



Vancouver Community College Education Council

Meeting Agenda

March 10, 2020

3:30–5:30 p.m. VCC Broadway Campus, Room 5025

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER			1 min		
2.	ACKNOWLEDGEMENT		E. Ting	1 min		
3.	ADOPT AGENDA	Approval	E. Ting	1 min	✓	1
4.	APPROVE PAST MINUTES	Approval	E. Ting	1 min	✓	2-5
5.	ENQUIRIES & CORRESPONDENCE	Info	E. Ting	1 min		
6.	BUSINESS ARISING					
	a. Deans and Directors	Info	D. McMullen, S. Lew	20 min		
	b. Enrolment Plan 2020/21	Approval	P. Aghakian	15 min	✓	6-12
	c. Budget Update	Info	D. Wells	10 min		
	d. Academic Plan 2020-2023	Approval	D. Wells	30 min	✓	13-45
7.	COMMITTEE REPORTS					
	a. Curriculum Committee		T. Rowlatt			
	i. Program Update: Computer Systems Technology Diploma	Approval	B. Griffiths	5 min	✓	46-54
	ii. Program Update: Graphic Design Diploma	Approval	B. Griffiths	10 min	✓	55-210
	iii. Course Deactivations: Graphic Design Diploma	Approval	B. Griffiths	2 min	✓	211-244
	iv. Course Deactivations: Health Care Assistant Certificate	Approval	T. Rowlatt	2 min	✓	245-265
	b. Policy Committee	Info	A. Candela	5 min		
	c. Appeals Oversight Committee	Info	L. Griffith	5 min		
	d. Education Quality Committee	Info	T. Rowlatt	5 min		
8.	RESEARCH REPORT	Info	E. Ting	2 min		
9.	CHAIR REPORT	Info	E. Ting	2 min		
10.	STUDENT REPORT	Info	P. Patigdas	2 min		
11.	NEXT MEETING & ADJOURNMENT	Info	E. Ting	1 min		

Next meeting: April 14, 2020
3:30–5:30 p.m., DTN, room 240



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

February 11, 2020

3:30–5:30 p.m. VCC Downtown Campus, Room 240

ATTENDANCE

Education Council Members

Elle Ting (Chair)
 Andrew Candela (Vice Chair)
 Brett Griffiths
 Dave McMullen
 David Wells
 Denise Beerwald
 Jo-Ellen Zakoor
 John Demeulemeester
 Lucy Griffith
 Nona Coles
 Todd Rowlatt

Regrets

Heidi Parisotto
 Natasha Mandryk

Recording Secretary

Darija Rabadzija

Guests

Claire Sauvé
 Dennis Innes
 Francesco Barillaro
 Jennifer Gossen
 John Lewis
 Mehran Jamshidi
 Patris Aghakian
 Sara Yuen
 Shaun Wong
 Shirley Lew
 Taryn Thomson
 Tilda Venalainen
 Ysabel Sukic

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵw̓x̓wú7mesh Úxwumixw (Squamish), xʷməθkʷəṅəm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the February 11, 2020 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council adopt the January 14, 2020 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- E. Ting responded to an inquiry by the Academic Governance Council about how Continuing Studies fit into VCC's governance system.

6. BUSINESS ARISING

a) Concept Paper: VCC TESOL Certificate – Level 1

- F. Barillaro and S. Yuen presented the concept paper for the redesign of the program, based on recommendations arising from the 2018/19 renewal following the program's suspension in 2018. TESOL programming will be delivered in two levels, with the launch of Level 1 planned for January 2021. Planning for Level 2 will move forward once a TESOL department is set up. Following one of the main recommendations, the program will be moved into the School of Instructor Education (SIE). The renewed programming will continue to meet TESL Canada's accreditation requirements and align with TESL's Standards 1 and 2.
- Responding to T. Rowllatt's questions about timelines and the College's operational commitment to the program, F. Barillaro explained that the first step is the involvement of SIE. A. Candela supported more release time for practicum supervision. Responding to E. Ting, S. Yuen explained that previous PAC members could be approached to form a new PAC.

b) Annual Update/Report Deans and Directors

- Deans and Directors presented their departments' accomplishments from 2019/20 and priorities for 2020/21. Presentations were made by J.-E. Zakoor, Dean of Health Sciences; J. Gossen, Director of International Education; D. Innes, Dean of Hospitality, Food Studies & Applied Business; and C. Sauvé, Interim Dean of Continuing Studies.
- Responding to questions, J.-E. Zakoor explained that while resources are available for upcoming accreditations, capital is needed to update simulation labs in Building B. Despite high labour market demand, e.g. for Health Care Assistants, domestic enrolment is a challenge. Strategies to increase enrolment include promotion of laddering options and international recruitment.
- C. Sauvé clarified the process for industry to initiate development of new Continuing Studies courses.
- J. Gossen reported on expanded support for international students, including advising related to immigration and work with SUVCC on events that bring international and domestic students together.
- D. Innes identified challenges for domestic enrolment in his area, including a lack of awareness of advancement opportunities in hospitality and culinary careers.

c) Draft Enrolment Plan 2020-21

- P. Aghakian presented the draft enrolment plan. This year information was added regarding programs that contribute to ITA or AVED targets.
- Responding to questions, J. Gossen explained that no significant increase was budgeted for International; there may be additional cohorts, but no new program launches in 2020/21. P. Aghakian clarified that Continuing Studies (CS) projections are based on the previous year's enrolment, and CS will be included in the final draft of the plan. D. Wells noted that numbers are close to meeting AVED targets for priority seats, but less so for non-targeted seats. E. Ting asked for the final enrolment plan to be presented to Education Council in March before the upcoming Board meeting.

d) Annual Update on Affiliation Agreements

- D. Wells presented an update on affiliation agreements. He emphasized the importance of clearly differentiating between various types of agreements. Clarifying terminology will be part of the upcoming review of policy C.3.10 Affiliation Agreements.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Professional Cook 1 Certificate (EAL Cohort)

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Professional Cook 1 Certificate (EAL Cohort) program and five courses.

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

- Y. Sukic and D. Innes presented the proposal, which includes a restructured EAL portion with an increased number of credits (from 8 to 18). In order to avoid a significant tuition increase for students, Ministry funding is being sought. The proposal went through Curriculum Committee in May 2019 and is being presented to Education Council at this point, since the department plans to run a cohort in September 2020. Work is still in progress to secure funding.

ii) Program Update: Business and Project Management Post Degree Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Business and Project Management Post Degree Diploma program.

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

- M. Jamshidi, Department Head Project Management, and D. Innes presented the proposal to remove the math requirement and the IELTS writing score of 6.5 from the admission requirements. This change brings the program in alignment with the Canadian Business Management Post Degree Diploma.

iii) Omnibus Motion: Admission Requirements and PLAR Language

MOTION: THAT Education Council approve, in the form presented at this meeting, the updated Admission Requirements and Prior Learning Assessment & Recognition (PLAR) language for programs.

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

- T. Rowlatt presented the omnibus motion to standardize formatting of admission requirements and PLAR language as part of the Curriculum Style Guide project. The guidelines were previously presented to Curriculum Committee and Education Council. Updated language was approved by departments; programs with outstanding approvals will be presented at a later date. Once the omnibus motion is approved, updates will be made administratively in CourseLeaf, without changing effective dates.

iv) Update: Minor Curriculum Changes 2019

- T. Rowlatt presented an information note on minor changes approved by Curriculum Committee in 2019. Updates will be provided every six months going forward.

b) Policy Committee

- A. Candela reported that committee is reviewing policy terms with multiple definitions, with the goal of synthesizing these definitions. Recommendations will be reviewed by policy sponsors. Policies D.4.3 Student Code of Conduct (Non-Educational Matters) and D.4.5 Student Educational Conduct will be discussed at the next meeting.

c) Appeals Oversight Committee

- L. Griffith reported that over 50 participants are expected at Tribunal Training Day on February 21. The event was promoted at Welcome Days, Leaders' Forum, in departments, and via email.

d) Education Quality Committee

i) Updated Program Renewal Schedule

- T. Rowlatt presented a minor revision to the program renewal schedule. The ASL & Deaf Studies renewal was moved ahead to 2020/21, and the CACE renewal postponed until 2021/22.

ii) CD Fund Guidelines 2020-21

- T. Rowlatt reported on a recent update to the guidelines, allowing for funding to fully transition courses to online delivery, including the development of online teaching and learning materials. D. Wells and committee supported this change in recognition of the amount of work required for online development. The deadline to submit proposals is February 21. Several meetings are scheduled for Deans' presentations of action plans and CD Fund proposals.

iii) Program Renewal Report: Music Degree and iv) Accreditation Report: OPTA

- T. Rowlatt presented the reports for information.

8. RESEARCH REPORT

- E. Ting announced that applications for the VCC Research Fund can be submitted until March 2, for up to \$2,500 for individual and \$5,000 for interdepartmental research projects.
- The Research Ethics Board has received a high volume of reviews, including full-board reviews, leading to longer processing times.

9. CHAIR REPORT

- E. Ting reported that items being presented for approval at the February 19 Board of Governors meeting include the VR/AR Design and Development Diploma, the Early Childhood Care and Education Diploma (International Cohort), and the Affiliation Agreement with Vancouver Film School.
- S. Broekhuizen has resigned from Education Council. By-elections are taking place to fill vacancies (four student seats, two support staff seats, and one College-at-large faculty seat).

10. STUDENT REPORT

- No report.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on March 10, 2020, 3:30-5:30 p.m., at the Broadway Campus, room 5025.

MOTION: THAT Education Council adjourn the February 11, 2020 meeting.

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

- The meeting was adjourned at 5:13 p.m.

APPROVED AT THE MARCH 10, 2020 EDUCATION COUNCIL MEETING (once approved)

Elle Ting
Chair, VCC Education Council



VCC 2020-21 Enrolment Plan

Part 1. VCC Enrolment Plan by School

This includes:

- Actual FTE for previous fiscal years; 2014-15 to 2018-19
- 2019-20 Actual FTE as of February 28, 2020
- 2020-21 Budgeted FTE calculated using Finance data file

Part 2. VCC Enrolment Plan by School by ORG Code (Program)

This includes:

- 2019-20 Actual FTE as of February 28, 2020, International and Domestic.
- 2020-21 Budgeted FTE from Finance data file, International and Domestic.

- ✚ Budgeted Registrations are projected totals from Finance, representing potential enrolments.
- ✚ Budgeted FTE calculated using projected totals where the freeze/census date of the section falls within the fiscal year.
- ✚ Projected totals for each School will include International FTE's where sections (CRN's) include inserts. CIN School includes International cohorts only.
- ✚ ORG is assigned to the course or CRN by the Registrar's Office and may be subject to change during the scheduling process.
- ✚ Not all enrolment totals are included in the budgeting process.
- ✚ Data for actual FTE is as at February 28, 2020, and does not represent the entire 2019-20 fiscal year

PART 1.

2020-21 Enrolment Plan by School - Draft 2

Total Student FTE by School			Final FTE by School by Year					2019-20 ¹				2020-21	
								Budgeted Registrations	Actual Registrations*	Seat Utilization	Actual FTE*	Budgeted FTE	Budgeted Registrations
			2014-15	2015-16	2016-17	2017-18	2018-19						
CCS	5,4,6	Centre for Continuing Studies	636.21	658.40	632.83	673.16	669.64	11,198	9,221	82%	563.29	618	10,117
CTT	2,6	Trades, Technology & Design	951.54	917.28	955.13	1,032.73	1,104.87	10,609	9,139	86%	1,265.50	1,382	11,434
SAS	3,6	Arts and Sciences	2,894.50	2,100.15	1,933.91	1,990.36	2,079.48	15,077	13,028	86%	1,536.28	1,547	13,391
SHP	2,6	Hospitality, Food Studies & Applied Business	1,007.93	1,042.68	917.37	1,010.38	1,062.14	10,899	9,686	89%	1,055.42	1,278	13,043
SHS	4	Health Sciences	867.00	833.86	830.96	784.48	793.93	10,807	8,818	82%	725.61	786	10,302
SIE	6	Instructor Education	281.89	267.77	291.50	276.04	275.80	1,900	1,998	105%	241.55	224	1,904
CIN		International Education	342.43	480.05	602.70	413.32	554.28	8,821	8,276	94%	778.91	860	9,920
Grand total - includes all activity except budgeted totals which exclude LINC			6,981.50	6,300.19	6,164.40	6,180.47	6,540.14	69,311	60,166	87%	6166.56	6,694	70,111

*as of February 28, 2020 and includes 2020-21 Budgeted ORG's only

1. FTEs are allocated in this report to Schools in order to reflect department performance. FTEs for government reporting are allocated by student major/program.
2. Contributes to ITA target.
3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC.
4. Contributes to AVED Health target.
5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.
6. Contributes to AVED target.

2019-20 FTE Targets

AVED Target	
AVED Total	6,541

AVED Priority Seats

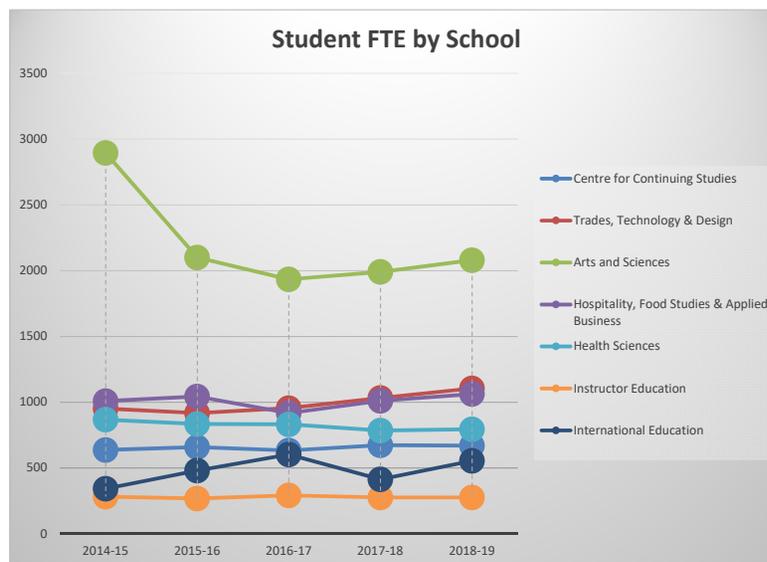
Adult Basic Education	1,245
English as a Second Language	
English Language Services for Adults	
Adult Special Education	
Subtotal Developmental	1,245

Health

Licensed Practical Nurse	210
Bachelor of Science in Nursing	129
Health Care Assistant	159
Health Care Assistant ESL	
Health - Balance Not Targeted	343
Subtotal Health	841

Total AVED Priority Seats - 2,086

AVED not-Targeted - 4,456



PART 2.

