunteer

From the community survey with two responses, there were suggestions to offer shorter, topic-based courses (such as how to use iPhone with voice over) in the evening to meet the needs of working folks or those looking to re-engage employment.

### Recommendations:

Review and update all course outlines. Create course outlines for EAL Literacy courses. Redesign COMP 0834 Intro to Internet into two courses. Revise needed course materials to be more plain language. Ensure registration process continues to be accessible for visually impaired students. Explore course offerings to attract working adults.

## 2.3 Student Outcomes

- 2.3.1 **Admissions criteria.** The only criterion for program admission is for students to be adults who are visually impaired. Otherwise, it is on a course-by-course basis and an assessment of the student's prior knowledge or skill is done by the department leader or instructor. A few VI courses have pre-requisite courses, but all VI courses would benefit from a review of pre-requisites to identify how to better ladder skills and support outcomes for students, particularly in more advanced assistive technology skills courses.
- 2.3.2 **Registration Process.** It is essential to note the critical accommodations that Disability Services currently provides (as well as the department itself) to make the registration process and form filling accessible for students. Alumni and current student feedback on registration is generally positive because of these accommodations, but their comments capture some of the challenges that would be faced without this service: "I don't know if students can register online. I registered through a disability services advisor -so that made it easy because I had sighted assistance." "People are helpful but there is bureaucracy involved and user cannot do the application. Filling out the application requires a fairly good handle on JAWS but you are there [in the VI program] to learn that program. verbal communication application form would be easier." "Not too hard to register because there are accommodations - DS helps us to register."
- 2.3.3 **Student Goals.** Students' reasons for enrolling in VI courses are distinct from many other areas of the study at the College. The skills they are learning are key to independence in their personal lives, further education, and work.
- For current students (73%) and alumni (90%), primary goal in registering was to enhance life skills (everyday needs).
  - Second most common goal of current students (64%) and alumni (70%) was to upgrade personal assistive technology equipment.
  - Third common goal was to upgrade skills for further education or employment/obtain work.
  - 27% current students and 30% alumni enroll as a place for building community.

A significant number of students are seniors who are not interested in employment. Their goals center on independence in daily living. For example, they may want to be able to

email their grandchildren, use online banking, or learn how to use iOS to be able to make phone calls, text, take voice memos etc.

- 2.3.4 **Attrition and Progression.** The withdrawal rate is very low for VI courses, an average of 0-3% over the last 5 years, which is positive. However, the achievement rate of students in the program raised some questions. Using internal data collected by the Visually Impaired department from 2010-2022, it takes students, on average, 1.7 registrations in a course to finish it. The fact that it takes more than 1 attempt to complete a course highlights some challenges with the goals student come to the program with, the self-paced nature of the courses, possibly the lack of effective use of pre-requisite courses, a need to redesign some overly content full courses to make learning outcomes achievable, department use of in-progress grades and the number of times students are allowed to re-register for a course. When looking at the achievement of satisfactory/unsatisfactory grades (as opposed to in-progress) over the last 10 years, achieving an S for courses ranged from 32% (introduction to assistive technology) to 73% (Braille Level 2). This is a concern to be addressed through departmental practice.

**Recommendations:** Revise and update course pre-requisites. Redesign the courses with the highest number of times to complete/highest demand – the iOS course and introduction to Windows course to start. Work with IR to determine what data should be collected to better measure student outcomes, and that student outcomes are aligned with the type of programing/student goals. Establish regular, accessible processes for collecting student feedback on curriculum.

## 2.4 Program Planning and Administration

- 2.4.1 **Marketing and Recruitment Strategy:** The Visually Impaired Adult Program lacks a strong web or social media presence, but all course offerings are available on the VCC website. However, the tagline for these courses doesn't capture the majority of students goals (skills for personal life): **"Reach your potential.** Learn the latest in assistive computer technology for entry-level employment or earn prerequisites for post-secondary education. Intended for blind and visually impaired adults." Info sessions have had limited success in reaching potential students due to the demographic, but connections with community organizations, like WorkBC and CNIB, and word of mouth from alumni and current students are more successful strategies at recruiting students.
- 2.4.2 **Enrolment Target:** For the last 3 fiscal years, enrollment is on average 22 unique students registering per year with 57 registrations per year. The enrolment target is about 70 registrations for the year, so the program is about 89% of the target enrolment. The demand for the courses in the Visually Impaired program is expected to be relatively constant as with aging, people will lose their sight at similar rates to historic rates. However, it is important to maintain the effort to create awareness of the department and its course offering, so that people are aware of its existence and unique opportunities.
- 2.4.3 **Departmental Delivery Strategy:** The current strategy is to offer a mix of in-person and online instruction. This allows students to work in a way that is comfortable and accessible. Between 2021-2023, approximately half of the students were in-person and half distance. In fall 2023, VI program changed to 3 days of in-person delivery because of the steady increase in demand for in-person learning, with the fourth day being available for online instruction.



