Vancouver Community College Education Council
Meeting Agenda
February 11, 2025
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/63066543344

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		P. Karthikeya Balachandar			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-7**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. Annual Deans' & Directors' Presentations – Part 2	Info	D. McMullen, C. Munro, M. Hayre, S. Lew	35 min		
	b. 2025–2026 Enrolment Plan – Draft	Info	D. Wells	10 min	✓	**8-12**
	c. Program Name: Bachelor of Hospitality Management	Approval	N. Mandryk	2 min	✓	**13**
	d. Concept Paper: Virtual Environment and Simulation Design Diploma	Info	B. Griffiths	5 min	✓	**14-22**
7.	**COMMITTEE REPORTS**					
	a. **Curriculum Committee**					
	i. New & Updated Courses: VOVI 0301–0308, 0311, 0312	Approval	J. Corbett	5 min	✓	**23-64**
	ii. Program Update: Clean Energy Technology Diploma	Approval	B. Griffiths	5 min	✓	**65-72**
	iii. Program Updates: Career Awareness Certificate & Food Service Careers Certificate	Approval	B. Beeching	5 min	✓	**73-89**
	iv. Program Update: Hospitality and Food Service Systems Management Diploma	Approval	B. Mand	5 min	✓	**90-129**

	Topic	Action	Speaker	Time	Attachment	Page
v.	New Program: IT Project Management Post-Degree Diploma	Approval	A. Sellwood	5 min	✓	**130-187**
vi.	New Program: Digital Communication, Social Media and Multimedia Post-Degree Diploma	Approval	B. Griffiths	5 min	✓	**188-255**
b.	**Policy Committee**	Info	L. Dannhauer	5 min		
c.	**Education Quality Committee**	Info	L. Dannhauer	5 min		
i.	Program Renewal Report & Action Plan: Fashion Merchandising				✓	**256-277**
8.	**CHAIR REPORT**	Info	N. Mandryk	5 min		
9.	**STUDENT REPORT**	Info	TBD	5 min		
10.	**NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		

Next meeting:
March 11, 2025, 3:30–5:30 p.m.

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
January 14, 2025
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	David Wells	Rahul Ranwa
Louise Dannhauer (Vice-Chair)	Emily Logan	Shirley Lew
Andy Sellwood	Emily Simpson	Stephanie Callaghan
Anik Joy Varghese	Kseniia Osipova	Todd Rowlatt
Brianna Higgins	Lisa Beveridge	Vivian Munroe
Dave McMullen	Nafiseh Tohidi	
David Kirk		

Regrets		
Dennis Innes		
Poorna Karthikeya Balachandar		

Guests		
Adrian Lipsett	Jennifer Kelly	Mandy Hayre
Bobbi Mand	Jeremy White	Pervin Fahim
Dawn Cunningham Hall	Lucia Zabrieszach	Tannis Morgan
Jennifer Gossen	Malou Morales	Willy Aroca Aguirre

Recording Secretary
Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- S. Lew acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ əta?ɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the January 14, 2025 agenda as amended. Item 7av) Course Deactivations was added.

Moved by D. Wells, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the December 10, 2024 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Annual Deans' & Directors' Presentations – Part 1

- J. Gossen, Director of International Education, presented the annual international education update. Current department initiatives include exploring field schools, transnational education opportunities (TNE) in the Philippines, and Collaborative Online International Learning (COIL).

- In view of recent changes by Immigration, Refugees, and Citizenship Canada (IRCC) to rules around international students, a decrease in international enrolment is expected in 2025 and beyond. These students are expected to focus on a smaller number of programs, based on post-graduation work permit (PGWP) eligibility. The number of provincial attestation letters (required for study permit applications) allocated to VCC for 2025 is not yet known, though a reduction in numbers is expected.

- VCC is rapidly developing PGWP-eligible programs for launch in 2025 and 2026 to mitigate the impacts of IRCC rule changes. These programs align closely with labour market demands and career opportunities for graduates.

b) Update to English Language Proficiency Options: Degrees from Philippines

- D. McMullen reported that applicants will have an additional option to demonstrate their English language proficiency: completion of a four-year degree from the Philippines, taught in English. This option will be available to all standard programs; excluded are programs for which external regulatory bodies do not accept this equivalency. This information is outlined on the English Language Proficiency page.

- This change is supported by results of a pilot study at VCC, conducted in collaboration between the Registrar's Office and International Education. During the pilot, the IELTS test requirement was waived for students with a degree from the Philippines. These students achieved higher than average Cumulative Grade Point Average (CGPA) scores in their VCC programs. In addition, AACRAO Edge (American Association of Collegiate Registrars and Admissions Officers) considers degree programs in the Philippines equivalent to those offered in North America. More details on the pilot study were requested; J. Gossen will follow up.

c) Program Name: Hospitality Management Post-Degree Diploma

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

Moved by N. Mandryk Seconded & CARRIED (Unanimously)

- N. Mandryk presented the proposal to change the name of the recently renamed Hospitality and Food Service Systems Management Post-Degree Diploma back to Hospitality Management Post-Degree Diploma. The initial name change was presented to EdCo in November 2024, but the department decided not to proceed. The change was erroneously presented to the Board of Governors at its November 2024 meeting and approved. The proposal is to undo this change.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Dental Hygiene Diploma Admission Requirements

- T. Rowlatt presented an update to the Dental Hygiene Diploma, which was recently significantly revised. The revised program has not yet been implemented, awaiting tuition and implementation approvals. The department proposes changing the admission requirements for the September 2025 intake, replacing the candidate questionnaire with Casper, an online situational judgement test. GPA and Casper scores will be weighted equally for admissions. Previously, only candidates with qualifying GPA scores completed the questionnaire. Since the revised curriculum, including the use of Casper as

an admission requirement, was already approved by EdCo, the EdCo Chair agreed to empower Curriculum Committee to approve the change to the current program. The program page will be updated to inform students about Casper, but the program content guide will not be approved in CourseLeaf until the significant program revision is implemented.

ii) Program Update: Accounting Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Accounting Diploma program content guide and the curriculum for the new course: ACCT 2004 Data Analysis and Databases; and recommend the Board of Governors approve the new course.

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

- J. White presented proposed updates to the Accounting Diploma to provide students with a stronger background in information technology as it relates to accounting. These adjustments better align the program with a Classification of Instructional Programs (CIP) code that is eligible for a post-graduation work permit (PGWP). Updates include adding an existing course on business analysis and systems design, as well as creation of a new course that expands learning around data analysis and databases. Minor adjustments were made to program learning outcomes around relational databases and software implementation projects.

- Curriculum Committee discussed the removal of the Business Sustainability and Ethics course. The Canadian Business Law course covers ethics and is more applicable to the accounting context than the previous ethics course. The committee had no concerns.

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

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Hospitality and Food Service Systems Management Diploma program content guide, and recommend the Board of Governors approve the creation of three new courses: HOSP 1120 Guest Service Management, HOSP 1220 Principles of Food Production and Nutrition, and HOSP 2225 Trends in Global Hospitality and Food Services.

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

- B. Mand presented revisions to the program content guide for the Hospitality and Food Service Systems Management Diploma, following EdCo's request at the last meeting for updated program learning outcomes. The program was recently renamed to better align with a PGWP-eligible CIP code. Two new learning outcomes were added around nutrition for diverse populations and food service operations in various institutional settings (e.g., senior living or health care facilities).

- Courses were revised to embed these learning outcomes, which included creation of new course names and numbers, and updates to course learning outcomes.

- As this program is going through the accelerated approvals process, only the program content guide was presented to Education Council at this time to finalize the learning outcomes and for a recommendation to the Board to create new courses. Full course outlines will go through Curriculum Committee next week and will come to Education Council in March. The planned effective date of these changes is May 2025.

- It was clarified that existing faculty have the required expertise and have been teaching nutrition content already. The proposed adjustments simply expand and emphasize this aspect of the program. It was suggested to seek opportunities for collaboration across faculties/programs, such as with the School of Health Studies.

- R. Ranwa left the meeting at 4:23 p.m.

iv) Minor Curriculum Changes

- An information note with minor changes approved by Curriculum Committee from June to December 2024 was included in the meeting package.

v) Course Deactivations

MOTION: THAT Education Council recommends the Board of Governors approve deactivating 88 courses that are no longer taught.

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

- T. Rowlatt presented the proposal to deactivate 88 courses that are no longer taught, as part of a clean-up in preparation for the next College calendar edition. Since this work will begin soon, the course deactivations were brought directly to Education Council and did not go through Curriculum Committee. Due to recent policy changes, course deactivations now require approval by the Board of Governors.

b) Policy Committee

i) Curriculum Development and Approval Policy & Procedures (410) & Program Development and Approval Policy & Procedures (409)

- Louise Dannhauer provided an update on the revised Curriculum Development and Approval Policy and new Program Development and Approval Policy. Following the December 2024 EdCo meeting, the policies and procedures were reviewed by the Governance Committee and approved by the Board of Governors with some additional changes. Key changes included adding flexibility for the Vice President, Academic and Research, to identify urgent or minor program changes, which can be brought straight to Education Council for approval. The Board will be notified of these approvals and maintains the right to override these decisions. This modification aims to streamline the approval process while maintaining appropriate oversight.

c) Education Quality Committee

i) Curriculum Development (CD) Fund Guidelines 2025–26

- L. Dannhauer reported that, as in past years, $400,000 in funding is available for curriculum development (CD) projects. The submission deadline for proposals is February 14, 2025. Scheduled program renewals will receive at least $5,000 in automatic funding. Developers are encouraged to utilize AI to assist with curriculum development.

8. CHAIR REPORT

- N. Mandryk reported that educational administrators on Education Council–D. Wells, D. McMullen, S. Lew, and D. Innes, have been re-appointed for another year. This one-year extension brings all administrator terms into alignment. Next year's appointments will be for two-year terms, as stipulated in the College & Institute Act.

- Since Education Council members may be asked to serve on appeal hearing committees, N. Mandryk will host a training session by early February. The BC Ombudsperson is also offering a training session for employees in the post-secondary education sector.

9. STUDENT REPORT

- A. J. Verghese provided a written report based on student feedback, which was distributed to EdCo members. The report raised concerns about the high cost of textbooks and lack of transparency around these costs. Suggestions were put forward to address these issues, including displaying textbook costs on the website, advocating for the use of Open Educational Resources (OER), and expanding library resources. There was a discussion about benefits and challenges related to OER. It was recommended that Education Council continue the discussion at a future meeting.

10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on February 11, 2025, 3:30–5:30 p.m.
- The meeting was adjourned at 4:42 p.m.

Natasha Mandryk
Chair, VCC Education Council

2025-26 Enrolment Plan		2024-25								2025-26		
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
School of Arts and Sciences	1901 Visually Impaired Adult Program	8.32	0.00	8.32	119	52	0	52	44%	83	-	**83**
	1902 Deaf & Hard of Hearing	20.42	0.00	20.42	152	117	0	117	77%	232	-	**232**
	1903 Community & Career Education	37.47	0.00	37.47	453	387	0	387	85%	403	-	**403**
	1909 CCED Part Time Courses	12.34	0.00	12.34	70	44	0	44	63%	43	-	**43**
	1951 ASL and Deaf Studies	35.84	0.00	35.84	489	474	0	474	97%	507	-	**507**
	1952 ASL and Deaf Studies - Part time	10.40	0.00	10.40	142	62	0	62	44%	72	-	**72**
	1954 Sign Language Interpretation	18.88	0.00	18.88	371	200	0	200	54%	216	-	**216**
	2001 Access to Careers & Education	3.20	0.00	3.20	135	20	0	20	15%	51	-	**51**
	2003 ABE Intermediate Youth	13.92	0.00	13.92	164	94	0	94	57%	100	-	**100**
	2004 College & Career Access	215.70	0.16	215.86	1,561	1,395	1	1,396	89%	1,226	-	**1,226**
	2005 Basic Education	57.43	0.00	57.43	287	245	0	245	85%	250	-	**250**
	2006 CF - Humanities	30.24	0.00	30.24	218	189	0	189	87%	174	-	**174**
	2007 CF - Mathematics	41.44	0.00	41.44	441	259	0	259	59%	308	-	**308**
	2008 CF - Science	113.69	0.00	113.69	760	710	0	710	93%	800	-	**800**
	2016 UT Humanities	108.00	21.60	129.60	1,404	1,080	216	1,296	92%	961	4	**965**
	2017 UT Mathematics	41.20	15.40	56.60	632	412	154	566	90%	423	20	**443**
	2018 UT Science	116.49	3.83	120.32	1,220	917	33	950	78%	901	-	**901**
	2019 ABE Lab	6.38	0.00	6.38	58	40	0	40	69%	40	-	**40**
	2022 UT Engineering	5.80	1.90	7.70	96	58	19	77	80%	54	-	**54**
	2023 UT Computing Science&Software	4.70	11.40	16.10	244	47	114	161	66%	58	10	**68**
	2026 VR and AR	0.00	1.12	1.12	4	-	2	2	50%	-	-	**-**
	2027 ECCE Certificate	8.27	0.63	8.90	2263	198	13	211	9%	1,199	3,086	**4,285**
	3350 LINC	560.05	0.00	560.05	0	2,463	0	2,463		-	-	**-**
	3366 ESL Pathways	577.30	0.00	577.30	2,956	3,505	0	3,505	119%	3,464	-	**3,464**
	4204 Music	44.70	4.68	49.38	868	744	78	822	95%	504	-	**504**
	4206 Music Degree	12.08	2.32	14.40	242	141	28	169	70%	164	-	**164**
	4208 Dance Diploma	1.59	3.40	4.99	128	27	59	86	67%	42	30	**72**
	4209 Dancing Diploma - Arts Umbrella	6.67	14.17	20.84	-	134	288	422		-	-	**-**
	A314 ORFF Teacher Train 2223 Aug'22	1.87	0.13	2.00	-	19	1	20				**-**
	A340 2324 - ECCE Program Exp 2	0.00	0.00	0.00	-	58	0	58				**-**
	A373 2425 GPS - Gateway to PS	3.75	0.00	3.75		10	0	10				
	Total	**2,118.14**	**80.74**	**2,198.88**	**15,477**	**14,101**	**1,006**	**15,107**	**98%**	**12,275**	**3,150**	**15,425**
School of Library, Language, Teaching & Instruction	1500 Provincial instructor Diploma	172.58	0.41	172.99	1,636	1,987	6	1,993	122%	1,468	-	**1,468**
	1531 Trades Instructor	9.92	0.00	9.92	72	140	0	140	194%	80	-	**80**
	1535 Online/eLearning Instruction	0.00	0.00	0.00	72	-	0	-	0%			**-**
	A354 2425 BC Hydro PIDP 3210	1.00	0.00	1.00	0	10	0	10		-		**-**
	A363 2425 LNG Canada	0.00	0.00	0.00	0	6	1	7		-		**-**
	A364 2425 BC Hydro PIDP 3351	1.00	0.00	1.00	0	15	0	15		-		**-**
	Total	**184.50**	**0.41**	**184.91**	**1,780**	**2,158**	**7**	**2,165**	**122%**	**1,548**	**-**	**1,548**

2025-26 Enrolment Plan		2024-25								2025-26		
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
School of Health Sciences	4610 Health Unit Coordinator	38.57	0.00	38.57	464	465	0	465	100%	423	-	**423**
	5004 Practical Nursing	131.97	0.00	131.97	2,451	1,981	0	1,981	81%	2,205	-	**2,205**
	5005 Pharmacy Technician	26.40	0.00	26.40	653	374	0	374	57%	320	-	**320**
	5017 Access to Practical Nursing	36.13	0.00	36.13	744	635	0	635	85%	582	-	**582**
	5031 Baccalaureate Nursing	140.36	0.00	140.36	1,731	1,369	0	1,369	79%	1,267	-	**1,267**
	5076 Occup/Physical Therap Assist	30.41	4.92	35.33	442	373	61	434	98%	521	84	**605**
	5078 LPN Bridging to BSN	20.00	0.00	20.00	96	96	0	96	100%	120	-	**120**
	5101 Dental Hygiene	55.04	0.00	55.04	591	482	0	482	82%	396	-	**396**
	5102 Dental Assisting	63.32	0.00	63.32	1,231	1,105	0	1,105	90%	1,092	-	**1,092**
	5103 Dental Technology	14.00	15.60	29.60	475	177	198	375	79%	200	189	**389**
	5104 Dental Reception Coordinator	29.33	0.00	29.33	386	264	0	264	68%	312	-	**312**
	5106 Dental Radiography	4.88	0.00	4.88	31	43	0	43	139%	33	-	**33**
	5115 Distance Dental Assisting	21.93	0.00	21.93	535	390	0	390	73%	651	-	**651**
	5116 Health Care Assistant	38.33	0.29	38.62	892	563	3	566	63%	782	-	**782**
	5117 Medical Lab Assistant	49.44	0.00	49.44	432	442	0	442	102%	408	-	**408**
	5120 CDA Directed Studies DAST 1600	0.62	0.28	0.90	70	52	25	77	110%	80	-	**80**
	A288 HCA Pathways Apr 21-Jun 22	60.65	0.00	60.65	-	909	0	909				**-**
	A368 2425 Pharmacy Technician	1.83	0.00	1.83	-	35	0	35				**-**
	Total	**763.21**	**21.09**	**784.30**	**11,224**	**9,755**	**287**	**10,042**	**89%**	**9,392**	**273**	**9,665**
School of Hospitality, Food Studies & Applied Business	4601 Legal Administrative Assistant	18.59	0.00	18.59	315	309	0	309	98%	400	-	**400**
	4602 Medical Office Assistant 15/16	49.21	0.00	49.21	580	588	0	588	101%	531	-	**531**
	4614 Admin Professional 1 & 2	38.23	6.68	44.91	963	733	126	859	89%	728	23	**751**
	4820 Accounting Diploma	10.10	103.10	113.20	2,064	110	1,121	1,231	60%	82	585	**667**
	4830 Marketing Technology Diploma	3.20	109.10	112.30	2,289	35	1,211	1,246	54%	49	876	**925**
	5301 Baking & Pastry Arts	74.99	8.92	83.91	1,112	955	113	1,068	96%	985	24	**1,009**
	5302 Baking Intn'l 5 month program	0.00	0.00		14	-	14					**-**
	5305 Baking Apprenticeship	12.00	2.00	14.00	20	12	2	14	70%	20	-	**20**
	5406 Culinary Arts - Satellite Program	53.30	0.17	53.47	908	422	1	423	47%	546	-	**546**
	5410 Culinary Arts (Blended)	91.50	202.74	294.24	3,065	834	1,829	2,663	87%	1,130	1,877	**3,007**
	5501 Asian Culinary Arts	13.20	2.02	15.22	252	176	28	204	81%	170	6	**176**
	5701 Hospitality Management	31.00	347.70	378.70	6,303	340	3,813	4,153	66%	227	2,337	**2,564**
	5702 Hospitality Management App Deg	4.20	8.00	12.20	259	46	88	134	52%	-	-	**-**
	5708 Culinary Arts Apprenticeship	81.00	0.00	81.00	112	81	0	81	72%	76	-	**76**
	Total	**480.52**	**790.43**	**1,270.95**	**18,256**	**4,641**	**8,346**	**12,987**	**71%**	**4,944**	**5,728**	**10,672**

| 2025-26 Enrolment Plan | | 2024-25 | | | | | | | | 2025-26 | | |
| | | Actual FTE Forecast* | | | Budgeted Registrations | Actual Registrations* | | | Seat Utilization to Budget | Budgeted Registrations | | |
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
School of Trades, Technology & Design	4110 Electronics Repair Technology	6.00	60.93	66.93	892	63	625	688	77%	60	369	**429**
	4202 Jewellery Art & Design	27.48	3.17	30.65	524	297	40	337	64%	346	3	**349**
	4203 Drafting	49.05	56.42	105.47	2,316	589	622	1,211	52%	756	221	**977**
	4301 Automotive Collision Repair	38.43	0.0	38.43	617	477	0	477	77%	484	-	**484**
	4303 Automotive ServiceTechnician	58.95	0.0	58.95	730	707	0	707	97%	750	-	**750**
	4304 Heavy Duty/Commercial Transport	74.71	0.0	74.71	2,182	2,776	0	2,776	127%	2,918	-	**2,918**
	4314 Auto Collision Apprentice	94.00	4.0	98.00	128	94	4	98	77%	88	-	**88**
	4316 Automotive Tech Apprenticeship	202.00	2.0	204.00	210	202	2	204	97%	168	-	**168**
	4322 Auto Paint - Apprentice	16.00	1.00	17.00	14	16	1	17	121%	14	-	**14**
	4324 Auto Glass - Apprenticeship	15.00	0.00	15.00	14	15	0	15	107%	14	-	**14**
	4326 AST Apprenticeship - Online	46.00	1.00	47.00	14	46	1	47	336%	40	-	**40**
	4328 Auto Service Technician Diploma Intl									-	60	**60**
	4329 Transportation Trades Sampler	7.05	0.00	7.05	14	119	0	119	0%	36	-	**36**
	4361 Auto Parts & Service Mgmt	0.50	10.50	11.00	14	6	126	132	943%	5	195	**200**
	4430 Visual Comm Design Diploma	24.07	57.29	81.36	14	366	884	1,250	8929%	275	551	**826**
	4702 Computer Systems Tech Diploma	17.26	32.29	49.55	14	248	454	702	5014%	68	236	**304**
	4711 Clean Energy Technology Diploma									-	-	**-**
	5202 Hairstyling	62.47	108.91	171.38	14	249	418	667	4764%	232	329	**561**
	5215 Hair Design -Satellite Prgrms	29.54	0.00	29.54	14	109	0	109	779%	79	-	**79**
	5219 Hair Apprenticeship	23.00	6.00	29.00	-	23	6	29		21	-	**21**
	5221 Esth-Skin 7 Body Non-ITA	42.48	122.53	165.01	853	204	455	659	77%	165	390	**555**
	A319 ASTH YIT SD41 Sep6'22-Jun29'23	6.18	0.00	6.18	-	76	0	76				**-**
	A352 2324-0525 Access Salon & Spa	0.00	0.00	0.00		26	0	26				
	A362 2425 AST SD46	9.03	0.00	9.03		108	0	108				
	A365 2425 AST SD41 Burnaby	10.80	0.00	10.80		128	0	128				
	Total	**860.00**	**466.04**	**1,326.04**	**8,578**	**6,944**	**3,638**	**10,582**	**123%**	**6,519**	**2,354**	**8,873**
Centre for International Education	2027 Early Childhood Care and Education	0.00	8.53	8.53		0	225	225				**-**
	4305 Technicial Training Access									0	322	**322**
	4306 Auto Collision Refinishing Dip	0.00	110.32	110.32	1,698	0	1,481	1481	87%	-	1,419	**1,419**
	4328 Auto Serv Tech Diploma Intl	0.00	88.92	88.92	858	0	712	712	83%	-	650	**650**
	4702 Computer Systems Tech Diploma				84					5	30	**35**
	4801 Canadian Business Mgmt. Diploma	0.00	473.10	473.10	6,584	0	4,640	4640	70%	-	1,406	**1,406**
	4811 Bus Project Mgmt PD Diploma	0.00	531.10	531.10	8,554	0	5,653	5653	66%	-	2,614	**2,614**
	4820 Accounting Diploma				99			0	0%	-	-	**-**
	4830 Marketing Technology Diploma	0.00	15.30	15.30	-	0	153	153		-	-	**-**
	5122 Health Care Assistant Int'l	0.00	81.86	81.86	1,185	0	1,030	1030	87%	-	1,153	**1,153**
	5302 Baking Intn'l 5 month program	0.00	18.70	18.70	238	0	283	283	119%	-	288	**288**
	5306 Baking & Pastry - Artisan Int'l	0.00	46.69	46.69	763	0	597	597	78%	-	286	**286**
	5410 Culinary Arts (Blended)	0.00	102.82	102.82	1102	0	926	926	84%	-	708	**708**
	5701 Hospitality Management	0.60	187.90	188.50	1896	7	2,133	2140	113%	-	1,496	**1,496**
	5703 Hospitality Diploma Int'l	0.00	312.73	312.73	3418	0	2,657	2657	78%	-	1,943	**1,943**
	Total	**0.60**	**1,977.97**	**1,978.57**	**26,479**	**7**	**20,490**	**20,497**	**77%**	**5**	**12,315**	**12,320**