2020-21 Enrolment Plan - DRAFT 2

		2019-20 ¹								2020-21						
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations			
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total	
Continuing Studies⁵																
6022	⁶ Fashion Design	245	225	111	336	137%	19.55	8.18	27.73	20	8	28	225	111	336	
6023	⁶ Jewellery	86	62	5	67	78%	2.32	0.20	2.52	2	0	3	62	5	67	
6024	⁶ Gemmology	23	10	1	11	48%	3.2	0.52	3.72	3	1	4	10	1	11	
6034	⁶ Cr Writng-now New Init Art&Des	153	99	17	116	76%	1.92	0.21	2.13	2	0	2	99	17	116	
6038	⁶ Bldg Mgr Residential	169	183	1	184	109%	15.69	0.05	15.74	16	0	16	183	1	184	
6046	⁶ Computers - City Centre	751	724	26	750	100%	18.67	0.69	19.36	19	1	19	724	26	750	
6052	⁶ Early Childhood Education	998	976	0	976	98%	69.84	0	69.84	70	-	70	976	0	976	
6060	⁶ Management Skills Supervisors	155	142	0	142	92%	5.76	0	5.76	6	-	6	142	0	142	
6064	⁶ Office & Admin CertificateProg	1,515	1,373	15	1,388	92%	33.14	0.52	33.66	33	1	34	1,373	15	1,388	
6065	⁶ Leadership Skills Certificate	556	347	5	352	63%	6.81	0.05	6.86	7	0	7	347	5	352	
6067	⁶ Paralegal Program	1,330	1,430	3	1,433	108%	141.06	0.23	141.29	141	0	141	1,430	3	1,433	
6068	⁶ Small Business	627	393	10	403	64%	3.05	0.14	3.19	3	0	3	393	10	403	
6075	⁶ Foodsafe	238	135	19	154	65%	1.81	0.25	2.06	2	0	2	135	19	154	
6076	⁴ Allied Health	310	219	1	220	71%	7.37	0.01	7.38	7	0	7	219	1	220	
6082	⁴ Sterile Supply Room Aide	152	141	0	141	93%	64.03	0	64.03	64	-	64	141	0	141	
6088	⁴ Renal Technician	-	28	0	28		8.66	0	8.66	9	-	9	28	0	28	
6093	⁶ Counselling Skills	792	647	8	655	83%	44.52	0.55	45.07	45	1	45	647	8	655	
6108	⁶ Mandarin & Languages	340	237	9	246	72%	8.36	0.31	8.67	8	0	9	237	9	246	
6115	⁶ Interior Design Technology	131	44	0	44	34%	2.3	0	2.30	2	-	2	44	0	44	
6197	⁶ Fashion Merchandising	57	34	2	36	63%	2.04	0.12	2.16	2	0	2	34	2	36	
6198	⁶ Makeup Artistry	128	108	0	108	84%	5.02	0	5.02	5	-	5	108	0	108	
6199	⁶ Wedding & Event Management	48	30	0	30	63%	1.5	0	1.50	2	-	2	30	0	30	
6200	⁶ Wine Sommelier	27	11	1	12	44%	0.22	0.02	0.24	0	0	0	11	1	12	
6221	⁶ Essential Skills Training	87	20	0	20	23%	1.16	0	1.16	1	-	1	20	0	20	
6222	⁶ Fashion Non-credit Courses	90	69	2	71	79%	2.92	0.08	3.00	3	0	3	69	2	71	
6224	⁶ Compressed Natural Gas (CNG)	15	13	0	13	87%	0.39	0	0.39	0	-	0	13	0	13	
6225	⁶ Technical and Creative Writing	2,004	198	2	200	10%	4.43	0.07	4.50	4	0	5	198	2	200	
6226	⁶ ECCE - Special Need	3	13	0	13	433%	2.42	0	2.42	2	-	2	13	0	13	
6227	⁶ ECCE - Infant Toddler	116	165	0	165	142%	16.33	0	16.33	16	-	16	165	0	165	
6228	⁶ ECCE - Extra	128	168	3	171	134%	10.48	0.18	10.66	10	0	11	168	3	171	
6229	⁶ Sport & Recreation Management	26	3	1	4	15%	0.12	0.04	0.16	0	0	0	3	1	4	
A223	⁶ Building Services Worker Train	119	7	0	7	6%	0.09	0	0.09	0	-	0	7	0	7	
A226	⁶ Intro to Culinary Skills	259	164	0	164	63%	10.6	0	10.60	11	-	11	164	0	164	
A246	⁶ Sources Building Service Wrker	75	90	0	90	120%	5.54	0	5.54	6	-	6	90	0	90	
A251	⁶ PIRS Child Care Training	110	16	0	16	15%	1.07	0	1.07	1	-	1	16	0	16	
A257	⁶ 1819 IRCC Make It	27	26	0	26	96%	2.83	0	2.83	3	-	3	26	0	26	
A260	⁶ Musqueam ECCE	-	235	0	235		14.78	0	14.78	15	-	15	235	0	235	
A264	⁶ Metis Nation 18/19 BC-BOST	102	86	0	86	84%	2.83	0	2.83	3	-	3	86	0	86	
A269	⁶ 1920 Emily Carr Pathway	-	0	20	20		0	4.33	4.33	-	4	4	0	20	20	
A271	⁶ Acct Sources Community	-	64	0	64		2.4	0	2.40	2	-	2	64	0	64	

A277	⁶	Trades Sampler Mar-May 20 1920	-	12	0	12		0.51	0	0.51	1	-	1	12	0	12
A278	⁶	ECCE Training 1920		12	0			0.8	0	0.80	1	-	1	12	0	12
Total Continuing Studies			11,198	8,959	262	9,221	82%	546.54	16.75	563.29	601	17	618	9,855	262	10,117

*as of February 28, 2020 for Budgeted ORG's only

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major/program.
2. Contributes to ITA target
3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC
4. Contributes to AVED Health target.
5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.
6. Contributes to AVED target.

2020-21 Enrolment Plan - DRAFT 2

		2019-20 ¹							2020-21							
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations			
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total	
School of Trades, Technology & Design																
4202	⁶	Jewellery Art & Design	390	271	48	319	82%	23.78	4.44	28.22	26.33	2.46	28.79	284	26	310
4203	⁶	Drafting	1,325	793	234	1,027	78%	52.94	17.49	70.43	57.81	23.34	81.15	891	359	1,250
4301	²	Automotive Collision Repair	1,030	558	0	558	54%	39.53	0.00	39.53	37.22	0	37.22	598	0	598
4303	²	Automotive Service Technician	840	579	0	579	69%	53.65	0.00	53.65	57.25	0	57.25	686	0	686
4304	²	Heavy Duty/Commercial Transport	2,810	2,794	0	2,794	99%	77.48	0.00	77.48	76.08	0	76.08	2,814	0	2,814
4314	²	Auto Collision Apprentice	84	101	0	101	120%	102.00	0.00	102.00	84	0	84	84	0	84
4315	²	Diesel Apprenticeship	238	234	0	234	98%	234.00	0.00	234.00	224	0	224	224	0	224
4316	²	Automotive Tech Apprenticeship	182	209	1	210	115%	210.00	1.00	211.00	182	0	182	182	0	182
4321	²	Automotive Refinish Prep - Voc	210	93	0	93	44%	9.40	0.00	9.40	11.67	0	11.67	126	0	126
4322	²	Auto Paint - Apprentice	14	16	0	16	114%	16.00	0.00	16.00	14	0	14	14	0	14
4323	²	Auto Prep - Apprentice	14	16	0	16	114%	16.00	0.00	16.00	28	0	28	28	0	28
4324	²	Auto Glass - Apprenticeship	14	5	0	5	36%	5.00	0.00	5.00	14	0	14	14	0	14
4325	²	Auto Refinishing Highschool	212	92	0	92	43%	10.03	0.00	10.03	9.69	0	9.69	75	0	75
4326	²	AST Apprenticeship - Online	16	29	0	29	181%	29.00	0.00	29.00	24	0	24	24	0	24
4329	²	Transportation Trades Sampler	0	170	0	170		11.31	0.00	11.31	10.67	0	10.67	176	0	176
4430	⁶	Visual Comm Design Diploma	1,030	501	396	897	87%	30.38	23.29	53.67	34.17	25.15	59.32	609	438	1,047
4702	⁶	Computer Systems Tech Diploma	300	183	106	289	96%	11.72	6.82	18.54	54.53	20.22	74.75	932	348	1,280
5202	²	Hairstyling	449	104	281	385	86%	39.46	106.63	146.09	37.55	158.45	196	150	609	759
5215	²	Hair Design -Satellite Pgrms	64	39	0	39	61%	13.88	0.00	13.88	22.12	0	22.12	75	0	75
5219	²	Hair Apprenticeship	5	22	2	24	480%	22.00	1.00	23.00	20	0	20	20	0	20
5221	⁶	Esth-Skin 7 Body Non-ITA	1,382	175	1,087	1,262	91%	13.78	83.49	97.27	17.32	109.49	126.81	227	1,421	1,648
Total Trades, Technology & Design			10,609	6,984	2,155	9,139	86%	1,021.34	244.16	1,265.50	1,042	339	1,382	8,233	3,201	11,434

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6. Contributes to AVED target.

2020-21 Enrolment Plan - DRAFT 2

			2019-20 ¹							2020-21						
			Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
				Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
School of Arts and Sciences																
1901	³	Visually Impaired Adult Program	97	83	0	83	86%	11.52	0.00	11.52	13.94	0.00	13.94	108	0	108
1902	³	Deaf & Hard of Hearing	208	190	8	198	95%	10.08	0.34	10.42	11.45	0.00	11.45	198	0	198
1903	³	Community & Career Education	350	415	0	415	119%	42.35	0.00	42.35	36.58	0.00	36.58	383	0	383
1909	³	CCED Part Time Courses	33	35	0	35	106%	11.14	0.00	11.14	10.39	0.00	10.39	33	0	33
1951	⁶	ASL and Deaf Studies	432	390	10	400	93%	26.16	0.70	26.86	32.00	0.00	32.00	512	0	512
1952	⁶	ASL and Deaf Studies - Part time	126	110	0	110	87%	28.40	0.00	28.40	33.60	0.00	33.60	126	0	126
2001	³	Access to Careers & Education	160	95	0	95	59%	11.79	0.00	11.79	9.99	0.00	9.99	80	0	80
2003	³	ABE Intermediate Youth	165	189	4	193	117%	23.55	0.52	24.07	23.69	0.00	23.69	195	0	195
2004	³	College & Career Access	1,506	1,173	4	1,177	78%	146.49	0.48	146.97	148.98	0.00	148.98	1,317	0	1,317
2005	³	Basic Education	478	387	0	387	81%	76.84	0.00	76.84	60.10	0.00	60.10	336	0	336
2006	³	CF - Humanities	418	398	0	398	95%	48.59	0.00	48.59	50.08	0.00	50.08	396	0	396
2007	³	CF - Mathematics	768	710	0	710	92%	90.29	0.00	90.29	78.47	0.00	78.47	619	0	619
2008	³	CF - Science	1,380	1,119	6	1,125	82%	141.60	0.74	142.34	132.99	0.00	132.99	1,064	0	1,064
2016	⁶	UT Humanities	1,083	786	78	864	80%	78.60	7.80	86.40	88.70	0.00	88.70	887	0	887
2017	⁶	UT Mathematics	453	423	35	458	101%	42.30	3.50	45.80	45.20	0.00	45.20	452	0	452
2018	⁶	UT Science	1,068	713	20	733	69%	90.36	2.55	92.91	112.47	0.00	112.47	878	0	878
2019	³	ABE Lab	119	93	0	93	78%	11.52	0.00	11.52	7.50	0.00	7.50	60	0	60
2022	⁶	UT Engineering	265	97	11	108	41%	10.24	1.13	11.37	22.03	0.00	22.03	207	0	207
2023	⁶	UT Computing Science&Software	108	90	5	95	88%	9.00	0.50	9.50	9.40	0.00	9.40	94	0	94
3366	³	ESL Pathways	4,414	3,966	25	3,991	90%	515.36	3.93	519.29	533.36	0.00	533.36	4,092	0	4,092
4204	⁶	Music	1,107	1,025	30	1,055	95%	61.80	1.89	63.69	62.43	0.00	62.43	1,062	0	1,062
4206	⁶	Music Degree	286	234	0	234	82%	19.42	0.00	19.42	20.47	0.00	20.47	241	0	241
4208	⁶	Dance Diploma	53	27	44	71	134%	1.80	3.00	4.80	2.73	0.00	2.73	51	0	51
Total Arts and Sciences			15,077	12,748	280	13,028	86%	1,509.20	27.08	1,536.28	1,547	-	1,547	13,391	0	13,391

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5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.
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2020-21 Enrolment Plan - DRAFT 2

		2019-20 ¹									2020-21					
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations			
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total	
School of Hospitality, Food Studies & Applied Business																
4601	⁶ Legal Administrative Assistant	270	288	0	288	107%	31.63	0.00	31.63	28.00	0.00	28.00	288	0	288	
4602	⁶ Medical Office Assistant 15/16	572	407	0	407	71%	33.92	0.00	33.92	44.00	0.00	44.00	572	0	572	
4607	⁶ Executive Assistant	48	43	0	43	90%	4.30	0.00	4.30	3.60	0.00	3.60	36	0	36	
4612	⁶ Administrative Assistant	1,478	761	168	929	63%	47.53	10.70	58.23	45.59	9.12	54.71	775	154	929	
4615	⁶ Medical Transcriptionist	254	213	16	229	90%	13.31	0.97	14.28	15.00	0.00	15.00	255	0	255	
5301	² Baking & Pastry Arts	1,338	1,298	121	1,419	106%	78.86	7.77	86.63	88.75	0.05	88.80	1,538	2	1,540	
5305	² Baking Apprenticeship	36	35	0	35	97%	35.00	3.26	38.26	32.00	0.00	32.00	32	0	32	
5404	² Culinary Arts ESL	256	153	0	153	60%	11.17	0.00	11.17	1.75	0.00	1.75	28	0	28	
5406	² Culinary Arts - Satellite Program	452	342	0	342	76%	44.35	0.00	44.35	54.00	0.00	54.00	468	0	468	
5409	² Professional Cook 2 Advanced	660	668	1	669	101%	55.33	0.06	55.39	4.88	0.00	4.88	60	0	60	
5410	² Culinary Arts (Blended)	1,001	327	504	831	83%	45.44	69.33	114.77	174.09	220.61	394.70	1,834	2,196	4,030	
5501	² Asian Culinary Arts	322	135	101	236	73%	11.03	8.36	19.39	10.54	9.04	19.58	136	117	253	
5701	⁶ Hospitality Management	3,604	595	2,945	3,540	98%	57.10	281.80	338.90	63.50	290.50	354.00	729	3,290	4,019	
5702	⁶ Hospitality Management App Deg	464	221	183	404	87%	24.90	18.30	43.20	16.00	19.00	35.00	176	209	385	
5708	² Culinary Arts Apprenticeship	144	160	1	161	112%	160.00	1.00	161.00	148.00	0.00	148.00	148	0	148	
Total Hospitality, Food Studies & Applied Business		10,899	5,646	4,040	9,686	89%	653.87	401.55	1055.42	730	548	1,278	7,075	5,968	13,043	

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2020-21 Enrolment Plan - DRAFT 2