- Students have different needs and preferences, along with assistive technology skills. In both the current student survey and alumni survey, there was no consistent preference for any one delivery mode. They all however agreed that they preferred classes scheduled during the day on weekdays.
- 2.4.4 Program's Financial Sustainability:** The department regularly closes in July-August to efficiently allow all faculty to take vacation and PD such that replacement is not required during the running of courses September- June. The cost of running the Visually Impaired program is not based off the number of enrolments because it does not generate enough income to be self-sufficient. Instead, it is supplemented by VCC and government funding because they value access and have prioritized accessibility. That said, enrolment has been lower than historically because tuition is being charged. This is a barrier to many people who are experiencing sight loss, especially those who are employed and just above the low-income threshold.
- 2.4.5 Anticipated Future Program Demand:** Major changes in technology and various computer programs may result in an increased demand for the Visually Impaired Department to meet the needs of the community. Expanding distance offerings would, in theory, allow students from not only across BC, but across Canada to take courses from the Visually Impaired Department.
- 2.4.6 Significant Barriers:** The visually impaired community is relatively small. One major barrier is technology. Most students have computers at home, but when they are learning JAWS, they are prone to making mistakes or have other technical issues. Another barrier to growing the department is tuition.
- 2.4.7 Program Connections:** The department has many informal connections to community groups. These groups include AEBC, WorkBC, Neil Squire, CNIB, CCB, and Braille Literacy Canada.
- 2.4.8 Department Succession Planning:** There have been several short-term leaves, a long-term, and a couple of retirements in the department over the last few years. The department needs to find one long-term instructional assistant as one recently retired.
- 2.4.9 Improving Operational Effectiveness:** Improving orientation for new department heads and faculty is necessary. Another barrier in terms of program operations has been the accessibility of institutional processes/web-based systems and a reliance on sighted department members to help fulfill regular tasks. Bi-annual or quarterly formal department meetings and planning sessions may be helpful in the future. These can be used to plan projects and discuss and assess changes. Keeping accurate records of duties and responsibilities in the department will be helpful in the future.

#### **Recommendations:**

Ensure VI students continue to have accessible registration process. Create orientation processes for new VI department head, faculty, and staff, including procedures/operations documentation. Restart regular department meetings. Work with People Services and IT to create accessible processes for grade entry, CourseLeaf, etc. to support department planning and administration.

## 2.5 Faculty and Staff

- 2.5.1 Faculty and Staff Levels:** There are 3 full-time faculty members (3.0 FTE), including the department head position which has 0.2 FTE release, and 2 instructional assistants at 1.6 FTE. There have been recent challenges in effective department administration with new hires and retirements and associated loss of knowledge/processes. Succession planning is important for the department to address. The recent hire of a new instructional assistant is greatly improving department operations. However, the department head role realistically requires 0.5 FTE release time to accomplish all department leader duties and should be increased.
- 2.5.2 Departmental Culture and Relationships:** The department has a collaborative culture, with staff and faculty sharing knowledge and helping each other when problems arise. Full department meetings have not happened recently and there is a need to re-establish regular department meetings to ensure effective department operations and planning.
- 2.5.3 Department Hiring Criteria:** The hiring criteria for faculty and instructional assistants should be reviewed and updated to facilitate hiring and the current needs of the role, particularly with respect to the focus on assistive technology and no longer delivering English and math upgrading courses.
- 2.5.4 Professional Development:** Staff and faculty often attend accessibility conferences and use their professional development time to create courses or update materials for courses. These activities help them stay current on assistive technology and enhance the quality of some of the basic courses.
- 2.5.5 Department Workload:** The workload for faculty in this area is 25 hours classroom/lab with 5 hours student contact time with instructional assistants. Instructional assistant workload is generally 1/3 classroom duties and 2/3 clerical duties, but it varies based on student needs and deadlines for clerical work.

**Recommendations:** Increase department head release time to 0.5 FTE, update the Area Hiring Criteria for Faculty and Instructional Assistants, and create a more standard orientation process for new faculty to the departmental curriculum and processes. Establish regular department meetings.

## 2.6 Student Support Services

- 2.6.1 Student Awareness and Connection to Services:** Information about student services is provided by the department head to new students. Faculty review Disability Services, Financial Aid, and counselling services at the start of a course. Staff and faculty advise students about available services if the student inquires or there seems to be a specific need. In response to the statement: "I was aware of and knew how to access the free VCC student supports," most alumni and current students agreed or strongly agreed.
- 2.6.2 Feedback from Student Support Services:** Various departments including Advising, Indigenous Education Services, Learning Centres, Library, and Registrar provided feedback during the self-study. Financial aid supports students by providing the Adult Upgrading Grant (AUG), the Eva Williams Bursary and the senior's tuition waiver. Most students use the bursary to pay for assistive technology. Disability Services provides support around funding forms, enrollment/course registrations, alternate formatting for course material, consultation for students wanting to enroll in other courses outside of VI, and

accommodations. Many students access Disability Services for support filling out registration forms due to either inaccessible nature of the form and/or lack of assistive technology skills. Counseling Services is an underutilized resource for students from the department's perspective. Having personal counseling available to the student is very important because sight loss affects every area of their lives especially mental health. The Library department could benefit from more resources to keep screen reading software up to date and purchase good quality Braille books. The Learning Centres are open to meeting with the department again around tutoring supports that might align with student needs in the courses.