2025-26 Enrolment Plan		2024-25								2025-26		
		Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*			Seat Utilization to Budget	Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total		Domestic	Intl	Total
Continuing Studies	1538 Instructor Education CS	2.59	0.00	2.59	436	48	0	48	11%			-
	6022 Fashion Design	10.73	14.65	25.38	436	172	199	371	85%	217	64	217
	6023 Jewellery	1.71	0.00	1.71	24	41	0	41	171%	30	-	30
	6034 Cr Writng-now New Init Art&Des	0.72	0.21	0.93	18	41	5	46	256%	20		20
	6038 Bldg Mgr Residential	3.59	0.24	3.83	60	154	5	159	265%	90		90
	6046 Computers - City Centre	2.71	0.08	2.79	-	67	2	69				-
	6052 Early Childhood Education	32.74	173.77	206.51	1,498	607	2,931	3538	236%			-
	6060 Management Skills Supervisors	6.70	0.00	6.70	101	161	0	161	159%	123		123
	6064 Office & Admin CertificateProg	44.71	0.49	45.20	882	736	5	741	84%	664		664
	6065 Leadership Skills Certificate	4.46	0.00	4.46	82	85	0	85	104%	50		50
	6067 Paralegal Program	73.35	0.00	73.35	1,114	803	0	803	72%	789		789
	6068 Small Business	0.72	0.20	0.92	30	15	4	19	63%	8		8
	6076 Allied Health	5.44	0.14	5.58	110	156	6	162	147%	100		100
	6082 Sterile Supply Room Aide	86.77	0.00	86.77	151	174	0	174	115%	152		152
	6088 Renal Technician			0.00	16			0	0%			-
	6093 Counselling Skills	42.68	0.00	42.68	479	385	0	385	80%	368		368
	6199 Wedding & Event Management			0.00	10			0	0%	11		11
	6222 Fashion Non-credit Courses	4.26	0.00	4.26	45	90	0	90	200%	45		45
	6225 Technical and Creative Writing	0.00	0.00	0.00	61	103	0	103	169%	75		75
	6232 Production Micro-credential	3.13	0.00	3.13	180	109	0	109	61%	80		80
	6233 Cybersecurity PDD	0.00	0.00			15	90	105		128	455	583
	6245 LERN UGotClass	3.92	0.00	3.92	65	143	0	143	220%	126		126
	6255 Optician Diploma	0.00	50.95	50.95	381	0	445	445	117%		139	139
	6601 IT Operations	3.88	322.02	325.90	3,328	40	2,954	2994	90%		1,511	1,511
	6650 CS Music	0.45	0.05	0.50	-	9	1	10				-
	A125 ESA 1112 Building Management	0.27	0.00	0.27	-	20	0	20				-
	A131 ESA Consotrium CapU	3.53	0.00	3.53	-	53	0	53				-
	A179 LINC	0.60	0.00	0.60	-	3	0	3				-
	A271 Acct Sources Community	11.18	0.00	11.18	-	145	0	145				-
	A330 2324 - ECCE Program Exp	2.48	0.00	2.48	-	26	0	26				-
	A356 WrkPlcmntOrntation MC DBC-SLMP	1.87	0.00	1.87	-	7	0	7				-
	A358 EDI for Construction & Trades	0.15	0.00	0.15	-	3	0	3				-
	A366 Supportive Care Assistant	11.88	0.00	11.88	-	62	0	62				-
	A371 MNBC Kitchen Basics	0.00	0.00			9	0	9				
	Z324 Tching Esntls for Adlt Lernrs			0.00	-	12	1	13				-
Total		**367.22**	**562.80**	**930.02**	**9,507**	**4,494**	**6,648**	**11,142**	**117%**	**3076**	**2169**	**5,181.00**

*as of January 7, 2025

2025-26 Enrolment Plan			Final FTE - CDW					2024-25								Seat Utilization to Budget	2025-26		
								Actual FTE Forecast*			Budgeted Registrations	Actual Registrations*				Budgeted Registrations		
			2019-20	2020-21	2021-22	2022-23	2023-24	Domestic	International	Total		Domestic	International	Total		Domestic	International	Total
CCS	3,4,5	Centre for Continuing Studies	593.64	507.02	775.42	856.36	1038.69	367.22	562.80	930.02	9,507	4,494	6,648	11,142	117%	3,076	2,169	5,245
CTT	1,4,5	Trades, Technology & Design	1262.28	1220.25	1309.68	1191.14	1228.27	860.00	466.04	1,326.04	8,578	6,944	3,638	10,582	123%	6,519	2,354	8,873
LLTL	4	Library, Language, Teaching & Learning[6]	419.66	928.25	146.97	150.12	219.26	184.50	0.41	184.91	1,780	2,158	7	2,165	122%	1,548	-	1,548
SAS	2,4	Arts and Sciences	1721.50	917.66	1500.13	1763.99	1985.65	2,118.14	80.74	2,198.88	15,477	14,101	1,006	15,107	98%	12,275	3,150	15,425
SHP	1,4	Hospitality, Food Studies & Applied Business	1088.38	1050.97	1047.64	1215.28	1319.41	480.52	790.43	1,270.95	18,256	4,641	8,346	12,987	71%	4,944	5,728	10,672
SHS	3,4	Health Sciences	750.05	704.75	876.95	856.39	755.94	763.21	21.09	784.30	11,224	9,755	287	10,042	89%	9,392	273	9,665
SIE	4	Instructor Education[7]	199.29															
CIN		International Education	780.01	743.57	867.47	1136.30	1714.25	0.60	1,977.97	1,978.57	26,479	7	20,490	20,497	77%	5	12,315	12,320
			6,814.83	6,072.47	6,524.25	7,169.58	8,261.49	4,774.19	3,899.48	8,673.67	91,301	42,100	40,422	82,522	90%	37,759	25,989	63,748

*as of January 7, 2025

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

LINC reported in Actuals, not included in Budgeted

Actual and Budgeted Registrations include sections where the census/freeze date for the course activity falls within the 2024-25 Fiscal Year.

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

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 11, 2025

ISSUE: Program Name: Bachelor of Hospitality Management

BACKGROUND:
Due to policy changes by Immigration, Refugee and Citizenship Canada (IRCC), several VCC programs were renamed to align with designated Classification of Instructional Program (CIP) codes that are eligible for post-graduate work permits.

The Board of Governors approved renaming the Bachelor of Hospitality Management to Bachelor of Hospitality and Food Service Systems Management at its November 27, 2024 meeting.

DISCUSSION:
The School of Hospitality, Food Studies and Applied Business ultimately decided not to move forward with adjustments to the program, including the program name change. The proposal is to reverse the program name change.

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

PREPARED BY: Natasha Mandryk, Chair, VCC Education Council

DATE: February 3, 2025

New Concept Paper Proposal

Virtual Environment and Simulation Design Diploma

Name of Program:
Virtual Environment and Simulation Design

School/Centre:
Trades, Technology & Design

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.
Brett Griffiths	bgriffiths@vcc.ca	7012
Feras Ghesen	fghesen@vcc.ca	7110

PART 1: CONCEPT

Purpose and Context

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

The Diploma in Virtual Environment and Simulation Design program aims to prepare graduates to create content for virtual environments, simulations, extended reality (XR), and interactive digital experiences. Graduates will be prepared for the following roles:

- Virtual Environment Designer
- 3D Asset Creator
- XR Developer
- Simulation Designer
- Interactive Experience Developer
- Technical Artist
- Virtual Production Specialist

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

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

- Academic Innovation: The program delivers sustainable programming responsive to changing learner, community, and employer needs in emerging technologies
- Engaged Communities: Develops strategic partnerships with industries including healthcare, education, engineering, and entertainment
- Operational Excellence: Advances digital transformation through cutting-edge technical training
- Empowered People and Inclusive Culture: Creates accessible pathways into technology careers

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

This program will complement and support:

- Digital and creative technology programs
- Healthcare simulation training
- Trades visualization needs
- Architecture and design programs
- Educational technology initiatives

Needs Assessment

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

The program addresses several key educational needs:

- Growing demand for XR and simulation specialists across industries
- Need for hands-on technical training in emerging visualization technologies
- Skills gap in real-time 3D development and virtual production
- Industry demand for professionals who combine technical and creative capabilities

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

- Technology sector continues to show strong growth with 2.5% annual employment growth
- 116,900 job openings projected in Science, Technology, Engineering and Mathematics (STEM) occupations
- High demand for software developers, interactive media developers, and digital designers
- Growing adoption of XR technologies across healthcare, education, and industry creates new opportunities
- Hanover Research indicates this program is a high demand for employers and emerging demand for students
  - CIP Code 11.0804 is on the PWGP eligible list

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

Strong student demand is anticipated due to:

- Hanover research states this CIP has emerging demand for students
- Growing interest in XR and immersive technology careers
- Expanding applications of virtual environments across industries
- Increasing adoption of simulation-based training
- Rising demand for visualization specialists

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?

Institution Credential Program Name Credits Cost
SFU BSc or BA Interactive Arts and Technology 120 $29,440
Carlton Bachelor of IT Interactive Multimedia & Design 120 $25,020
Sheridan Bachelor of Game Design Bachelor of Game Design 126 $38,441
VFS Diploma VR/AR Design and Development $33,250

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

Currently no formal articulation committee exists for this specific field. As the program develops, articulation opportunities will be explored with other institutions offering related programs.

Student Profile

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

Target students include:

- Recent high school graduates with strong technical and creative interests
- Career changers seeking to enter the technology sector
- Working professionals looking to upgrade skills in visualization technologies
  - Those with prior education in related fields (design, technology, media)

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

Recruitment strategies will include:

- Industry partnership promotions
- Technology sector outreach
- High school engagement programs
- Career fair participation
- Digital marketing campaigns
- Information sessions and demos
- Social media engagement

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?

To address potential underrepresentation:

- Active outreach to women in technology initiatives
- Partnerships with Indigenous education organizations
- Accessible entry requirements
- Flexible delivery options
- Inclusive curriculum design
- Targeted financial aid opportunities
- Mentorship programs

Quality

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

While no direct accreditation exists, the program will:

- There is potential for a partnership and/or transfer agreement into the Centre for Digital Media Master of Digital Media program.
- Seek industry recognition and partnerships
- Explore articulation agreements with related programs
- Align with relevant technology certification paths
- Maintain currency with industry standards

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

Some existing faculty may be present at VCC, however our strong connection with the Centre for Digital Media will help increase our reach for recruitment of faculty.

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

The program includes:

- Three internship courses (VESD 1220, 2115, 2215)
- Industry-aligned projects
- Client project work
- Field trips
- Guest speakers
- Professional networking opportunities

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?

- Length: 16 months (4 terms)
- Intakes: One intake per year (September)
- Cohort Size: 25 students

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

Entry pathways:

- High school completion with required prerequisites
- Related technology or design programs
- Industry experience with PLAR options

Exit pathways:

- Direct employment in industry
- Further specialization through additional certifications
- Potential transfer to related degree programs

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

The program will offer:

- Full-time in-person or online delivery
- Hands-on lab work
- Online learning components
- Hybrid project work
- Industry engagement opportunities

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

- Single entry point annually
- Students must complete all courses in sequence
- Exit with diploma upon successful completion
- No formal exit points with credentials before completion

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.

General requirements are listed below, however leveraging DaaS will reduce the need for specialized labs and would provide the ability to delivery fully online.

Facilities:

- Dedicated computer lab with VR capabilities
- Virtual production space
- Project workspace
- Storage for equipment

Technology:

- High-performance workstations
- VR/AR hardware
- Visualization software licenses
- Specialized input devices

Human Resources:

- Department head
- Specialized instructors
- Lab technician support
- Industry liaison

21. Development Resources

Required resources include:

- Curriculum development funding for online courses
- Subject matter expert consultation
- Industry advisory input
- Faculty hiring and training

22. Implementation Impact

Critical success factors:

- Adequate funding for technology infrastructure
- Qualified faculty recruitment
- Industry partnership development
- Marketing and student recruitment
- Technical support systems
- Professional development programs

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

The curriculum has been developed using a program from the Mississippi Community College Board. Additional development time will be needed for LMS components

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?

Program launch date would be pushed back until completed.

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):

This is a new program and would be phased in this year if there is sufficient student demand.

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?

Domestic and International tuition fees will fund this program, see attached costing.

Attach Initial Business Case
Virtual Environment and Simulation Design - Rapid costing - Jan 8 2025.pdf

Vancouver Community College
ORG 5005

Virtual Environment and Simulation Design

Effective date : August 1, 2025

Scenarios	New Scenario B (Proposed)
Tuition per credit per student - International	$717
Tuition per student - International	$43,019
Tuition per credit per student - Domestic	$287
Tuition per student - Domestic	$ 17,210
No. of Intakes	1
No. of students per intake - Domestic (projected)	4
No. of students per intake - International (proj)	20
Total students (with X FTE attrition) - Domestic	2
Total students (with X FTE attrition) - International	18
Duration - instructor months	7
Program Duration	16
Duration - instructional programming days	134
Other days	20
Department head release days	90
Duty days per year	180
Instructor FTE required per intake	1.36
Number of credits	60
Tuition Fee per Credit -Domestic	286.83
Tuition Fee per Credit - International	716.99
Support Staff FTE	1.00
Operational costs	10000.00

Revenue

Projected Tuition revenue -Domestic	$	34,420
Projected Tuition revenue - International	$	774,349
Projected Tuition revenue -Other Fees	$	15,371
Total revenue (projected)	**$**	**824,140**

Instructor

Salary (step 1)	$	157,884
Benefits (28%)	$	44,207
Total instructor costs	**$**	**202,091**

Support Staff

Salary	$	72,563
Benefits (30.5%)	$	22,132
Total support staff costs	**$**	**94,694**
Total labour cost	**$**	**296,785**

Operational costs

Operational Expenses	$	10,000
Intl Student Agency Fees	$	116,152
Total operational costs	**$**	**126,152**

Indirect student support

Indirect student support	$	253,762
Total indirect student support	**$**	**253,762**
Total expenditures	**$**	**676,700**
Net contribution to VCC overhead / (Deficit)	**$**	**147,440**
Net contribution to VCC overhead / (Deficit)		**17.9 %**

Gross Margin Income Statement

Minimum number of students (intl) to cover direct + indirect (no Dom)	10
Minimum number of students (intl) to cover all costs (no Dom)	16

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 11, 2025

ISSUE: 10 courses in the Visually Impaired department

BACKGROUND:
The Visually Impaired department is proposing eight new courses, along with minor revisions to two existing courses (updated pre-requisite course numbers). The department completed a renewal in early 2024 that identified the need to update all courses in the area. In October 2024, 22 new courses were approved by Education Council, including three new courses for uncontracted and contracted Unified English Braille.

After some additional review, the department determined that the three courses would not allow enough time for students to develop the necessary skills in Braille. For this reason, the three Braille courses were expanded into eight courses. Each course is two months long, with four courses for each path: uncontracted and contracted. In addition, students can take the two existing courses focusing on reading and writing.

These new courses will appeal to students whose goal is to have access to more reading material and who aspire to write Braille confidently. The new courses will allow students to use Braille in everyday activities such as labelling things around the house, reading books from the library, and taking notes at school.

DISCUSSION:
Jennifer Corbett, Department Head of Visually Impaired, presented the proposal. The Committee discussed the complexities of learning Braille, the need for time to get familiar with the feel and understanding of the language, and general success rate of students. The Committee discussed the effective date with the Registrar's Office, and the department agreed to move the effective date to January 2026, from September 2025.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, eight new course outlines and two revised course outlines in the Visually Impaired department; and recommend the Board of Governors approve the creation of the new courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 23, 2025

Course Change Request

New Course Proposal

Date Submitted: 01/13/25 11:12 am

Viewing: **VOVI 0301 : Uncontracted UEB Part 1**

Last edit: 01/30/25 10:04 am

Changes proposed by: sheggs

Other Courses
referencing this
course

In The Catalog Description:

Course Name:
  Uncontracted Unified English Braille (UEB) Part 1

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course   Uncontracted UEB Part 1
Name:

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0301

Year of Study   Below Grade 10 Equivalency

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/13/25 1:27 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 01/13/25 3:07 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 01/30/25 10:06 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for students who are blind or visually impaired to learn how to read and write words in uncontracted Unified English Braille (UEB). Students will learn letters A through O of the alphabet, and numbers. They will learn to read and write simple phrases.

Course Pre-Requisites (if applicable):

English language proficiency at a CLB 4 level, or equivalent, or department permission; A successful interview with one or more representatives from the Visually Impaired department that will assess academic readiness, learning goals, and ability to access program materials.

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	Read aloud words with letters A through O in uncontracted Braille.
CLO #2	Write and spell simple words accurately using uncontracted Braille.
CLO #3	Identify numerals in Braille.
CLO #4	Write numerals accurately in Braille.
CLO #5	Read simple phrases accurately in uncontracted Braille.
CLO #6	Write simple phrases accurately in uncontracted Braille.

Instructional
Strategies:
  Self-paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

  70% - Student must get an S on

  each item in the evaluation plan

  to receive an S for the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	6-12 formative assessments of writing uncontracted Braille.
Assignments	S/U	6-12 formative assessments of reading out loud in uncontracted Braille.

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: 48

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:   48

Course Topics

Course Topics:
Tactile readiness.
Line tracking.
Introduction to letters A through O.
Introduction to numeric indicator.
Dot positioning.
Methods to correct errors.
Braille in non-text environments.
Perkins Brailler.

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:

Following our Sprint meeting in October 2024, course mapping was reviewed for the five new Braille courses which were scheduled to start in May 2025. It was at this time that the Visually Impaired Department realized that we needed to offer students additional Braille courses to accommodate students who wanted to learn how to read and write Braille fluently rather than just learn the basic Braille code. These courses will incorporate more time to practice reading and writing the Braille code. These courses will appeal to students who's end goal is to have access to more reading material and who would aspire to write Braille confidently. Our new courses will allow students to use Braille in everyday activities such as labelling things around the house, reading books from the library, and taking notes at school.

We have expanded 3 of the new Braille courses into eight courses (all 48 hours in length). Four of these courses are at the Uncontracted Braille level, and the remaining four are at the Contracted Braille level. The Reading and Writing courses will remain optional, and only require an update to their respective pre-requisites.

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?

Badge Effective Date

Badge Name

Badge Description

Badge Earning Criteria

Badge Skills

Course Change Request

New Course Proposal

Date Submitted: 01/13/25 11:12 am

Viewing: **VOVI 0302 : Uncontracted UEB Part 2**

Last edit: 01/30/25 10:04 am

Changes proposed by: sheggs

Other Courses
referencing this
course

In The Catalog Description:

Course Name:

Uncontracted Unified English Braille (UEB) Part 2

Effective Date: January 2026

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course   Uncontracted UEB Part 2
Name:

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0302

Year of Study   Below Grade 10 Equivalency

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/13/25 1:27 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 01/13/25 3:07 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 01/30/25 10:06 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for students who are blind or visually impaired to continue learning uncontracted Unified English Braille (UEB) after completing VOVI 0301. Students will learn letters P-Z and be introduced to simple punctuation. They will apply this knowledge to reading and writing simple sentences.

Course Pre-Requisites (if applicable):

VOVI 0301 or department permission.

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	Read aloud words with letters A through Z in uncontracted Braille.
CLO #2	Write and spell simple words accurately using uncontracted Braille.
CLO #3	Identify and write the capital sign in Braille.
CLO #4	Identify and write the period sign in Braille.
CLO #5	Read simple sentences accurately in uncontracted Braille.
CLO #6	Write simple sentences accurately in uncontracted Braille.

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

  70% - Student must get an S on

  each item in the evaluation plan

  to receive an S for the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	6-12 formative assessments of writing uncontracted Braille.
Assignments	S/U	6-12 formative assessments of reading out loud accurately.

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: 48

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:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

  Self-Paced

Hours in Category 3:   48

Course Topics

Course Topics:
Introduction of letters P through Z.
Introduction to Period.
Introduction to capital sign indicator.
Introduction to double capital sign indicator.
Dot positioning.

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
VOVI 0301

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 01/13/25 11:12 am

Viewing: **VOVI 0303 : Uncontracted UEB Part 3**

Last edit: 01/30/25 10:05 am

Changes proposed by: sheggs

Other Courses referencing this course

In The Catalog Description:

Course Name:

Uncontracted Unified English Braille (UEB) Part 3

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Uncontracted UEB Part 3

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number 0303

Year of Study Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for students who are blind or visually impaired to expand their Braille skills from VOVI 0301 and VOVI 0302. Students will learn how to recognize common punctuation in Braille, including commas, question marks and exclamation marks. They will continue to develop their fluency with reading and writing simple sentences and apply a variety of punctuation.

Course Pre-Requisites (if applicable):

VOVI 0302 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                      No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and write the uppercase passage indicator.
CLO #2	Identify and write the comma and apostrophe.
CLO #3	Identify and write the question mark.
CLO #4	Identify and write the hyphen and dash.
CLO #5	Identify and write the exclamation mark.
CLO #6	Identify and write the semicolon and colon.
CLO #7	Use new punctuation signs while reading and writing simple sentences.

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	6-12 formative assessments of writing uncontracted Braille.
Assignments	S/U	6-12 reading drills.

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: 48

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:   48

Course Topics

Course Topics:
Introduction to the uppercase passage indicator.
Introduction to comma and apostrophe.
Introduction to question mark.
Introduction to hyphen and dash.
Introduction to exclamation mark.
Introduction to semicolon and colon.
Practice reading and writing sentences with new punctuation signs.
Optional: Practice reading and writing paragraphs.

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
VOVI 0301

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 01/13/25 11:12 am

Viewing: **VOVI 0304 : Uncontracted UEB Part 4**

Last edit: 01/30/25 10:05 am

Changes proposed by: sheggs

Other Courses
referencing this
course

In The Catalog Description:

Course Name:

Uncontracted Unified English Braille (UEB) Part 4

Effective Date: January 2026

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course   Uncontracted UEB Part 4
Name:

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0304

Year of Study   Below Grade 10 Equivalency

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/13/25 1:27 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 01/13/25 3:07 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 01/30/25 10:06 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 0

Bridge College Code
Bridge Billing Hours
Bridge Course Level

Course Description:

This course is designed for students who are blind or visually impaired to continue to develop their Braille skills from VOVI 0303. Students will learn more punctuation and symbols, which they will use in reading and writing. They will also be introduced to the slate and stylus and use these to produce a set of labels in uncontracted UEB.

Course Pre-Requisites (if applicable):

VOVI 0303 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and write the dollar sign, decimal and cent sign.
CLO #2	Identify and write the ellipsis.
CLO #3	Identify and write the at sign.
CLO #4	Identify and write the letter sign indicator.
CLO #5	Identify and write the quotation mark.
CLO #6	Identify and write the fraction line, forward slash, and percent sign.
CLO #7	Identify and write round and square brackets.
CLO #8	Use new punctuation signs in simple sentences.
CLO #9	Use the slate and stylus to write labels.

Instructional
Strategies:

    Self-paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

    70% - Student must get an S on
    each item in the evaluation plan
    to receive an S for the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	6-12 formative assessments of writing uncontracted Braille.
Project	S/U	Production of labels.
Assignments	S/U	6-12 reading drills.

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: 48

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:   48

Course Topics

Course Topics:
Introduction to the dollar sign, decimal and cent sign.
Introduction to ellipsis.
Introduction to at sign.
Introduction to quotation marks.
Introduction to letter sign.
Introduction to fraction, forward slash and percent signs.
Introduction to round and square brackets.
Practice writing and reading sentences with the new punctuation signs.
Use the slate and stylus to produce labels
Optional: Read and write paragraphs in uncontracted Braille.

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

VOVI 0301

Course Change Request

New Course Proposal

Date Submitted: 01/13/25 11:12 am

Viewing: **VOVI 0305 : Contracted UEB Part 1**

Last edit: 01/30/25 10:05 am

Changes proposed by: sheggs

Other Courses
referencing this
course

In The Catalog Description:

Course Name:

Contracted Unified English Braille Part 1

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course   Contracted UEB Part 1
Name:

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0305

Year of Study   Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for students who are blind or visually impaired. This course builds on skills in VOVI 0304 to develop reading and writing skills using contracted Braille. This includes alphabetic whole words and short form words. Students will learn how to translate uncontracted to contracted Braille with some contractions. Learning contractions will enable students to read and write Braille more quickly and have access to a wider range of reading material.