		2019-20 ¹									2020-21					
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations			
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total	
School of Health Sciences																
4610	⁴ Health Unit Coordinator	339	285	0	285	84%	22.94	0.00	22.94	27.56	0.00	27.56	414	0	414	
5002	⁴ Resident Care Attendant - ESL	396	240	0	240	61%	19.70	0.00	19.70	28.54	0.00	28.54	363	0	363	
5004	⁴ Practical Nursing	2,293	2,182	0	2,182	95%	152.70	0.00	152.70	154.09	0.00	154.09	2,240	0	2,240	
5005	⁴ Pharmacy Technician	437	364	0	364	83%	26.84	0.00	26.84	32.81	0.00	32.81	554	0	554	
5017	⁴ Access to Practical Nursing	564	274	0	274	49%	14.95	0.00	14.95	37.49	0.00	37.49	666	0	666	
5031	⁴ Baccalaureate Nursing	1,493	1,242	0	1,242	83%	116.15	0.00	116.15	119.13	0.00	119.13	1,426	0	1,426	
5076	⁴ Occup/Physical Therap Assist	514	460	14	474	92%	35.71	1.19	36.90	36.70	0.00	36.70	514	0	514	
5078	⁴ LPN Bridging to BSN	96	92	0	92	96%	19.17	0.00	19.17	20.00	0.00	20.00	96	0	96	
5101	⁴ Dental Hygiene	378	324	0	324	86%	40.19	0.00	40.19	42.00	0.00	42.00	378	0	378	
5102	⁴ Dental Assisting	1,606	1,123	5	1,128	70%	68.87	0.28	69.15	63.67	0.00	63.67	1,118	0	1,118	
5103	⁴ Dental Technology	201	139	0	139	69%	12.86	0.00	12.86	16.80	0.00	16.80	183	0	183	
5104	⁴ Dental Reception Coordinator	275	176	0	176	64%	24.15	0.00	24.15	37.33	0.00	37.33	312	0	312	
5106	⁴ Dental Radiography	16	27	0	27	169%	3.02	0.00	3.02	2.34	0.00	2.34	21	0	21	
5115	⁴ Distance Dental Assisting	331	327	0	327	99%	18.65	0.00	18.65	15.42	0.00	15.42	264	0	264	

5116	⁴ Health Care Attendant	1,260	993	0	993	79%	89.21	0.00	89.21	92.61	0.00	92.61	1,133	0	1,133
5117	⁴ Medical Lab Assistant	432	378	0	378	88%	47.44	0.00	47.44	48.00	0.00	48.00	432	0	432
5118	⁴ CCAH Part Time Programs	128	96	0	96	75%	10.66	0.00	10.66	10.67	0.00	10.67	128	0	128
5120	⁴ CDA Directed Studies DAST 1600	48	65	12	77	160%	0.80	0.13	0.93	0.70	0.00	0.70	60	0	60
Total Health Sciences		10,807	8,787	31	8,818	82%	724.01	1.60	725.61	786	-	786	10,302	0	10,302

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2020-21 Enrolment Plan - DRAFT 2

		2019-20 ¹							2020-21						
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
School of Instructor Education															
1500	⁶ Provincial instructor Diploma	1,828	1,931	0	1,931	106%	233.06	0.00	233.06	213.67	0.00	213.67	1,820	0	1,820
1535	⁶ Online/eLearning Instruction	72	67	0	67	93%	8.49	0.00	8.49	10.50	0.00	10.50	84	0	84
Total Instructor Education		1,900	1,998	0	1,998	105%	241.55	0.00	241.55	224	-	224	1,904	0	1,904

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		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
Centre for International Education - Cohort Programs only															
4110	Electronics Repair Technology	-	-	-	-	-	-	-	-	0	18	18	0	200	200
4305	Technical Training Access	496	-	429	429	86%	0.00	14.28	14.28	0	20.93	20.93	0	658	658
4306	Auto Collision Refinishing Dip	1,358	-	1,451	1,451	107%	0.00	110.27	110.27	0	104.67	104.67	0	1,355	1355
4328	Auto Serv Tech Diploma Intl	809	-	742	742	92%	0.00	106.66	106.66	0	99.6	99.6	0	794	794
4801	Canadian Business Mgmt. Diploma	2,544	-	2,409	2,409	95%	0.00	274.41	274.41	0	304.57	304.57	0	3,008	3008
4811	Bus Project Mgmt PD Diploma	680	-	639	639	94%	0.00	63.90	63.90	0	210.5	210.5	0	2,383	2383
5302	Baking intrn'l 5 month program	266	1	233	234	88%	0.03	14.44	14.47	0	16.5	16.5	0	296	296
5306	Baking & Pastry - Artisan Int'l	576	-	559	559	97%	0.00	36.94	36.94	0	36.8	36.8	0	608	608
5410	Culinary Arts (Blended)	110	-	11	11	10%	0.00	1.52	1.52	0	28.38	28.38	0	390	390
5712	Diploma Culinary Arts Intl	1,982	-	1,802	1,802	91%	0.00	156.46	156.46	0	20.03	20.03	0	228	228
Total International Education		8,821	1	8,275	8,276	94%	0.03	778.88	778.91	-	860	860	0	9920	9920

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VANCOUVER COMMUNITY COLLEGE

2020-2023 ACADEMIC PLAN

DRAFT – NOT FOR DISTRIBUTION

OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
Goal 1.1 – Deliver a superior student educational experience				
1.1.1 Conduct needs assessment and determine viability and potential of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant	Health Sciences	<ul style="list-style-type: none"> ■ Explore opportunity for Practical Nurse Refresher program ■ Develop Health Care Assistant Diploma for international students 	<ul style="list-style-type: none"> ■ Explore development of a post degree diploma in health 	<ul style="list-style-type: none"> ■
	Hospitality, Food Studies & Applied Business	<p>Culinary Arts:</p> <ul style="list-style-type: none"> ■ Apprenticeship upgrade. ■ Possible new programming around agri food production. ■ Continuous Professional Development programs for working chefs <p>Asian Culinary Arts:</p> <ul style="list-style-type: none"> ■ Expand Curriculum ■ Offer Level II and III apprenticeship through Asian Culinary <p>Project Management:</p> <ul style="list-style-type: none"> ■ New Certificate in Project Management Program for domestic students <p>Applied Business:</p> <ul style="list-style-type: none"> ■ Implement new Administrative Assistant programs. <p>CBM</p> <ul style="list-style-type: none"> ■ Solicit feedback from industry (practicum providers) on what they feel is a business need not currently being addressed, and tailor CBM program accordingly <p>Baking and Pastry</p> <ul style="list-style-type: none"> ■ Concept paper for diploma program for domestic students 	<p>Culinary Arts:</p> <ul style="list-style-type: none"> ■ Develop Professional Chef Series of upgrading courses <p>Applied Business</p> <ul style="list-style-type: none"> ■ Curriculum Development for Renewed programs with emphasis on incorporating online learning. <p>Business</p> <ul style="list-style-type: none"> ■ Focus on domestic enrollment for new business diplomas 	<p>Asian Culinary Arts</p> <ul style="list-style-type: none"> ■ Curriculum Development ■ For International Diploma Program <p>Applied Business</p> <ul style="list-style-type: none"> ■ Launch diploma in this area

VANCOUVER COMMUNITY COLLEGE

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Trades, Technology & Design	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> ■ Create Journey person upgrading courses. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Run 2 international diploma cohorts. <p>Hair Design & Skin & Body Therapy:</p> <ul style="list-style-type: none"> ■ Launch Hairstylist Level 1 apprenticeship course. <p>Electronics Repair Technology Diploma</p> <ul style="list-style-type: none"> ■ Run 1st cohort of the ERT program. <p>Computer System Technology</p> <ul style="list-style-type: none"> ■ Run 2nd cohort of the CST program. 	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> ■ Develop Industry/ Manufacturer courses. ■ Trades Sampler Program for New Immigrants <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Run CVIP courses. <p>Hair Design & Skin & Body Therapy:</p> <ul style="list-style-type: none"> ■ Nail Technology program ■ Continue providing Skin and Body program at Riverside College ■ Run Access to Hairstyling and SPA program in collaboration with the foundation ■ Hairstylist Level 2 in collaboration VIU 	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> ■ Develop Industry/ Manufacturer courses. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Review apprentice program (possibility Monday-Thursday offerings) <p>Hair Design & Skin & Body Therapy:</p> <ul style="list-style-type: none"> ■ Develop Red Seal Program for Skin & Body Therapy. ■ Run Nail Technology program ■ Offer short courses
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ● Consult with BYRC on how upgrading programs could benefit their student population ● Create a bridge of programs with career course offerings ● Organize meetings to discuss material from Lisa’s lit review in CCA and have a brainstorm session about what that could mean for upgrading in the future. <p>Basic Education:</p> <ul style="list-style-type: none"> ■ Survey Basic Education students about programming needs <p>CACE:</p> <ul style="list-style-type: none"> ■ Continue gathering data on the inclusion of a baking component for Retail & Hospitality Careers Program in terms of student interest and employer work 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ● Survey users of BYRC regarding their educational needs and goals ● Continue to collect anecdotal evidence from VSB counsellors and students as to their evolving educational needs and goals ● Explore Indigenizing course content and establish relationship with Native Education Centre <p>Basic Education:</p> <ul style="list-style-type: none"> ■ Develop programming that is responsive to student needs based on survey feedback <p>CCA</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> ● Increase number of staff to explore and advise creation of new courses that arise from prior year’s needs assessments ● Explore space requirements needed for expanded outreach programming <p>CCA:</p> <p>Initiatives will be ongoing or determined by future college planning including the “Re-imagining” of ABE based on review, research and environmental scan.</p>

VANCOUVER COMMUNITY COLLEGE

2020-2023 ACADEMIC PLAN

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Educational Quality				
		<p>placements; data will help inform program renewal in upcoming year</p> <p>CCA: Develop Work Experience 12 and Socials 12 to expand grade 12 electives</p> <p>Science:</p> <ul style="list-style-type: none"> ■ Conduct market research for potential new Associate of Science degree pathways ■ Offer Associate of Science in Computing Science program <p>DHH:</p> <ul style="list-style-type: none"> ■ Complete program renewal and work on action plans <p>Music:</p> <ul style="list-style-type: none"> ■ Winter 2020 final term of implementation of revised Music Diploma. ■ Fall 2020 launch redesigned Bachelor of Applied Music after Renewal process is complete. <p>Visually Impaired Canvas students, visually impaired community, community agencies and businesses to identify two or three new courses appropriate for our program. Continue work on Mac and Android courses</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Explore development of an Introduction to ESL Pathways after Canadian Language Benchmark 3 through the creation of ELSK 0415 and ELSK 0420. Requires CD Funding ■ Identify ideas & conduct needs assessments for new courses (Improve your Vocabulary, Improve 	<ul style="list-style-type: none"> ■ Most initiatives will be on-going or depend on successes and feedback as well as CD funding opportunities. ■ Create and offer more grade 12 electives ■ Other initiatives will be determined by the future “Re-imagining” of ABE and a much needed environmental scan <p>Science: Offer one additional Associate of Science degree pathway</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ survey the community again to see how they like the changes so far ■ document industry and labor market changes and make sure our renewal and developments reflect those changes <p>EAL</p> <ul style="list-style-type: none"> ■ Develop ELSK 0415 & 0420 course outlines and curriculum documents, and field test courses. ■ Develop course outline for one supplemental course based on needs assessment, and field test course 	<p>Science: Offer Associate of Science in Biology, if necessary lab renovations are complete</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ survey the community again to see how they like the changes so far ■ continue to document industry and labour market changes and make sure our renewal and developments reflect those changes ■ Assess those items from action plan <p>EAL</p> <ul style="list-style-type: none"> ■ Offer ELSK 0415 & 0420 ■ Develop course outline for one supplemental course and field test ■ Review other supplemental course to ensure it meets the needs of students. ■ Offer intro to online learning

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Educational Quality				
		your Reading and Writing), and a course for online readiness skills. Will require CD Funding <ul style="list-style-type: none"> ■ Develop course outline for intro to online learning LINC Create a course to help students navigate online or computer-assisted classes		
	School of Instructor Education	<ul style="list-style-type: none"> ■ Implement renewed PIDP curriculum. ■ Implement new Trades Trainer Short Certificate ■ Develop curriculum for redesigned Teaching Online Certificate 		
	Continuing Studies	<ul style="list-style-type: none"> ■ Assess viability and support framework for micro credentials ■ Year 2 pilot of co-curricular recognition in the Fashion Design and Production Diploma ■ Develop Makeup Diploma (domestic and international) 	<ul style="list-style-type: none"> ■ Offer ECCE certificate through partnership with BC school districts ■ Explore expansion of School Age Care course 	
1.1.2 Renew programs that have not gone through renewal in the past 5 years	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Implement revised curriculum arising from program renewal in Administrative Professional and Baking and Pastry Arts ■ Begin renewal in Diploma and Degree in Hospitality Management. ■ Being renewal of Medical Transcriptionist and Medical Office Assistant 	<p>Culinary Arts</p> <ul style="list-style-type: none"> ■ Renew Professional Cook 1 & 2 based on Harmonization/Develop or update curriculum <p>Asian Culinary Arts</p> <ul style="list-style-type: none"> ■ Program Renewal <p>Hospitality Management</p> <ul style="list-style-type: none"> ■ Curriculum Development for the Diploma in Hospitality Management as well as the Bachelor of Hospitality Management. <p>Applied Business</p>	<p>Asian Culinary Arts</p> <ul style="list-style-type: none"> ■ Curriculum Development for International Diploma program <p>Hospitality Management & Applied Business</p> <p>Implementation of the new / updated programs that have gone through renewal</p> <p>Applied Business</p> <p>Curriculum development for program in renewal</p> <p>Culinary Arts</p> <p>Curriculum development for program in renewal</p>

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Educational Quality				
			<ul style="list-style-type: none"> ▪ Curriculum Development for the programs being reviewed ▪ Renewal for LAA 	
	Health Sciences	<ul style="list-style-type: none"> ▪ Complete Dental Reception Coordinator (DRC) program renewal and implement recommendations ▪ Medical Laboratory Assistant (MLA) is scheduled to undergo program renewal ▪ Certified Dental Assistant (CDA) onsite curriculum review to meet industry standards 	<ul style="list-style-type: none"> ▪ Implement recommendations from Medical Laboratory Assistant (MLA) program renewal ▪ Dental Technology Sciences scheduled for program renewal 	<ul style="list-style-type: none"> ▪
	Trades, Technology & Design	<ul style="list-style-type: none"> ▪ Complete the Jewelry design program. ▪ Review the CST program 	<ul style="list-style-type: none"> ▪ ACR harmonization 	<ul style="list-style-type: none"> ▪ Complete ACR harmonization
	Arts & Sciences	<p>ABE Youth</p> <ul style="list-style-type: none"> ▪ We are working on expanding our course offerings and we are open to a renewal process whenever our program is up for renewal ▪ Liaise with Department of Indigenous Education and Community Engagement to ensure that all renewals include meaningful Indigenization <p>CCA:</p> <ul style="list-style-type: none"> ▪ With approval of CD funding, create, revise or improve blended/on-line/modularized versions of CCA courses ▪ Provide more engaging and experiential learning opportunities <p>Science Renew program</p> <p>DHH:</p> <ul style="list-style-type: none"> ▪ meet with SMEs (in PIPD) and take online learning to develop the foundation for starting work on online courses and blended courses 	<p>ABE Youth</p> <ul style="list-style-type: none"> ▪ Participate and undergo program renewal if renewal occurs in this fiscal year ▪ Continue to ensure that all renewals include meaningful Indigenization <p>CACE: Retail & Hospitality Careers Program in need of program renewal</p> <p>CCA: Most initiatives will be on-going depend on successes and feedback, CD funding opportunities, and the result of the ABE re-imagining</p> <p>Science Implement changes indicated in program renewal</p> <p>DHH:</p>	<p>ABE Youth</p> <ul style="list-style-type: none"> ▪ Participate and undergo program renewal if renewal occurs in this fiscal year (or continue renewal process if already initiated) ▪ Continue to ensure that all renewals include meaningful Indigenization <p>CCA: Initiatives will be ongoing or new determined by future college planning including the “Re-imagining” of ABE based on review, research and environmental scan</p> <p>Science Implement changes indicated in program renewal</p> <p>DHH:</p>