**Recommendations:** There is a need to ensure an accessible list of all the services and how to connect with them is available to share with students. Also, there is a need for better understanding and collaboration between the department and Disability Services to support effective and timely student registration.

## 2.7 Learning Environment

- 2.7.1 Program Facilities:** The VI program operates out of four rooms at the Broadway Building A, including two student labs/classrooms, one office for the department head, and one office for instructional assistants. The regular faculty have their offices based in the classroom space. Each lab classroom contains student workstations for assistive technology courses and student tables for Braille and academic learning activities. The department has faced safety challenges, when other users (internal College users outside the VI program or rentals) use these rooms and move furniture around without returning it. It is critical that these rooms are reserved for VI program use.
- 2.7.2 Equipment and Resources:** The department has an array of assistive technology equipment and resources, including computers, digital magnifiers, Daisy player, refreshable braille displays, iPads, Perkins Brailers, scanners, Braille embosser, Braille note takers, headphones, and educational technology like Jaws, ZoomText, TypeAbility, and Microsoft 365. The department feels the physical spaces and resources are adequate, with exceptions for changes needed to lighting, the difficulty of heavy door to classroom that is a barrier for those with mobility issues, and the need for more keyboards to support instructor/student interaction at the work stations.
- 2.7.3 Online Learning:** Students can use various platforms to connect with instructors during online days – Zoom, FaceTime, WhatsApp, Team Viewer and phones. Challenges to successful online learning include software version differences between the institution and student's personal device, lack of access to technology or technical help at home for students, and Multifactor Authentication requirements in the classroom and at home to access VCC software/network.
- 2.7.4 Student Satisfaction with the Learning Environment:** According to the current student survey, 91% agree that the classroom environment is appropriate for learning the required skills, and 67% rated the VCC campus very accessible. The alumni survey shows that 80% agree or strongly agree that the classroom environment is appropriate for learning the required skills.

**Recommendations:** Purchase additional keyboards for classroom. Consult with IT about alternate processes for MFA that are more accessible. Work with Room Booking to remove Visually Impaired

classrooms from booking system and facilities to ensure rooms are returned to original setup if they must be available to external users.

## 2.7 Self-Study Recommendations

Recommendations were based on the analysis of the data and KPI guiding questions.

| KPI  | Self-Study Recommendations   |
|--|--|
| <b>Curriculum and Instruction</b>          | <ul style="list-style-type: none"> <li>• Review and update all active course outlines with respect to pre-requisites, course descriptions, course learning outcomes and evaluation plans.</li> <li>• Create course outlines for English as Additional Language Literacy courses 0501-0505 and bring through governance process.</li> <li>• Deactivate VOV1 0733 Moodle and Social Networking.</li> <li>• Suspend registration from VOV1 0820 Database Management until course materials can be updated or explore deactivation.</li> <li>• Redesign COMP 0834 Intro to Internet into two courses.</li> <li>• Discuss with the registrar and disability services what the best process is for helping students to register in a fair, accessible and timely manner.</li> <li>• Create a prioritized list of VI courses for urgency in updating course materials and set a timeline/process to do so. Identify funds for release time to achieve this work. Ensure that materials are created with plain language with low English literacy and low-tech literacy in mind.</li> <li>• Look for and implement or advocate for solutions to attract working adults.</li> </ul> |
| <b>Student Outcomes</b>                    | <ul style="list-style-type: none"> <li>• Revise and update course pre-requisites.</li> <li>• Redesign iOS and Introduction to the Internet into two courses each. If splitting Introduction to the Internet into two parts is successful in increasing the completion rate, then identify other courses that will benefit from this process as well.</li> <li>• Discuss with department what the future of Introduction to Assistive Technology should be, then update CLOs and course materials accordingly.</li> <li>• Investigate the possibilities to solve tech support problems for distance students in BC to start (ie. Funding/fundraise for laptops and jaws licensing for students).</li> <li>• Work with IR to determine what data should be collected in the future to better measure student outcomes and ensure it's accessible (both to students in terms of gathering feedback on their learning experience and to the department in terms of reviewing and analyzing it). Collect regular student feedback on course experiences.</li> </ul>   |
| <b>Program Planning and Administration</b> | <ul style="list-style-type: none"> <li>• Ensure that VI students continue to have access to accommodations/assistance to fill out registration forms. Clarify process is responsible to help students accessibly fill out forms. Because this is a necessary service, if the VI Dept is responsible, more funding will be needed to implement this change.</li> <li>• Clarify which clerical duties are done by Instructional Assistants, for clarity and efficiently in how the department is run</li> </ul>  |