Course Pre-Requisites (if applicable):

VOVI 0304 or department permission.

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 and write alphabetic word signs.	
CLO #2	Identify and write the following Braille contractions: and, for, of, the, and with.	
CLO #3	Identify and write some short form words.	
CLO #4	Translate uncontracted Braille to contracted Braille with the contractions taught in this course.	
CLO #5	Read short sentences which include the contractions taught in this course.	

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

  70% - Student must get an S on

  each item in the evaluation plan

  to receive an S for the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	6-10 assignments to translate uncontracted Braille to contracted Braille
Assignments	S/U	Several assignments to read out loud with fluency and accuracy

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: 48

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:   48

Course Topics

Course Topics:
Introduction to alphabetic word signs.
Introduction to contractions: and, for, of, the, and with.
Introduction to short form words.
Introduction to translating Braille from uncontracted to contracted.

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
VOVI 0301

Provide a rationale
for this proposal:

Are there any
expected costs as a

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 01/13/25 11:12 am

Viewing: **VOVI 0306 : Contracted UEB Part 2**

Last edit: 01/30/25 10:05 am

Changes proposed by: sheggs

Other Courses
referencing this
course

In The Catalog Description:

Course Name:

Contracted Unified English Braille Part 2

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course
Name: Contracted UEB Part 2

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number 0306

Year of Study Below Grade 10 Equivalency

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/13/25 1:27 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 01/13/25 3:07 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 01/30/25 10:06 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for students who are blind or visually impaired. This course builds on skills in VOVI 0305 to develop reading and writing skills using contracted Braille. This includes more short form words and other contractions. Students continue to learn to translate uncontracted to contracted Braille.

Course Pre-Requisites (if applicable):

VOVI 0305 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and write more short form words.
CLO #2	Identify and write the following contractions: ch, gh, sh, th, wh, ed, er, ou, ow, st, ar, and ing.
CLO #3	Identify and write some word signs.
CLO #4	Translate uncontracted Braille to contracted Braille with the contractions learned in this course.
CLO #5	Read text with the contractions learned in this course fluently and accurately.

Instructional Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
  70% - Student must get an S on
  each item in the evaluation plan
  to receive an S for the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	6-10 assignments to translate uncontracted Braille to contracted Braille.
Assignments	S/U	Several assignments for reading out loud with fluency and accuracy.

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: 48

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:	48

Course Topics

Course Topics:
Introduction to more short form words.
Introduction to contractions ch, gh, and sh.
Introduction to contractions th and wh.
Introduction to contractions ed and er.
Introduction to contractions ou and ow.
Introduction to contractions st, ar, and ing.
Introduction to word signs and more short form words.

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
VOVI 0301

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Course Change Request

New Course Proposal

Date Submitted: 01/13/25 11:13 am

Viewing: **VOVI 0307 : Contracted UEB Part 3**

Last edit: 01/30/25 10:05 am
Changes proposed by: sheggs

Other Courses
referencing this
course

In The Catalog Description:

Course Name:
 Contracted Unified English Braille Part 3

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course
Name: Contracted UEB Part 3

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0307

Year of Study   Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is designed for students who are blind or visually impaired. Students will continue to develop their reading and writing skills in contracted Braille from VOVI 0306. Students will increase their knowledge of short form words and be introduced to a variety of lower signs. Students will apply this learning to translate uncontracted to contracted Braille.

Course Pre-Requisites (if applicable):

VOVI 0306 or department permission.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and write more short form words.
CLO #2	Identify and write lower signs be, were, his, and was.
CLO #3	Identify and write lower signs enough and in.
CLO #4	Identify and Write lower signs ea, bb, cc, ff, and gg.
CLO #5	Identify and write lower signs be, con, and dis.
CLO #6	Translate uncontracted Braille to contracted Braille with the contractions learned to date.
CLO #7	Read contracted Braille out loud fluently and accurately.

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	6-10 written translations of uncontracted to contracted Braille.
Assignments	S/U	Reading out loud with fluency and accuracy.

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: 48

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:   48

Course Topics

Course Topics:
Introduction to more short form words.
Introduction to lower signs be, were, his, and was.
Introduction to lower signs enough and in.
Introduction to lower signs ea, bb, cc, ff, and gg.
Introduction to lower signs be, con, and dis.

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
  VOVI 0301

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Course Change Request

New Course Proposal

Date Submitted: 01/13/25 11:13 am

Viewing: **VOVI 0308 : Contracted UEB Part 4**

Last edit: 01/30/25 10:05 am

Changes proposed by: sheggs

Other Courses referencing this course

In The Catalog Description:

Course Name:

Contracted Unified English Braille Part 4

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

Banner Course Name: Contracted UEB Part 4

Subject Code: VOVI - Visually Impaired Adult Prgm

Course Number   0308

Year of Study   Below Grade 10 Equivalency

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/13/25 1:28 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 01/13/25 3:07 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 01/30/25 10:06 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

   This course is designed for students who are blind or visually impaired. This course builds on skills in VOVI
   0307 to develop reading and writing skills using contracted Braille. This course covers the remaining
   contractions in Braille. Students continue to learn to translate uncontracted to contracted Braille. By the
   end of the course, students will have the ability to read and write Braille more fluently and accurately.

Course Pre-Requisites (if applicable):

   VOVI 0307 or department permission.

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 and write words with the initial letter contraction dot five.
CLO #2	Identify and write words with the initial letter contraction dots four and five.
CLO #3	Identify and write words with the initial letter contraction dots four, five, and six.
CLO #4	Identify and write final letter contractions dots four and six.
CLO #5	Identify and write final letter contractions dots five and six.
CLO #6	Translate uncontracted Braille to contracted Braille using all contractions.
CLO #7	Read contracted Braille out loud fluently and accurately.

Instructional
Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
70% - Student must get an S on
each item in the evaluation plan
to receive an S for the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	S/U	6-10 assignments to translate uncontracted Braille to contracted Braille
Assignments	S/U	Several opportunities to read out loud with fluency and accuracy.

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: 48

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:   48

Course Topics

Course Topics:
Introduction to initial letter contraction dot five.
Introduction to initial letter contractions dots four and five.
Introduction to initial letter contractions dots four, five, and six.
Introduction to final letter contraction dots four and six.
Introduction to final letter contractions five and six.
Introduction to more short form words.

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
   VOVI 0301

Provide a rationale
for this proposal:

Are there any
expected costs as a

Course Change Request

Date Submitted: 01/13/25 1:09 pm

Viewing: **VOVI 0311 : Uncontracted UEB R&W**

Last approved: 12/14/24 7:04 am

Last edit: 01/30/25 10:06 am

Changes proposed by: sheggs

Course Name:

Uncontracted Unified English Braille (UEB) Reading and Writing

Effective Date: January 2026

School/Centre: Arts & Sciences

Department: Visually Impaired (1901)

Contact(s)

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/13/25 1:28 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 01/13/25 3:07 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 01/30/25 10:06 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 14, 2024 by Shayla Heggs (sheggs)

Name	E-mail	Phone/Ext.
Jennifer Corbettt	jcorbett@vcc.ca	778 997-5956

Banner Course Name:	Uncontracted UEB R&W
Subject Code:	VOVI - Visually Impaired Adult Prgm
Course Number	0311
Year of Study	Below Grade 10 Equivalency
Credits:	0

Bridge College Code	SE
Bridge Billing Hours	1.5
Bridge Course Level	11

Course Description:

This course builds on VOVI 0304 ~~Uncontracted UEB~~ and is designed for students who are blind or visually impaired. Students will build fluency and accuracy in uncontracted Braille skills by reading different texts such as poems, stories and songs. They will also practice locating information in various texts to build reading comprehension. Students will continue to develop writing skills in uncontracted Braille through short creative writing pieces.

Course Pre-Requisites (if applicable):

VOVI 0304 ~~0300~~ or department permission.

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	Read aloud one page of double-spaced uncontracted Braille with fluency and accuracy.
CLO #2	Locate information in a variety of texts in uncontracted Braille.
CLO #3	Braille uncontracted double-spaced text with no more than 3 errors, in response to various prompts.

	Upon successful completion of this course, students will be able to:
CLO #4	Summarize a Braille short story using uncontracted Braille skills.

Instructional

Strategies:

Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

70% - Student must get an S on

each item in the evaluation plan

to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	S/U	Reading aloud
Other	S/U	Writing assessments
Assignments	S/U	Note taking skills assessment
Project	S/U	Story summary

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: 48

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:   48

Course Topics

Course Topics:
Reading short stories
Writing paragraphs
Note taking
Reading comprehension
Braille writing 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

VOVI 0301

Provide a rationale
for this proposal:

Course Change Request

Date Submitted: 01/13/25 1:12 pm

Viewing: **VOVI 0312 : Contracted UEB R&W**

Last approved: 12/14/24 7:04 am

Last edit: 01/30/25 10:06 am

Changes proposed by: sheggs

Course Name:

Contracted Unified English Braille Reading and Writing

Effective Date: January 2026

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Visually Impaired (1901)

Contact(s)

Name	E-mail	Phone/Ext.
Jennifer Corbett	jcorbett@vcc.ca	778 997-5956

In Workflow

1. **1901 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/13/25 1:28 pm Jennifer Corbett (jcorbett): Approved for 1901 Leader
2. 01/13/25 3:07 pm Jennifer Kelly (jekelly): Approved for SAS Dean
3. 01/30/25 10:06 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 14, 2024 by Shayla Heggs (sheggs)

Banner Course Name:	Contracted UEB R&W
Subject Code:	VOVI - Visually Impaired Adult Prgm
Course Number	0312
Year of Study	Below Grade 10 Equivalency
Credits:	0

Bridge College Code	SE
Bridge Billing Hours	1.5
Bridge Course Level	11

Course Description:

This course builds on VOVI 0308 ~~Contracted UEB 1~~ and ~~Contracted UEB 2 and~~ is designed for students who are blind or visually impaired. Students will build fluency in contracted Braille skills by reading different texts such as poems, stories and songs. They will also practice locating information in various texts to build reading comprehension. Students will continue to develop writing skills in contracted Braille through writing short pieces.

Course Pre-Requisites (if applicable):

VOVI 0308 ~~0302~~ or department permission.

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	Confidently read out loud one page of single-spaced contracted Braille with fluency and accuracy.
CLO #2	Locate information in a variety of texts in contracted Braille.
CLO #3	Braille contracted single-spaced text with no more than 3 errors, in response to various prompts.

	Upon successful completion of this course, students will be able to:
CLO #4	Summarize a Braille short story using contracted Braille skills.

Instructional
Strategies:
   Self paced, individualized instruction.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
   70% - Student must get an S on
   each item in the evaluation plan
   to receive an S for the course

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	S/U	Reading aloud
Other	S/U	Writing assessments
Assignments	S/U	Note taking skills assessment
Project	S/U	Story summary

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: 48

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:   48

Course Topics

Course Topics:
Reading short stories
Writing paragraphs
Note taking
Reading comprehension
Braille writing 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

VOVI 0301

Provide a rationale
for this proposal:

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 11, 2025

ISSUE: Revised admission requirements for Clean Energy Technology Diploma

BACKGROUND:
The School of Trades, Technology and Design developed the new Clean Energy Technology Diploma last year; it was approved by Education Council in January 2024, with a planned launch date of September 2025. Since the initial approval, the School has reviewed admission requirements for similar foundational trade programs (e.g. electrician) at other institutions. The admission requirement of English 12 with a 'C-' grade was found to be higher than average, particularly for a college like VCC with an access mandate. The proposal is to lower the requirement to Composition 11 (English 11).

DISCUSSION:
Brett Griffiths, Dean of the School, presented the proposal. The committee had no significant concerns, since the requirement is similar to our other foundational trades programming. After the meeting, it was decided to postpone the program launch date to January 2026.

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 23, 2025

Program Change Request

Date Submitted: 01/08/25 3:43 pm

Viewing: **Clean Energy Technology Diploma**

Last approved: 09/27/24 3:46 pm

Last edit: 01/30/25 2:01 pm

Changes proposed by: bgriffiths

Program Name:

  Clean Energy Technology Diploma

Credential Level: Diploma

Effective Date: January 2026 2025

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Trades, Technology & Design

Department   Clean Energy Technology (4711)

Contact(s)

Approval Path

1. 01/08/25 3:45 pm Darija Rabadzija (drabadzija): Approved for 4711 Leader
2. 01/08/25 3:45 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 01/23/25 10:29 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jul 2, 2024 by Michael Coard (mcoard)
2. Jul 2, 2024 by Darija Rabadzija (drabadzija)
3. Jul 22, 2024 by Darija Rabadzija (drabadzija)
4. Jul 31, 2024 by Darija Rabadzija

(drabadzija)
5. Sep 27, 2024 by
Darija Rabadzija
(drabadzija)

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

Program Content Guide

Purpose

The Clean Energy Technology program is designed to empower students with the knowledge and technical expertise required to excel in the dynamic field of clean energy. Graduates will be skilled professionals who can champion sustainability, drive innovation, and contribute to a greener future. Through hands-on training, interdisciplinary collaboration, and a commitment to safety and environmental responsibility, our program prepares graduates to meet the evolving demands of the clean energy industry while fostering a strong sense of community and environmental stewardship.

Admission Requirements

Grade 12 graduation or equivalent
Composition 11 (English 11) 12 with a minimum 'C-' grade or equivalent
Workplace Math 10 with a minimum 'C-' grade or equivalent -

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.
PLAR is available for all courses in the program, up to a maximum of 6 credits per term.
Methods of PLAR vary by course, and may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.
See the 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 Clean Energy Technology Diploma program is 2 years in length. The maximum time to complete the program is 5 years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate comprehensive technical proficiency in clean energy systems, encompassing installation, maintenance, and repair of electrical components and renewable energy technologies.
PLO #2	Implement safety protocols and ensure compliance with industry standards and regulations, fostering a culture of safety in clean energy practices.
PLO #3	Analyze and mitigate the environmental impact of energy choices, applying principles of sustainability in clean energy projects and initiatives.
PLO #4	Effectively communicate technical information to diverse audiences, utilizing appropriate terminology and documentation.
PLO #5	Collaborate with professionals from various disciplines, integrating clean energy solutions into broader sustainability contexts.
PLO #6	Apply project management skills, including planning, execution, and evaluation, in the context of clean energy projects.
PLO #7	Engage with communities and industry partners, fostering partnerships and advocating for sustainable energy solutions, with a focus on Indigenous perspectives.
PLO #8	Adhere to ethical standards, making decisions that prioritize environmental responsibility, safety, and social well-being in the clean energy field.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities.

Evaluation of Student Learning

Students are evaluated by both theory and practical evaluations for a combined mark to be assigned for each course.

Theory is evaluated by: Course work and competency tests and final examinations.

Practical is assessed by: rubrics to evaluate the students' performance of their competency, work habits, safety, participation, teamwork, and the ability to follow instructions.

Students must receive a minimum program grade point average of 'B' (3.00) to successfully graduate, and a minimum cumulative grade point average of 'B' (3.00) in each course to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

Basic computer skills

Good general health and respiratory condition

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

Ability to tolerate noise and vibration

Good manual dexterity

Good hand-eye co-ordination

Good eyesight and normal colour vision

Courses

Plan of Study Grid

First Year	Credits
CLEN 1101 Ethical Communication and Workplace Correspondence	3
CLEN 1102 Introduction to Electrical Fundamentals	3
CLEN 1103 Electrical Circuits and Components	3
CLEN 1104 Advanced Electrical Systems and Controls	3
CLEN 1105 Renewable Energy Technologies	3
CLEN 1201 Energy Management and Project Planning	3
CLEN 1202 Clean Energy Systems Integration	3
CLEN 1203 Advanced Energy Technologies	3
CLEN 1204 Project Management for Clean Energy	3
CLEN 1205 Understanding Indigenous Connection to the Land in Canada	3
Credits	30
Second Year	
CLEN 2101 Advanced Energy Management and Design	3
CLEN 2102 Electrical Systems Design and Implementation	3
CLEN 2103 Sustainable Energy Solutions	3
CLEN 2104 Renewable Energy System Installation and Maintenance	3
CLEN 2105 Energy Economics and Policy	3

CLEN 2201	Sustainable Building Design and Energy Efficiency	3
CLEN 2202	Sustainable Energy Policy and Management	3
CLEN 2203	Advanced Renewable Energy Technologies	3
CLEN 2204	Energy Project Implementation and Evaluation	3
CLEN 2205	Clean Energy Technologies and Innovation	3
	Credits	30
	Total Credits	60

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

After review and comparison of similar foundational trades programs it was determined that the pre-requisite of Composition 12 (English 12) or equivalent was too high and not appropriate for this program so it should be changed to Composition 11 (English 11) or equivalent

Are there any
expected costs to
this proposal.

no

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

CETP- Feedback and Comments- VCC.xlsx

Marketing Information

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

This program is for: Domestic
                                    International

Marketing Description

Get the knowledge and technical expertise to work on clean energy systems, encompassing installation, maintenance, and repair of electrical components and renewable energy technologies.

What you will learn

What to expect

Reviewer
Comments

VCC

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 11, 2025

ISSUE: Revisions to admission requirements for Career Awareness Certificate and Food Service Careers Certificate

BACKGROUND:
The Community and Career Education (CACE) department is proposing changes to two programs: the Career Awareness Certificate and the Food Service Careers Certificate. The department recently completed a renewal of its third program, Retail and Service Careers, and updates this program's admission requirements as a result. The department wishes to align the requirements for all three CACE programs. Career Awareness and Food Service Careers are currently undergoing program renewal, and additional changes will likely be proposed in the next year. In the meantime, aligning the admissions process would create a fair and consistent system for all CACE students for the September 2025 start date.

DISCUSSION:
Beth Beeching, Department Head of CACE, presented the proposal. The Committee discussed the proposed wording. CACE teaches students with cognitive disabilities who have had difficulties with learning. The committee discussed the difference between students needing to provide a diagnosis regarding their difficulties or describing their own history, as not all students in CACE come with a formal diagnosis. It was agreed to revise the program description to better reflect the scope of the CACE program, and to simplify the admission requirements to allow flexibility for students. Additional changes were made after the meeting in consultation with the department head and Francesco Barillaro as an instructional associate.

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 30, 2025

Program Change Request

Date Submitted: 12/13/24 1:03 pm

Viewing: **Career Awareness Certificate**

Last approved: 10/22/24 9:39 am

Last edit: 01/30/25 2:54 pm

Changes proposed by: bbeeching

Catalog Pages Using
this Program
  Career Awareness Certificate

Program Name:
   Career Awareness Certificate

Credential Level: Certificate

Effective Date: September 2025 2024

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Arts & Sciences

Department   Community & Career Education (1903)

Contact(s)

Approval Path

1. 12/13/24 1:13 pm Beth Beeching (bbeeching): Approved for 1903 Leader
2. 01/07/25 9:44 am Jennifer Kelly (jekelly): Rollback to 1903 Leader for SAS Dean
3. 01/10/25 8:54 am Beth Beeching (bbeeching): Approved for 1903 Leader
4. 01/10/25 10:10 am Jennifer Kelly (jekelly): Approved for SAS Dean
5. 01/30/25 3:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jan 11, 2018 by Todd Rowlatt

(trowlatt)

2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Oct 1, 2019 by Darija Rabadzija (drabadzija)
4. Oct 2, 2019 by Darija Rabadzija (drabadzija)
5. Jul 27, 2020 by Darija Rabadzija (drabadzija)
6. Dec 9, 2021 by Nicole Degagne (ndegagne)
7. Mar 22, 2023 by Darija Rabadzija (drabadzija)
8. Jan 25, 2024 by Darija Rabadzija (drabadzija)
9. Oct 22, 2024 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Beth Beeching	bbeeching@vcc.ca	604.443.8720

Program Content Guide

Purpose

The Career Awareness Certificate ~~This full time~~ program is for ~~provides~~ students with identified cognitive disabilities ~~diverse learning needs~~ and offers ~~barriers to employment with~~ a supportive learning environment designed to increase ~~their level of~~ job readiness. ~~readiness and gain practical work experience.~~ Students explore ~~The program offers~~ employment opportunities, gain practical work experience, and develop ~~education exploration, and establishes~~ employee behaviours necessary for success as an entry level worker, with the goal of increasing employability. Students are introduced to skills for success in competitive employment, supported work options, further education/skill training, or community volunteer work.

Admission Requirements

Diagnosis or history that identifies difficulty with learning. ~~learning~~

~~Admission is based on two (2) screening interviews The first screening interview is with the CACE Student Services Assistant for Students with Disabilities to determine the applicant's suitability for the program, according to an admission checklist~~ An ~~If the applicant is successful in the first interview, they will have a second~~ interview with a ~~the~~ Career Awareness instructor that will assess readiness for the program. ~~faculty~~

Upon Acceptance

~~Interviews are documented and a checklist is used to determine eligibility Applicants may be asked to sign a release of information so documentation can be provided to faculty to support the application Admissibility is based on the following criteria: Permission of the department Diagnosis or history that identifies difficulty with learning Comfort and tolerance of an alternative learning environment designed for students with diverse learning needs Proven motivation to work and perform tasks without ongoing direct supervision, supported by previous reports or assessments Ability and willingness to travel independently to the college and workplace A checklist is used to document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others Independently manage own medication Demonstrate appropriate personal hygiene, and have the ability to independently attend to personal care needs Upon Acceptance~~
Students in this program may be required to complete a CRC prior to their work experience placement. The CRC must be completed according to ~~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. work experiences) or graduate.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Career Awareness is 38 weeks with 26 weeks of classroom component alternated with 12 weeks of work experience. The maximum allowable time for students to complete the program is 40 weeks.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Develop a personal, education and career plan
PLO #2	Describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition
PLO #3	Apply safety practices and principles at work
PLO #4	Conduct themselves in a professional manner in the workplace, consistent with industry standards

	Upon successful completion of this program, graduates will be able to:
PLO #5	Work with limited direct supervision while developing an employable skill
PLO #6	Apply health and wellness concepts to personal, educational, and employment goals

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The training needs of the student are met through a program that includes community awareness, generic work skills, specific skill training, career exploration, and work experience placements.

The program consists of classroom learning activities, three (3) work experiences, and two (2) planning meetings. Orientation and introduction to basic job readiness skills and career exploration is complemented by industry tours. Classroom learning components alternate with work experience placements suited to the student's strengths and abilities.

Planning meetings monitor students' progress in the program, set goals, and identify strategies for success. Participation of family members or support persons is at the student's discretion.

Students benefit from a realistic and practical exposure to the workplace through work experience placements. Faculty work closely with students to determine interests and abilities when choosing work sites. The instructor provides ongoing support to the student while he/she is at a work experience site, and the student is expected to work independently once familiar with required duties.

Evaluation of Student Learning

Formative and summative evaluations, and a final anecdotal report, combined with a checklist is used to document the students' progress in classroom and work experience components. The final written report identifies course progress, as well as interests, achievement levels, aptitudes, skills, work related attitudes and barriers to employment, and recommendations.

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.

Completion of each course will be noted on the final report and the VCC transcript by an "S" (satisfactory) or "U" (unsatisfactory) grade. Ninety (90) % attendance is required to successfully complete each course, unless other arrangements have been made with the instructional team.

Students of the Career Awareness Certificate will have successfully completed the conditions for graduation when they have successfully completed five (5) of six (6) core courses **AND** a minimum of two (2) of three (3) work experience courses.

Students who have met the criteria for graduation shall receive a VCC certificate.

Recommended Characteristics of Students

~~sincere motivation to work~~~~mature attitude~~~~stable living situation~~Ability ~~ability~~ to operate independently in the community without supervision, including ability to travel independently ~~supervision~~

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

~~have a community support network~~

Courses

CAAW 0631	Education/Employment Exploration	5
CAAW 0632	Employability and Workplace Skills	5
CAAW 0633	Communication Skills	5
CAAW 0634	Personal Awareness & Wellness	4
CAAW 0635	Literacy, Numeracy, Digital Tech	3
CAAW 0636	Job Search and Interview Skills	4
CAAW 0637	Work Experience 1 for Career Awareness	3
CAAW 0638	Work Experience 2 for Career Awareness	4
CAAW 0639	Work Experience 3 for Career Awareness	5
Total Credits		38

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

After the Program renewal for our Retail & Service Careers program changed the admission requirements we would like to align all of the other programs and courses to be clear for incoming neuro-diverse students.