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Educational Quality				
		<ul style="list-style-type: none"> ■ develop ASL and JRP curricula <p>MUSIC: Complete Bachelor of Music Renewal</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Prepare for program renewal: ■ explore revising curriculum in levels 7 & 8 ■ prepare surveys on effectiveness for revisions 	<ul style="list-style-type: none"> ■ meet with SMEs and start development of online materials and online modules for online courses and blended courses ■ Continue to develop the English curriculum to completion. ■ Complete any modifications and/or developments for JRP, ASL, English CDs and online learning <p>Visually Impaired Program renewal needed 21-22 or soon after. Last done 2012.</p> <p>EAL Program renewal of ESL Pathways</p>	<ul style="list-style-type: none"> ■ Monitor new CD implementations and online learning (as a supplement to the F2F learning). ■ Assess the online courses and new CD implementations and make modifications where needed. ■ Assess the need for further funding and developments to complete all targets for renewal
	Continuing Studies	<ul style="list-style-type: none"> ■ Launch Program Renewals: <ul style="list-style-type: none"> ➢ Fashion Merchandising ➢ Business and Technical Writing ■ Complete program renewal for suspended Interior Design program 	<ul style="list-style-type: none"> ■ Launch Program Renewals: <ul style="list-style-type: none"> ➢ Paralegal Certificate and Diploma ➢ Makeup Artistry Certificate 	<ul style="list-style-type: none"> ■ Launch Program Renewals: <ul style="list-style-type: none"> ➢ Office Administration Skills Certificate
1.1.3 Implement programs that have gone through program renewal and/or have had minor or major changes	Health Sciences	<ul style="list-style-type: none"> ■ Implement changes from Health Unit Coordinator (HUC) renewal ■ Address instructional gaps and national competencies in the Dental Technology Sciences program ■ Implement revisions from Practical Nursing Provincial Program Curriculum (PNPPC) ■ Revise the Pharmacy Technician curriculum to meet new standards and address recommendations based on the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) accreditation review 		

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Educational Quality				
	Hospitality, Food Studies & Applied Business	<p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> ■ Develop diploma concept paper <p>Baking & Pastry Arts</p> <p>Launch Administrative Professional</p>	<p>Project Management:</p> <ul style="list-style-type: none"> ■ Implement the redesigned BPM PDD program <p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> ■ Curriculum Development for Diploma CBM ■ Do full program review and adjust/edit/change course curriculum where appropriate 	<p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> ■ Launch Diploma <p>Culinary Arts:</p> <ul style="list-style-type: none"> ■ Implement updated PC1 & PC2 ■ <p>Asian Culinary:</p> <p>Implement renewed program</p>
	Continuing Studies	<ul style="list-style-type: none"> ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Business Leadership suite of programs ➢ Building Manager Certificate ■ Implement Addictions Advanced Certificate ■ Complete redesign of IT Operational Professionals (renamed Network Technology) program including addition of a diploma portion 	<ul style="list-style-type: none"> ■ Implement programs following redesign: <ul style="list-style-type: none"> ➢ Business Leadership suite of programs ➢ Building Manager Certificate ➢ IT Operational Professionals (renamed Network Technology) program ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Fashion Merchandising ➢ Business and Technical Writing 	<ul style="list-style-type: none"> ■ Implement programs following redesign: <ul style="list-style-type: none"> ➢ Fashion Merchandising ➢ Business and Technical Writing ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Paralegal Certificate and Diploma ➢ Makeup Artistry Certificate
	Arts & Sciences	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Work on implementation of Math 11 Foundations, develop First Peoples English 12 and develop Work Experience 12 ■ Streamline the course offerings so the students can achieve dual credit <p>DHH:</p> <p>Offer Level 3 for Living Successfully with Hearing Loss (LSWH) in September 2020</p> <p>Music:</p>	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Develop Socials 11 in partnership with CCA ■ Offer Math 11 Foundations, First Peoples English 12, Work Experience 12 ■ Increase # of adult graduates from our program ■ Liaise with college foundations to establish a clearer path for student transitioning into Law 12, Psych 12 	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Increase student graduates ■ Work with CF, CCA, Student Services, Department of Indigenous Education ■ Develop a revised Intermediate Science 0751 course based upon most current ABE articulation <p>CACE:</p> <p>Retail & Hospitality Careers Program renewal implementation</p>

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Educational Quality				
		Implement new Degree and revised Diploma programs	<ul style="list-style-type: none"> Explore history course options with college foundations DHH: Complete and assess the first classes of Level 3 – Living Successfully with Hearing Loss and English Foundations 	<p>DHH: Survey and assess the LSWH, English, ASI and JRP through feedback and data</p> <p>EAL Implement renewal recommendations for ESL Pathways</p>
	School of Instructor Education	<ul style="list-style-type: none"> Curriculum design for Teaching Online Certificate Implement TESOL renewal including moving this department under SIE 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
1.1.4 Identify, promote, support articulation and transferability of courses/programs	Registrar's Office	<ul style="list-style-type: none"> Roll out of transfer articulation portion of Banner. Implementation of standard "End of Term" processing. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Continuing Studies	<ul style="list-style-type: none"> Explore transfer agreements with universities (eg. CapU) for degree completion for ECCE. 	<ul style="list-style-type: none"> Implement transfer agreements with universities (eg. CapU) for degree completion for ECCE. 	<ul style="list-style-type: none">
	School of Instructor Education	<ul style="list-style-type: none"> Renew MOU agreement with SFU MEd program. Review and renew other transfer agreements 	<ul style="list-style-type: none"> 	

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Educational Quality				
	Health Sciences	<ul style="list-style-type: none"> ■ Create educational pathways including PLAR for individuals currently working in health field (Dental Technology, Practical Nursing) 	<ul style="list-style-type: none"> ■ 	
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Hospitality ■ Additional transfer credit articulation agreements have been established with a variety of Institutions. ■ Culinary Arts and Baking & Pastry Arts ■ Support red seal chefs and bakers to complete a bachelors degree ■ CBM ■ Update and review transfer credit protocol, and meet with post degree peers in lower mainland 	<ul style="list-style-type: none"> ■ Additional transfer credit articulation agreements will be established with a variety of Institutions. 	
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Support and collaborate with CCA on courses going through articulation ■ Continue to stay informed on up to date articulation standards and K-12 curriculum ■ Use release time to meet with colleagues in VSB and get a designated liaison contact person ■ Understand the impact of technology and learning and knowledge that the students bring to the classroom ■ Find ways to credit the processing students display and learn in the face of information overload <p>Basic Education Attend fundamental-level articulation meetings</p> <p>CCA:</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Continue supporting CCA courses through articulation ■ Continue to stay informed on up to date articulation standards and K-12 curriculum ■ Improve receiving information on the articulation committee work. ■ Credit oral tradition of testing knowledge and various other communication styles with students. ■ Encourage presentations and peer projects <p>Science</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Continue supporting CCA courses through articulation ■ stay informed on articulation standards and K-12 curriculum ■ Maintain currency of transferability of courses to other post-secondary institutions <p>Science Continue to promote SFU and CFYEC transfer pathways</p> <p>EAL</p>

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Educational Quality				
		<ul style="list-style-type: none"> ■ Math, Science, Computer, Career, and English reps attend BC ABE articulation in March every year ■ More information needed to align courses with the new high school curriculum as appropriate <p>Science</p> <ul style="list-style-type: none"> ■ Update first-year engineering pathway to include new Common First-Year Engineering Curriculum for transfer to UBC, UVic and others ■ Continue to promote SFU transfer pathways <p>DHH:</p> <ul style="list-style-type: none"> ■ Level 3 Speechreading (Living Successfully with Hearing Loss) and English Foundations. ■ Complete all marketing materials for each of the new CD development areas (English, LSWH) ■ JRP (Marcia) has joined the ASE Articulation Committee and hopes to attend the next meeting in May 2020 <p>Music: BCCAT meetings and ongoing discussion with other post-secondary programs and instructors</p> <p>Visually Impaired Will participate in ASE articulation – first time in 2020.</p> <p>EAL Explore articulation of Pathways 9 for EAP IV to increase transfer options</p>	<p>Work to establish guaranteed admission at UBC and UVic for students who successfully complete Common First-Year Engineering Curriculum (CFYEC)</p> <p>Continue to promote SFU and CFYEC transfer pathways</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ Continue promotion while seeking out new industry and community partnerships. ■ Survey some of the internal stakeholders to see if our students are transferring to their programs and if the levels are working <p>EAL Review results of articulation at VCC and other institutions</p>	<p>Confirm new articulation is recognized at VCC and other institutions</p>
1.1.5 Seek accreditation and/or external program approval status and implement strategies to fulfill accreditation requirements	Health Sciences	<ul style="list-style-type: none"> ■ Address recommendations arising from accreditation findings in Pharmacy Technician, Occupational Physical Therapist Assistant, Health Care Assistant and Health Care Assistant ESL programs 	<ul style="list-style-type: none"> ■ Prepare for Certified Dental Assisting Onsite, Distance Dental Assisting, and Dental Hygiene accreditation 	

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Educational Quality				
		<ul style="list-style-type: none"> Prepare for the BC College of Nursing Professional (BCCNP) program recognition for the Bachelor of Science in Nursing (BScN) program Prepare for the Canadian Association of Schools of Nursing (CASN) pilot accreditation for the Practical Nursing program 		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Seek accreditation of new accounting diploma with the CPA 		
	Trades, Technology & Design	<p>Auto Service Technician</p> <ul style="list-style-type: none"> Finalize the ASE accreditation. 	<p>Auto Collision Repair:</p> <ul style="list-style-type: none"> Instructor ASE certification. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Instructor ASE certification. 	<p>Auto Collision Repair:</p> <ul style="list-style-type: none"> NATEF Accreditation. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Instructor ASE certification.
	Arts & Sciences	<p>CCA:</p> <p>Meet with advising and other stakeholders on the process of creating more grade 12 electives for the Adult Dogwood.</p> <p>Work towards having more graduates from ABE programs</p> <p>DHH:</p> <p>follow up with accreditation committee participation</p> <p>EAL</p> <p>Liaise with Chartered Professional Accountants of BC with regards to a new course: Communicating for Accounting, and/or integrate course with Communication for Engineering & Technology</p>	<p>DHH:</p> <p>Annually check for ongoing participation</p> <p>EAL</p> <p>Take course(s) through governance and offer</p>	<p>DHH:</p> <p>Annually check for ongoing participation</p> <p>EAL</p> <p>Review courses</p>
1.1.6 Develop a Scholarship and Research Initiatives Plan	Library, Teaching &	<ul style="list-style-type: none"> Creation of Office for Applied Research Development. 	<ul style="list-style-type: none"> Review policies related to Applied Research. 	<ul style="list-style-type: none"> Review of Library resources to ensure support for faculty and student research needs.

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Educational Quality				
	Learning Services/ Vice President Academic	<ul style="list-style-type: none"> Continue to develop partnerships with other post-secondary institutions. 		
	Health Sciences	<ul style="list-style-type: none"> Continue and increase capacity for scholarship in the School of Health Sciences. 	<ul style="list-style-type: none"> Increase research/ scholarship capacity 	<ul style="list-style-type: none"> Increase research/ scholarship capacity
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> If research funds approved, research on our students. We conducted a survey and would like to collate the information Continue collaboration with VCC Foundation <p>CCA:</p> <p>Continue to look for funding to do research essential to ABE</p> <p>DHH:</p> <ul style="list-style-type: none"> start a data base and record keeping for list of scholarship possibilities develop a list of VCC College support areas for developing scholarships <p>EAL</p> <ul style="list-style-type: none"> Develop a process with faculty to explore and propose scholarship and research initiatives, individually and cooperatively Report on 2019-20 research study on class size <p>LINC</p> <ul style="list-style-type: none"> develop a plan for any action research that instructors might like to do that they need funding for discuss what research needs to be done around blended learning 	<p>ABE Youth</p> <ul style="list-style-type: none"> Create exit survey in online format Apply for research projects that would engage students <p>DHH:</p> <ul style="list-style-type: none"> JRP will try and reach out to a list of possible donors or scholarship supports (industry stakeholders) ASL, LSWH and English may reach out to community stakeholders to see if there is any interest in supporting our program scholarship initiative <p>EAL</p> <ul style="list-style-type: none"> Explore internal & external research funding options Support faculty research initiatives Implement report recommendations on class size 	<p>ABE Youth</p> <ul style="list-style-type: none"> Continue to engage in professional development opportunities around current research in educational topics Proceed with previous years' research into best practices in student engagement <p>DHH:</p> <ul style="list-style-type: none"> Continue to seek out partnerships. Continue to create funds for scholarships. Create a PAC for LWHL <p>EAL</p> <ul style="list-style-type: none"> Continue to explore internal & external research funding options Support faculty research initiatives

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Educational Quality				
1.1.7 Develop new programs and build capacity in existing programs for international students	International Education	<ul style="list-style-type: none"> ■ Launch ECCE International Diploma ■ Launch Electronics Repair Technology Diploma ■ Launch VR/AR Diploma (VFS Partnership) ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology & Hospitality ■ Launch additional Post Degree Diploma cohorts 	<ul style="list-style-type: none"> ■ Launch Post Degree Diploma in Cyber Security (CS offering) ■ Launch Hospitality PDD ■ Launch Business Diplomas ■ Launch HCA International Diploma ■ Launch CAD & BIM Diploma ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology, Hospitality and others ■ Launch additional Post Degree Diploma cohorts 	<ul style="list-style-type: none"> ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology, Hospitality and others ■ Launch additional Post Degree Diploma cohorts
	School of Instructor Education	<ul style="list-style-type: none"> ■ Continue to pursue opportunities for international delivery of PIDP 	<ul style="list-style-type: none"> ■ 	
	Continuing Studies	<ul style="list-style-type: none"> ■ Implement ECCE full-time diploma program for both domestic and international students 	<ul style="list-style-type: none"> ■ Implement year two ECCE full-time diploma program for both domestic and international students 	
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Additional International Cohort will be launched in May 2020 into the Diploma in Hospitality Management. ■ Additional transfer credit articulation agreement with a variety of Institutions have been established to increase capacity in existing programs. Diploma and Bachelor Degree in Hospitality Management. ■ Develop two new diplomas ■ Develop PDD in Hospitality Management 	<p>Project Management</p> <ul style="list-style-type: none"> ■ Develop Certificate in Project Management Program for domestic students <p>Asian Culinary Arts</p> <ul style="list-style-type: none"> ■ Develop diploma <p>Hospitality Management</p> <ul style="list-style-type: none"> ■ Additional transfer credit articulation agreement with a variety of Institutions will be established to 	