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|                                 | <ul style="list-style-type: none"> <li>• Work with People Services and IT, and within the department to identify accessible, effective processes for grade entry, CourseLeaf maintenance, etc</li> <li>• Create orientation process for new VI department heads that improves knowledge transfer about all areas of the role and processes at VCC relevant to the role.</li> <li>• Create regular formal department meetings that also can be used to plan larger projects.</li> <li>• Create a plan to move forward with updating and creating courses in a timely manner.</li> <li>• Create a record of duties, procedures and other information for departmental reference.</li> </ul> |
| <b>Faculty and Staff</b>        | <ul style="list-style-type: none"> <li>• Increase department head release time to 0.5 FTE to reflect actual requirements of the position and support the ability to achieve departmental action plans.</li> <li>• Update the Area Hiring Criteria for Faculty to reflect the changes in the department's focus and increase ability to recruit applicants.</li> <li>• Update hiring criteria for IAs to include ability to use or willingness to learn Braille and the assistive technologies that are used in the VI Department.</li> <li>• Create a more standard orientation process for new faculty to the departmental curriculum and processes.</li> </ul>                          |
| <b>Student Support Services</b> | <ul style="list-style-type: none"> <li>• Make program and student support service contact information easily accessible to students with low-tech literacy for example in a word document that can be sent out/shared with students in multiple formats.</li> </ul>   |
| <b>Learning Environment</b>     | <ul style="list-style-type: none"> <li>• Purchase 4 additional keyboards for classroom.</li> <li>• Consult with IT about finding alternate processes/exemptions for MFA for visually impaired students. It can be an accessibility issue based on their ability level with assistive technology.</li> <li>• Work with Room Bookings to remove Visually Impaired classrooms from the system even for exam periods for safety reasons for visually impaired faculty/staff and/or facilities needs to take a photo of the room before its used by any other area and return it to the original condition.</li> </ul>   |

### 3 External Review Report Summary

#### 3.1 Overview

The external site visit was conducted virtually on February 5, 2024. The external review team was comprised of:

Daniella Levy-Pinto, manager of the National Network for Equitable Library Service (NNELS). She works to promote and inform a paradigm shift towards born-accessible digital content and inclusive design. Daniella is totally blind and has used assistive technologies for over 25 years in her different

roles in academic and professional settings. She holds a Ph.D. in Political Science from the University of Toronto.

Vince Tomassetti, Program Manager of Assistive Technology BC. Vince Tomassetti is a dedicated and passionate advocate for the inclusion and empowerment of individuals with disabilities with a career spanning nearly three decades. As the Program Manager of Assistive Technology BC, Vince Tomassetti is responsible for overseeing innovative solutions that empower students with disabilities through the provision of assistive technologies and related services in the post-secondary environment.

Dr. Erika Fundelius, Assistant Professor in the UBC Department of Education | Educational and Counselling Psychology, and Special Education. Erika has been in and around education for over twenty-five years, including working as a paraprofessional (educational assistant), substitute teacher, preschool teacher, general education teacher, and teacher of students with visual disabilities. She also works(ed) as an orientation and mobility specialist in an adult rehabilitation setting. Her interests lie in improving teacher preparation for pre-service teachers of students with visual disabilities and developing effective professional development opportunities using various methodologies.

### 3.2 External Review Findings

During the site visit, the external review team met with the steering committee, several current students, and departmental members. The external review team acknowledged that the program is long standing and has withstood many technological advances since its foundation. “The instructional staff and supports appear to be highly competent... personal experience is very important in building rapport and gaining trust of students, especially when working with those early in their vision loss journey.” They observe that it is not the department’s role to change the institution’s reactive nature to disabilities and access technology in response to comments about challenges the previous department leader (and faculty) who are visually impaired have faced when trying to work with institutional processes such as CourseLeaf, Banner, online absence reporting etc. The external team strongly encouraged VCC’s institutional leadership and other departments to ensure that accessibility requirements are considered in an active rather than reactive manner to best support employees and students with disabilities.

The reviewers stated that the program commendably supports a wide range (e.g., age, need, ability levels) of students, offering learning opportunities for those who are blind, are new to vision loss, those who want to update their technological or braille skills, and students with a visual impairment who need additional English language supports. They found that students exhibited genuine respect and care for the program and instructors. Students feel part of the community and look forward to opportunities of learning alongside their community of their peers.

The review team largely agreed with the recommendations identified in the self-study report and highlighted specific areas that, in their opinion, would contribute to overall program improvement:

1. Staffing: Review the possibility of alternative staffing to support the department head in completing many of the tasks that were outlined in the Self-Study Report, discussed during the site visit, and the reviewers will touch on below.

2. Course sequence and design: (Re)Defining and clarifying individual course expectations and alignment of course learning outcomes (CLOs): Utilize the curriculum map and see what courses can be revitalized or updated, and what courses might not need to be an actual course in the sequence (i.e., lack enrollment, need, practicality). Courses can be made simpler, shortened, divided up based on feedback from seasoned instructors and students; this could benefit the different needs across students even though the course outcomes would remain the same and still allow for individualization, which is a significant strength of the program.
3. Student outcomes: Define and make clear the expectations for growth, progress, and what assessments will be utilized across all instructors in the administration of the courses.
4. Data collection: when methods of data collection in terms of student enrollment, registration, and course completion are revised and clarified, alongside the student satisfaction/feedback processes and results, the combined outcomes will directly support grant applications and future self-studies as the program moves forward.
5. Grants and funding options: utilizing grants from the federal government, for-profit and non-profit agencies, and the institutional bodies of VCC could support both the staffing dilemma, the material needs of the program, as well as the tuition-barriers that have been identified.