Are there any
expected costs to
this proposal.

No

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

This program is for:

Marketing Description

Gain ~~Explore employment options and gain~~ practical skills and knowledge for work through experiential learning ~~experience~~ in the classroom, on field trips, and on work experience placements. Intended for adults with cognitive disabilities. ~~community-based work settings.~~ ~~Intended for adults with cognitivedisabilities.~~

Program Change Request

Date Submitted: 12/13/24 1:12 pm

Viewing: **Food Service Careers Certificate**

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

Last edit: 01/30/25 2:57 pm

Changes proposed by: bbeeching

Catalog Pages Using
this Program
Food Service Careers Certificate

Program Name:
   Food Service Careers Certificate

Credential Level: Certificate

Effective Date: September 2025 ~~2024~~

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Arts & Sciences

Department   Community & Career Education (1903)

Contact(s)

Approval Path

1. 12/13/24 1:14 pm Beth Beeching (bbeeching): Approved for 1903 Leader
2. 01/07/25 9:45 am Jennifer Kelly (jekelly): Rollback to 1903 Leader for SAS Dean
3. 01/10/25 8:59 am Beth Beeching (bbeeching): Approved for 1903 Leader
4. 01/10/25 10:11 am Jennifer Kelly (jekelly): Approved for SAS Dean
5. 01/30/25 3:09 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim

2. May 1, 2019 by Ingrid Defert (idefert)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)
4. Oct 3, 2019 by Darija Rabadzija (drabadzija)
5. Jul 27, 2020 by Darija Rabadzija (drabadzija)
6. Dec 9, 2021 by Nicole Degagne (ndegagne)
7. Dec 15, 2022 by Nicole Degagne (ndegagne)
8. Mar 22, 2023 by Darija Rabadzija (drabadzija)
9. Jan 25, 2024 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Beth Beeching	bbeeching@vcc.ca	604.443.8720

Program Content Guide

Purpose

The Food Service Careers Certificate This full time program prepares students with cognitive disabilities to work in the food service industry as a kitchen helper and dishwasher. The program offers basic skill training while establishing effective employee behaviors that are necessary for success as an entry level worker. Graduates will be prepared to enter into competitive employment in the food service industry.

Admission Requirements

Diagnosis or history that identifies difficulty with learning - Admission is based on two (2) screening interviews: The first screening interview is with the CACE Student Services Assistant for students with Disabilities to determine the applicant's suitability for the program, according to an admission checklist. An If the applicant is successful in the first interview, they will have a second interview with a the Food Service Careers instructor that will include: faculty, including a hands-on assessment in the teaching kitchen
A hands-on assessment in the teaching kitchen
A 15-minute reading assessment to determine functional reading level
Upon Acceptance
Interviews are documented and a checklist is used to determine eligibility Applicants may be asked to sign a release of information so documentation can be provided to faculty to support the application Admissibility is based on the following criteria: Diagnosis or history that identifies difficulty with learning Comfort in an alternative learning environment designed for students with diverse learning needs Previous career exploration that supports training in the food service industry Grade 5 readinglevel.If an applicant does not have documentation of reading level, an informal reading assessment will be administered to determine their functional reading level; applicants who do not meet the requirement will be considered based on department approval Ability and willingness to travel independently to the college and workplace A checklist is used to document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others Independently manage own medication Demonstrate appropriate personal hygiene, and have the ability to independently attend to personal care needs Desire and willingness to work in a professional kitchen, and perform tasks in an efficient and timely manner Ability to attend classroom and work experience on a fulltime basis Demonstrate the skills to perform program related tasks with strength and endurance Good finger and hand dexterity for handling food and equipment Upon Acceptance Students in this program may be required to complete a CRC prior to their work experience placement. The CRC must be completed according to toVCC'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. work experiences) or graduate.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Food Service Careers is a full-time certificate program, thirty-eight (38) weeks in length, which consist of twenty-six (26) weeks of classroom/kitchen/industry orientation and training, and twelve (12) weeks of workplace experience placement.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Conduct themselves in a professional manner in the workplace, consistent with industry standards.
PLO #2	Apply FOODSAFE and worker safety principles consistently when working in a food service workplace.
PLO #3	Perform bussing and dish-washing duties in an independent and reliable manner.
PLO #4	Employ the appropriate communication skills in peer and supervisor interactions.
PLO #5	Interact with customers and co-workers in a polite and professional manner.
PLO #6	Apply basic set-up and kitchen organizational skills to meet the demands of a professional kitchen situation.
PLO #7	Apply basic knowledge of kitchen equipment and procedures in a professional kitchen.
PLO #8	Prepare and cook a variety of cold and hot food service items.
PLO #9	Identify and differentiate between a wide variety of workplace opportunities in the food service industry.

Additional PLO Information

The Food Service Careers Program provides a supportive environment in which students receive skills training and knowledge in preparation for entry level positions in the food service industry.

The program begins with an orientation and introduction to basic job readiness skills, industry orientation, Worker Safety, FOODSAFE™, kitchen awareness, and use of kitchen knives. Students progress from kitchen basics to food preparation and cooking skills. Classroom/kitchen learning components then alternate with three supervised workplace experience placements, four (4) weeks in length, which progressively increase in variety and complexity of tasks.

Instruction is delivered for certification in FOODSAFE Level 1™ and Serving It Right™

Experiential learning and ongoing practice of skills occur throughout the program, on campus, in the teaching kitchen/classroom, during industry tours, as well as during the work experience placements in the food service Industry.

The twelve (12) weeks of work experience placement allow students to benefit from a realistic and practical exposure to the workplace. Food Service Careers program faculty work closely with students to determine strengths and abilities when choosing work experience sites. Faculty also provide ongoing support to the student during work experience placements.

Between work experience placements, students return to the college. Program faculty review the student's work experience performance, re-teach, and reinforce skills or areas requiring attention. New learning continues in the classroom/teaching kitchen in preparation for the next placement.

Students participate in two formal planning meetings and an exit interview with program faculty. The planning meetings assist students to identify strengths, areas of improvement, and goals, as well as suggest strategies for success. The exit interview reviews student success, expectations, and outcomes. A student's attendance at the planning meeting is mandatory, and the student may choose to invite family and/or support persons to attend in their meeting.

Evaluation of Student Learning

Formative and summative evaluations, and a final anecdotal report, combined with a checklist are used to document the student's progress in classroom/teaching kitchen and work experience components. The host employer and program faculty contribute to the evaluation of student 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. Ninety (90) % attendance is required to successfully complete each course, unless other arrangements have been made with the instructional team.

Upon completion of the program, the student will receive a final anecdotal report written by program faculty. The report identifies strengths, areas of noted improvement, areas which require further improvement, strategies for success, and recommendations. The student also receives a college transcript. Progress in each course in the program will be noted on the transcript by an "S" (satisfactory) or "U" (unsatisfactory) grade.

Students of the Food Service Careers Program will have achieved the conditions for graduation when they have successfully completed five (5) of seven (7) courses (excluding work experiences) AND a minimum of two (2) of three (3) work experience courses.

Students who have met the criteria for graduation shall receive a VCC certificate. Those students who have completed the program but have been unable to meet the criteria for graduation shall receive their final report and recommendations, and their transcript.

Recommended Characteristics of Students

~~sincere motivation to work~~~~maturity~~~~stable living situation~~~~community support~~Ability ~~ability~~ to work in a demanding and busy work environment under stress or pressure

Ability ~~ability~~ to work flexible hours (for example, early morning, late evenings and weekend shifts ~~shifts)~~

Ability to operate independently in the community without supervision, including ability to travel independently

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

Courses

FSCR 0610	Professionalism	2
FSCR 0615	Worker Safety	2
FSCR 0620	FOODSAFE Level I	2
FSCR 0625	Bussing and Dishwashing	1
FSCR 0630	Workplace Communications	3
FSCR 0635	Kitchen Basics	6
FSCR 0640	Basic Food Prep Level I	5
FSCR 0645	Basic Food Prep Level 2	5

FSCR 0650	Work Experience 1 for Food Service Careers	4
FSCR 0655	Work Experience 2 for Food Service Careers	4
FSCR 0660	Work Experience 3 for Food Service Careers	4
Total Credits		38

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

With the program renewal of our Retail & Service Careers program we would like to align all of the admissions requirements in the Dept.

Are there any expected costs to this proposal.

no

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

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This program is for:

Marketing Description

Gain skills and knowledge to work in the food service industry through practical experience in community-based work settings. Intended for adults with cognitive disabilities.

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 11, 2025

ISSUE: Revisions to courses in the Hospitality and Food Service Systems Management Diploma

BACKGROUND:

The Hospitality Management department has completed its review of courses in the renamed Hospitality and Food Service Systems Management Diploma. Education Council approved the adjusted Program Learning Outcomes at its January 2025 meeting, following Board approval of the program name change in late 2024.

Two additional Program Learning Outcomes (PLOs) were added:

1. Apply principles of human nutrition to develop balanced and nutritious menus for diverse populations
2. Plan efficient food service operations tailored to meet the unique needs of various institutional settings.

The department is now bringing forward the finalized course curriculum. Changes include revisions to three existing courses and creation of three new courses, which were significantly adjusted from the previous courses to include explicit references to the food service aspects of the program. Added course learning outcomes are related to nutrition, dietary needs and menu planning; operations in diverse institutional settings beyond hotels and restaurants; and global trends in the hospitality, tourism and food service systems settings.

DISCUSSION:

Bobbi Mand, Department Head, presented the proposal. Curriculum Committee requested edits to the course descriptions to better reflect the additional course learning outcomes and topics. These changes have been made.

RECOMMENDATION:

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 23, 2025

Program Change Request

Date Submitted: 01/07/25 9:19 am

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

Last approved: 12/18/24 11:09 am

Last edit: 01/21/25 9:40 am

Changes proposed by: bmand

Program Name:

Hospitality and Food Service Systems Management Diploma

Credential Level: Diploma

Effective Date: May 2025

Effective Catalog Edition: 2025-2026 Academic Calendar

School/Centre: Hospitality, Food Studies & Applied Business

Department Hospitality Management (5701)

Contact(s)

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

Program Content Guide

Purpose

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

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

Admission Requirements

Grade 12 graduation or equivalent

~~Knowledge of English demonstrated by one of thefollowing:~~English <u>Studies</u> 12 with a minimum 'C-' grade, or <u>equivalent</u>

<u>Upon Acceptance into the program:</u> ~~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 firstterm:~~Valid Foodsafe Level 1 Certificate

Valid Serving It Right Certificate

Prior Learning Assessment & Recognition (PLAR)

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

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

HOSP 1360 Food and Beverage Operations

HOSP <u>1220</u> ~~1365~~ Principles of Food Production <u>and Nutrition</u>

HOSP 2360 Restaurant Operations

HOSP 2240 Work Experience Co-Op

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

See <u>Prior Learning Assessment and Recognition</u> policy for more information.

*International Students requesting PLAR, please contact <u>VCC International Education Advising</u> to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

Program Duration & Maximum Time for Completion

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

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate a level of interpersonal and inter-cultural awareness through effective communication as a hospitality and/or institutional food service system management professional in an inclusive and diverse workplace.
PLO #2	Use leadership, conflict and relationship management skills and tools to make sound management decisions and recommendations.
PLO #3	Evaluate financial information and revenue management strategies to support the goals of a hospitality and/or institutional food service system industry.
PLO #4	Act in a professional, ethical and lawful manner within the hospitality and/or institutional food service industry by applying health and safety, employment, labour relations, and privacy legislation standards.
PLO #5	Provide responsible and professional food and beverage services ensuring compliance with food safety and sanitation standards.
PLO #6	Explain various industry roles and responsibilities at the front line, supervisory, management and executive levels.
PLO #7	Develop marketing, promotional and sales strategies for food service operations within the hospitality industry.
PLO #8	Apply principles of human nutrition to develop balanced and nutritious menus for diverse populations.
PLO #9	Plan efficient food service operations tailored to meet the unique needs of various institutional settings.
PLO #10 ~~#8~~	Analyze emerging industry trends, technological innovations and environmentally sustainable practices in both hospitality and food service management.
PLO #11 ~~#9~~	Examine the sectors of tourism, hospitality, and institutional food service system industries and their economic, social, geopolitical and environmental impacts.
PLO #12 ~~#10~~	Demonstrate critical thinking and problem solving skills in their work and hospitality and food service 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, tourism, and institutional food service systems environments. The industry-related co-op prepares future ~~hospitality~~ leaders to manage effectively. Most of the classroom time exposes students to both the theory and practical application of ~~hospitality management~~ concepts and skills. Course projects strengthen the understanding of course topics and give students opportunities to apply effective leadership and management practices. Students will have the opportunity to self-reflect and build upon managerial and leadership strengths and interests when developing career plans, portfolios and industry networks. Instruction has been designed employing learner-centred activities to promote collaboration, engagement, and active learning.

Evaluation of Student Learning

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

Recommended Characteristics of Students

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

Courses

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

Plan of Study Grid

First Year	Credits
HOSP 1310 Introduction to Tourism	3
~~HOSP 1410 Guest Service Management~~	~~3~~
HOSP 1120 Guest Service Management	3
HOSP 1620 Hospitality Computer Applications	3
HOSP 1311 Introduction to Business Communications	3

HOSP 1470Human Resources Management in Hospitality 3

HOSP 1360Food and Beverage Operations 3

HOSP 1370Accommodation and Lodging Management 3

HOSP 1860Introduction to Hospitality Accounting 3

HOSP 1312Essentials of Business Communication 3

~~HOSP 1365Principles of Food Production~~ ~~3~~

HOSP 1220Principles of Food Production and Nutrition 3

Credits 30

Second Year

HOSP 2360Restaurant Operations 3

HOSP 2102Catering, Meetings and Event Management 3

HOSP 2620Tourism and Hospitality Marketing 3

HOSP 2311Communicating Effectively as a Hospitality Professional 1.5

HOSP 2660Hospitality Sales Management 3

HOSP 2113Global Business Decisions 3

HOSP 2114Management Accounting and Cost Control 3

HOSP 2470Organizational Behaviour 3

~~HOSP 2230Trends in Global Hotel Management~~ ~~1.5~~

HOSP 2225Trends in Global Hospitality and Food Services 1.5

HOSP 2240Hospitality & Food Services Systems Work Experience Co-Op6

Credits 30

Total Credits 60

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

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

Grading Standard

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

Rationale and Consultations

Provide a rationale
for this proposal.

We are proposing these PLOs for Diploma. We are going to curriculum committee with changes to some course names and CLO changes to support these PLO changes. We are adjusting these courses to embed more food service/nutrition + guest services.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Updated Marketing description

Supporting
documentation:

Hospitality FMS Diploma_tracked changes_for EdCo Dec 10, 2024.pdf

Marketing Information

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

This program is for: Domestic
                        International

Marketing Description

Learn the principles and practices of hospitality and food service systems administration and prepare to manage such operations in public and private facilities. Gain careers in careers in hotels, cruise ships, convention centres, senior living and dining establishments.

What you will learn

What to expect

Course Change Request

New Course Proposal

Date Submitted: 01/07/25 9:49 am

Viewing: **HOSP 1120 : Guest Service Mgmt**

Last edit: 02/03/25 1:19 pm

Changes proposed by: bmand

Programs
referencing this
course

211: Hospitality and Food Service Systems Management Diploma

Course Name:

Guest Service Management

Effective Date: May 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

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

Banner Course
Name: Guest Service Mgmt

Subject Code: HOSP - Hospitality

Course Number   1120

Year of Study   1st Year Post-secondary

In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/08/25 2:06 pm Bobbi Mand (bmand): Approved for 5701 Leader
2. 01/14/25 10:15 am Dennis Innes (dinnes): Approved for SHP Dean
3. 02/03/25 1:19 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 3

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

Course Description:

This course provides students with the basic concepts and current trends in the guest service industry as well as an overview of the hospitality and food service industries on a provincial, national, and global scale. Special areas of emphasis include problem solving, coping with challenging patrons and using communication strategies to demonstrate excellence in customer service. While researching trending topics, group and individual work will provide the students an opportunity to become confident at effectively communicating and delivering exceptional guest service to both internal and external guests and students will receive a SuperHost® certificate upon completion of this course.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through an interview with the department leader or designate

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Review the principles of hospitality management and interpret the role of industry on a provincial, national and global scale.
CLO #2	Examine the guest experience and the use of communication strategies.
CLO #3	Perform service recovery skills to resolve guest complaints and concerns in all situations.
CLO #4	Analyze trends in guest service and technological innovations.
CLO #5	Explain the relationship between loyalty and customer relationships.

	Upon successful completion of this course, students will be able to:
CLO #6	Demonstrate a level of interpersonal and inter-cultural awareness within customer service.
CLO #7	Demonstrate excellence in customer service and how to exceed expectations.
CLO #8	Use leadership, motivation, conflict and relationship management concepts to improve guest service skills.
CLO #9	Design and implement personalized guest service strategies that cater to the unique needs and preferences of guests and residents, enhancing their overall satisfaction and well-being.
CLO #10	Develop advanced communication and problem-solving skills to effectively address and resolve the specific challenges faced in different accommodations ensuring a high standard of service.

Instructional
Strategies:

Lectures, presentations, role-play, individual and group work.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	25-35	Group mystery shop presentation
Assignments	20-30	Individual assignments
Quizzes/Tests	20-30	Quizzes and mini quizzes
Participation	5-10	Actively contributes to course discussions and activities
Other	5	Completion of student success modules

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:
Customer service
Principles of hospitality management and role of industry (Orange book of success)
Solving problems with customer service
Guest experience, customer expectations and communication strategies
Service recovery and dealing with complaints
Inter-cultural communication
Motivation, leadership, conflict and relationship management to improve customer service
Delivering diverse service and communicating appropriately
The origin of stereotypes and how to avoid them
Technology and trends in customer service
Excellence in guest 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?

Consultations

Consulted Areas	Consultation Comments
Other	Registrar's Office - Dawn Cunningham for new course number Todd Rowlatt - Curriculum Committee Faculty - Extensive back and forth consultation with faculty who teach this course. The CLO suggestions were sent to faculty to verify if they are able to adjust their courses to include instruction and assessments related to the new CLOs. The faculty made their final suggestions which are encompassed in these new CLOs.

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 01/07/25 3:16 pm

Viewing: **HOSP 1220 : Food Production & Nutrition**

Last edit: 02/03/25 1:22 pm

Changes proposed by: bmand

Programs
referencing this
course

211: Hospitality and Food Service Systems Management Diploma

Approval Path

1. 01/08/25 2:06 pm Bobbi Mand (bmand): Approved for 5701 Leader
2. 01/14/25 10:28 am Dennis Innes (dinnes): Approved for SHP Dean
3. 02/03/25 1:22 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Course Name:

   Principles of Food Production and Nutrition

Effective Date: May 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

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

Banner Course Name: Food Production & Nutrition

Subject Code: HOSP - Hospitality

Course Number   1220

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code   UT

Bridge Billing Hours   3

Bridge Course Level   01

Course Description:

This course 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. 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. In addition, students will develop theoretical competency in the elements of food costing, nutritional and healthy menu planning, and operations of a kitchen brigade in a kitchen environment.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	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.

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

D (50%)

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.
Nutrition
Dietary 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?

Consultations

Consulted Areas	Consultation Comments
Other	Registrar's Office - Dawn Cunningham for new course number Todd Rowlatt - Curriculum Committee Faculty - Extensive back and forth consultation with faculty who teach this course. The CLO suggestions were sent to faculty to verify if they are able to adjust their courses to include instruction and assessments related to the new CLOs. The faculty made their final suggestions which are encompassed in these new CLOs.

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

Date Submitted: 01/07/25 9:58 am

Viewing: **HOSP 1360 : Food and Beverage Operations**

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

Last edit: 02/03/25 1:24 pm

Changes proposed by: bmand

Programs
referencing this
course
  208: Open Studies
  211: Hospitality and Food Service Systems Management Diploma

Course Name:
  Food and Beverage 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. 01/08/25 2:06 pm Bobbi Mand (bmand): Approved for 5701 Leader
2. 01/14/25 10:28 am Dennis Innes (dinnes): Approved for SHP Dean
3. 02/03/25 1:24 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Nov 28, 2019 by Darija Rabadzija (drabadzija)
2. Nov 10, 2021 by Darija Rabadzija (drabadzija)
3. Dec 17, 2021 by Darija Rabadzija (drabadzija)

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

Banner Course Name: Food and Beverage Operations

Subject Code: HOSP - Hospitality

Course Number   1360

Year of Study   1st Year Post-secondary

Credits: 3

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

Course Description:

This course introduces students to the basic theory and practice of the Food & Beverage Industry. Students practice preparing and serving cocktails in the mixology lab and serving food and beverages in a banquet and dining room setting. Students study the principles, history and production of spirits, wine, and beer. They ~~Students~~ will design and develop menus that include healthy eating options ~~the techniques of effective purchasing, receiving, and production control; sales control; food~~ and will understand how to incorporate the dietary needs of diverse populations in menu planning. ~~beverage cost calculation; and the use of the sales mix.~~ Students will also develop the techniques of effective purchasing, receiving, and production control; sales control; food and beverage cost calculation; and the use of the sales mix.

Emphasis is placed upon the interpretation of data for effective and profitable decision-making, using various tools such as revenue prediction and menu engineering. and Cost/Margin. Students also explore trends, ethics and sectors of food and beverage industry.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify different types of restaurant and bars in the Food and Beverage Industry.
CLO #2	Demonstrate customer service and communication skills in an inclusive and diverse food and beverage operation.
CLO #3	Demonstrate restaurant and banquet service techniques including: opening wine, table settings, ordering procedures, suggestive selling and napkin folding.
CLO #4	Prepare cocktails by using the four methods: stir, build, shake and blended, in a responsible and ethical manner.
CLO #5	Explain the principles and production of spirits, wine, beer, and liqueurs.
CLO #6	Identify the legal implications of Serving it Right and obtain the SIR certificate.
CLO #7	Apply cost control principles to alcoholic beverages.
CLO #8	Apply menu engineering techniques to improve sales and customer service.
CLO #9	Design and develop menus that prioritize nutritional value and healthy eating choices, ensuring that food offerings meet diverse dietary needs and promote overall well-being.

Instructional
Strategies:
   Lectures, demonstrations, supervised practice, & role playing.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Various Course Assignments
Quizzes/Tests	20	Mini Quizzes
Practicum	15	Mixology Practical and Wine and Banquet Practical
Project	20	Visitation Report and Presentation
Midterm Exam	10	Cocktails, Spirits, Liquors, Beers
Final Exam	15	Restaurant Operations, Bankruptcy, Banquets, and Wine history and classifications

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: 57.5

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 22.5

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

Check all that apply:

Lab

Hours in Category 2: 35

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Restaurant and Bar Operations
Mixology, Spirits, Beers
Wine Production and Classifications, Wines Service
Wine Tasting and Food Pairing
Catering and Banquet Service
Napkin Folding, Table Set Ups
Customer Service
Bankruptcy
Serving It Right and Food Safe Certificates
Menu engineering and dietary needs
Beverage control and liquor fraud
Calculating sales price and food cost

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?

Consultations

Consulted Areas	Consultation Comments
Other	Todd Rowlatt - Curriculum Committee Faculty - Extensive back and forth consultation with faculty who teach this course. The CLO suggestions were sent to faculty to verify if they are able to adjust their courses to include instruction and assessments related to the new CLOs. The faculty made their final suggestions which are encompassed in these new CLOs.