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Educational Quality				
			increase capacity in existing programs. Diploma and Bachelor Degree in Hospitality Management. Business <ul style="list-style-type: none"> ■ Launch two new business diplomas and new PDD 	
	Health Sciences	<ul style="list-style-type: none"> ■ Develop Health Care Assistant (HCA) diploma for international students ■ For select Health Sciences programs review admissions requirements including English Language Proficiency to build capacity 		
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Explore new programming distinct from the ABE Youth Program, but similar as a model for EAL International students. ■ Learn more about current EAL area program offerings because we have students who may need more EAL support Basic Education Explore creation of CRNs to meet the need of international students wanting to register in Basic Education Math CCA: <ul style="list-style-type: none"> ■ Meet with the dean, other DLs in ABE and EAL to work on a protocol for having more internationals in the ABE programs ■ Have the ability to meet current and future International demand for ABE Math and higher level English Science	ABE Youth: Continue to learn, research and explore any expanded EAL opportunities for programming Basic Education Begin registering international students in Basic Education Math Science See 1.1.1 re: development of Associate Degree pathways DHH: Continue to check with International Centre to see if our partnership is working Reach out to Deaf, and Hard of Hearing International Centers and schools EAL	ABE Youth: Develop and implement any new EAL-type programming and course offerings arising from previous year Science See 1.1.1 re: development of Associate Degree pathways EAL Review courses and plan for additional programs for international students

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Educational Quality				
		<p>See 1.1.1 re: development of Associate Degree pathways</p> <p>DHH: Work on promoting our existing and new CDs in order to continue building capacity. Seek funding that will support the growth and Renewal for our department.</p> <p>Music Continue developing Preparatory music classes</p> <p>EAL Meet with IE to determine criteria for programs relevant to international students. Begin planning courses</p>	Develop and implement new courses for international students	
1.1.8 Ensure programs have active program advisory committees and effective partnerships with industry/community	All Schools/ Vice President Academic	<ul style="list-style-type: none"> ■ Gathering PAC member for Academic Master Plan discussion 	<ul style="list-style-type: none"> ■ 	

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Educational Quality				
	Continuing Studies	<ul style="list-style-type: none"> ■ Revitalize and strengthen PACs in preparation and follow up for program renewal <ul style="list-style-type: none"> ➢ Networking Technology ➢ Counselling Skills ➢ Building Manager (Residential) ➢ MakeUp Artistry ➢ Office Administration ➢ Paralegal ➢ Business and Technical Writing 	<ul style="list-style-type: none"> ■ Revitalize and strengthen PACs in preparation and follow up for program renewal <ul style="list-style-type: none"> ➢ MakeUp Artistry ➢ Office Administration ➢ Paralegal 	
	Health Sciences	<ul style="list-style-type: none"> ■ Maintain strong relationships with School of Health Sciences Program Advisory Committees 		
	Arts & Sciences	<p>Basic Education Participate in the DTES Literacy Roundtable</p> <p>CACE</p> <ul style="list-style-type: none"> ■ Maintain ongoing relationships with existing PAC members and continue efforts to recruit new members ■ Maintain ongoing PAC involvement by inviting and including members in CACE events, beyond the Annual PAC meeting <p>CCA:</p> <ul style="list-style-type: none"> ■ Continue to be open and responsive to outreach opportunities in the community ■ Continue partnership with WorkBC/Open Door <p>Science Establish PAC for VR/AR program</p> <p>DHH: Revive JRP PAC Organize meeting for Community Engagement Group (CEG).</p> <p>Music</p>	<p>DHH: Make sure all community members and PAC members are well-educated on our new developments and check in to see what the feedback is like. Explore the idea of creating a PAC committee for LWHL</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue membership with BC ESL Articulation Committee ■ Identify needs of internal PAC for ongoing work ■ Assess success of students from ESL Pathways in other programs and consider solutions, if needed 	<p>DHH: Make sure to connect with PAC members and asking for topics and discussion items</p> <p>EAL Continue membership with BC ESL Articulation Committee</p>

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Educational Quality				
		PAC from degree renewal is in place Visually Impaired Contact industry, WorkBC, community agencies and alumni to locate participants for our PAC. Strengthen and formalize existing partnerships and investigate new possibilities. EAL <ul style="list-style-type: none"> ■ Continue membership with BC ESL Articulation Committee ■ Join PAC for Health Care Aide program ■ Create internal committee at VCC where EAL can inquire and respond to EAL issues at the applied program level (e.g. initiatives similar to the EAL support in HM, Student Success Moodle shell, etc.) 		
1.1.9 Develop supportive partnerships within the academy and student service departments to ensure a positive experience for Indigenous students	Continuing Studies	<ul style="list-style-type: none"> ■ Offer Impacts of Colonization Past and Present and Indigenous People and the Canadian Judicial System to instructors and VCC employees through fee waiver 	<ul style="list-style-type: none"> ■ Pursue contract opportunities for the Gladue Report Writing program 	<ul style="list-style-type: none"> ■ Pursue contract opportunities for the Gladue Report Writing program
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Engage with ICCE, submit research proposal to involve more Elders ■ Collaborate and liaise with all student services ■ Encourage students to attend Circle of Courage offered by Elder Bruce Robinson ■ Create circles of support for Indigenous students as needed Basic Education <ul style="list-style-type: none"> ■ Create Student Success Plans for Indigenous students as needed ■ Participate in events organized by Indigenous Education 	ABE Youth: <ul style="list-style-type: none"> ■ Continue to foster opportunities through curriculum and participation of members of First Nations communities ■ Identify First Nations students at UBC and SFU who are interested in teaching upgrading and have them come into our classroom to share. ■ Explore ideas for interactive activities that bring diverse groups together in shared activities. Basic Education	ABE Youth: Seek out hiring opportunities to incorporate Indigenous faculty into the ABE Youth program Science Continue to work with Student Services departments to ensure that our Indigenous students have an excellent educational experience DHH:

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<ul style="list-style-type: none"> ■ Develop Indigenized curriculum for experiential learning, especially for fundamental mathematics ■ Collaborate with Indigenous Education & Community Engagement to support our RayCam outreach program <p>CACE:</p> <ul style="list-style-type: none"> ■ Explore inclusion of indigenous elder-led activities within classes ■ Continue indigenization of Food Services Careers Program <p>CCA:</p> <ul style="list-style-type: none"> ■ Continue connection, collaboration and good communication with the Dean of Indigenous Initiatives, especially with steps towards indigenizing the curriculum ■ Continue supportive partnerships with all areas of the college such as counselling, financial aid and advising ■ Work more closely with College Foundations on shared courses and students <p>Humanities: Develop a second year First Nations course for the Associate of Arts degree</p> <p>Science Continue to work with Student Services departments to ensure that our Indigenous students have an excellent educational experience</p> <p>DHH: Renew relationships with Indigenous Education department</p> <p>Music</p>	<p>Roll out more Indigenized and experiential fundamental math learning opportunities</p> <p>Science Continue to work with student services departments to ensure that our Indigenous students have an excellent educational experience</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ Inquire about Deaf and/or hard of hearing member involvement for representation ■ Keep close contact with Student Success Services to make sure they know what our department offers <p>EAL</p> <ul style="list-style-type: none"> ■ Develop curriculum and content to ensure Indigenous students from within Canada and other countries have a positive experience ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.) 	<ul style="list-style-type: none"> ■ Continue to inquire about Deaf and/or hard of hearing member involvement for representation ■ Continue to keep close contact with student Success Services to make sure they know what our department offers <p>EAL</p> <ul style="list-style-type: none"> ■ Review and continue to develop curriculum and content to ensure Indigenous students have a positive experience ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.)

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Educational Quality				
		Indigenous music class, discussions at faculty meetings and in person with students EAL <ul style="list-style-type: none"> ■ Search for resources suitable for Indigenous students from other countries ■ Identify points in the curriculum to add or expand upon Indigenous-related topics to promote greater understanding of Indigenous peoples ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.) 		
	Health Sciences	<ul style="list-style-type: none"> ■ Expand existing partnership with Aboriginal Community Career Employment Services Society (ACCESS) ■ Explore providing faculty Indigenous Cultural Competency Online Training Program through Provincial Health Services Authority 	■	■
Goal 1.2 – Enhanced instruction, instructional strategy and educational technology				
1.2.1 Develop an online educational technology strategy	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ Pilot newly developed online Resume & Cover Letter course with partner programs 	■	
	Health Sciences	<ul style="list-style-type: none"> ■ Increase capacity for online learning in all programs ■ Continue transitioning to blended delivery format for Dental Hygiene 		
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Continue to develop our Moodle platforms, collaborate with CTLR, ensure our online strategy is always offered as blended learning 	ABE Youth: Look at Open textbook, BC Campus for open online learning opportunities Basic Education	ABE Youth: Collaborate with CLTR to establish an over-arching “ABE Youth

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Educational Quality				
		<ul style="list-style-type: none"> ■ Incorporate interactive projector, student blog <p>Basic Education</p> <ul style="list-style-type: none"> ■ Turn Math 0300 into a blended course <p>CACE</p> <ul style="list-style-type: none"> ■ Continue to explore possibilities with this technology. ■ Career Awareness Program to add more computer lab time for online career searches <p>CCA</p> <ul style="list-style-type: none"> ■ Develop new self-paced, blended, and on-line courses, and include more on-line resources and opportunities. ■ Continue to create Moodle shells for all math, science and english students and enroll all new students into Moodle. ■ Work towards having self-paced computer courses more Moodle supported. ■ Increase enrollment in new ACED online courses. ■ Promote Moodle training opportunities for faculty and staff. <p>Science</p> <ul style="list-style-type: none"> ■ Offer PHYS 1170 in a hybrid format ■ Develop NURS 1602 in blended format <p>DHH</p> <p>meet with PIPD SMEs to get advise on moving forward with online development</p> <p>Music</p> <p>Mostly Moodle, but some new proposals may arise this year</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Consider developing additional blended options (levels 5 and 9) 	<p>Expand modules available for Math 0300</p> <p>Science</p> <p>Offer NURS 1602 in blended format</p> <p>DHH</p> <p>Have some blended options available in LSWH, English, ASL and/or JRP</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Offer blended courses at different times. ■ Develop blended options for non-core courses ■ Develop and field test blended learning options for level 9 ■ Identify courses to be offered fully online (such as IELTS Prep) ■ Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” <p>LINC</p> <p>Continue to offer Blended Learning classes and hope to create a module or course to help students in computer assisted language learning classes</p>	<p>Program” space on Moodle to link-in all students, staff and courses</p> <p>Science</p> <p>Evaluate student outcomes and feedback from pilot studies of PHYS 1170 and NURS 1602</p> <p>DHH</p> <p>Have online and blended options and full Moodle accessibility for department and areas</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Offer blended non-core courses ■ Develop and field test blended learning options for level 5 ■ Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” <p>LINC</p> <p>Determine what are best practices for continuing to encourage Blended Learning classes</p>

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Educational Quality				
		<ul style="list-style-type: none"> Develop rationale & process for offering blended courses at different times Explore blended options for non-core courses (Grammar, CELBAN Prep, IELTS Prep) Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” Explore college policy re. online learning and student engagement (i.e. restricting student access to online content) <p>LINC Ensure everyone has taken or plan to take the LearnIT2Teach training so they can have an EduLINC moodle which provides them with resources and support (IRCC driven)</p>		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> This will be part of the program renewals in Hospitality Management and Applied Business 	<ul style="list-style-type: none"> Implement recommendations from program renewals in Hospitality Management and Applied Business 	
	Trades, Technology & Design	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> Increase OER use by 10%. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Develop Moodle courses apprenticeship level 3. 	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> Increase OER use by 10%. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Develop Moodle courses apprenticeship level 4. 	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> Increase OER use by 10%. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Develop Moodle courses international diploma.
1.2.2 Identify new educational technologies and software that could be supported and resourced	Health Sciences	<ul style="list-style-type: none"> Explore hardware and software needs of the Nursing Simulation labs to replace ageing mannequins and technology Explore in conjunction with the Campus Master Plan the short-term and long-term needs of the Dental Clinic 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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Educational Quality				
		<ul style="list-style-type: none"> ■ Explore options for a Dental simulation lab to relieve pressure on Dental clinic ■ Assess new Simulation Lab Coordinator position in relation to department structure and program needs ■ Continue to expand Interprofessional Education (IPE) activities across the School of Health Sciences ■ Explore options to incorporate virtual reality/ augmented reality into the curriculum 		
	Trades, Technology & Design	<ul style="list-style-type: none"> ■ Implement Electude for AST ■ New software for HMT (Bendix, Wabco) ■ Microsoft Azure for CST program 	Continue to identify new technology in all areas	Continue to identify new technology in all areas
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ Implement Institutional Repository ■ Continue to grow the digital lending library for students 	■	
	Continuing Studies	<ul style="list-style-type: none"> ■ Procure new domestic sewing machines and a large-format portfolio scanner for Fashion programs ■ Upgrade networking technology labs 		
	Arts & Sciences	<p>ABE Youth: Learn more about Zoom, Kaltura, registration tracking program, math software initiatives, VR for science</p> <p>CACE:</p> <ul style="list-style-type: none"> ■ Food Services Careers to explore the benefits and inclusion of visual aids, online testing, using cellular phone for time management/calendar, and Moodle courses. ■ Explore and identify technology which may be helpful for UDL implementation throughout curriculum <p>CCA:</p>	<p>ABE Youth: Potentially incorporate more use of the learning on educational technologies from 2020/2021 initiatives.</p> <p>DHH Staff will present a new technology or invite an expert, at each staff meeting, so we can stay current</p> <p>EAL</p>	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Improve students’ storytelling ■ Solicit donations via the VCC Foundation to purchase a new set of laptops or equivalent to support new ed. tech integration <p>DHH: Faculty will develop learning modules</p>

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Educational Quality				
		<ul style="list-style-type: none"> ■ Pilot use of Zoom for math/science students who are working off campus ■ Explore opportunities for English to make use of Zoom <p>Humanities: Ongoing instructors’ PD and AD time</p> <p>DHH Research and sourcing resources to use</p> <p>Music New Social Media class and awareness of apps used by instructors</p> <p>Visually Impaired Research, review and evaluate new technologies for the visually impaired</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year ■ Continue to explore new ways to improve computer lab technical support for EAL Labs and expand availability of labs for EAL students ■ Continue to Identify online software on Moodle to request ■ Available software: continue to build capacity of faculty for use (e.g. Zoom, Linked In Ed) 	<ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year ■ Request IA support for labs ■ Software: continue to identify learning options for faculty and develop content using software, such as we have done with Kaltura <p>LINC Continue to investigate new technologies and software that could enhance student learning</p>	<p>EAL</p> <ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year ■ Request IA support for labs ■ Software: continue to identify learning options for faculty and develop content using software, such as we have done with Kaltura <p>LINC Continue to investigate new technologies and software that could enhance student learning</p>
1.2.3	Library, Teaching &	<ul style="list-style-type: none"> ■ Implement the Broadway Library & Learning Centre space plan 	<ul style="list-style-type: none"> ■ 	