Here are the specific recommendations made with respect to each KPI from the external review team.

### 3.3 External Review Recommendations

| KPI                               | External Review Team Recommendations   |
|-----------------------------------|--|
| <b>Curriculum and Instruction</b> | <ol style="list-style-type: none"> <li>1. A comprehensive review and update of Course Learning Outcomes (CLOs), course descriptions, and assignments.</li> <li>2. Once review of courses has been completed, ensure that data on curriculum maps, CourseLeaf, and any additional platforms are consistent, accessible to those with disabilities, and available to all faculty and staff who need to utilize them to run proper course delivery.</li> <li>3. Course delivery: suggest a set schedule for modalities. For example, there are only three days of in-person instruction. Finding a half a day for online lessons either within or outside of the in-person days, utilizing group lessons, when possible, on Zoom.</li> <li>4. Consider creating a collection of lesson plans for each CLO in each course. By creating a collection of lessons (e.g., recreating a document from the workbook, creating a lesson plan based on experience of instructors, etc) gives flexibility of individualizing and allows for quick updates with software changes rather than being stuck with one textbook.</li> <li>5. Consider developing a system, if not already in place, to document student progress student within the department including attendance. Consistent data collection regarding student outcomes and experiences might help identify reasons for those who lag or disappear which then allows for remediation of potential issues.</li> </ol> |

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|--|---|
| <b>Student Outcomes</b>                    | <ol style="list-style-type: none"> <li>6. Collect data on student outcomes with greater fidelity. Define unique enrolment versus reenrollment and identify completion rates clearly.</li> <li>7. Survey methods for student experience and feedback need to be revisited: survey on Survey Monkey should be accessible to all students regardless of technological knowledge and understanding. Relying on an interviewer can introduce a <a href="#">variety of biases</a> into the data collection- &gt; either create a basic lesson on survey completion or use Victor Stream Reader for questions and allow students to record audio or speech to text.</li> </ol>   |
| <b>Program Planning and Administration</b> | <ol style="list-style-type: none"> <li>8. Marketing: online program info sessions to recruit students are unlikely to work. Suggest distributing program offering materials to faith-based organizations, immigration or consular offices, lawyers, social workers, medical professionals, more specifically vision professionals, government agencies who support both disability and aging population, retirement homes, among many other potential sources future students reach out to for support.</li> <li>9. Grant mechanisms: with a program of this size, any small amount of monies can go a very long way. Efforts to securing funding specific to the program might support many of the suggestions in both the Self-Study Report and the External Review Report. Could VCC absorb the tuition cost of such small number of students in the visually impaired program?</li> </ol>   |
| <b>Faculty and Staff</b>                   | <ol style="list-style-type: none"> <li>10. Review workload of department leader, instructors, and support staff. Ensure there is sufficient support staff for department leader to focus on their responsibilities and delegate other tasks. Also noted the barriers facing a visually impaired department lead and the importance of ensuring the support staff be either low vision with efficient assistive technology use or sighted to be best able to navigate inaccessible institutional infrastructures.</li> <li>11. Hire support personnel to free up department leader time to focus on strategic work.</li> <li>12. Consider an internship or student worker program where a graduate of skills program can gain hands on experience – is this an opportunity to support the department’s initiatives.</li> <li>13. Support instructional staff with specific training in pedagogies – andragogy, culturally responsive pedagogies, to better support the wide diversity of students in the program.</li> <li>14. Include instructional staff in program planning.</li> </ol> |
| <b>Student Support Services</b>            | <ol style="list-style-type: none"> <li>15. Align lessons in courses with accessing information on student services so students can be empowered to find phone number or learn how to navigate VCC web pages.</li> <li>16. Ensure that multiple department members are empowered to share information about student services.</li> </ol>   |
| <b>Learning Environment</b>                | <ol style="list-style-type: none"> <li>17. Respond to students request to quiet spaces for lunch outside of the lunch room, potentially within the classroom or in the adjacent classroom, as well as considering a staggered system for breaks so students don’t have to leave the classroom.</li> </ol>   |



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|  | 18. Speak to facilities about needs of visually impaired students for lunch table in the Broadway cafeteria. (Changes were made to the designated table and it is no longer accessible/safe for visually impaired students). |
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## 4 Self-Study Team Response to External Review Report

### 4.1 Department Response to External Report

The department felt that much of what the external reviewers wrote reiterated/aligned with the self-study report and supported going forward with needed changes particularly around curriculum changes. In particular, the idea of embedding lessons that empower students to be able to fill out VCC forms or use Victor Reader to engage with a course feedback survey, as well as accessing information about student supports, is helpful. They gave some expansive ideas on outreach/marketing some of which the department currently employs, such as attending Transition Fairs for the Vancouver school board, Burnaby School board, and seniors transition fair. They also send materials out to CNIB. There is an untapped market here to connect with community groups and professionals. The external reviewers had a clear understanding of the department needs and the issues we face in most cases. One area of discrepancy was due to feedback the external team received in the student focus group around the currency of textbooks, which seemed to imply textbooks were several more software versions behind than they actually are. However, they gave thoughtful recommendations on creating our own lesson materials that would be easier to update and adapt language to fit student needs. The department will look into supplementing course materials with other resources or lessons that they have editing control over, perhaps piloting this with a single course.