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

Course Change Request

Date Submitted: 01/07/25 3:21 pm

Viewing: **HOSP 2102 : Catering, Meetings and Events**

Last approved: 05/29/24 9:07 am

Last edit: 02/03/25 1:25 pm

Changes proposed by: bmand

Programs
referencing this
course
  211: Hospitality and Food Service Systems Management Diploma
  55: Hospitality Management Diploma

Course Name:
   Catering, Meetings and Event Management

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. 01/08/25 2:06 pm
   Bobbi Mand
   (bmand): Approved
   for 5701 Leader
2. 01/14/25 10:18 am
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 02/03/25 1:25 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee
4. 02/03/25 2:12 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to
   Curriculum
   Committee for
   Records
5. 02/03/25 2:14 pm
   Darija Rabadzija
   (drabadzija):
   Approved for

Curriculum Committee

History

1. May 4, 2023 by Francesco Barillaro (fbarillaro)
2. May 29, 2024 by Bobbi Mand (bmand)

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

Banner Course Name: Catering, Meetings and Events

Subject Code: HOSP - Hospitality

Course Number   2102

Year of Study   2nd Year Post-secondary

Credits: 3

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

Course Description:

This project-based course focuses on catering, meetings, conventions, and event planning with a comprehensive hands-on approach. approach, and the fundamental components of planning and executing a catered event, meeting, or convention. This includes the fundamental components of planning and executing a catered event, meeting, or convention that is tailored to the preferences and needs of clients while also ensuring safety and accessibility standards are employed. Students will work in teams to explore the planning, marketing, negotiating, producing, managing, and execution required for success.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR is assessed through:

1. A ~~Produce a~~ professional portfolio that demonstrates a working knowledge of the course learning outcomes

2. ~~and present it to a three-person panel including the department head and instructor in the applicable course.~~ A presentation of the portfolio to a three-person panel, including the department head and course instructor

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan, budget, and execute a successful and memorable catered meeting, convention, or event.
CLO #2	Manage the food and beverage aspects of an event including identifying required equipment.
CLO #3	Illustrate service planning and function room set-ups.
CLO #4	Demonstrate critical thinking, problem-solving and interpersonal skills.
CLO #5	Practice effective communication within a team.
CLO #6	Apply knowledge of catering, meeting, convention, and event terminologies.
CLO #7	Design and execute events tailored to the preferences and needs of guests.
CLO #8	Develop skills to ensure that all events are planned with a strong emphasis on safety, accessibility, and comfort of guests and employees.

Instructional
Strategies:

Instruction involves interactive lectures, presentations, case studies, 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)   Passing grade:
   D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities.
Quizzes/Tests	20-30	
Project	30-40	Team project - event execution
Assignments	20-30	Multiple assignments in areas of venue search, client proposals, banquet event orders and event post-mortem

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
   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:
Staffing
Marketing plan
Event timing and execution
Budgeting and costing
Venue assessment
Entertainment
Sponsors/ silent auction
Theme, decor and lighting
Service and set-up
Risk management/ permits and licenses
Equipment needs
Communication and teamwork
Safety and accessibility

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

New Course Proposal

Date Submitted: 01/07/25 3:26 pm

Viewing: **HOSP 2225 : Global Hosp & Food Services**

Last edit: 02/03/25 1:26 pm

Changes proposed by: bmand

Programs
referencing this
course
  211: Hospitality and Food Service Systems Management Diploma

Course Name:
  Trends in Global Hospitality and Food Services

Effective Date: May 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management (5701)

Contact(s)

Approval Path

1. 01/08/25 2:06 pm
   Bobbi Mand
   (bmand): Approved
   for 5701 Leader
2. 01/14/25 10:19 am
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 02/03/25 1:26 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

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

Banner Course   Global Hosp & Food Services
Name:

Subject Code: HOSP - Hospitality

Course Number   2225

Year of Study   2nd Year Post-secondary

Credits: 1.5

Bridge College Code   UT

Bridge Billing Hours   0-1.5

Bridge Course Level   01

Course Description:

This course will explore current and future trends impacting the global hotel and food service systems industries. These trends include environmental sustainability, revenue management, technological innovations and ownership/management trends. Utilizing hotel property management systems (PMS), case studies, field trips, and guest speakers, students will be exposed to the current state and future opportunities presented by the hotel and food services industries.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                    Yes

Details of PLAR:

PLAR is assessed through an interview with the department leader or designate.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss how consolidation and globalization has changed the hotel and food service industries
CLO #2	Discuss ethical, legal and cultural issues impacting the global hospitality and food service industries
CLO #3	Evaluate how the hotel and food service industry should adapt to climate change using the opportunities and challenges presented operational environmental sustainability
CLO #4	Evaluate the influence of revenue management on decisions in the hotel and food service industries.
CLO #5	Explore relevant trends and innovations being used and considered by the global hotel and food service industry.

	Upon successful completion of this course, students will be able to:
CLO #6	Use established hotel property management systems for the purposes of revenue management and pricing decisions

Instructional

Strategies:

This course will be taught in a blended format using case studies, field trips, hospitality computer applications, presentations, and facilitated discussions

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	70	Team-based and individual assignments will make up the bulk of coursework. This grade includes multiple small assignments that will total 70% of the grade. It is not one assignment worth 70%
Participation	10	Students will be graded on the level of participation in course activities and discussion forums
Project	20	A final project and presentation about a topic relevant to the course will be submitted.

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:

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:
Environmental sustainability.
Revenue management.
Technological innovations.
Ownership/management trends.
Utilizing hotel property management systems (PMS).
Ethical, legal and cultural issues impacting the global hotel and food service industries.
Globalization and consolidation of the hotel food services industries.

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

Opera PMS
journal articles
Hotel news resources
Field trips

Course Change Request

Date Submitted: 01/07/25 3:19 pm

Viewing: **HOSP 2360 : Restaurant Operations**

Last approved: 09/26/24 8:40 am

Last edit: 02/03/25 1:28 pm

Changes proposed by: bmand

Programs
referencing this
course
  211: Hospitality and Food Service Systems Management Diploma
  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. 01/08/25 2:06 pm Bobbi Mand (bmand): Approved for 5701 Leader
2. 01/14/25 10:28 am Dennis Innes (dinnes): Approved for SHP Dean
3. 02/03/25 1:28 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee
4. 02/03/25 2:13 pm Darija Rabadzija (drabadzija): Rollback to Curriculum Committee for Records
5. 02/03/25 2:14 pm Darija Rabadzija (drabadzija): Approved for

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

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 food service systems 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 1220 1365 Principles of Food Production & Nutrition. Production. Students will design nutritious, health-focused menus that meet diverse dietary needs. They will also develop skills to prepare and present meals that maintain nutritional integrity while delivering high-quality taste and presentation. 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 prior to taking HOSP 2360.

Course Pre-Requisites (if applicable):

HOSP 1220, HOSP 1360; HOSP 1120 (recommended).

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	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 expecations and establish appropriate boundaries.
CLO #5	Establish effective guest relations through personal interaction, with a recognition of intercultural contexts.
CLO #6	Perform service recovery skills to resolve guest complaints and concerns in all situations.
CLO #7	Follow standardized recipes and portion control in relation to menu items produced at a restaurant.

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

	Upon successful completion of this course, students will be able to:
CLO #9	Use sustainability principles in restaurant operations.
CLO #10	Communicate effectively with each team member in a restaurant.
CLO #11	Create and manage restaurant menus that emphasize nutritional balance and healthy eating options, ensuring that dishes meet diverse dietary requirements and promote overall health.
CLO #12	Develop skills in preparing and presenting food using methods that maintain nutritional integrity and enhance the health benefits of meals, while still delivering high-quality taste and presentation.

Instructional

Strategies:

Interactive lectures, group work, demonstrations, and supervision of practical experience.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	50	Checklist/Rubric for "front of the house" positions: manager, cashier, server, host, bartender. (a) 20% presentation: practical experience throughout the term that includes food presentation, table settings, overall room set-up (b) 20% Different tasks that include: Serving, cashier, stewarding, bartending, and hosting (c) 10% Management of daily performances
Other	50	Checklist/Rubric for "back of the house" positions: manager, hot and cold stations. (a) 20% Daily kitchen performance reflection (b) 10% Daily kitchen performance self-

Type	Percentage	Brief description of assessment activity
		reflection
		(c) 10% Daily kitchen rotation
		(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:   0

Course Topics

Course Topics:
Effective restaurant communication
Time management

Course Topics:
Maximizing restaurant sales
Customer expectations
Guest relations
Resolving guest complaints
Restaurant equipment
Station duties
Standardized recipes
Nutrition, dietary needs, and portion control ~~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?

Yes

Is this the primary proposal?

No

Primary Proposal

Provide a rationale
for this proposal:

Are there any

Additional Information

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 11, 2025

ISSUE: New program: IT Project Management Post-Degree Diploma

BACKGROUND:
The Project Management Department has developed a new post-degree diploma in IT Project Management. This program is being rapidly developed, building on VCC's existing Project Management Post-Degree Diploma, with additional competencies specific to IT projects. The new program aligns with a Classification of Instructional Programs (CIP) code eligible for a post-graduation work permit.

The program addresses needs in the technology sector for project managers who understand both technical and management aspects of IT initiatives, and better connects technical skill and project management methodology in the IT sector. Nine new courses have been developed (five in IT project management and four in project management methods), and two existing courses from the Project Management Post-Degree Diploma program were revised.

DISCUSSION:
Andy Sellwood, Department Head of Project Management, and Charles Chen, instructor and subject matter expert, presented the proposal. The Committee suggested refining some course learning outcomes to better reflect the scope of learning in the program, as the technical learning provides students with the ability to understand and plan, but does not focus on in-depth technical skill acquisition. The department is reviewing these learning outcomes.

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 23, 2025

Program Change Request

New Program Proposal

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

Viewing: **IT Project Management Post-Degree Diploma**

Last edit: 01/06/25 5:34 pm

Changes proposed by: asellwood

Program Name:

IT Project Management Post-Degree Diploma

Credential Level:	Post-Degree Diploma
Effective Date:	September 2025
Effective Catalog Edition:	2025-2026 Academic Calendar
School/Centre:	Hospitality, Food Studies & Applied Business
Department	Department of Project Management (4811)

Contact(s)

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

In Workflow

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

Approval Path

1. 12/02/24 1:14 pm Andy Sellwood (asellwood): Approved for 4811 Leader
2. 12/02/24 4:52 pm Dennis Innes (dinnes): Approved for SHP Dean
3. 12/03/24 12:35 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee
4. 12/11/24 4:54 pm Natasha Mandryk (nmandryk): Approved for Education Council

Program Content Guide

Purpose

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

Admission Requirements

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

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is delivered over four academic terms, each four months long. There is one term break between terms two and three.
Maximum time to complete the program is 5 years.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply project management principles to technology initiatives.
PLO #2	Implement effective risk management and quality assurance strategies.
PLO #3	Manage procurement and contracts in IT contexts.
PLO #4	Ensure information security throughout project lifecycles.
PLO #5	Lead teams and manage procurement, contracts, and stakeholder engagement in IT contexts.
PLO #6	Conduct data analysis and business analysis for technology projects.
PLO #7	Utilize cloud technologies and ITIL Foundation principles for efficient IT service management.
PLO #8	Demonstrate effective communication, leadership, and organizational behavior skills.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

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

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

Evaluation of Student Learning

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

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

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

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

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

Recommended Characteristics of Students

Good analytical and critical thinking abilities
Good communication and interpersonal skills
Organizational capabilities and attention to detail
Ability to adapt quickly to changing technologies and methodologies

Courses

Plan of Study Grid

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

PGMT 2215	IT Project Integration and Capstone	3
PGMT 2200	IT Procurement and Contracts	3
	Credits	18
	Total Credits	42

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale

for this proposal.

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

Industry-Driven Need:

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

Professional Development:

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

International Student Opportunities:

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

Market Alignment:

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

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

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

multiple indicators:

Provincial Labor Market Data:

- WorkBC identifies Computer and Information Systems Managers (NOC 20012) as a high-opportunity occupation

- Projected 8,900 job openings between 2023-2033 in British Columbia

- Lightcast Analytics shows substantial current demand:

* 3,417 unique job postings (7,294 total) in British Columbia for NOC 20012

* 149 unique postings (272 total) specifically for IT Project Managers in Greater Vancouver

* 201 unique postings (355 total) for IT Project Managers across British Columbia

* Data covers period from January 2023 to September 2024

Professional Recognition and Industry Support:

- Program aligns with recognized professional bodies:

* Project Management Institute (PMI) through existing partnership with West Coast Chapter

* Information Systems Audit and Control Association (ISACA) through existing partnership

- Curriculum supports requirements for professional certifications:

* Project Management Professional (PMP)®

* Certified Associate in Project Management (CAPM)®

Industry Growth Indicators:

- Vancouver's technology sector continues to expand, creating increased demand for IT project managers

- Digital transformation initiatives across industries drive need for specialized project management professionals

- Growing emphasis on cybersecurity and information management requires specialized project leadership

- Increasing adoption of Agile methodologies creates demand for professionals with contemporary project management skills

This program demonstrates strong student demand through multiple indicators:

International Student Interest:

- Confirmed viability through VCC's International Education department assessment

- High appeal to international students seeking Canadian credentials in technology sector

- Aligns with demonstrated international student preference for programs that:

* Lead to in-demand careers

* Provide practical, hands-on experience

* Offer pathways to professional certifications

* Support transition to Canadian workforce

Market Indicators:

- Growing interest in technology-focused management programs

- High enrollment rates in similar programs at other institutions

- Increased demand for specialized post-degree diplomas

- Strong interest in programs combining technical and management skills

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

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

Are there any
expected costs to
this proposal.

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

Azure

AWS

GCP (Google Cloud)

SmartSheet

Monday.com

Jira

Tableau

PowerBI

PowerApps

Additional Office 365 Functionality for ITPM students:
MS Project
Project Management Simulation

Consultations

Consulted Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Have worked with IA Fionna Chong throughout development process.
Registrar's Office	Feedback received on November 29th. Acquired course codes for new courses.
Faculty/Department	Two Department of Project Management faculty have been working on this new PCG as well as the new courses. Faculty were consulted throughout fall 2024 regarding the development of this new program.
Department Support Staff	Program Assistant was kept up to date with development throughout fall 2024.
Information Technology (IT)	Met with Elmer, Norman, and Vianna in November. Received feedback on content.
Institutional Research (IR)	IR provided additional info on potential NOC code alignment in November 2025
International Education	Met with Angela Liang in November 2025. Provided feedback on total program credits.
PAC/CEG	Development of program was raised with PAC in November 2025. PAC members keen to see new curriculum.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

This program is for:

Marketing Description

Course Change Request

New Course Proposal

Date Submitted: 01/06/25 4:17 pm

Viewing: **ITPM 1100 : IT Essen for Project Managers**

Last edit: 02/03/25 9:44 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma
229: Cross-Industry Project and Operations Management Certificate

Course Name:
  IT and Technology Essentials for Project Managers

Effective Date: September 2025

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

Banner Course Name: IT Essen for Project Managers

Subject Code: ITPM - IT Project Management

Course Number   1100

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides a comprehensive introduction to information systems (IS) and their role in modern organizations. It explores the fundamental concepts of IS, including hardware, software, networks, databases, and applications. The course emphasizes the business-driven nature of IS, highlighting how technology can be leveraged to achieve strategic goals. Students will gain practical knowledge and skills in analyzing business problems, designing IS solutions and evaluating the impact of technology on organizations.

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 fundamental concepts of information systems, including hardware, software, networks, databases, and applications.
CLO #2	Analyze business problems and identify opportunities for leveraging technology to improve organizational performance.
CLO #3	Apply the concepts of information systems to improve business processes and achieve business goals.
CLO #4	Evaluate the impact of technology on organizations, including ethical and security considerations.
CLO #5	Communicate effectively about information systems concepts and solutions to both technical and non-technical audiences.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	
Midterm Exam	15	
Final Exam	15	
Assignments	60	Four to six assignments at 10-15% 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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

    Lecture

Hours in Category 1:   45

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

Check all that apply:

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 Information Systems
Hardware and Software
Networking Concepts
Databases and Data Management
Information Systems Development
Ethical and Social Issues in IS
Introduction to Artificial Intelligence and Machine Learning
Introduction to Internet of Things (IoT)
Introduction to Blockchain Technology

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

IT Project Management PDD

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 01/06/25 4:17 pm

Viewing: **ITPM 1200 : Principles of Cloud Infrastruc**

Last edit: 02/03/25 9:46 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma
229: Cross-Industry Project and Operations Management Certificate

Course Name:
  Principles of Cloud Infrastructure

Effective Date: September 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

Approval Path

1. 01/06/25 4:20 pm
   Andy Sellwood
   (asellwood):
   Approved for 4811
   Leader
2. 01/07/25 9:41 am
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 02/03/25 9:46 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

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

Banner Course   Principles of Cloud Infrastruc
Name:

Subject Code: ITPM - IT Project Management

Course Number   1200

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course offers an in-depth introduction to the multifaceted world of Cloud Computing, presenting it from three essential perspectives: theoretical, technical, and commercial. Through a blend of real-world case studies and analysis of existing market cloud-based tools, students will gain a thorough understanding of various Cloud Computing applications.

Students will delve into the critical aspects of planning, designing, and migrating to Virtualized Data Centres (VDC) and Cloud environments, equipping them with the knowledge and skills required for successful cloud integration. By the end of the course, participants will have a comprehensive grasp of Cloud Computing fundamentals and its practical implementations in modern technology landscapes.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply project management principles to oversee cloud infrastructure projects.
CLO #2	Describe the technical foundations of cloud computing.
CLO #3	Analyze the competitive advantages of cloud computing e.g. faster deployment/access to IT resources, fine-grain scalability.
CLO #4	Analyze the processes and methodologies for integrating cloud computing solutions into existing IT infrastructures, highlighting the improvements in efficiency and scalability.

	Upon successful completion of this course, students will be able to:
CLO #5	Evaluate strategies for organizational migration to cloud-based computing.
CLO #6	Discuss best practices for cloud computing e.g. elastic architecture, design for failure, high availability, performance, security, monitoring and cost management.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	Six assignments at 10% each
Quizzes/Tests	10	
Midterm Exam	15	
Final Exam	15	

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   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:
Fundamentals of cloud computing
Technical foundations of cloud computing
Types of cloud services e.g. Infrastructure as a Service (IaaS), Platform as a Service (PaaS), Software as a Service (SaaS)
Cloud configuration
Cloud management and monitoring
Cloud security
Cloud migration strategies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

IT Project Management PDD

Course Change Request

New Course Proposal

Date Submitted: 01/06/25 4:17 pm

Viewing: **ITPM 1210 : Data Analyti & Vis for IT Proj**

Last edit: 01/13/25 10:48 am

Changes proposed by: asellwood

Course Name:
  Data Analytics and Visualization for IT Projects

Effective Date: September 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. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/06/25 4:20 pm
   Andy Sellwood
   (asellwood):
   Approved for 4811
   Leader
2. 01/07/25 9:42 am
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 02/03/25 9:46 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

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

Banner Course   Data Analyti & Vis for IT Proj
Name:

Subject Code: ITPM - IT Project Management

Course Number   1210

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course delves into the principles and advanced techniques of business data analysis and effective data visualization within the realm of Information Technology. Students will engage with real-world IT data to uncover patterns, trends, and relationships, driving strategic decision-making in technology-driven environments. Key components include data exploration, dimensional analysis, hypothesis formulation, and the creation of compelling visual presentations using state-of-the-art IT tools. Through a collaborative group project, students will tackle real-world IT data analysis challenges, transforming raw data into strategic insights and effectively communicating these findings to stakeholders. The course emphasizes the use of IT-specific software and platforms, ensuring students are well-versed in the latest technologies and methodologies in the field of IT Business Analytics.

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 value of data analytics and visualization for business organizations and/or in an IT context.
CLO #2	Describe contemporary approach to Business Intelligence / Data Analytics.
CLO #3	Analyze Business Intelligence Trends & Trends in Big Data.
CLO #4	Perform advanced analysis by joining and blending data from different sources.

	Upon successful completion of this course, students will be able to:
CLO #5	Apply advanced analytical techniques and IT tools to effectively analyze and interpret business data, driving strategic decision-making and innovation.
CLO #6	Formulate and implement data analytics strategies using cutting-edge IT tools to solve business problems and enhance organizational performance.
CLO #7	Perform basic programming in data analytics (e.g. Python etc.).

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	Six assignments at 10% each
Quizzes/Tests	10	
Midterm Exam	10	
Final Exam	20	

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   45

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

Check all that apply:

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 Big Data Analytics
Data Analytics Lifecycle
Data Mining Process
Review Basic Data Analytics Methods and planning data analytic steps
Advanced Analytics – Technology and Tools
Decision Analysis through designing visualizations
Present data using story points and fully interactive dashboards
Perform advanced analysis by joining and blending data from different sources
Introduction to Programming in Data Analytics

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: 01/06/25 4:17 pm

Viewing: **ITPM 1220 : Data Security, Privacy & Risk**

Last edit: 02/03/25 9:45 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma

Course Name:
Data Security, Privacy, and Risk

Effective Date: September 2025

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

Banner Course Name: Data Security, Privacy & Risk

Subject Code: ITPM - IT Project Management

Course Number 1220

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides a comprehensive overview of cybersecurity principles, practices, and standards.
Students will gain a deep understanding of key security domains, including risk management, asset security, security architecture, communication and network security, identity and access management, security assessment and testing, security operations, and software development security.
The course will equip students with the knowledge and skills necessary to protect organizations from cyber threats, ensure compliance with industry regulations, and implement effective security strategies.

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 fundamental principles of cybersecurity, including confidentiality, integrity, availability, authenticity, and non-repudiation.
CLO #2	Analyze organizational risks and implement effective risk management strategies.
CLO #3	Describe and apply security measures that protect data in information systems.
CLO #4	Evaluate the impact of technology on organizations, including ethical and security considerations.
CLO #5	Communicate effectively with technical and non-technical audiences on cybersecurity issues.
CLO #6	Describe the fundamental principles of Information Privacy and Data Protection.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	
Midterm Exam	10	
Final Exam	15	
Assignments	65	Five to eight assignments worth 5-15% 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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   45

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Security and Risk Management
Asset Security
Networking Concepts
Security Architecture and Engineering
Communication and Network Security
Identity and Access Management (IAM)
Security Assessment and Testing
Security Operations
Information Privacy & Data Protection

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: 01/06/25 4:17 pm

Viewing: **ITPM 2210 : ITIL Essn for Project Managers**

Last edit: 01/13/25 11:19 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma

Course Name:
ITIL Essentials for Project Managers

Effective Date: September 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

Approval Path

1. 01/06/25 4:20 pm
   Andy Sellwood
   (asellwood):
   Approved for 4811
   Leader
2. 01/07/25 9:43 am
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 02/03/25 9:47 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

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

Banner Course
Name: ITIL Essn for Project Managers

Subject Code: ITPM - IT Project Management

Course Number   2210

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will learn the fundamentals of ITIL (Information Technology Infrastructure Library) and IT service management. The course covers IT service strategy development, service design evaluation, and operational transition management. Students will work with ITIL-compatible tools, develop comprehensive service management plans, and learn to enhance existing ITIL implementations using real-world case studies to gain understanding of how to integrate ITIL principles into their project management practices.

Course Pre-Requisites (if applicable):

ITPM 1100.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop an IT service strategy that incorporates governance, policies, and demand management
CLO #2	Evaluate the effectiveness of IT service design in meeting business requirements, including aspects like service catalog and service level management
CLO #3	Assess the transition of IT services from design to operations, focusing on change, release, and configuration management
CLO #4	Implement ITIL-compatible tools and technologies that align with the organization's IT service management needs

	Upon successful completion of this course, students will be able to:
CLO #5	Develop a comprehensive ITIL-based service management plan that addresses all key components of ITIL
CLO #6	Modify and improve an existing ITIL implementation based on real-world case studies and best practices

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60	Six assignments at 10% each
Quizzes/Tests	10	
Midterm Exam	15	
Final Exam	15	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

Hours in Category 1: 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:
ITIL Concept of Value Service Offerings Service Management ITIL® Service Value System Service Mgmt. Guiding Principles ITIL® Practices Incident & Problem 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

IT Project Management PDD

Course Change Request

Date Submitted: 01/06/25 4:18 pm

Viewing: **PGMT 1004 : Project Schedule & Cost Mgmt**

Last approved: 10/14/21 5:01 am

Last edit: 01/08/25 5:20 pm

Changes proposed by: asellwood

> Programs
> referencing this
> course
> 120: Business and Project Management Post Degree Diploma
> 215: Project Management Post-Degree Diploma

Course Name:
   Project Schedule and Cost Management

Effective Date: September 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood ~~Mehran Jamshidi~~	asellwood@vcc.ca ~~mjamshidi@vcc.ca~~	8326 ~~8696~~

In Workflow

1. **4811 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 01/06/25 4:20 pm Andy Sellwood (asellwood): Approved for 4811 Leader
2. 01/07/25 9:44 am Dennis Innes (dinnes): Approved for SHP Dean
3. 01/23/25 2:39 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Oct 14, 2021 by Mehran Jamshidi (mjamshidi)

Banner Course Name:	Project Schedule & Cost Mgmt

Subject Code:	PGMT - Project Management

Course Number	1004

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 examines the processes, tools, and techniques required to manage the timely completion of projects. Students are introduced to cost management principles and techniques that ensure projects are delivered within the approved budget.