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Educational Quality				
Continue to develop Learning Commons	Learning Services			
	Arts & Sciences	<p>CCA: Support redevelopment of college spaces to incorporate this concept related to an “ABE Hub” or Welcome Centre</p> <p>DHH: DHH faculty always have monthly meetings to discuss new initiatives for the department that align with college initiatives</p>	■	
Goal 1.3 –Deliver superior student services				
1.3.1 Review and develop support services which contribute to student success and retention	Health Sciences	<ul style="list-style-type: none"> ■ Develop standardized guidelines related to student progression and success ■ Align programs with the Registrar’s Student Experience initiative. Health Care Assistant pilot to start September 2020 	■	■
	Continuing Studies	<ul style="list-style-type: none"> ■ Procure and implement online registration system ■ Secure student loans for MDRT program 	■ Complete implementation of online registration system	■
	Vice President Academic	<ul style="list-style-type: none"> ■ Evaluate new English Language Proficiency Requirements and modify as required. 	■	■
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Offer safe inclusive programming built on relational interactions, support students who are not attending, recognize prior experiences, experiential learning opportunities, streamline and abridge content where appropriate ■ Use materials that reflect content that will help students ■ Have coffee/social space for students to meet 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Explore the possibility of having specific counsellor attached to our program to better support mental and emotional needs of our students ■ Streamline a process to get students the necessary accommodation or support they need <p>Basic Education</p>	<p>ABE Youth: Pursue implementation of previous years’ project and maintain connections to adjacent, youth-oriented counselling services</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals

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Educational Quality				
		<p>Basic Education Explore creating an ABE Peer Mentorship Program</p> <p>CACE:</p> <ul style="list-style-type: none"> ■ Continue working with VCC support services such as Counselling ■ Continue examining the impact/benefits for students from the addition of Consent workshops from non-profit providers such as West Coast LEAF and Real Talk <p>CCA:</p> <ul style="list-style-type: none"> ■ Create and administer an entry and an exit survey for CCA students ■ Develop some kind of attendance tracking system and a way to track progression so that more credentials and certificates can be awarded ■ Department Head to participate in the micro-credentials working group to explore relevance to CCA programming <p>DHH:</p> <ul style="list-style-type: none"> ■ Continue to work in collaboration with Student Services and develop streamline services. ■ Give input and suggestions to other departments and college initiatives to make it more accessible so students can get the information they need to make successful choices <p>Music Ongoing Disability Services working group</p>	<p>Roll out a pilot ABE Peer Mentorship program</p> <p>DHH: Continue to work in collaboration with Student Services and develop streamline services.</p> <p>Give input and suggestions to other departments and college initiatives to make it more accessible so students can get the information they need to make successful choices</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills <p>LINC</p>	<ul style="list-style-type: none"> ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills <p>LINC</p> <ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their PBLA binders to help make them more successful in achieving PBLAs

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Educational Quality				
		<p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues ■ Clarify process with Disability Services to promote clear communication with instructors and DS counsellors when scheduling accommodations ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills (currently in Hospitality Management) ■ Support Hair Design & Esthetics to implement recommendations from Gap Analysis Report, as requested ■ Implement appropriate practices related to Ethics of Care <p>LINC</p> <ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their PBLA binders to help make them more successful in achieving PBLA 	<ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their PBLA binders to help make them more successful in achieving PBLAs 	

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Educational Quality				
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Additional EAL support services have been implemented into the Diploma of Hospitality Management. ■ Additional EAL workshops have been implemented to set students up for success. ■ Expand these supports to other departments <p>CBM</p> <ul style="list-style-type: none"> ■ Facilitate math and English assessments of all incoming international students, and assign action plan to specific students where necessary 	<ul style="list-style-type: none"> ■ Build more EAL support in program renewals. 	
	Registrar's Office	<ul style="list-style-type: none"> ■ Continue building awareness of the Student Experience Improvement Project. ■ Work with Departments to align programs with standardization of delivery as articulated in Student Experience Improvement Project. ■ Update and align policies to support the Student Experience Improvement Project. ■ Continue to spearhead data and process standardization across the College. ■ Full implementation of EMS Campus Planning Interface to improve schedule creation process to facilitate earlier registration for students. ■ Completion of initial roll out of College calendar. ■ Continue process of data clean up in specific, high value areas. ■ Implementation of EPBC XML post-secondary transcript exchange. ■ Banner Student 9 Self Service roll out ■ Meet with all Schools to determine pathways forward for all programs to transition, where 	<ul style="list-style-type: none"> ■ Continue to spearhead data and process standardization across the College. ■ Continue to provide updates on the Student Experience Improvement Project. ■ Build of degree audit capabilities (CAPP). ■ Continue process of data clean up in specific, high value areas. ■ Continue to work with Departments to align programs with standardization of delivery as articulated in Student Experience Improvement Project. ■ Implementation of reimagined class scheduling strategy. ■ Online graduation application development. ■ Comprehensive review of tuition and fees tables in Banner to guide streamline process and rebuild. 	<ul style="list-style-type: none"> ■ Continue to spearhead data and process standardization across the College. ■ Continue to provide updates on the Student Experience Improvement Project. ■ Move to online registration for the vast majority of programs at the College. ■ Continue process of data clean up in specific, high value areas. ■ Continue to work with Departments to align programs with standardization of delivery as articulated in Student Experience Improvement Project.

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Educational Quality				
1.3.2 Provide timely and relevant international student support	International Education	<p>possible, to new delivery framework outlined in Student Experience Improvement Project.</p> <ul style="list-style-type: none"> ■ Hire International Student Coordinator to support with immigration-related student advising ■ Build capacity within department to support increased number of international students 	<ul style="list-style-type: none"> ■ Clean up of historical high school and post-grade loads. ■ Identify and operationalize projects to enhance the academic and personal success of international students. 	<ul style="list-style-type: none"> ■ Identify and operationalize projects to enhance the academic and personal success of international students.
	Arts & Sciences	<p>CCA: Continue to push for inclusion of International students into CCA classes despite college-level barriers</p> <p>DHH: Develop a signed ASL version of our department on the International Centre website pages</p>	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■
	Hospitality, Food Studies & Applied Business	<p>CBM</p> <ul style="list-style-type: none"> ■ Continue to enhance student support services for our international students via several platforms/vehicles including SRG, Orientation Week, Brown Bag lunch series, open door policy, Class room sit-ins, Learning Center presentations, guest speakers, support department presentations in our huddles and classrooms ■ Work with PDO to develop more supports for international students looking for work ■ Build on EAL support development in Hospitality Management to support other areas 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■

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KSD #5 – Business Development				
Goal 5.1 Develop new partnerships and collaboration				
5.1.1 Expand dual credit programming options by partnering with more schools boards in the Lower Mainland	Health Sciences	<ul style="list-style-type: none"> Expand dual credit opportunities with Vancouver School Board 	<ul style="list-style-type: none"> 	
	Continuing Studies	<ul style="list-style-type: none"> Pursue partnership opportunities with high schools for Makeup Artistry program or courses 		
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> Build on existing partnership between ABE Youth and VSB Youth Train in Trades Program (formerly ACE-IT) to create more opportunities for students to obtain dual credit and training opportunities for careers. Work with Advising, Registrar’s Office, and all relevant parties to find ways to credit prior learning explore this idea of expanding dual credit programming with high schools <p>CACE:</p> <ul style="list-style-type: none"> Explore offering GPS program to other school districts in partnership <p>CCA:</p> <ul style="list-style-type: none"> Develop dual credit course “English for Science.”(with CD funding) Look for opportunities to get more information re the new K-12 curriculum, especially 10-12 Continue to support students obtaining their Dogwood or Adult Dogwoods with a combination of VCC and school board courses <p>DHH:</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> Develop relationships with the relevant counterparts in the K-12. Create the position of an academic recruiter who can knowledgably present specifics on all the academic course offerings. Have Open House at VCC with high school counsellors and advisors to promote the programs and contents that we offer. 	

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KSD #5 – Business Development				
		Possibly offer Job Readiness courses and college ready courses (as credit courses) to high school age students thinking about entering the workforce or post-secondary		
5.1.2 Develop and expand partnerships	Health Sciences	<ul style="list-style-type: none"> ■ Ensure Program Advisory Committees include appropriate representatives ■ Explore health care Continuing Studies opportunities for professionals working in industry ■ Continue and explore other Health Sciences program opportunities with the Aboriginal Community Career Employment Services Society (ACCESS) ■ Continue to explore opportunities with Health organizations (i.e. BC Nurses Union) and other post-secondary institutions ■ Review current rental processes for VCC's health sciences spaces to external clients ■ Explore opportunities to rent nursing labs to health organizations 	<ul style="list-style-type: none"> ■ Implement and expand on partnership opportunities through the life of the academic plan 	
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Continue ongoing partnerships with VSB, BYRC, Love BC, VCH, Odyssey, Check Your Head, PCRS Pathways, Youth Train in Trades ■ Foster relationships with BC Children's Hospitals, Dan's Legacy (counselling), MCFD (youth agreements, adult youth agreements) <p>Basic Education:</p> <ul style="list-style-type: none"> ■ Apply for CALP funding from the Ministry of Advanced Education ■ Continue partnership with Vancouver Coastal Health at Willow Pavilion ■ Continue partnership with Coast Mental Health 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Look at opportunities to provide education to young athletes, or students who are pursuing a competitive interest who wouldn't fit in the traditional schooling system ■ Work with the VSB programs onsite at BYRC to possibly share programming and credit for students. 	

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KSD #5 – Business Development				
		<ul style="list-style-type: none"> ■ Explore opportunities to develop outreach programs with new community partners <p>CACE:</p> <ul style="list-style-type: none"> ■ Continue to enrich partnership with Vancity and BBB with future presentations ■ Continue to enrich our emerging partnership with the Georgia Main Food Group ■ Continue to enrich our strong partnership with Tacofino ■ Continue our relationship with Parq with field trips and potential PAC membership ■ Continue to enrich our partnership with Open Door Group, BC WiN, Jobs West, PosAbilities, Resource relationships, PFAN, Presidents Group ■ Continue to build practicum partnerships for ongoing opportunities for students <p>CCA:</p> <ul style="list-style-type: none"> ■ The department has been a part of the Downtown Eastside (DTES) literacy roundtable for many years ■ Explore partnerships with Collective Impact- TTRUST ■ Continued partnerships with WorkBC will expand opportunities for more students/clients <p>DHH:</p> <ul style="list-style-type: none"> ■ Reach out to industry and employers who may benefit from this programming. For example, partner with WorkBC to streamline work integration in the classes. ■ Try and develop a system for target wage subsidy with employers <p>Music Work with BCIT Broadcast department</p>		

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KSD #5 – Business Development				
		<p>Visually Impaired</p> <ul style="list-style-type: none"> ■ Strengthen and formalize existing partnerships. ■ Investigate partnering with new businesses and WorkBC <p>EAL</p> <ul style="list-style-type: none"> ■ Continue work supporting EAL learners through content areas (Hospitality Management, Hair Esthetics & Design, plus new areas) ■ Work with Combined Skills partnerships (Culinary, Baking, HCA) to maintain effective partnerships ■ Continue to collaborate with PDO CareerLab on career readiness competencies ■ Continue to build relationships with other institutions to inform our own practices (UFV, ECUAD, etc.) 		
	Trades, Technology & Design	<ul style="list-style-type: none"> ■ Expand partnership between CAD & BIM and high schools ■ Run program in partnership with VIU in the SKB ■ Continue to improve the Youth in Trades Program and Trade Sampler ■ Run more program with support from the foundation (Access programs) ■ Participate in provincial and national skills 	<ul style="list-style-type: none"> ■ Continue to expand partnership with post-secondary institutions and high schools ■ Deliver more programs in partnership with other post-secondary institutions (similar to programs at Riverside College, and Maple Ridge) 	<ul style="list-style-type: none"> ■ Continue to expand partnership with post-secondary institutions and high schools ■ Deliver more programs in partnership with other post-secondary institutions (similar to programs at Riverside College, and Maple Ridge)
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Partnering with PMI CWCC ■ Partnership with PM Volunteers ■ Partner with other institutes for Field Schools ■ Operationalize existing partnerships for international work experience ■ Revitalize PACs <p>CBM and BPM</p> <p>Partner with new Business stakeholders in the area (Amazon, etc.) and explore synergies</p>	<ul style="list-style-type: none"> ■ 	

OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
KSD #5 – Business Development				
	Continuing Studies	<ul style="list-style-type: none"> ■ Publish a small-scale contract menu for employers 		
5.1.3 Develop new international business partnerships to support international enrolment	International Education	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas
	Arts & Sciences	<p>CCA: CCA is more than willing to increase international enrollment in upgrading courses, especially currently to support International students with math skills. The self-paced option is perfect for International students to do their upgrading con-currently OR as pre-requisites.</p> <p>DHH: Access businesses and schools abroad to find out if we could do online courses of ASL or English or offer modules.</p>		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Continue work started with Italian and Irish institutes 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2020

ISSUE: Revisions to the Computer Systems Technology Diploma program

BACKGROUND:

The department is proposing changes to the Computer Systems Technology (CST) Diploma PCG. They are switching from a term structure for the courses to a list of courses required to graduate. This change is designed to make it easier for students to continue in the program when they have failed one course, and to enable the department to more easily schedule additional courses on demand.

DISCUSSION:

Reza Nezami, Department Leader of CST, presented this proposal. The Committee asked for several additional changes:

- Listing of Year 1 and Year 2 in the course list, for clarity of course level.
- Rewording the 'Program Duration' section to include the availability of part-time options, and to clarify that while the program can be completed within two years, 2.5 years is more likely as it is a full six terms.
- Minor edits to the admission requirements to reflect the style guide.
- The Effective Date was changed to September 2020, from May 2020.

Some concerns were raised about the number of options for the math admission requirements, including lower level courses. This is similar to BCIT's entrance requirements, and is not proposed for change. The Committee accepted this rationale.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Computer Systems Technology Diploma program content guide.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 20, 2020

Program Change Request

Date Submitted: 02/10/20 3:01 pm

Viewing: **Computer Systems Technology Diploma**

Last approved: 08/21/19 9:39 am

Last edit: 02/20/20 9:59 am

Changes proposed by: rnezami

Program Name:

Computer Systems Technology Diploma

Credential Level: Diploma

Effective Date: September **2020** ~~2019~~

School/Centre: Trades, Technology & Design

Department Computer Systems Technology (4702)

Contact(s)

In Workflow

1. **4702 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 02/10/20 3:16 pm
Reza Nezami
(rnezami): Approved for 4702 Leader
2. 02/10/20 3:32 pm
Brett Griffiths
(bgriffiths): Approved for CTT Dean
3. 02/20/20 10:13 am
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

History

1. Jun 18, 2018 by
Carlie Deans
(cdeans)
2. Jun 17, 2019 by
Reza Nezami
(rnezami)
3. Jun 18, 2019 by
Todd Rowlatt
(trowlatt)

48
 4. Aug 6, 2019 by Todd Rowlatt (trowlatt)
 5. Aug 21, 2019 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
A. Reza Nezami (Department Head)	rnezami@vcc.ca	6043188274 6047646682

Program Content Guide

Purpose

The goal of this program is to prepare students for a career as a computer systems technologist. Computer systems technologists solve computer-related issues for businesses, government agencies, utilities, law enforcement agencies, health services providers, educational institutions and more. Graduates from this program can choose to specialize in areas including programming, software design, mobile application programming, data communications, security and web design.