The department notes in response to the recommendation of student progress tracking, they do already have a system set up to track where students are at in courses, in terms of which lessons are complete, but attendance may be worth including in the future. The department agrees with the need for better definitions and measures of student progress and success. The department also appreciates the support for manageable workloads and notes with the recent hire of a new full-time instructional assistant, the workload has shifted significantly for the department leader and things are improving. With respect to the idea of an internship/ student work role, there would indeed be union considerations that could make this challenging. We do not support this recommendation at this time given the other higher priority items. Two interesting comments that were raised were around whether faculty in the area had particular pedagogical training for the role and how instructional staff are including in program planning. The faculty area hiring criteria do require pedagogical training such as a Bachelors in Education and provincial instructor diploma (either have or willingness to complete), but the criteria has been challenging to find successful candidates meeting all the requirements. This will be considered in the review and update of area hiring criteria. There was one comment about “instructional staff should be included in program planning” of which

the department is not entirely sure of the meaning. However, the faculty and instructional staff do collaborate, but have struggled to re-establish department meetings since the return to in-person classes. Monthly departmental meetings will be restarting with the intention to support collaborative program planning and department work. With respect to the recommendation of utilizing grants to address tuition barriers and support the renewal of technology, books, software, and instructional materials, and maybe creating a lending library of assistive tech for students, the department acknowledges there are higher priority action items at this time and it takes resources. The department is working to obtain more technology resources and is meeting with the VCC Library about obtaining a Braille display device, that could be loaned. The department is also in conversation with VCC Foundations about funding for technology. Regarding the space access issues for lunch, there are a multitude of facilities considerations around pests, keeping technology undamaged and on site, but the department will talk with facilities about the cafeteria space needs.

#### 4.2 Dean Response to External Report.

The external report captures the main priorities of self-study. Even if specific recommendations may not meet needs of department, the feedback is valuable. The Associate Director also commented that the focus from the external team on better measures of student attrition and flow through rates and marketing for this specific context and unique student demographic was important. Additionally, while the recommendations to pursue grants is appreciated, he cautioned that it requires resources. While grants are a wonderful thing for access type programming. They require resources. Someone has to seek out the grants and respond to them, which can be a substantial amount of work. It's important to consider if we have the resources to do this in light of the other recommendations.

## 5 Final Comments and Recommendations

The final recommendations based on the self-study and external report, with the department's reflection and consideration on what to carry forward, are included below with removal of any duplicate initiatives between KPIs.

| KPI                        | Final Renewal Recommendations  |
|----------------------------|--|
| Curriculum and Instruction | <ol style="list-style-type: none"> <li data-bbox="532 1570 1354 1770">1. Review and update all active course outlines in CourseLeaf with respect to pre-requisites, course descriptions, course learning outcomes and evaluation plans using backward design. Redesign COMP 0834 Intro to Internet and VONI 0840 iOS to split into two courses each. Explore embedding lessons on using forms and accessing student services information.</li> <li data-bbox="532 1780 1354 1877">2. Create course outlines for English as Additional Language Literacy courses 0501-0505 and bring through governance process.</li> </ol> |

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|                                     | <ol style="list-style-type: none"> <li>3. Deactivate VOV 0733 Moodle and Social Networking. Suspend registration from VOV 0820 until course materials can be updated or deactivate course.</li> <li>4. Review and identify the most effective process for VI students to have access to accommodations assistance for registration. Collaborate with DS, Registrar, and Basic Education for a model.</li> <li>5. Explore creating individualized curriculum materials/lesson plans for a single course to see feasibility of developing in-house materials for other courses and resources needed.</li> </ol>  |
| Student Outcomes                    | <ol style="list-style-type: none"> <li>6. Review student progress tracking system. Consider how tracking attendance could support student success and consult with other departments like Foundations of Adult Basic Education about processes to put in place.</li> <li>7. Work with IR to determine what data should be collected in the future to better measure student outcomes and ensure it's accessible (both to students in terms of gathering feedback on their learning experience and to the department in terms of reviewing and analyzing it). Collect regular student feedback on course experiences.</li> <li>8. Investigate the possibilities to solve tech support problems for distance students in BC (ie. Funding/fundraise for laptops and jaws licensing for students, grants?).</li> </ol>   |
| Program Planning and Administration | <ol style="list-style-type: none"> <li>9. Create orientation process for new VI department leaders, faculty and instructional assistants that improves knowledge transfer about all areas of the roles and processes at VCC relevant to the roles.</li> <li>10. Create regular formal department meetings that also can be used to plan larger projects.</li> <li>11. Work with People Services and IT, and within the department to identify accessible, effective processes for grade entry, CourseLeaf maintenance, etc</li> <li>12. Enhance marketing plan as VCC's general marketing approach won't be sufficient for this student demographic. Identify other organizations to distribute marketing materials for (e.g. immigration offices, social workers, vision professionals, retirement agencies, etc.) and determine responsibility. Look for and implement or advocate for solutions to attract working adults.</li> </ol> |
| Faculty and Staff                   | <ol style="list-style-type: none"> <li>13. Increase department head release time to 0.5 FTE to reflect actual requirements of the position.</li> <li>14. Review and update the Area Hiring Criteria for Faculty and Instructional Assistants.</li> <li>15. Create a more standard orientation process for new faculty to the departmental curriculum and processes.</li> </ol>   |