Course Pre-Requisites (if applicable):

PGMT 1001. 1001, PGMT 1002.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop and document a comprehensive plan to manage the project schedule
CLO #2	Identify the activities and the associated interdependencies required to meet the deliverables identified in the project schedules
CLO #3	Estimate the duration, elapsed time, lead, lag, and critical path for the scheduled activities
CLO #4	Monitor and control the project schedules using a variety of tools and techniques

	Upon successful completion of this course, students will be able to:
CLO #5	Develop and document a comprehensive plan for managing the project costs
CLO #6	Identify factors that impact the cost management plan
CLO #7	Apply tools and techniques to identify resources required to deliver projects within the determined constraints
CLO #8	Implement strategies for monitoring and controlling variances in project costs
CLO #9	Describe the Project Schedule and Cost Management approaches in Agile project management environments

Instructional
Strategies:

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	
Final Exam	30	
Assignments	20	Class, individual, and team assignments and projects
Quizzes/Tests	20	Weekly planned and/or ad-hoc quizzes
Participation	10	Active participation in class and team discussions Peer participation could also be taken into consideration

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:   15

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

Check all that apply:

Hours in Category 2:   30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Develop Project Schedule Management Plan
Define and sequence project activities
Estimate activity durations
Develop and control project schedule
Develop project Cost Management Plan
Project cost estimation techniques
Prepare and manage project budgets

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

Project Management: The Managerial Process, 8th edition, by Erik Larson and Clifford Gray
MS Project, MS Excel

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

IT Project Management PDD

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

Course Change Request

New Course Proposal

Date Submitted: 01/06/25 4:18 pm

Viewing: **PGMT 1010 : Bus Analysis & Proj Scope Mgmt**

Last edit: 01/13/25 9:52 am

Changes proposed by: asellwood

Programs
referencing this
course
223: IT Project Management Post-Degree Diploma
229: Cross-Industry Project and Operations Management Certificate

Course Name:
  Business Analysis and Project Scope Management

Effective Date: September 2025

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

Banner Course   Bus Analysis & Proj Scope Mgmt
Name:

Subject Code: PGMT - Project Management

Course Number   1010

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on the critical role of business analysis in defining and managing project scope. It highlights how effective scope management aligns business needs with project deliverables, ensuring successful outcomes. It emphasizes the importance of project scope management for delivering a product or project that meets the collaborators' and/or partners' and/or clients' requirements. Students learn the various product development models and the tools, techniques, and processes required to develop the project scope and how to manage and control it throughout the project.

Key areas include identifying and analyzing business requirements, developing project scope statements, utilizing tools for scope management, managing scope changes, and aligning business objectives with project outcomes. Students will explore various business analysis models and methodologies, gaining practical skills through real-world applications and case studies.

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 and analyze business requirements.
CLO #2	Create a scope management plan that documents how the project and product scope are defined, developed, validated, monitored and controlled.
CLO #3	Apply the various tools and techniques used to solicit and collect requirements.

	Upon successful completion of this course, students will be able to:
CLO #4	Create and apply both deliverable-oriented and phase-oriented Work Breakdown Structures (WBS) to divide project scope into clear work packages.
CLO #5	Determine, document, and manage stakeholder expectations to meet the project objectives.
CLO #6	Apply tools and techniques to validate and control scope during project execution.

Instructional Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	10	
Final Exam	20	
Quizzes/Tests	10	
Assignments	60	Six assignments at 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: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   45

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

Check all that apply:

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 Business Analysis
Critical Thinking and System Analysis in a Business Context
Product and project life cycles
Product development using specified features and functions
Key concepts and terminologies of scope management
Collecting scope requirements and defining project scope
Managing project expectations
Work Breakdown Structure (WBS)
Validating and controlling project scope

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: 01/06/25 4:18 pm

Viewing: **PGMT 2020 : Project Management Technology**

Last approved: 11/18/21 5:19 am

Last edit: 01/13/25 9:52 am

Changes proposed by: asellwood

Programs
referencing this
course
  120: Business and Project Management Post Degree Diploma
  215: Project Management Post-Degree Diploma

Course Name:
  Project Management Technology

Effective Date: September 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Department of Project Management (4811)

Contact(s)

Name	E-mail	Phone/Ext.
Andy Sellwood ~~Mehran Jamshidi~~	asellwood@vcc.ca ~~mjamshidi@vcc.ca~~	8326 ~~8696~~

In Workflow

1. **4811 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 01/06/25 4:20 pm Andy Sellwood (asellwood): Approved for 4811 Leader
2. 01/07/25 9:45 am Dennis Innes (dinnes): Approved for SHP Dean
3. 01/23/25 2:39 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Nov 18, 2021 by Mehran Jamshidi (mjamshidi)

Banner Course Name:	Project Management Technology
Subject Code:	PGMT - Project Management
Course Number	2020
Year of Study	2nd Year Post-secondary
Credits:	3

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

Course Description:

This course introduces students to the principles of project management technology. Students will learn and practice software packages that will assist a Project Manager implement and complete a project successfully. Applications like MS-Project, MS-Excel, MS-Visio, virtual meeting tools (such as Zoom, Skype, MS-Teams) and available open-source project and task management software applications will be introduced to students in this course.

Students will also learn and practice Predictive and agile project management tools and applications.

Course Pre-Requisites (if applicable):

PGMT 1004. 1001, PGMT 1002.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate the use of information technology in managing projects

	Upon successful completion of this course, students will be able to:
CLO #2	Explain the importance and use of database technologies, such as Management Information Systems (MIS), and Customer Relationship Management (CRM) systems

	Upon successful completion of this course, students will be able to:
CLO #3	Learn basic information about Enterprise Resource Planning (ERP) applications such as SAP.
CLO #4	Become familiar with project and task management software applications.
CLO #5	Know how to schedule and cost a project on software applications like MS Project.
CLO #6	Explain the benefits of an integrated management system in project environments
CLO #7	Recognize the constantly changing digital technologies utilized in project management

Instructional

Strategies:

   Lecture, teamwork, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

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

   D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	
Final Exam	30	
Quizzes/Tests	20	Weekly planned or ad-hoc quizzes and tests
Assignments	20	Team and individual assignments and projects defined by the instructor
Participation	10	-Active participation in the course lectures and discussions forums -Participation in team assignments and discussions

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:   ~~0~~

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

Check all that apply:

Lab

Hours in Category 2:   45

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to Information Technology
Introduction to Management Information Systems (MIS), Enterprise Resource Planning (ERP), and Customer Relationship Management (CRM)
Learn how to work with MS-Excel
Emerging Technologies in project management
Managing projects using MS Project
Managing projects using MS Project
Introduction to software applications such as JIRA, SAP, Trello, Monday.com
Customer Relationship Management technologies

Course Topics:
Introduction to Vendor Management using SAP
Study of recent emerging technologies in Project Management

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

A selection of MS Project, MS Excel, MS Visio, SAP and virtual meeting tools (Zoom, Skype, MS Teams), JIRA, Trello, Monday.com and available open-source project and task management software applications.

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

IT Project Management PDD

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: 01/06/25 4:19 pm

Viewing: **PGMT 2100 : Agile Proj Mgmt & Product Dev**

Last edit: 01/13/25 9:54 am

Changes proposed by: asellwood

Programs
referencing this
course

223: IT Project Management Post-Degree Diploma

Course Name:

Agile Project Management and Product Development

Effective Date: September 2025

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

Banner Course Name: Agile Proj Mgmt & Product Dev

Subject Code: PGMT - Project Management

Course Number   2100

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course clarifies the concept of agility and explains tools and techniques to manage projects with an agile mindset. Students will explore Agile methodologies like Scrum, Kanban, and Lean, learning when and how to apply them. They will engage in a hypothetical project from planning to delivery, covering key aspects of product development such as identifying customer needs, defining product features, and managing iterative releases. Students will gain a deep understanding of agile principles in both project management and product development, equipping them to create innovative solutions in dynamic environments.

Course Pre-Requisites (if applicable):

PGMT 1001.

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 Agile Manifesto and principles
CLO #2	Describe agile project management methodologies including Scrum, Lean, Kanban, and XP
CLO #3	Define the critical success factors to implement Agile projects
CLO #4	Apply Value-Driven Delivery techniques in project and product management environments
CLO #5	Explain product development and adaptive project life cycles
CLO #6	Define the product development cycle and success factors of effective product management

	Upon successful completion of this course, students will be able to:
CLO #7	Apply adaptive and iterative planning techniques

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	65	Five to eight assignments worth 5-15% each
Quizzes/Tests	10	
Midterm Exam	10	
Final Exam	15	

Hours by Learning Environment Type

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
  Lecture

Hours in Category 1:   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:
- Product and project life cycles
- Product development using specified features and functions
- Agile manifesto and principles
- Agile development and delivery methodologies
- Planning and estimating
- Contract management in agile environments
- Agile roles and ceremonies

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

IT Project Management PDD

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 01/06/25 4:19 pm

Viewing: **PGMT 2200 : IT Procurement & Contracts**

Last edit: 01/13/25 9:55 am

Changes proposed by: asellwood

> Programs
> referencing this
> course
>
> 223: IT Project Management Post-Degree Diploma

Course Name:

  IT Procurement and Contracts

Effective Date: September 2025

School/Centre: Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department: Department of Project Management (4811)

Contact(s)

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

Banner Course
Name: IT Procurement & Contracts

Subject Code: PGMT - Project Management

Course Number   2200

In Workflow

1. **4811 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 01/06/25 4:20 pm Andy Sellwood (asellwood): Approved for 4811 Leader
2. 01/07/25 9:46 am Dennis Innes (dinnes): Approved for SHP Dean
3. 01/23/25 2:39 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students with a comprehensive understanding of IT procurement processes and contract management in project environments. Students will explore procurement planning, vendor selection, negotiation strategies, and legal aspects of IT contracts. The course focuses on practical skills and knowledge required for managing contracts and ensuring compliance with legal and organizational policies.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify key components of IT procurement and contract lifecycle.
CLO #2	Develop procurement plans aligned with project objectives.
CLO #3	Evaluate vendor proposals and facilitate vendor selection processes.
CLO #4	Describe the legal frameworks governing IT contracts.
CLO #5	Negotiate contract terms and manage stakeholder expectations.
CLO #6	Monitor contract performance and address contractual risks.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Quizzes/Tests	20	
Midterm Exam	20	
Final Exam	20	
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

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 to IT Procurement and Contracts
- Procurement Planning and Strategy
- Vendor Management and RFP Processes
- Legal and Ethical Aspects of IT Contracts
- Negotiation Techniques in Procurement
- Risk Management in IT Procurement
- Performance Monitoring and Vendor Relationships
- Case Studies in IT Procurement and Contracts
- Emerging Trends in IT Contracting

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

IT Project Management PDD

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 01/06/25 4:19 pm

Viewing: **PGMT 2215 : IT Proj Integration & Capstone**

Last edit: 01/13/25 9:57 am

Changes proposed by: asellwood

> Programs
> referencing this
> course
> 223: IT Project Management Post-Degree Diploma

Course Name:
  IT Project Integration and Capstone

Effective Date: September 2025

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

Banner Course   IT Proj Integration & Capstone
Name:

Subject Code: PGMT - Project Management

Course Number   2215

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course combines the processes and activities required to deliver an IT project successfully. Students will learn to apply concepts from business analysis, management information systems, data analytics, cloud infrastructure, privacy, security, and ITIL for technology initiatives. Students will be making strategic decisions when it comes to planning, executing, and managing IT projects. Students will develop comprehensive project plans, analyze data to drive project success, manage information systems, and ensure compliance with privacy and security standards. By tackling real-life challenges, students will gain practical insights and hands-on experience, preparing them for successful careers in Information Technology.

Course Pre-Requisites (if applicable):

PGMT 2100, ITPM 1100, ITPM 1200, ITPM 1210, ITPM 1220.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
        No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop a project charter using business cases, agreements, and other factors that may affect the business need, ensuring alignment with IT project goals.
CLO #2	Produce a fully integrated project management plan that includes subsidiary plans for relevant knowledge areas and business considerations, incorporating IT-specific elements.
CLO #3	Establish processes to direct, monitor, and control project activities and processes through to successful project implementation, with a focus on IT project management best practices.

	Upon successful completion of this course, students will be able to:
CLO #4	Produce relevant and timely project documentation that is shared among the project team and resources, ensuring clear communication and effective information management.
CLO #5	Develop, document, and implement integrated change control processes that are relevant to the size and complexity of IT projects, addressing issues such as security and privacy.
CLO #6	Document and ensure processes are in place to realize project benefits at appropriate stages after project implementation, focusing on long-term IT project success and benefit realization.
CLO #7	Apply strategies and processes in initiating, planning, executing, monitoring and controlling, and closing projects, with a specific emphasis on IT project management methodologies and tools.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Five assignments adding up to 30%
Project	30	Two progress update reports at 5% each, plus a final report at 20%
Participation	10	
Project	30	Project Presentation

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1:   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:
Business Case Analysis
Project Charter
Develop Project Management Plan and subsidiary plans
Change Control
Practicing project management by working on a hypothetical project going through all process groups
Information Technology Infrastructure Library
Information Privacy and Security
Business Analysis and Analytics

Course Topics:
Close a project and pass the product to the final user

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

IT Project Management PDD

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

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 11, 2025

ISSUE: New program: Digital Communication, Social Media and Multimedia Post-Degree Diploma

BACKGROUND:
The Digital Media Department has developed a new post-degree diploma in Digital Communication, Social Media and Multimedia. The program is designed for students who have already completed bachelor's degrees to move into careers as content creators, social media managers and digital media/marketing specialists. The courses are a mix of theory and practical application focusing on marketing strategies and campaign, technical image, design and digital and video production. Students complete an advanced studio course including professional client work, as well as developing a professional portfolio that allows for critical review of their own work and establishing a professional brand to communicate to potential clients.

The program consists of 12 courses designed to be taught over 16 months, targeted to both domestic and international students. The program is eligible for students to receive a post-graduation work permit.

DISCUSSION:
Brett Griffiths, Dean of the School of Trades, Technology and Design, presented the proposal, as the department head could not attend the meeting. There were no significant concerns raised by Curriculum Committee.

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 23, 2025

Program Change Request

New Program Proposal

Date Submitted: 01/09/25 10:07 am

Viewing: **Digital Communication, Social Media and Multimedia Post-Degree Diploma**

Last edit: 01/13/25 3:11 pm

Changes proposed by: bgriffiths

Program Name:
  Digital Communication, Social Media and Multimedia Post-Degree Diploma

Credential Level: Post-Degree Diploma

Effective Date: September 2025

Effective Catalog   2023-2024 Academic Calendar
Edition:

School/Centre: Trades, Technology & Design

Department   Graphic Comm & Prod Tech (4401)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Governors

Approval Path

1. 12/12/24 6:01 pm Sigrid Albert (salbert): Approved for 4401 Leader
2. 12/12/24 6:04 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 12/19/24 8:53 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/09/25 11:01 am Ashlea Spitz (aspitz): Approved for 4401 Leader
5. 01/09/25 11:13 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 01/23/25 3:39 pm Todd Rowlatt (trowlatt): Approved

for Curriculum
Committee

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Program Content Guide

Purpose

This program prepares students who have previously completed a bachelor's degree for a creative career in digital communication, media creation, and multimedia design. The program provides comprehensive training in various forms of digital media creation and strategy, giving graduates the flexibility to work in roles such as content creator, digital media specialist, multimedia designer, social media manager, and digital marketing specialist. Throughout the program, emphasis is placed on bringing theory and practice together through hands-on assignments and collaborative work. Students will have opportunities to work on real-world client projects to develop critical project management and communication skills. The program takes a critical lens on digital media, encouraging students to consider the cultural and ethical implications of content creation and distribution.

Admission Requirements

 A minimum 3-year undergraduate degree from an accredited post-secondary institution
English Studies 12 with a minimum 'C' grade, or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This full-time program is 16 months in length (4 terms). The maximum time for completion is 5 years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Discuss a digital creator's roles and responsibilities in graphic design, digital communications, social media and multimedia.
PLO #2	Develop and execute social media marketing strategies to enhance online presence and user engagement.

	Upon successful completion of this program, graduates will be able to:
PLO #3	Develop effective multimedia strategies using market research, client consultation, creative thinking and technology.
PLO #4	Develop and maintain a multimedia design portfolio and a freelancing/business plan.
PLO #5	Produce high-quality graphics for digital and multimedia end uses using professional design tools.
PLO #6	Conceptualize, plan, and implement effective digital communications strategies to engage target audiences.
PLO #7	Use business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams.
PLO #8	Apply ethical principles and business standards to make informed decisions in research, design, and communications.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The program uses a combination of instructional strategies including:

Interactive Lectures

Demonstrations

Hands-on labs

Production simulations

Problem solving exercises

Client projects

Field trips

Guest speakers

Online learning activities

Self-directed projects

Collaborative team projects

Reflective discussions

Students have access to professional digital media equipment and computer labs with industry-standard software.

Labs maintain a one-to-one ratio of students to workstations.

Evaluation of Student Learning

Students are evaluated through:

Practical assignments and projects

Portfolio development

Client project work

Presentations

Written assignments

Lab work

Class participation

Professional conduct

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

Recommended Characteristics of Students

Students should consider the following aspects of this program.

Require use of a computer screen with options of keyboard, mouse, trackpad, or digital pen for up to 7 hours a day

Involve time management and submitting work according to deadlines

Require written as well as verbal communication

Involve approaching problems from different angles in order to propose a variety of solutions

Require them to work independently as well as collaboratively

Use fine motor skills in handling video and photography hardware

Courses

Plan of Study Grid

First Year

Term One	Credits
DCOM 1100 Advanced Image Practices	3
DCOM 1105 Digital Marketing Strategy	3
DCOM 1110 Design Foundation for Marketing	3
Credits	9
Term Two	
DCOM 1200 Digital Design Technologies	3
DCOM 1205 Writing for Digital Media	3
DCOM 1210 Digital Video Production	3
DCOM 1215 Digital Commerce Strategies	3
Credits	12

Second Year

Term One

DCOM 2105	Social Media Marketing Strategies	3
DCOM 2110	Advanced Digital Media Production	3
DCOM 2120	Campaign Strategy	3
	Credits	9

Term Two

DCOM 2200	Advanced Design Studio: Emerging Technologies and Client Projects	5
DCOM 2205	Professional Portfolio Development	5
	Credits	10
	Total Credits	40

This full-time program can be completed over four (4) terms by successfully completing a minimum of 9 to 12 credits each term.

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA

calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.# Rationale and Consultations

Provide a rationale
for this proposal.
  See concept paper

Are there any
expected costs to
this proposal.
  See business case

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	"Program and courses look good. I'm wondering if we should add this statement (used in other PCGs) to the PLAR section: *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." I notice there are no pre-reqs listed in year 2 courses. Will you be adding pre-reqs? (E.g., will Digital Image Processing and Manipulationi be the pre-req for Advanced Digital Image Manipulation?)
Registrar's Office	"* Any pre-reqs? * See admission requirements, evaluation of student learning, and effective date comments on Word doc."
International Education	"All good with the number of credits and duration of the program. The name is quite long but I also don't know if there is a way to make it more succinct. We might end up calling it the Digital Comms PDD among ourselves or with agents (just like Cybersecurity, Network Tech, etc.). What is the CIP code? No practicum which would have been best but we can explain how the design studio and portfolio development will also help with finding jobs. PLease add PLAR language (noted by CTLR also)."
Faculty/Department	The department met 3-4 times to review and discuss the PDD proposal. The discussions focused on aligning

Consultated Area	Consultation Comments
	the curriculum with current industry trends, ensuring that the balance of technical, strategic, and creative skills meets the needs of both students and employers. A few key changes were made based on these discussions, including integrating emerging technologies into the coursework, refining course learning outcomes for clarity, and emphasizing career-focused skills like freelancing, client management, and portfolio development.
Department Support Staff	
Other Department(s)	
Advising & Recruitment	
Assessment Centre	
Disability Services	Looks great for the most part! I think the first 5 and the last one are great. Thank you. Recommended Characteristics of Students Students may be asked to perform tasks that: require use of a computer screen with options of keyboard, mouse, trackpad, or digital pen for up to 7 hours a day involve time management and submitting work according to deadlines require written as well as verbal communication involve approaching problems from different angles in order to propose a variety of solutions require them to work independently as well as collaboratively require basic computer literacy pre-requisite involve empathy with various user groups not measurable involve learning new technologies implied in the course use a variety of media and software implied in the course

Consultated Area	Consultation Comments
	use fine motor skills in handling video and photography hardware
Finance	Costing completed
Facilities	
EAL Department/Language Support	
Information Technology (IT)	
Institutional Research (IR)	
Marketing & Communications	
Learning Centre	
Library	
Student Services	
Safety & Security	Thanks for sharing the documentation for the new program with me! I appreciate being able to give feedback. From a Privacy perspective, I think the only feedback I can offer is that I encourage instructors in their course/syllabus design to consider VCC's Guidelines for GenAI in Teaching and Learning https://ctlr.vcc.ca/teaching-and-learning/gen-ai-in-teaching-and-learning/. Students in these programs will obviously need to use these technologies and will have entered into this program voluntarily, but I hope that an understanding of privacy and copyright issues can be built into the courses, alongside the good things I've seen about ethics and other risks/benefits. VCC can't ensure the security of students' personal information when they are using third party tools like GenAI and social media platforms, and I think every student should be informed of that and how to more safely use these tools/platforms, along with some information literacy instruction about how AI and social media collect and use information about and from users.

Consultated Area	Consultation Comments
	Otherwise, I think these look great and will be such a great addition to VCC's course offerings!

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Marketing Information

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

This program is for:

Marketing Description

What you will learn

What to expect

Reviewer

Comments

Sigrid Albert (salbert) (12/12/24 5:56 pm): DCOM 2105 is listed twice; and DCOM 2115 is missing, please fix.

Todd Rowlatt (trowlatt) (12/19/24 8:53 am): Rollback: additional review

Key: 228

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:07 am

Viewing: **DCOM 1100 : Advanced Image Practices**

Last edit: 01/20/25 1:45 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

228: Digital Communication, Social Media and Multimedia Post-Degree
Diploma

Course Name:
    Advanced Image Practices

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

Approval Path

1. 12/10/24 12:44 pm Sigrid Albert (salbert): Approved for 4401 Leader
2. 12/10/24 12:57 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 12/19/24 8:54 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/09/25 10:45 am Ashlea Spitz (aspitz): Approved for 4401 Leader
5. 01/09/25 11:13 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 01/23/25 3:39 pm Todd Rowlatt (trowlatt): Approved

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Advanced Image Practices

Subject Code: DCOM - Digital Communications

Course Number   1100

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on professional image manipulation and advanced processing techniques essential for modern digital design workflows. Students will learn industry-standard features of Adobe Photoshop, including advanced compositing, non-destructive editing, and digital asset management. The curriculum emphasizes copyright compliance, ethical considerations in image manipulation, and cross-media output optimization. Through applied projects, students will explore advanced colour theory, develop culturally sensitive designs, and create sophisticated multi-layered compositions that adhere to industry best practices.