Admission Requirements

Grade 12 graduation or **equivalent**

~~equivalent.~~ English 12 with a **minimum 'C' grade, C (60%)** or ~~equivalent,~~ or English Language Proficiency at a **minimum Grade the grade 12 'C' level, or equivalent level**

Knowledge A minimum grade of mathematics demonstrated by one C+ (67%) in one of the following: followings:

Pre-calculus 12 or Principle of Math 12 with a minimum grade of **'C' (60%)**

or

~~C (60%):~~

A minimum grade of 'C+' (67%) in one of the following:

~~Or A minimum grade of C+ (67%) in one of the followings:~~ Pre-calculus grade 11

Foundations of Mathematics grade 12

Foundations of Mathematics grade 11

Principles of Mathematics 11

Applications of Mathematics 11

Applications of Mathematics 12

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This program ~~can is a two-year full-time program, this program must~~ be completed **in two years within a maximum of full-time study, with an expected completion time of 2.5 5 years. It can be taken full-time or part-time. The program must be completed within a maximum of 5 years.**

Program Learning Outcomes

This program is designed for individuals who wish to obtain employment in the Information Technology Industry as Mobile Applications Programmer, Computer Programmer, and Network Administrator.

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

Design, install and manage local area networks

Develop and design computer programs in various programming languages

Develop and design interactive web pages with multimedia components

Design and develop interactive mobile application for mobile devices

Install and configure computer hardware and software

Perform systems analysis and design

Program apps for mobile devices

Provide end-user technical support services

Troubleshoot and repair hardware problems

Instructional Strategies, Design, and Delivery Mode

This program is delivered face-to-face and in blended learning modes. Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques, and quizzes (both written and performance-based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions, which can include reflections and client feedback. Professional conduct (which includes collaboration and teamwork, time management, organization, communication, participation and attendance) will also affect the final grade in each section.

~~Students must achieve a minimum grade of C+ in CSTP 1105 Introduction to Programming to continue to Term 2 of the program.~~ To receive a Diploma in Computer Systems Technology, a student must achieve a minimum grade of C (60-63%) in each course.

Recommended Characteristics of Students

Ability to work well in a fast-paced, deadline-driven environment
 Ability to work effectively in a team and independently with confidence
 Customer service-oriented outlook and ability to work well with a wide variety of people
 Ability to give and receive feedback
 Motivation, curiosity, and research-orientation
 Excellent oral and written communication skills
 Enthusiastic, positive attitude
 Initiative, self-starter work habits
 Flexibility, adaptability

Courses

Students must complete all of the following courses:

Plan of Study Grid

First Year

Term One	Credits
ESTP-1101 Communication and Workplace Behaviour	3
ESTP-1103 Data and Document Management Fundamentals	3
ESTP-1104 Computer Systems Administration	5
ESTP-1105 Introduction to Programming	4
ESTP-1106 Website Development	3
ESTP-1108 Applied Mathematics	2
- Credits	0

Term Two

ESTP-1201 Introduction to Database Management Systems (DBMS)	4
ESTP-1202 Introduction to Data Communication and Networking	3
ESTP-1203 Introduction to Server Administration	2
ESTP-1204 Software Analysis and Design	3
ESTP-1205 Programming in C++	4
ESTP-1206 Introduction to Internet Programming & Web Applications	3
ESTP-1207 Technical Communication	2
- Credits	0

Term Three

ESTP-1301 IT Project Management	2
ESTP-1302 Windows Programming	4
ESTP-1303 Introduction to Client Server Computing	3
ESTP-1304 User Interface Design	2
ESTP-1305 Algorithm Analysis and Data Structure	3
- Credits	0

Second Year**Term Four**

CSTP-2101 Database Management and Storage	3
CSTP-2102 Enterprise Systems Support	3
CSTP-2104 Windows Interactive Application Programming	3
CSTP-2106 Introduction to Computer Security	3
CSTP-2107 Advanced Internet Programming & Web Applications	4
CSTP-2108 Mathematics for Programmers	2
- Credits	0

Term Five

CSTP-2201 Linux Operating System and Networking	3
CSTP-2202 Network Server Administration	3
CSTP-2204 IT Development Project	5
CSTP-2205 Android Mobile Application Programming	3
CSTP-2208 Career Path Search	1
- Credits	0

Term Six

CSTP-2301 Emerging Technologies	3
CSTP-2302 Advanced Server Administration	3
CSTP-2303 Computer System Security Threats and Solutions	3
CSTP-2305 iOS Mobile Application Programming	3
- Credits	0
- Total Credits	0

Course List

Code	Title	Credits
Year 1		
<u>CSTP 1101</u>	Communication and Workplace Behaviour	3
<u>CSTP 1103</u>	Data and Document Management Fundamentals	3
<u>CSTP 1104</u>	Computer Systems Administration	5
<u>CSTP 1105</u>	Introduction to Programming	4
<u>CSTP 1106</u>	Website Development	3
<u>CSTP 1108</u>	Applied Mathematics	2
<u>CSTP 1201</u>	Introduction to Database Management Systems (DBMS)	4
<u>CSTP 1202</u>	Introduction to Data Communication and Networking	3
<u>CSTP 1203</u>	Introduction to Server Administration	2
<u>CSTP 1204</u>	Software Analysis and Design	3
<u>CSTP 1205</u>	Programming in C++	4
<u>CSTP 1206</u>	Introduction to Internet Programming & Web Applications	3
<u>CSTP 1207</u>	Technical Communication	2
<u>CSTP 1301</u>	IT Project Management	2

Code	Title	Credits
<u>CSTP 1302</u>	Windows Programming	4
<u>CSTP 1303</u>	Introduction to Client-Server Computing	3
<u>CSTP 1304</u>	User Interface Design	2
<u>CSTP 1305</u>	Algorithm Analysis and Data Structure	3
Year 2		
<u>CSTP 2101</u>	Database Management and Storage	3
<u>CSTP 2102</u>	Enterprise Systems Support	3
<u>CSTP 2104</u>	Windows Interactive Application Programming	3
<u>CSTP 2106</u>	Introduction to Computer Security	3
<u>CSTP 2107</u>	Advanced Internet Programming & Web Applications	4
<u>CSTP 2108</u>	Mathematics for Programmers	2
<u>CSTP 2201</u>	Linux Operating System and Networking	3
<u>CSTP 2202</u>	Network Server Administration	3
<u>CSTP 2204</u>	IT Development Project	5
<u>CSTP 2205</u>	Android Mobile Application Programming	3
<u>CSTP 2208</u>	Career Path Search	1
<u>CSTP 2301</u>	Emerging Technologies	3
<u>CSTP 2302</u>	Advanced Server Administration	3
<u>CSTP 2303</u>	Computer System Security Threats and Solutions	3
<u>CSTP 2305</u>	iOS Mobile Application Programming	3
Total Credits		100

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

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 ⁵³
B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course In Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

Rationale and Consultations

Provide a rationale for this proposal.

These changes will enable students to more easily insert into the program if they have failed a course and the department to offer additional courses on demand as necessary.

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Discussed with RO on Feb 3, 2020 - ok with changes
Faculty/Department	Department good with changes

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for: Domestic
 International

Marketing Description

Build skills in programming, design, mobile apps, and security while launching your career developing software and solving computer-related issues for businesses, governments, or institutions.

What you will learn

What to expect

Reviewer

Comments



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2020

ISSUE: Revisions to the Graphic Design Diploma Program

BACKGROUND:

The department is proposing significant changes to the Graphic Design Diploma PCG. Their goal is to better reflect current technologies used in the field and to add additional soft skills training to help students build careers in a competitive field. There are major revisions to the web and user experience (UX) courses, along with increased video production training. They are adding a Design Thinking course to support the development of critical conceptual thinking, and created more room for self-directed learning and specialization. They are also adding a Collaborative Capstone course that incorporates the time spent on graduate exhibitions into a proper learning experience.

Finally, they are removing the option of a certificate in Graphic Design. Students do not appear to be prepared for the industry after only the first year; the two-year diploma will provide greater opportunities for student success.

DISCUSSION:

Anne Emberline, Department Leader of Graphic Design, presented this proposal. The Committee asked for several additional changes:

- Adding English proficiency explicitly to the admission requirements, to clarify the requirements in language proficiency, not an academic English course
- Adding a statement on term progression
- A request to incorporate intercultural communication and self-promotion more explicitly into the writing courses
- Adding social responsibility along with discussions of professional ethics
- Revisions to the assessment plan for VCDP 2495 Collaborative Capstone to better reflect the work completed in that course

All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Graphic Design Diploma program content guide, revisions to 24 course outlines, and the creation of 11 new courses: VCDP 1133 Design Thinking, VCDP 1253 Video Production 1, VCDP 1283 Wordpress 1, VCDP 1292 Guided Design Exploration, VCDP 1293 Mini-Portfolio, VCDP 2312 Digital Image 2, VCDP 2325 Studio 1:

Fundamentals, VCDP 2445 Video Production 2, VCDP 2455 Studio 2: Special Topics, VCDP 2465 Studio 3: Specialization, and VCDP 2495 Collaborative Capstone.

THAT Education Council approve the deactivation of nine courses, effective December 2021: VCDP 1141 Client Designer Management, VCDP 1252 Image and Video, VCDP 1282 Wordpress Foundation, VCDP 2310 Advanced Image & Photography, VCDP 2311 Studio Business Practices, VCDP 2321 Studio 1 with Advanced Type, VCDP 2451 Studio 2 with Web Production, VCDP 2461 Studio 3 with Web Content, and VCDP 2471 Studio 3 with Print.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: February 20, 2020

Updated Program Learning Outcomes

Graphic Design Diploma Program

The program learning outcomes are largely staying the same but have been updated with the following aims:

1. Incorporating more current language to provide greater relevance to today's design industry
2. Adding more emphasis on the important soft skills needed by designers (which is reflected overall in the changes to the course outlines)
3. Adding one new PLO focused on ethics and business standards
4. Updating vague wording so the PLOs are easier to understand

OLD PLO	NEW PLO
Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms.	Use design-thinking strategies and the creative process to solve a wide variety of problems faced by designers
Predict industry trends to create audience driven visual communications.	Predict industry trends and create up-to-date designs for a variety of media using current technologies
Develop and evaluate valid design rationale using creative problem-solving techniques.	Develop an effective design concept and strategy using market research, client consultation, and creative thinking
Evaluate and maintain a professional graphic design portfolio showcasing a variety of mediums to obtain employment or pursue further studies.	Develop and maintain a professional graphic design portfolio and a personal self-promotion or career plan to support professional growth or the pursuit of further studies
Use lifelong learning and reflective practice towards professional responsibility and ethics to sustain professional development.	Use self-directed learning strategies and reflective practice to continue the lifelong learning of design
Use and integrate technical skills with current and emerging technologies relevant to the field of graphic design.	Use high-level technical design skills to prepare properly constructed and formatted design files
Synthesize the principles of history, colour theory, and typography towards design aesthetics.	Incorporate knowledge of design history, colour theory, typography, composition, brand strategy, and UI/UX design into design decisions
Apply interpersonal and professional communication skills while working in teams and independently to anticipate and meet client needs.	Use an understanding of business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams
Analyze, plan, and implement design solutions that meet client expectations and appeal to target audiences.	Conceptualize, plan, and implement design solutions that meet client expectations and appeal to target audiences
NEW	Use an understanding of ethics and business standards to make professional decisions in research and design

Program Change Request

Date Submitted: 02/06/20 4:33 pm

Viewing: **Graphic Design Diploma**

Last approved: 01/16/20 1:50 pm

Last edit: 02/24/20 4:08 pm

Changes proposed by: aemberline

Program Name:

Graphic Design Diploma

Credential Level: Diploma

Effective Date: **September 2020** ~~January 2018~~

School/Centre: Trades, Technology & Design

Department: **Visual Communication Design Dipl (4430)**
~~Graphic Comm & Prod Tech (4401)~~

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 02/06/20 4:37 pm
Anne Emberline
(aemberline):
Approved for 4401
Leader
2. 02/07/20 6:41 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:12 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Dec 20, 2017 by
clmig-jwehrheim
2. Jun 26, 2019 by
Nicole Degagne
(ndegagne)
3. Aug 21, 2019 by
Nicole Degagne
(ndegagne)

Purpose

The goal of this program is to prepare students for a **creative** career in the **graphic visual communications** design industry. **Since the program focuses on practical hands-on creative skills for a variety of media, students are well poised to do design work in web, print, or UI/UX design. The training prepares students for many types of design contexts, including in-house corporate design teams, self-employed or independent freelance design projects, and dedicated creative agencies.**

~~Students will study the visual communications design industry via seven key foundational pillars: conceptual thinking, workforce, studio practices, client interaction, client-centered project, curriculum, and flexible pathways. The Conceptual Thinking pillar combines brainstorming, research and problem-solving with creative and critical thinking. This allows students to work both collaboratively and individually to produce applicable and unique solutions for design problems via a group critique process. In addition to technical and creative skills, The Workforce pillar ensures students will also learn graduate with the important professional skills they need to succeed necessary to gain employment in this competitive industry. the three common areas of graphic design practice: Students will learn communication, collaboration, and management skills by running design projects with real-world clients in the program's client studio, which lasts for six months in second year. They will also learn important personal management and professional development skills through self-reflective independent projects that encourage students to take a lifelong learning approach to design. Additionally, students gain an important perspective on the world of design, as well as excellent professional connections, through a 120-hour industry practicum completed at the end of second year.~~

~~working freelance working in in-house corporate environments working in advertising, marketing and interactive agencies The Studio Practices pillar provides students an opportunity to train in a program built around a true studio experience. The Client Interaction pillar requires students the opportunity to work directly with clients to experience a diverse range of expectations. Working directly with clients reinforces students' understanding of their audience and provides opportunities to enrich communication skills necessary to meet client expectations. The Client-Centered Project pillar allows students to work on projects that emphasize both conceptual understanding of modern design as well as production skills. The student projects also serve as exemplars that will be integrated into a professional portfolio. The Curriculum pillar provides students with built-in complimentary courses to help enhance understanding of graphic material; each block complements the other concurrently and consequently. The Flexible Pathways pillar affords students the option to gain a solid foundation in visual communication and exit with a certificate after nine months. Students who wish to cultivate their skills and ascend to a higher level of achievement can continue to second year, where they will be provided with an enriched client experience paired with advanced courses for a diploma. Students that have successfully completed the first two terms have the option to exit and are eligible to receive the Graphic Design Certificate. See 'Program Duration' below for more information on the diploma exit option.~~

Admission Requirements

Applications are accepted on a continuous basis throughout the year, and students are admitted on a competitive selection basis. Applicants can apply to meet either the Standard Admission Requirements or the Advanced Admission Requirements for the program.