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| Student Support Services | <ol style="list-style-type: none"><li>16. Enhance program and student support service contact information access for all students in VI courses. Prepare in multiple formats.</li><li>17. Consider building into lesson plans to build student autonomy around accessing student services. Lessons can be aligned with accessing information students might need to be successful, such as how to find phone numbers or learning to navigate VCC's webpages and its website.</li></ol> |
| Learning Environment     | <ol style="list-style-type: none"><li>18. Work with Room Bookings and Facilities to review access to Visually Impaired classrooms for external users and how to ensure safety of classrooms in returning to original condition.</li><li>19. Advocate with Facilities to have an accessible lunchroom table in the Broadway cafeteria.</li></ol>  |

**Program Renewal 2024: Visually Impaired Program**

**Final Action Plan**

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the VI program has identified the following final key projects and initiatives:

| Key Projects and Initiatives  | VCC Strategic Innovation Plan Priority                          | Reasonable Timeline for completion of project | Resources Required   | Evaluation Plan  |
|---|---|---|--|--|
| <p>1. Create a plan to move forward with updating and creating courses in a timely manner. The following should be included and/or considered:</p> <ul style="list-style-type: none"> <li>• Course design as per changes from the registrar’s office</li> <li>• Future of VOV1 0100</li> <li>• Prerequisites and assessment of skills</li> <li>• Removal of outdated courses</li> <li>• Splitting current courses into parts (start with COMP 0834, VOV1 0840)</li> <li>• Changes to the Literacy courses</li> <li>• Simplified courses, mini courses? For students with different tech and/or English levels?</li> <li>• Lesson plans</li> </ul> | <p><b>Academic Innovation</b></p> <p>Campuses of the Future</p> | <p>July 15, 2024</p>                          | <ul style="list-style-type: none"> <li>• Prep time</li> <li>• PD time for SPRINT</li> <li>• Host for SPRINT from CTLR</li> </ul>     | <p>Checklist:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Map of VI courses</li> <li><input type="checkbox"/> Prioritized list of projects</li> <li><input type="checkbox"/> Timeline of projects</li> <li><input type="checkbox"/> Delegation of duties for completing projects</li> <li><input type="checkbox"/> Identification of where/when release time will be needed</li> </ul> |
| <p>2. Review and update all course outlines with respect to pre-requisites, course descriptions,</p>  | <p><b>Academic Innovation</b></p>                               | <p>September 30, 2024</p>                     | <ul style="list-style-type: none"> <li>• Release time for project</li> <li>• Access Banner, Course Leaf etc. as necessary</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Updated course outlines approved by curriculum committee and EdCo</li> </ul>   |

| Key Projects and Initiatives   | VCC Strategic Innovation Plan Priority            | Reasonable Timeline for completion of project | Resources Required   | Evaluation Plan   |
|--|---|---|--|---|
| course learning outcomes, and evaluation plans.  |   |   |  | <input type="checkbox"/> Deactivate/suspend reg. for courses that cannot be updated (VOVI 0733, VОВI 0820)  |
| 3. Redesign the following into two or more courses: <ul style="list-style-type: none"> <li>• COMP 0834 Intro to Internet</li> <li>• VОВI 0840 iOS for the Visually Impaired</li> </ul>   | <b>Academic Innovation</b>                        | September 30, 2024                            | <ul style="list-style-type: none"> <li>• Release time for project</li> </ul>   | <input type="checkbox"/> A decrease in the number of IP's needed to achieve an S<br><input type="checkbox"/> Improved student satisfaction/feedback on courses  |
| 4. Literacy course outline updates or course redesign <ul style="list-style-type: none"> <li>• Investigate the possibility of changing courses to focus on accessibility/technology or add module into each course</li> <li>• Correlate English level of courses with LINC/Pathways, so required English level is clear</li> </ul> | <b>Academic Innovation</b>                        | December 15, 2024                             | <ul style="list-style-type: none"> <li>• CD funding for contract (for auxiliary faculty who ESL teaching experience)</li> <li>• Consultation time with other instructors/departments as necessary</li> </ul> | <input type="checkbox"/> Course outlines approved through governance<br><input type="checkbox"/> New literacy courses available in VI   |
| 5. Look for and implement or advocate for solutions to attract working adults (ex. Mini- courses for zoom, SharePoint?)  | Engaged Communities<br>Academic innovation - edcu | Dec 2025                                      | <ul style="list-style-type: none"> <li>• PD and CD time</li> <li>• Release time to take through governance</li> </ul>  | <input type="checkbox"/> Increase in registrations of working adults  |
| 6. Explore the possibility of Lesson Plan based courses as recommended by the external committee. Including incorporating surveys, application   | Academic innovation &                             | June 2025                                     | <ul style="list-style-type: none"> <li>• CD and PD time for planning course(s) and creating materials</li> </ul>   | <input type="checkbox"/> Identify a test course(s)<br><input type="checkbox"/> Create example lesson plans for this course(s).<br><input type="checkbox"/> Set date to implement this into the course |