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	Analyze the impact of copyright and intellectual property laws on branding strategies and design decisions.
CLO #2	Design brand visuals using design principles and colour management techniques across multiple platforms.
CLO #3	Develop complex image compositions using advanced software techniques.
CLO #4	Evaluate ethical implications of image manipulation in professional contexts.
CLO #5	Apply advanced digital asset management techniques to organize and optimize design workflows.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in progress
Project	30	
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   42

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:   12

Course Topics

Course Topics:
International copyright laws and Creative Commons licensing
Digital asset and rights management workflows
Advanced vector and raster integration
High-end retouching and compositing workflows
Non-destructive editing practices
Advanced colour theory and colour space optimization
Output profiling and cross-media colour consistency
Advanced compression and resolution management

Course Topics:
Complex selections, masks, and layer management
Ethical considerations in design 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

Digital Communication, Social Media and Multimedia

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

Todd Rowlatt (trowlatt) (12/19/24 8:54 am): Rollback: additional review

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:07 am

Viewing: **DCOM 1105 : Digital Marketing Strategy**

Last edit: 01/20/25 1:45 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

228: Digital Communication, Social Media and Multimedia Post-Degree
Diploma

Course Name:

Digital Marketing Strategy

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

Approval Path

1. 12/10/24 1:46 pm
   Sigrid Albert
   (salbert): Approved
   for 4401 Leader
2. 12/12/24 8:10 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 12/19/24 8:54 am
   Todd Rowlatt
   (trowlatt): Rollback
   to Initiator
4. 01/09/25 10:46 am
   Ashlea Spitz
   (aspitz): Approved
   for 4401 Leader
5. 01/09/25 11:13 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
6. 01/23/25 3:39 pm
   Todd Rowlatt
   (trowlatt): Approved

for Curriculum
Committee

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Digital Marketing Strategy

Subject Code: DCOM - Digital Communications

Course Number   1105

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course focuses on implementing and optimizing advanced digital marketing strategies. Students will analyze marketing data, develop integrated digital campaigns, and create tailored content across multiple channels. The course highlights the strategic use of marketing tools, including email, social media, search engine optimization (SEO), and analytics, while integrating advanced concepts such as AI-driven marketing, personalization, and automation. Emphasis is placed on ethical considerations, privacy in digital marketing, and the use of emerging technologies to enhance customer experiences and campaign performance.

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	Develop and implement comprehensive digital marketing strategies.
CLO #2	Analyze and interpret marketing analytics to inform strategic decisions.
CLO #3	Create and optimize advanced content strategies for multiple digital channels.
CLO #4	Explain how AI-driven tools and technologies enhance customer experiences through personalization, segmentation, and targeting.
CLO #5	Critically analyze ethical implications of digital marketing practices.
CLO #6	Explain the evolution of artificial intelligence technologies and their impact on modern marketing and business practices.
CLO #7	Evaluate the role of AI in shaping modern marketing strategies and its impact on business practices.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

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

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:   42

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:   12

Course Topics

Course Topics:
Advanced Digital Marketing Strategy
Marketing Analytics and Data Analysis
Integrated Campaign Planning
Advanced Content Strategy
Marketing Automation Systems
SEO and Conversion Optimization
Cross-Channel Campaign Integration
eCommerce Analytics and Optimization

Course Topics:
Digital Marketing Ethics and Privacy
Emerging Digital Marketing Technologies
Marketing Performance Measurement
Digital Brand Strategy

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

Digital Communication, Social Media and Multimedia

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:07 am

Viewing: **DCOM 1110 : Marketing Design Foundations**

Last edit: 01/20/25 1:46 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
  228: Digital Communication, Social Media and Multimedia Post-Degree
  Diploma

Course Name:
  Design Foundation for Marketing

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

Approval Path

1. 12/10/24 1:46 pm
   Sigrid Albert
   (salbert): Approved
   for 4401 Leader
2. 12/12/24 8:10 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 12/19/24 8:54 am
   Todd Rowlatt
   (trowlatt): Rollback
   to Initiator
4. 01/09/25 10:49 am
   Ashlea Spitz
   (aspitz): Approved
   for 4401 Leader
5. 01/09/25 11:13 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
6. 01/23/25 3:39 pm
   Todd Rowlatt
   (trowlatt): Approved

for Curriculum Committee

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Marketing Design Foundations

Subject Code: DCOM - Digital Communications

Course Number 1110

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces the foundational principles of design for marketers and content creators, focusing on how visual communication can enhance branding, storytelling, and user engagement. Students will explore core design concepts such as composition, colour theory, typography, and layout, with an emphasis on applying these skills to real-world marketing and content creation projects. Using industry-standard tools, students will create visually compelling assets optimized for digital platforms, social media, and print. The course highlights the importance of strategic visual design in communicating brand identity and achieving marketing objectives.

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 foundational design principles and their role in effective marketing and content creation.
CLO #2	Apply colour theory and typography to create visually cohesive and impactful designs.
CLO #3	Design layouts and compositions that effectively communicate messages across digital and print media.
CLO #4	Create basic visual branding elements and ensure consistency across various platforms.
CLO #5	Utilize industry-standard design tools to produce content tailored for marketing and social media platforms.
CLO #6	Develop strategic visual assets that align with audience needs and marketing goals.
CLO #7	Critically evaluate the effectiveness of visual content in achieving branding and marketing objectives.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Lab Work	30	
Project	30	May include in-class exercises, assignments, quizzes/tests, and work-in progress
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 42

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: 12

Course Topics

Course Topics:
Foundational design principles
Colour theory and psychology for branding
Typography basics: font selection, hierarchy, readability
Composition and layout for digital and print
Visual branding: logos, style guides, consistency
Industry-standard design tools
Content creation for social media, ads, and infographics
Strategic visual storytelling

Course Topics:
Critiquing and evaluating design effectiveness

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

Digital Communication, Social Media and Multimedia

Prop

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (12/19/24 8:54 am): Rollback: additional review

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Is a Badge being offered for this course?

Badge Effective
Date

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:08 am

Viewing: **DCOM 1200 : Digital Design Technologies**

Last edit: 01/09/25 10:08 am

Changes proposed by: bgriffiths

Programs
referencing this
course

228: Digital Communication, Social Media and Multimedia Post-Degree Diploma

Course Name:

Digital Design Technologies

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

Approval Path

1. 12/10/24 12:44 pm Sigrid Albert (salbert): Approved for 4401 Leader
2. 12/10/24 12:57 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 12/19/24 8:54 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/09/25 10:50 am Ashlea Spitz (aspitz): Approved for 4401 Leader
5. 01/09/25 11:13 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 01/23/25 3:39 pm Todd Rowlatt (trowlatt): Approved

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Digital Design Technologies

Subject Code: DCOM - Digital Communications

Course Number   1200

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds the core technical competencies required for professional digital design practices. Students will gain proficiency in the Adobe Creative Cloud ecosystem, collaborative design platforms, and enterprise-level font management systems. The curriculum emphasizes advanced workflows for digital and cross-media production, including techniques in Photoshop, InDesign, and Illustrator. Students will learn to optimize technical specifications for multi-platform content delivery, manage digital assets effectively, and develop production-ready designs tailored for digital, print, and web outputs.

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	Utilize advanced software tools and collaborative project management systems.
CLO #2	Analyze and apply optimized colour systems for integration across digital and print platforms.
CLO #3	Evaluate and troubleshoot technical specifications for multi-platform delivery.
CLO #4	Develop production-ready files for digital, press, and web deployment.
CLO #5	Create and transform design elements using advanced Adobe Creative Suite techniques.
CLO #6	Apply best practices for organizing and managing digital assets.
CLO #7	Apply advanced digital production workflows to ensure consistency and quality across platforms.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in progress
Project	30	Final project
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Hours in Category 1: 42

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: 12

Course Topics

Course Topics:
Enterprise Creative Cloud Implementation
Advanced Color Management Systems
Professional Typography and Font Management
Technical Optimization for Multi-Platform Delivery
Advanced Adobe Creative Suite Applications
Digital Asset Management and Version Control

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

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:08 am

Viewing: DCOM 1205 : Writing for Digital Media

Last edit: 01/20/25 1:46 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
228: Digital Communication, Social Media and Multimedia Post-Degree
Diploma

Course Name:

Writing for Digital Media

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

Approval Path

1. 12/10/24 12:44 pm Sigrid Albert (salbert): Approved for 4401 Leader
2. 12/10/24 12:57 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 12/19/24 8:54 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/09/25 10:52 am Ashlea Spitz (aspitz): Approved for 4401 Leader
5. 01/09/25 11:14 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 01/23/25 3:39 pm Todd Rowlatt (trowlatt): Approved

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Writing for Digital Media

Subject Code: DCOM - Digital Communications

Course Number   1205

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:
This course explores the principles and processes of writing compelling and strategic content for digital media. Students will learn how to craft headlines, sub-headlines, copy, and calls to action (CTAs) that resonate with target audiences. The curriculum covers writing for diverse digital marketing channels, including social media, email campaigns, websites, and video platforms. Emphasis is placed on content optimization for search engines, collaborative writing processes, and creating cohesive cross-channel messaging to enhance user engagement and brand consistency.

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 principles of writing for digital media.
CLO #2	Apply the principles of strategic content structure to create engaging digital media content.
CLO #3	Collaborate in writing teams to create cohesive and compelling digital media content.
CLO #4	Create optimized website content that enhances search engine visibility and user engagement.
CLO #5	Write persuasive and targeted online advertising copy.
CLO #6	Write engaging and effective email marketing content tailored to specific marketing goals.
CLO #7	Write content for web videos and social media that resonates with target audiences.
CLO #8	Explain cross-channel continuity and its importance in delivering a consistent brand message and customer experience.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Midterm Exam	30	
Project	30	Content Marketing Campaign Project
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 42

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: 12

Course Topics

Course Topics:
Target Audience Analysis and Digital Marketing Channels
Content Structure: Headlines, Sub-headlines, Body Copy, and CTAs
Content Ideation Using Offline and Online Resources
The Writing Process: Brainstorming, Outlining, Drafting, and Editing
Content and Copyediting
Collaborative Writing and Editing Platforms
SEO-Optimized Webpage and Landing Page Content
Informative and Engaging Infographics

Course Topics:
Pay-per-click (PPC) Ad Content, Landing Pages, Press Releases, and White Papers
Email Marketing Content Design and Layout
Video Sharing Platforms and Live Video
Video Content for Vlogs, Ads, and Testimonials
Social Media Digital Marketing Content

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

Mujo Writing Digital Media Content

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Digital Communication, Social Media and Multimedia

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (12/19/24 8:54 am): Rollback: additional review

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:08 am

Viewing: **DCOM 1210 : Digital Video Production**

Last edit: 01/20/25 1:46 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

228: Digital Communication, Social Media and Multimedia Post-Degree
Diploma

Course Name:

Digital Video Production

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

Approval Path

1. 12/10/24 1:45 pm
   Sigrid Albert
   (salbert): Approved
   for 4401 Leader
2. 12/12/24 8:09 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 12/19/24 8:54 am
   Todd Rowlatt
   (trowlatt): Rollback
   to Initiator
4. 01/09/25 10:52 am
   Ashlea Spitz
   (aspitz): Approved
   for 4401 Leader
5. 01/09/25 11:14 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
6. 01/23/25 3:39 pm
   Todd Rowlatt
   (trowlatt): Approved

for Curriculum
Committee

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Digital Video Production

Subject Code: DCOM - Digital Communications

Course Number   1210

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides students with the skills and knowledge to excel in professional video production workflows essential for today's digital design industry. Students will explore advanced pre-production planning, cinematography techniques, and post-production workflows using industry-standard tools and software. Emphasis is placed on advanced technical considerations, including complex lighting setups, professional audio capture and mixing, and advanced colour grading. Students will create video projects that integrate motion graphics and visual effects while ensuring optimization for multi-platform delivery. The course also addresses contemporary ethical and cultural considerations in global media production.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

     No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Develop comprehensive pre-production strategies including advanced storyboarding, shot lists, and production schedules
CLO #2	Apply professional cinematography techniques including advanced lighting setups, camera movement, and composition
CLO #3	Implement industry-standard post-production workflows using professional video editing software
CLO #4	Execute advanced colour grading and audio mixing techniques for various delivery platforms
CLO #5	Create and integrate sophisticated motion graphics and visual effects into video projects
CLO #6	Analyze and implement current industry best practices for multi-platform video delivery
CLO #7	Evaluate ethical considerations and cultural implications in contemporary video production

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Lab Work	30	
Project	30	May include in-class exercises, assignments, quizzes/tests, and work-in progress
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   42

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:   12

Course Topics

Course Topics:
Advanced pre-production methodologies
Professional cinematography techniques
Advanced lighting design and implementation
Professional audio capture and post-production
Advanced colour grading and colour management
Professional post-production workflows
Motion graphics and visual effects integration
Multi-platform delivery optimization

Course Topics:
Industry standards and specifications
Ethics and cultural considerations in video 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

Digital Communication, Social Media and Multimedia

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

Todd Rowlatt (trowlatt) (12/19/24 8:54 am): Rollback: additional review

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:08 am

Viewing: **DCOM 1215 : Digital Commerce Strategies**

Last edit: 01/20/25 1:46 pm

Changes proposed by: bgriffiths

> Programs
> referencing this
> course
>
> 228: Digital Communication, Social Media and Multimedia Post-Degree
> Diploma

Course Name:
    Digital Commerce Strategies

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

Approval Path

1. 12/12/24 5:51 pm
   Sigrid Albert
   (salbert): Approved
   for 4401 Leader
2. 12/12/24 6:05 pm
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 12/19/24 8:55 am
   Todd Rowlatt
   (trowlatt): Rollback
   to Initiator
4. 01/09/25 10:54 am
   Ashlea Spitz
   (aspitz): Approved
   for 4401 Leader
5. 01/09/25 11:14 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
6. 01/23/25 3:39 pm
   Todd Rowlatt
   (trowlatt): Approved

for Curriculum
Committee

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Digital Commerce Strategies

Subject Code: DCOM - Digital Communications

Course Number   1215

Year of Study   1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

In this course, students will learn to create and manage fully functional online shops using industry-standard web design tools and platforms. Topics include user interface (UI) and user experience (UX) principles, content strategy, and brand integration. Students will gain hands-on experience in customizing themes, building product catalogs, configuring payment gateways, and integrating marketing tools. Emphasis is placed on designing user-friendly eCommerce experiences, leveraging analytics for performance tracking, and addressing ethical considerations in online commerce.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create an eCommerce storefront using industry-standard web design tools and platforms.
CLO #2	Configure online store functionalities, including product catalogs, shopping carts, and payment gateways.
CLO #3	Apply branding and visual design techniques to create a cohesive and appealing online store.
CLO #4	Integrate analytics tools to track store performance and improve conversion rates.
CLO #5	Demonstrate proficiency in customizing templates and themes to align with client or business goals.
CLO #6	Apply user interface and user experience principles to enhance the effectiveness of eCommerce platforms.
CLO #7	Perform basic user research and usability tests.
CLO #8	Analyze ethical considerations and values associated with selling products and services online.

Instructional Strategies:

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

Evaluation and Grading

- -

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Project	30	Final project
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 42

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: 12

Course Topics

Course Topics:
eCommerce and online selling strategies
Website platforms, themes, and templates
Content strategy and product catalogues
Payment gateways and marketing tool integration
Landing pages, lead generation, and conversions
Brand identity systems
UI/UX design principles, user research, and usability
Memberships and subscriptions

232

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:08 am

Viewing: **DCOM 2105 : Social Media Marketing Strat**

Last edit: 01/20/25 1:47 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
228: Digital Communication, Social Media and Multimedia Post-Degree
Diploma

Course Name:
  Social Media Marketing Strategies

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 12/10/24 1:46 pm Sigrid Albert (salbert): Approved for 4401 Leader
2. 12/12/24 8:10 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 12/19/24 8:54 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/09/25 10:55 am Ashlea Spitz (aspitz): Approved for 4401 Leader
5. 01/09/25 11:14 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 01/23/25 3:39 pm Todd Rowlatt (trowlatt): Approved

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Social Media Marketing Strat

Subject Code: DCOM - Digital Communications

Course Number   2105

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course equips students with the skills and strategies to create and manage impactful social media marketing campaigns. Students will learn to engage target audiences, build brand awareness, and achieve business objectives through both paid and organic strategies on platforms such as Facebook, YouTube, Instagram, TikTok, and X. Emphasis is placed on analyzing social media analytics, developing style guides, and maintaining account performance. By exploring emerging trends and future technologies, students will also prepare for continuous professional growth as digital marketers.

Course Pre-Requisites (if applicable):

DCOM 1105.

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 core principles and fundamentals of social media marketing.
CLO #2	Create and execute marketing strategies on major social media platforms to engage target audiences, build brand awareness, and achieve business objectives.
CLO #3	Discuss best practices for maintaining and managing social media accounts to ensure consistent engagement, performance, and security.
CLO #4	Interpret and utilize social media analytics to measure campaign performance and inform future strategies.
CLO #5	Discuss emerging trends in social media marketing and develop strategies for continuous professional development and growth.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Midterm Exam	30	
Project	30	Social Media Marketing Campaign Project
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 42

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: 12

Course Topics

Course Topics:
Goal-oriented Marketing Campaigns
Target Audiences and Buyer Personas
Paid and Organic Social Media Strategies
Facebook, YouTube, Instagram, TikTok, and X
Social media style guide development
Marketing fundamentals for Yelp, Pinterest, and LinkedIn
Social media maintenance and management
Risks and benefits of smaller platforms

Course Topics:
Future trends and continuous learning for digital marketers

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

  Mujo Social Media Marketing Strategies

Rationale and Consultations

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

  Yes

Is this the primary proposal?

                    No

Primary Proposal

  Digital Communication, Social Media and Multimedia

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments
  Todd Rowlatt (trowlatt) (12/19/24 8:54 am): Rollback: additional review

Badge Information

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:08 am

Viewing: **DCOM 2110 : Adv Digital Media Production**

Last edit: 01/20/25 1:47 pm

Changes proposed by: bgriffiths

Programs
referencing this
course
  228: Digital Communication, Social Media and Multimedia Post-Degree
  Diploma

Course Name:
  Advanced Digital Media Production

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

In Workflow
1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path
1. 12/12/24 5:43 pm
   Sigrid Albert
   (salbert): Approved
   for 4401 Leader
2. 12/12/24 6:05 pm
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 12/19/24 8:54 am
   Todd Rowlatt
   (trowlatt): Rollback
   to Initiator
4. 01/09/25 10:56 am
   Ashlea Spitz
   (aspitz): Approved
   for 4401 Leader
5. 01/09/25 11:14 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
6. 01/23/25 3:39 pm
   Todd Rowlatt
   (trowlatt): Approved

for Curriculum
Committee

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Adv Digital Media Production

Subject Code: DCOM - Digital Communications

Course Number   2110

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This advanced-level course equips students with the skills to create sophisticated motion-based content for multiple digital platforms, including eCommerce, marketing campaigns, and interactive media. Building on prior experience, students will develop advanced techniques in video production, animation, and motion design, utilizing industry-standard tools to create strategic, on-brand assets. The curriculum emphasizes storytelling, conceptual thinking, and Extended Reality (XR) applications to enhance brand engagement and audience connection. Through hands-on projects, students will explore professional-grade workflows, cross-platform optimization, and the ethical and cultural considerations of digital motion content.

Course Pre-Requisites (if applicable):

DCOM 1200, DCOM 1210.

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	Develop advanced motion design assets using professional-grade animation and video production techniques.
CLO #2	Prepare and optimize motion-based media assets for seamless cross-platform deployment.
CLO #3	Synthesize conceptual thinking and technical expertise to create motion-based media that communicates complex brand narratives.
CLO #4	Critically analyze motion content for ethical considerations, cultural impact, and representational responsibilities.
CLO #5	Use storytelling techniques to create impactful and engaging digital media projects.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Attendance	10	
Project	30	Final project
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   42

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:   12

Course Topics

Course Topics:
Motion design strategy and conceptualization
Professional video and animation techniques
Advanced post-production workflows
Cross-platform asset optimization
Brand integration in motion design
Social media and web motion graphics
Special effects and compositing
Motion design analytics and performance optimization

Course Topics:
Project management for motion-based media
Ethics and cultural considerations in motion content

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

Digital Communication, Social Media and Multimedia

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:08 am

Viewing: **DCOM 2120 : Campaign Strategy**

Last edit: 01/20/25 1:47 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

228: Digital Communication, Social Media and Multimedia Post-Degree
Diploma

Course Name:
  Campaign Strategy

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 12/11/24 2:17 pm Sigrid Albert (salbert): Approved for 4401 Leader
2. 12/12/24 8:10 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 12/19/24 8:54 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/09/25 10:58 am Ashlea Spitz (aspitz): Approved for 4401 Leader
5. 01/09/25 11:14 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 01/23/25 3:39 pm Todd Rowlatt (trowlatt): Approved

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Campaign Strategy

Subject Code: DCOM - Digital Communications

Course Number   2120

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This advanced course equips students with the skills to develop content strategies that resonate with diverse audiences and deliver measurable results. Through a combination of case studies and hands-on projects, students will explore strategic content planning, audience segmentation, and platform-specific optimization for digital channels such as social media, email, and paid advertising. The course emphasizes designing cohesive, cross-channel marketing campaigns that align with business objectives, adapt to emerging trends, and address ethical considerations in marketing practices.

Course Pre-Requisites (if applicable):

DCOM 1205.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create and optimize advanced content strategies for multiple digital channels.
CLO #2	Design and execute integrated cross-channel marketing campaigns.
CLO #3	Leverage advanced analytics to evaluate and optimize the performance of marketing campaigns.
CLO #4	Develop a cohesive visual identity system that ensures consistency across all campaign media.
CLO #5	Use market research to inform marketing decisions across a campaign.
CLO #6	Discuss concerns with ethics and values in researching, planning, and implementing marketing campaigns.
CLO #7	Evaluate the cultural, economic, and social impact of marketing campaigns.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Project	30	Final project
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Assignments	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: 54

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

   Lecture

   Online

Hours in Category 1:   42

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:   12

Course Topics

Course Topics:
Content strategy and calendar development
Design strategies for multiple-platform campaigns
KPI and ROI forecasting
Email campaigns
Social media campaigns
Cross-channel marketing
Brand design systems
Market research

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Digital Communication, Social Media and Multimedia

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (12/19/24 8:54 am): Rollback: additional review

Badge Information

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

Is a Badge being offered for this course?

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website: Yes

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:08 am

Viewing: **DCOM 2200 : Advanced Design Studio**

Last edit: 01/13/25 3:09 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

228: Digital Communication, Social Media and Multimedia Post-Degree
Diploma

Course Name:

Advanced Design Studio: Emerging Technologies and Client Projects

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Board of Governors
6. Records
7. Banner

Approval Path

1. 12/12/24 5:04 pm Sigrid Albert (salbert): Approved for 4401 Leader
2. 12/12/24 5:05 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 12/19/24 8:55 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/09/25 10:57 am Ashlea Spitz (aspitz): Approved for 4401 Leader
5. 01/09/25 11:14 am Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 01/23/25 3:39 pm Todd Rowlatt (trowlatt): Approved

for Curriculum Committee

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Advanced Design Studio

Subject Code: DCOM - Digital Communications

Course Number   2200

Year of Study   2nd Year Post-secondary

Credits: 5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This advanced studio course combines professional client work with the exploration of emerging design technologies and methodologies. Students collaborate in teams to engage with real-world clients on complex design projects, employing advanced project management techniques to scope, plan, and execute innovative solutions. Emphasis is placed on integrating cutting-edge design trends and tools with strategic thinking, client management expertise, and professional communication. Through this course, students will develop industry-ready skills that blend advanced technical proficiency with creative problem-solving and ethical considerations in design practice.

Course Pre-Requisites (if applicable):

DCOM 2110.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe key freelancing practices, including client management, professionalism, and project scoping.
CLO #2	Draft professional contracts and project documentation to support successful client relationships.
CLO #3	Develop strategic pricing models that align with client goals, market standards, and project profitability.
CLO #4	Lead client relationships through advanced communication and project management strategies.
CLO #5	Apply team leadership and collaboration techniques in a professional context.
CLO #6	Develop strategic approaches to design problems that consider business objectives and user needs.
CLO #7	Create sophisticated design solutions that demonstrate mastery of current tools and technologies
CLO #8	Critically assess the ethical implications of emerging design technologies and methodologies.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Project	30	Client projects
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Assignments	30	Instructor-led 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: 108

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   35

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

Check all that apply:

Lab

Studio

Hours in Category 2:   49

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3:   24

Course Topics

Course Topics:
Design trends
New design technologies
Multimedia and interactive approaches to design
Professional communication
Project management
Collaboration strategies
Design presentations

Course Change Request

New Course Proposal

Date Submitted: 01/09/25 10:09 am

Viewing: **DCOM 2205 : Professional Portfolio**

Last edit: 01/13/25 3:10 pm

Changes proposed by: bgriffiths

Programs
referencing this
course

228: Digital Communication, Social Media and Multimedia Post-Degree
Diploma

Course Name:

Professional Portfolio Development

Effective Date: September 2025

School/Centre: Trades, Technology & Design

Is this a non-credit course?