| Key Projects and Initiatives  | VCC Strategic Innovation Plan Priority        | Reasonable Timeline for completion of project | Resources Required   | Evaluation Plan   |
|---|---|---|--|---|
| forms, and finding vcc services info where possible.  | Campuses of the Future                        |   |  |   |
| <p>7. Explore ways to improve distance courses</p> <ul style="list-style-type: none"> <li>• connections/mentoring between students (ie. Zoom seminars)</li> <li>• Investigate the possibilities to solve tech support problems</li> </ul>   | Campuses of the Future                        | December 2025                                 | <ul style="list-style-type: none"> <li>• PD time to prepare</li> <li>• Possibly work with IR to create surveys</li> <li>• Collaborate with VCC Foundation, and others with experience in funds for classroom laptops.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a plan and timeline for changes</li> <li><input type="checkbox"/> Gather feedback from students (i.e. Surveys)</li> </ul>  |
| 8. Explore effective methods of tracking student goals and progress between courses.  | <b>Operational Excellence</b>                 | April 2025                                    | <ul style="list-style-type: none"> <li>• Collaboration time with Basic Ed.</li> </ul>  | <p>Implement intake/tracking process that</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes student goals and progression plan clear (i.e. Include a survey question for student feedback)</li> <li><input type="checkbox"/> Is accessible and used by all faculty in VI</li> </ul> |
| <p>9. Streamlining and clarifying of department orientation, information, duties, etc.</p> <ul style="list-style-type: none"> <li>• Clarify IA duties in regard to IA support and clerical duties</li> <li>• Create a record of duties, procedures, and other information for departmental reference</li> <li>• Create a standard orientation process for new faculty to the</li> </ul> | <b>Empowered People and Inclusive Culture</b> | Dec 2024 then ongoing as procedures change    | <ul style="list-style-type: none"> <li>• N/A</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Centralized onboarding process and information for orientation of new employees</li> </ul>  |

| Key Projects and Initiatives  | VCC Strategic Innovation Plan Priority | Reasonable Timeline for completion of project | Resources Required   | Evaluation Plan   |
|---|--|---|--|---|
| departmental curriculum and processes <ul style="list-style-type: none"> <li>Update the Area Hiring Criteria for Faculty and Instructional Assistants to reflect the changes in the department's focus and increase ability to recruit applicants.</li> </ul>   |  |   |  |   |
| 10. Review and identify the most effective processes for students to have access to accommodations and assistance for registration and completing other forms. Including: <ul style="list-style-type: none"> <li>Scope of the workload</li> <li>If there is enough DL and/or IA time</li> </ul>   | Campuses of the Future                 | Ongoing                                       | <ul style="list-style-type: none"> <li>Collaboration time with DS, registrar's office as necessary</li> </ul>  | <input type="checkbox"/> Clarity for admin to know who to send students to for assistance filling out forms<br><input type="checkbox"/> Increased efficiency for staff assisting students |
| 11. Work with IR to determine what data should be collected in the future to better measure student outcomes and ensure it's accessible (both to students in terms of gathering feedback on their learning experience and to the department in terms of reviewing and analyzing it). Collect regular student feedback on course experiences | Operational excellence                 | Dec 2024                                      | <ul style="list-style-type: none"> <li>Time to work with IR</li> <li>Several different modes to collect data (ie. Phone survey and online survey)</li> </ul> | <input type="checkbox"/> Regular collection of meaningful and statistically significant data for each course<br><input type="checkbox"/> Accessible surveys for all skill levels          |
| 12. Increase department head release time to 0.5 FTE to reflect actual requirements of the position   | Empowered People and Inclusive Culture | June 2025                                     | <ul style="list-style-type: none"> <li>N/A (or unknown)</li> </ul>   | <input type="checkbox"/> Increased IRA for department leader  |



| Key Projects and Initiatives  | VCC Strategic Innovation Plan Priority | Reasonable Timeline for completion of project | Resources Required  | Evaluation Plan  |
|---|--|---|---|--|
| and support the ability to achieve departmental action plans.   |  |   |   |  |
| 13. Work with Marketing to target marketing of VI to eye doctors, occupational therapists, and other related professions or organizations | Engaged Communities                    | June 2025                                     | <input type="checkbox"/> Collaboration time with marketing or release time to connect to professionals and organizations. | <input type="checkbox"/> Program info in increased number of waiting rooms of eye doctors, OT's, etc.<br><input type="checkbox"/> Increase in student inquiries from these sources |