Department: Graphic Comm & Prod Tech (4401)

Contact(s)

Approval Path

1. 12/12/24 5:53 pm
   Sigrid Albert
   (salbert): Approved
   for 4401 Leader
2. 12/12/24 6:05 pm
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 12/19/24 8:55 am
   Todd Rowlatt
   (trowlatt): Rollback
   to Initiator
4. 01/09/25 10:59 am
   Ashlea Spitz
   (aspitz): Approved
   for 4401 Leader
5. 01/09/25 11:13 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
6. 01/23/25 3:39 pm
   Todd Rowlatt
   (trowlatt): Approved

Name	E-mail	Phone/Ext.
Sigrid Albert	salbert@vcc.ca	604-682-2577

Banner Course Name: Professional Portfolio

Subject Code: DCOM - Digital Communications

Course Number   2205

Year of Study   2nd Year Post-secondary

Credits: 5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course empowers students to critically assess their existing body of work and craft a professional portfolio that bridges their academic experience with current industry standards in visual communication design. Under faculty mentorship, students will identify opportunities to revise or enhance selected projects, ensuring their portfolio showcases commercially viable and industry-aligned work. The curriculum emphasizes strategic career positioning, personal branding, and professional presentation skills. Through reflective exercises, peer discussions, and market analysis, students will map their unique skills to industry demands and develop a career plan. By the end of the course, students will present a curated portfolio that effectively communicates their value to potential employers or clients.

Course Pre-Requisites (if applicable):

DCOM 2105, DCOM 2110, DCOM 2120.

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	Evaluate existing work through the lens of current industry standards and practices.
CLO #2	Transform academic projects into professional portfolio pieces that demonstrate commercial viability.
CLO #3	Develop a strategic career positioning plan based on analysis of personal strengths and market opportunities.
CLO #4	Articulate complex design decisions and defend creative choices using professional terminology.
CLO #5	Create a cohesive narrative that effectively communicates their transition from academic to professional practice.
CLO #6	Practice and deliver professional presentation skills to showcase portfolio work effectively to potential employers and clients.

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Project	30	Personal brand and positioning strategy
Portfolio	30	Final professional portfolio
Assignments	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: 108

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   35

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

Check all that apply:

Studio

Hours in Category 2:   49

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3:   24

Course Topics

Course Topics:
Portfolio curation and development
Strategic career positioning and personal branding
Market analysis and networking strategies
Digital and physical portfolio formats
Client targeting and professional case study development
Industry engagement and communication skills

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

PROGRAM RENEWAL Summary Final Report

Fashion Merchandising Certificate Program

Submitted to

David Wells, Vice President Academic, Students & Research

Todd Rowlatt, Chair, Education Quality Committee

Natasha Mandryk, Chair, Education Council

Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5

Oct. 28, 2024

Renewal Committee Members

Sarah Murray, Fashion Program Coordinator

Jennifer Garces, Fashion Merchandising Self-Study Team Member

Adrian Lipsett, Dean Continuing Studies

Joan DeRaucourt, Fashion Merchandising Self-Study Team Member

Claire Sauve, Associate Director, Continuing Studies

Alexandra Cai, Institutional Research

Julie Gilbert, Instructional Associate, CTLR

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1   Executive Summary

The Fashion Merchandising Certificate underwent a thorough self- evaluation, completed on August 6, 2024. This evaluation utilized data from Annual Program Reviews, Curriculum Documents, Institutional Research Reports, and feedback from focus groups, alumni, and industry representatives. The self-study team identified key findings and recommendations.

The self-study report suggests incorporating themes of environmental and social justice, emotional intelligence, Universal Design for Learning (UDL) principles, and customer-centric values into the curriculum. It also recommends adding courses in areas such as visual merchandising, fashion show production, vintage/preloved fashion, fashion landscape, fashion life cycle, supply chain & inventory management, wholesale & distribution, and small businesses.

To ensure the program remains relevant in the fast-evolving fashion industry, the report emphasizes the importance of addressing the impacts of AI, sustainability, and post-Covid changes. It advocates for comprehensive training for merchandising roles, covering all necessary skills and inclusion of business and management skills. The report also highlights the need for improved instructor/student interaction and stronger connections with designers and the production cycle. Consideration for articulation to diploma and degree programs are also recommended.

The external reviewers identified program strengths, which include its à la carte course offerings, and low barrier access. Reviewers appreciated the flexible delivery mode and felt this was a good fit for students wanting to expand their knowledge and skills within the industry. Areas for improvement strongly highlight the need for enhancing hands-on and in-person collaboration, fostering connections among students, instructors, and industry professionals, and promoting intra-course cohesion. Recommendations include expanding program offerings, developing hybrid courses and micro-credentials, prioritizing marketing, highlighting alumni, creating industry-focused courses, and enhancing community development and alumni support. Ultimately, the external review committee felt the program needs to develop its purpose and vision prior to embarking upon a redesign.

2   Self-Study Report Summary

Overview

As this program has not run in the past two years, valuable data was gathered from graduate and industry focus groups, along with extensive instructor consultation. Data from program review, DACSO, industry trends and course evaluations were also integrated into recommendations for all KPIs.

KPI 1, Curriculum and Instructions identified by graduate and industry focus group data and faculty input, should incorporate environmental and social justice content, emotional intelligence, Universal Design for Learning (UDL) principles, and a customer-centric value. The data also highlights the need to add courses to round out and deepen learning, such as visual merchandising, fashion show production, vintage/preloved fashion, fashion landscape, fashion life cycle, supply chain & inventory management, wholesale & distribution, and small businesses.

The *Student Outcomes KPI 2,* identifies the need for better instructor interaction and more connections to designers and insights into the production cycle. Data from the focus groups demonstrates the need to update program learning outcomes to include business and management skills and consider the development of a diploma, with potential for articulation to a degree program.

Data analysis of *the Program Planning and Administration KPI* indicates the need for weaving together fashion merchandising and design to ensure a deep understanding of the industry. Feedback from surveys and focus group data indicates that consideration should be given to student affordability in program design decisions and making merchandising more visible on social media and in ads.

The *Faculty and Staff KPI* highlights the need for fostering deeper program connections through instructor orientation or other merchandising program activities, developing an alumni relationship plan, inclusion of guest speakers at staff meetings for professional development, and scheduling classes to accommodate instructors' calendars. For guest speakers, offering honorariums will indicate a value and appreciation for their time with the students.

The *Student Support Services KPI* review recommends updating the merchandising student guide to ensure accuracy of information and educational supports and

considering educational support options offered at VCC for the CS Fashion Merchandising students.

The *Learning Environment KPI* notes that the department has been consulted on spatial requirements in the new building at VCC's BWY campus which seems to mitigate concerns for existing learning spaces. Due to the nature of the Fashion programs at VCC, a face-to-face component will likely always be required. Currently the Fashion Merchandising program runs in an online format. As recent cohorts became strictly online due to the Covid-19 Pandemic, there was much feedback about the need for enhanced instructional strategies to increase engagement in the learning environment.

Recommendations

KPI	Self-Study Recommendations
Curriculum and Instruction	1. Incorporate environmental and social justice into the curriculum, make these embedded program values. 2. Add emotional intelligence to courses to deal with customers, models, and colleagues 3. Integrate UDL principles into curriculum design and delivery. 4. Indigenizing and decolonizing the curriculum. 5. Offer a program that is more reflective in nature so students can understand their motivations in fashion. 6. Teach for the future, considering the impact of AI and sustainability in the fashion industry. 7. Include advanced level classes. 8. Add storytelling as embedded value in program. 9. Add courses to round out and deeper learning. These could include visual merchandising, fashion show production, vintage/preloved fashion, fashion landscape, fashion life cycle, supply chain & inventory management, wholesale & distribution, and small businesses. 10. Ensure program is teaching for both online and physical retail environments. 11. Train people to be merchandisers, considering all the skills required for this role. 12. Emphasis on the local/Canadian context. 13. Incorporate a blended learning model. 14. Embed a customer centric value to the program. 15. Offer a practicum course to offer more work integrated

	learning.
	16. Offer more connections to designers and insights into the production cycle.
	17. Update program learning outcomes to include business and management skills.
Student Outcomes	18. Develop tutoring modules for Retail Buying.
	19. Revitalize enrolment through a program redesign.
	20. Incorporate prerequisites to develop a clear learning journey.
Program Planning and Administration	21. Weave together fashion and design to ensure a deep understanding of the industry
	22. Host merchandising instructor staff meetings in person and online.
	23. Ensure that student affordability is considered in program design decisions.
	24. Make merchandising more visible on social media and in ads
	25. Invite industry members with technology and merchandising experience to join the PAC.
	26. Request budget to purchase software and licenses for fashion technology such as ordering platforms.
	27. Make sustainability the heart of the program. Investigate fashion programs already working in this manner and determine if curriculum sharing is possible.
	28. Develop institutional partners in global fashion centers.
	29. Work in partnership with BCAG to help establish fashion as a viable career path.
	30. Add management skills to the course offerings.
	31. Consider the development of a diploma.
	32. Investigate articulation to a degree program.
	33. Ensure flexibility of course scheduling.
	34. Build up resume database of potential instructors.
Faculty and Staff	35. Foster deeper program connections through orientation or other merchandising program activities.
	36. Develop alumni relationship plan.
	37. Invite guest speakers to staff meetings as an opportunity for professional development.
	38. Schedule classes to accommodate instructors' calendars.
	39. Provide an honorarium for guest speakers.

	40. Develop rubrics for all courses.
Student Support Services	41. Update merchandising student guide to ensure accuracy and better highlight the educational supports. 42. Consider educational support options for merchandising students.
Learning Environment	43. Plan to house merchandising students in the fashion classrooms in the new building.

3   External Review Report Summary

External Review report in Appendix 1

The External Review Team's evaluation of the Self-Study Report and site visit highlighted that while the report aligns with the six key performance indicators (KPIs), it lacks a clear vision and purpose statement for the program, suggesting the addition of a seventh KPI to address this. The program's strengths include its à la carte course offerings, new certificate courses balancing technical and contextual skills, and strong online course options. Areas for improvement include enhancing hands-on, in-person collaboration, fostering connections among students, faculty, and industry professionals, and promoting course cohesion. Recommendations include expanding program offerings, developing hybrid courses and micro-credentials, prioritizing marketing of the program to industry, highlighting alumni, creating industry-focused courses, and enhancing community development and alumni support.

Recommendations

KPI	External Review Recommendations
Curriculum and Instruction	1. Increase the hands-on, in-person collaboration / connection to support integration within the industry and facilitate networking with other students.
Student Outcomes	2. Continue to expand new program offerings as

	outlined in the self-study documents, ensuring a balance of technical skills and contextual courses relevant to fashion merchandising and business. 3. Offer hybrid courses, both in-person and online, would attract new students by providing the option to study remotely. 4. Explore the possibility of creating industry courses focused on field studies and brand visits, taught collaboratively by multiple professors. 5. Maintain community development within the certificate program.
Program Planning and Administration	6. Continue to expand new program offerings as outlined in the self-study documents, ensuring a balance of technical skills and contextual courses relevant to fashion merchandising and business. 7. Develop micro-credentials. Explore options for modular programming in re-design. 8. Prioritize marketing and communications for the program relaunch. 9. Highlight alumni living and working in Vancouver and area, showcasing them as ambassadors and stewards for the program. Create a community within the alumni network to support job opportunities, industry integration, speaker series, and guest speaker engagement 10. Create a landing page (Moodle) for students / instructors for general program information, community development, and centralizing the program. 11. Consider developing an "Outro" course option to conclude the certificate program, providing students with a tangible summary of knowledge and next steps for their careers.
Faculty and Staff	12. Encouraging engagement among instructors across courses to identify and address knowledge gaps. 13. Aligning visions to support program growth between instructors to promote cohesion in the

	program.
Student Support Services	None Identified.
Learning Environment	14. Offer hybrid courses, both in-person and online, to attract new students by providing the option to study remotely.

4   Self-Study Team Response to External Review Report

Department Response to External Report

We greatly appreciate the insights offered by the external review team. We agree that a low barrier to enrolment in the program, strengthening our program vision, and fostering deeper relationships between instructors, students, alumni, and industry are essential to the future success of the program. Considering both a deeper understanding of the business of fashion and skill specific programming will factor into the creation of the next version of the program.

Dean Response to External Report

Our Fashion Merchandising program holds significant potential for students and the broader fashion industry in BC. It has, however, suffered over recent years due to diminishing enrolment numbers which has resulted in fewer viable sections being offered. Our team in CS has eagerly anticipated this program's renewal, knowing that the decreased enrolment was indicating structural or alignment concerns that were requiring attention. It is encouraging to read through the External Review Team's report and receive their input and feedback on the gaps and opportunities they've observed. Our Merchandising program renewal provides us with a unique opportunity to create informed and targeted solutions to the program's content, design, and delivery – ideally in a manner that is complementary to the work being done in the adjacent renewal of our Production and Design program. In addition, our work in shaping a more impactful and well-structured program must be

continuously supported post-launch through improved marketing and recruitment efforts. We have much work ahead, and we are deeply grateful to the External Review Team and the Renewal Steering Committee for their time, effort, and thoughtful input that we see reflected here.

5   Final Recommendations

The VCC Fashion Merchandising Certificate Program Renewal integrates various data sources and feedback from instructors, industry, and graduates that culminates in recommendations for a significant redesign of the program. Themes to be developed in the curriculum, include but are not limited to, environmental and social justice, emotional intelligence, and Universal Design for Learning (UDL). Feedback and data highlight the need to add course content in visual merchandising, fashion show production, and supply chain management. Also noted is the need for stronger connections and engagement with industry and professionals to enhance students' experiential learning opportunities. External reviewers praised the program's flexible delivery and low barrier access but highlighted the need for more hands-on collaboration and intra-course cohesion. Final recommendations include continuing to offer quality hybrid courses, enhancing community and alumni engagement and aligning courses with current trends and initiatives such as generative AI in fashion. post-Covid industry changes, sustainability in fashion.

Final Program Recommendations	
Key Projects and Initiatives	
Curriculum Development	1. Revise curriculum to reflect current and future industry needs 2. Integrate work integrated learning opportunities 3. Add courses to deepen the learning, ensuring students are well trained to work in the in-demand role of merchandiser.

	4. Ensure cohesion between courses in the program.
Student Outcomes	5. Explore options for modular, micro-credential programming 6. Weave together fashion and design to ensure a deep understanding of the industry and insights into the production cycle.
Program Planning and Administration	7. Ensure that student affordability is considered in program design decisions. 8. Foster deeper program connections through orientation, and other merchandising specific activities. 9. Update merchandising student guide to ensure accuracy and better highlight the educational supports. 10. Develop a Moodle landing page for general program information and community development. 11. Build deeper connections with alumni, showcasing their success. 12. Enhance visibility of the program through social media, advertising, and industry relations. 13. Invite industry members with technology and merchandising experience to join the PAC.
Faculty and Staff	14. Build connections between fashion design and merchandising programs. 15. Develop opportunities for instructor professional development on a regular basis.

Learning Environment	16. Embed a customer centric perspective. 17. Promote environmentally focused, sustainable, and indigenized practices. 18. Place justice, equity, diversity, and inclusion (JEDI) at the heart of the program, including universal design for learning, through program design and delivery. 19. Ensure flexibility through online, blended and in person course offerings. 20. Continue to offer accessibility of program through minimal entrance requirements, multiple entry points and a la carte scheduling.
Student Support	21. None identified beyond current supports

Action Plan

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Aligns with VCC **Strategic Innovation Plan Priorities**	Evaluation Plan
1	**Curriculum Development** • Revise curriculum to reflect current and future industry needs • Integrate work integrated learning opportunities • Add courses to deepen the learning, ensuring students are well trained to work in the in-demand role of merchandiser. • Ensure cohesion between courses in the program.	2024-25 Fiscal Year	Fashion Instructors, Program Coordinator, CTLR, VCC Works, PAC and/or Industry Partners, CS Instructional Assistant	Academic Innovation • Student Experience • Fiscal Sustainability	• Governance approved curriculum documentation • Revised course activities and assessments • Course outlines developed for new courses. • PAC feedback on updated curriculum
2	**Student Outcomes** • Explore options for modular, micro-credential programming • Weave together fashion and design to ensure a deep understanding of the industry and insights into the production cycle.	2024-25 Fiscal Year	Fashion Instructors, Program Coordinator, CS Admin, CTLR, CSRO, PAC and/or Industry Partners	Academic Innovation • Educational Delivery	• Courses scheduled for maximum flexibility.
3	**Program Planning and Administration** • Build connections between fashion design and merchandising	Multi-Year project: Year 1:	Fashion Instructors, Program	Empowered People and Inclusive	• Hosting student orientation • Shared classes

		Curriculum created to connect design and merchandising programs. Year 2: Curriculum development, Moodle and student guide/syllabus developed. Year 3: instructor professional development and orientation offered.	Coordinator, CS Admin, EDI Committee, CTLR, PAC and/or Industry Partners, Finance, CS instructional assistant and program assistant	Culture • People Development	between fashion and merchandising students. • Moodle landing page featuring update student guide.
	programs. • Develop opportunities for instructor professional development on a regular basis. • Ensure that student affordability is considered in program design decisions. • Foster deeper program connections through orientation, and other merchandising specific activities. • Update merchandising student guide to ensure accuracy and better highlight the educational supports. • Develop a Moodle landing page for general program information and community development.				
4	**Faculty and Staff** • Build deeper connections with alumni, showcasing their success. • Enhance visibility of the program through social media, advertising, and industry relations. • Invite industry members with technology and merchandising experience to join the PAC.	Multi-Year project: Year 1: Build PAC Year 2: Increased alumni, industry and media relations	Fashion Instructors, Program Coordinator, CS Admin, Marketing, VCC Alumni Relations, PAC and/or Industry Partners	Engaged Communities • Brand • Alumni • Partnerships	• Alumni guest speakers • Highlighted on VCC Fashion social media • New PAC members

| 5 | **Learning Environment**

• Embed a customer centric perspective.
• Promote environmentally focused, sustainable, and indigenized practices.
• Place justice, equity, diversity, and inclusion (JEDI) at the heart of the program, including universal design for learning, through program design and delivery. Ensure flexibility through online, blended and in person course offerings.
• Continue to offer accessibility of program through minimal entrance requirements, multiple entry points and a la carte scheduling. | 2024-25 Fiscal Year | Fashion Instructors, Program Coordinator, EDI Committee, Indigenous Education, CTLR, PAC and/or Industry Partners | Academic Innovation
• JEDI

Operational Excellence
• JEDI | • Program and course outlines reflect sustainable and JEDI practices
• Learning environment that incorporates principles of UDL |
| | **Student Support**

• None Identified beyond currently accessed supports. | | | | |

PROGRAM RENEWAL

External Review Report

Fashion Merchandising Certificate

Submitted to

David Wells, Vice President Academic, Students & Research

Todd Rowlatt, Chair, Education Quality Committee

Natasha Mandryk, Chair, Education Council

Vancouver Community College
1155 East Broadway, Vancouver
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On August 14, 2024

By
Kendra Weiss
Natasha Campbell
Sarah D'Arcey
Stephen Armstrong

The External Review Team convened on August 13, 2024 to review the Fashion Merchandising Certificate Self-Study Report and conduct a site visit to meet with the various stakeholders; and to provide an oral summation of findings and suggestions. This document represents the completion of the

external review process.

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Background

External review is an integral component of VCC's program renewal process and follows the completion of the department's Self-Study Report. A team of two to three members, selected by the Program Renewal Steering Committee, conducts the external review.

The purpose of the external review is to evaluate the program(s) for and courses for quality assurance by examining the internal Self-Study Report and supporting documentation, conducting a site visit, providing information regarding program strengths, and recommending opportunities for improvement.

Accordingly, on August 13, 2024 the External Review team consisting of Kendra Weiss, Natasha Campbell, Sarah D'Arcey, and Stephen Armstrong convened to review the VCC Fashion Merchandising Certificate program, meet with the various stakeholders, and provide an oral summation of findings, recommendations and suggestions at the conclusion of the visit. This external review report represents the completion of the external review process.

Overview

As per C.3.2 Program Review and Renewal Procedures (please see sections 21 to 23 for more details):

- An external review team will consist of two (2) to three (3) members selected by the Steering Committee, with at least one member being from an Academic institution.
- The external review will typically include a review of the self-study, a site visit, and input from students, faculty/instructors, staff, administration, educational support services, and representatives from external stakeholder groups.
- The external review team will submit a report to the Steering Committee that identifies strengths and recommendations for improvement. This report will be available to the department.

The External Review team, in fulfillment of its responsibilities met with:

Chair, Program Review and Renewal Committee
Dean of School
Associate Director of School
 Program Coordinator
Graduates
ü Program Instructors

Summary of Findings

The External Review Team focused their review and discussion on the following areas.

Self-Study Report

[Does the Self-Study Report address the six (6) key performance indicators sufficiently? Are the recommendations in the Self-Study Report supported by the findings? Include comments based on your review of the self-study report and site visit].

KPI 1: Curriculum and Instruction
KPI 2: Student Outcomes
KPI 3: Program Planning and Administration
KPI 4: Faculty and Staff
KPI 5: Program and Student Support Services
KPI 6: Learning Environment (Physical and Online)

The self-study discussion aligns with the KPIs overall, but portions of the discussion, such as the target audience and purpose statement, are not addressed. The purpose and positioning of the program were not fully present in the KPIs presented.

It was noted that there isn't a clear vision or purpose statement for the program. Working towards a key outcome for students may help support the direction and marketing of the program in the future. Who is the target audience, and what type of student is VCC trying to attract and promote to the industry? Perhaps a 7th KPI addressing this would be valuable.

Program Strengths

[Discuss the key strengths of the program based on your review of the Self-Study Report and site visit]

As the program resides under Continuing Studies at VCC, we agree that the à la carte course offerings are a significant strength, providing a needed solution to an educational gap within the Vancouver market.

The new course offerings in the certificate program offer a balance of essential technical skills and contextual content necessary for success in the fashion industry.

The online course offerings continue to be a strength, promoting equal opportunities for students to enroll and providing the industry with the option to send staff for additional training support.

Areas for improvement

[Discuss the key areas for improvement program based on your review of the Self-Study Report and site visit]

Recommendations

[Provide a list of recommendations based on your review of the Self-Study Report and site visit]

- Continue to expand new program offerings as outlined in the self-study documents, ensuring a balance of technical skills and contextual courses relevant to fashion merchandising and business.

- Offering hybrid courses, both in-person and online, would attract new students by providing the option to study remotely.

- Develop micro-credentials.

- Prioritize marketing and communications for the program relaunch. Promote the program to students across Canada and industry partners within the Vancouver market to help build talent pipelines.

- Highlight alumni living and working in Vancouver, showcasing them as ambassadors and stewards for the program.

- Explore the possibility of creating industry courses focused on field studies and brand visits, taught collaboratively by multiple professors. These could serve as prerequisites before students complete the remaining electives, offered twice a year as an "Introduction to Fashion." The goal is to promote cohesion among instructors and ensure relevant knowledge is tied back to the courses.

- Consider an "Outro" course option to conclude the certificate program, providing students with a tangible summary of knowledge and next steps for their careers.

- This course structure could also support high school seminars to entice new students to join the program.

- Explore community development within the certificate program.

- Create a landing page (Moodle) for general program information, community development, and centralizing the program.

- The group agreed that understanding the role of alumni in the program, through course management and marketing, would be beneficial and impactful for the program and new entrants.

- How can VCC better support alumni by promoting their stories and creating a community within the alumni network to support job opportunities, industry integration, speaker series, and guest speaker engagements?

Concluding Comments

The External Review Team's evaluation of the Self-Study Report and site visit highlighted that while the report aligns with the six key performance indicators (KPIs), it lacks a clear vision and purpose statement for the program, suggesting the addition of a seventh KPI to address this. The program's strengths include its à la carte course offerings, new certificate courses balancing technical and contextual skills, and strong online course options. Areas for improvement include enhancing hands-on, in-person collaboration, fostering connections among students, instructors and industry professionals, and promoting course cohesion. Recommendations include expanding program offerings, developing hybrid courses and micro-credentials, prioritizing marketing, highlighting alumni, creating industry-focused courses, and enhancing community development and alumni support.

External Review Team Members

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