A) Standard Admission Requirements (Year 1)

English 12 with a **minimum 'C' €** grade or **English Language Proficiency at the English 12 'C' level or equivalent equivalent.**

Interview with Selection **Committee**

Committee:

Prior to **the** interview students are required to provide:

Personal portfolio*

Resumé and letter of intent clearly listing reasons for pursuing the diploma* **B) Advanced Admission Requirements (Year 2)**

B) Advanced Admission Requirements (Year 2)

~~Completion of VCC Graphic Design Certificate or~~ Completion of **a graphic design certificate program** ~~Graphic Design Certificate~~ equivalent **to from another recognized institution as determined by** the **first year of the program, from a recognized institution determined by the program** Department **Head:**

Interview with Selection Committee

~~Prior and Interview with Selection Committee. Prior~~ to **the** interview students are required to provide:

Professional portfolio*

Resumé and letter of intent, clearly listing reasons for pursuing the diploma*

Three references from people who have worked with the applicant in a relevant professional **or academic environment**

environment*

~~*For further information on the above, please view the Graphic Design Selection Guidelines available on the VCC website.~~

***For more information on application submissions, please see the Submission Guidelines**

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The Graphic Design Diploma is two years (four semesters) in length and a total of 33 courses totaling 111 credits. Certificate Program Exit: This is a full-time, daytime offering. After successfully completing 18 courses for 56 credits in Year One, students will have the option of exiting the program with a Certificate in Graphic Design. **This full-time program** The maximum allowable completion time is two years **in length.** for the certificate. Diploma Program: Students continuing into Year Two and those who have been accepted with Advanced Standing into Year Two will apply skills to both advanced design courses and have the opportunity through a mentored lab to take on clients. Students will successfully complete 18 courses for 56 credits in Year 1 and 15 courses for 55 credits in Year 2 for a total of 111 credits. At the end of the program, students will be required to complete a 120-hour practicum, and graduate with a Graphic Design Diploma. The maximum **time for allowable** completion time is **five years.** four years for the diploma.

Program Learning Outcomes

Graduates of the Graphic Design Diploma program will be able to:

Graduates of the Certificate program will be able to: Use critical thinking to conceptualize and produce visual concepts to communicate and support a message through various platforms. Research and analyze industry trends to create audience-driven visual communications. Demonstrate and critique creative problem-solving techniques to produce valid design rationale. **Use design-thinking strategies** Design and **the creative process to solve** develop a **wide** professional graphic design portfolio showcasing a variety of **problems faced by designers** mediums to obtain employment or pursue further studies. Apply and maintain professional responsibility and ethics to sustain professional development. **Predict industry trends** Apply technical skills using current and **create up-to-date designs for a variety** emerging technologies relevant to the field of **media using current technologies** graphic design. Describe and apply principles of design in aesthetics, history, typography, and colour theory. Communicate and work efficiently and effectively within teams and independently. Analyze, plan and implement design while considering client needs and their target audience. Graduates of the Diploma program will be able to: Use critical thinking with reflection to conceptualize and produce visual concepts to communicate and support a message through various platforms. **Predict industry trends** to create audience-driven visual communications. Develop **an effective and evaluate valid** design **concept and strategy rationale** using **market research, client consultation, and** creative **thinking** **problem-solving techniques.** **Develop Evaluate** and maintain a professional graphic design portfolio **and showcasing** a **personal self-promotion or career plan** **variety of mediums** to **support professional growth or the pursuit of** **obtain employment or pursue** further **studies** studies. Use **self-directed lifelong** learning **strategies** and reflective practice **towards professional responsibility and ethics** to **continue the lifelong learning of design** **sustain professional development.** **Use an understanding of ethics** **Apply interpersonal** and **business standards to make professional decisions** **communication skills while working in research teams and design independently to anticipate and meet client needs.** Use **high-level and integrate** technical **design** skills **with current and emerging technologies relevant** to **prepare properly constructed and formatted design files** the field of graphic design. **Incorporate knowledge** **Describe and apply principles of design in aesthetics, history, colour theory, typography, composition, brand strategy, and UI/UX design into design decisions and colour theory.** Use an understanding of business communication standards, client management strategies, and professional collaboration techniques to work effectively in teams **Synthesize the principles of history, colour theory, and typography towards design aesthetics.** **Apply interpersonal and professional communication skills while working in teams and independently to anticipate and meet client needs.** **Conceptualize, Analyze,** plan, and implement design solutions that meet client expectations and appeal to target **audiences** **audiences.**

Instructional Strategies, Design, and Delivery Mode

~~The Both the~~ Graphic Design ~~Certificate and~~ Diploma ~~program is~~ ~~curricula are~~ designed to provide **contextual learning experiences that context and** mimic the real-world graphic design industry. **The creative, hands-on courses are designed to introduce students to relevant theories and then immediately plunge them into practical work that relates to those theories while allowing students to also develop critical technical skills. Students learn** ~~Courses in this face-to-face program are delivered~~ through a combination of instructional activities including ~~but not limited to~~ lectures, practical labs, ~~seminars,~~ demonstrations, guest lectures, **work-integrated learning, collaborative client projects, self-directed projects, videos, team activities, production simulations, computer labs,** and field trips. To support the development of motivation and self-discipline, some of the theoretical and technical aspects of the program involve independent **learning. learning components.** The Digital Graphic Design lab, located at the ~~Downtown downtown~~ campus, is equipped with Apple iMac workstations with the latest software and OS. Students will use modern drawing tablets, digital cameras, and colour printers. The ratio of students to workstations is one-to-one and all classes have a capacity of 18 students per class. All courses take place in a modern computer lab.

Evaluation of Student Learning

Students are evaluated through the completion of assignments and projects, critiques, and quizzes (both written and performance-based). Most assignments and projects include the process of initial concept stage, work in progress, and final submissions, which can include reflections and client feedback. Professional conduct (which includes collaboration and teamwork, time management, organization, communication, participation and attendance) will also affect the final grade in each section.

Students must maintain a A minimum grade of **'C' (60%) in each course** ~~C (60-64%) is required~~ to **progress in the program, or must** ~~achieve a passing grade in each course and to~~ receive **Department permission to continue. a certificate and/or diploma.**

A minimum grade of 'C' (60%) is required in each course for students to successfully complete the program and graduate.

Recommended Characteristics of Students

Ability to work well in a fast-paced, deadline-driven environment

Ability to work effectively in a team and independently with confidence

Customer service-oriented outlook and ability to work well with a wide variety of people

Ability to give and receive feedback

Motivation, curiosity, and research-orientation

Excellent oral and written communication skills

Ability to spend full days doing computer-based work

~~Enthusiastic, positive attitude Initiative, self-starter work habits Flexibility, adaptability~~ **Basic A basic** understanding of Mac computers **(strongly recommended)** ~~is strongly recommended~~

Courses

Course sequence may change subject to department scheduling.

Plan of Study Grid

Term One	Credits
<u>VCDP 1110</u> Design Foundation	3
<u>VCDP 1111</u> Technical Foundation	3
<u>VCDP 1130</u> Typography	3
VCDP 1132 Writing for Designers 1	3
<u>VCDP 1120</u> Digital Image 1	3
<u>VCDP 1121</u> Photography	3
<u>VCDP 1140</u> Composition 1	3
VCDP 1141 Client Designer Management	3
<u>VCDP 1133</u> Design Thinking	3
<u>VCDP 1250</u> Brand Identity 1	3
Credits	24
Term Two	
VCDP 1250 Brand Identity 1	3
<u>VCDP 1270</u> Web Design	3
<u>VCDP 1132</u> Writing for Designers 1	3
<u>VCDP 1271</u> Web Development 1	3
<u>VCDP 1242</u> Composition 2	3
<u>VCDP 1251</u> Print Production	3
VCDP 1252 Image and Video	3
<u>VCDP 1260</u> Brand Identity 2	3
<u>VCDP 1280</u> UI/UX Design 1	3
VCDP 1282 Wordpress Foundation	4
VCDP 1290 Portfolio Foundation	4
<u>VCDP 1253</u> Video Production 1	3
<u>VCDP 1283</u> Wordpress 1	3
<u>VCDP 1292</u> Guided Design Exploration	3
<u>VCDP 1293</u> Mini-Portfolio	2
Credits	32
Term Three	
VCDP 2310 Advanced Image & Photography	3
VCDP 2311 Studio Business Practices	3
VCDP 2341 Writing for Designers 2	3
<u>VCDP 2350</u> UI/UX Design 2	3
VCDP 2321 Studio 1 with Advanced Type	7.5
<u>VCDP 2312</u> Digital Image 2	3
<u>VCDP 2460</u> Web Development 2	3

<u>VCDP 2325</u>Studio 1: Fundamentals	5
<u>VCDP 2440</u>Wordpress 2	3
<u>VCDP 2320</u>Advertising and Art Direction	3
<u>VCDP 2455</u>Studio 2: Special Topics	5
Credits	25

Term Four

VCDP 2460 Web Development 2	3
VCDP 2440 Wordpress 2	3
VCDP 2451 Studio 2 with Web Production	5
<u>VCDP 2480</u> Online Marketing	3
<u>VCDP 2445</u>Video Production 2	3
<u>VCDP 2465</u>Studio 3: Specialization	5
<u>VCDP 2470</u> Packaging Design	3
VCDP 2461 Studio 3 with Web Content	5
<u>VCDP 2341</u>Writing for Designers 2	3
<u>VCDP 2490</u> Portfolio	3
<u>VCDP 2430</u> Editorial Design	3
<u>VCDP 2495</u>Collaborative Capstone	3
<u>VCDP 2500</u> Practicum	4.5
Credits	30.5
Total Credits	111.5

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
A-	85-89		3.67
B+	80-84		3.33
B	75-79		3.00
B-	70-74		2.67
Grade	Percentage	Description	Grade Point Equivalency
C+	65-79		2.33

C	60-64	Minimum Pass	2.00 ⁶⁶
F	0-59	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.

The overall aim of this revision was to update our curriculum to reflect current technologies and to add more soft skills training that will help students build careers in the competitive and fast-changing graphic design industry. Most of the changes also bring the course content more in line with our existing PLO's.

Summary of updates:

1. Current technologies: The outlines for our web and UI/UX courses have been heavily updated/rewritten to reflect current terminology and also add more clarity on what is to be covered in each course. Many design theory courses have been updated to include design principles for multiple media instead of a focus solely on print. Also, we have removed some photography focus to add more video production training, a skill our practicum partners have increasingly requested of our students.

2. Conceptual thinking: VCDP 1133 Design Thinking has replaced VCDP 1141 Client Designer Management

in Year 1 to help students understand the critical conceptual thinking that industry needs to see in junior designers. Client Designer Management learning outcomes are now covered in the new course VCDP 2325 Studio 1: Fundamentals (Year 2)

3. Self-directed learning and specialization: Our PAC suggested that specialization may help students build a unique talent they can market after they graduate, and we also see that students who can engage in ongoing professional development are more likely to succeed, so we have added some self-directed learning in new courses VCDP 1292 Guided Design Exploration (Year 1) and VCDP 2465 Studio 3: Specialization (Year 2)

4. Redesigned studio courses: The client studio courses have been rebuilt to reflect the special topics needed by industry and give instructors a more specific idea of what they should be covering in each course (New courses VCDP 2325 Studio 1: Fundamentals, VCDP 2455 Studio 2: Special Topics, and VCDP 2465 Studio 3: Specialization).

5. Collaborative Capstone: The students' graduation exhibition is now incorporated into a new course, VCDP 2495 Collaborative Capstone, allowing us to ensure that development of the event is a proper learning experience for students with faculty guidance.

6. Certificate removal: We are removing the certificate option because students do not appear prepared for the industry after taking only the first year and it opens us up to the risk of many students leaving with a certificate and not enough remaining to take the second year.

7. General rewording: Many descriptions, course learning outcomes, and program learning outcomes have been updated for clarity. Some outlines may show significant changes to the outcomes without a change to the course number, which indicates that the course is remaining mostly the same but needed significant wording or terminology updates to its outline to better express what is actually covered.

8. Naming convention: Courses have been renamed to make the course content and the relationships between courses more clear. We have avoided adding specific course pre-requisites to maintain flexibility in the case of unique student situations, but all courses include the prerequisite of a 60% average in order to move forward to the next course.

9. Assessments: We have revised assessments to be consistent across all courses, incorporating standard weights for projects and assignments, removing a requirement to use quizzes/tests (which are not generally a good assessment technique for our content), and incorporating a flexible "lab work" component that instructors can change depending on their teaching style.

10. PCG update: The PCG has been updated to reflect suggestions in the curriculum committee's forthcoming style guide. PLOs have been reworded for clarity.

Are there any expected costs to this proposal.

All costs, including faculty hours, will stay the same with these proposed changes.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Francesco Barillaro - Updates bring the program up to date with current technology and the rewrites make the outlines and particularly the course learning outcomes more clear
Registrar's Office	Leszek Apouchtine - No problems anticipated with the proposed changes to credits and hours. Rollout in Sept 2020 should be possible. Asked department to consider moving to a three-semester schedule in the future.
Faculty/Department	Faculty - Changes to course sequence and course outlines have been approved by faculty
Department Support Staff	Elaine Smith, Instructional Assistant - All changes supported
PAC/CEG	PAC and Industry - We ran an industry survey to gain information on current needs for web design skills and soft skills. Industry advised that skill in conceptual thinking and "campaign" thinking is critical for junior designers, as well as an ability to work across different media. We have reflected these industry needs in this curriculum update.
Other	Alumni - We ran an alumni survey to ask graduates what struggles they had in finding work. Alumni suggested they needed a deeper knowledge of at least one or two topics, which is reflected in the addition of specialization and independent learning in first and second year

Additional Information

Course Change Request

Date Submitted: 02/06/20 4:43 pm

Viewing: **VCDP 1110 : Design Foundation**

Last approved: 07/14/18 4:32 am

Last edit: 02/24/20 4:13 pm

Changes proposed by: aemberline

Programs referencing this course

[94: Graphic Design Diploma](#)

Course Name: Design Foundation

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline (aemberline):
Approved for 4420 Leader
2. 02/07/20 6:43 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 4:13 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name:	Design Foundation
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1110
Year of Study	1st Year Post-secondary
Credits:	3

Course Description:

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

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the VCC Visual Communications Design Program.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the role and responsibilities of a graphic designer
CLO #2	Describe the industry standard design process
CLO #3	Describe, identify and apply basic design principles and colour theory
CLO #4	Research and apply graphic design history to projects
CLO #5	Produce, in a timely manner, visual concepts to communicate and support message

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project Assignments	30 25	Final project weekly assignments, includes in-class work and group assignments
Assignments Quizzes/Tests	30 25	Assignments
Lab Work Project	30 20	May include in-class exercises, assignments, quizzes/tests, and work-in-progress final projects
Lab Work	20	work in progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 44

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:Roles and responsibilities **of** graphic designers

Creative design process

Design principles

Colour theory

History of graphic design

Brainstorming and **ideation** ~~idea-generating~~ techniques

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information

Course Change Request

Date Submitted: 02/06/20 4:43 pm

Viewing: **VCDP 1111 : Technical Foundation**

~~Adobe Creative Cloud~~

Last approved: 07/14/18 4:33 am

Last edit: 02/24/20 4:13 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Technical Foundation ~~Adobe Creative Cloud~~

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430)** ~~Cert (4420)~~

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline
(aemberline):
Approved for 4420
Leader
2. 02/07/20 6:43 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:14 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course **Technical Foundation** ~~Adobe Creative Cloud~~

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 1111

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Program.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Apply industry standard software practices and project work-flows
CLO #2	Identify the different colour systems of RGB and CMYK and their use
CLO #3	Identify font file formats and develop a font management system
CLO #3 #4	Explain the impact of different image types on resolution, quality, resolution and file size

Upon successful completion of this course, students will be able to:	
CLO #4 #5	Create files for digital, press, and web output output .
CLO #5 #6	Identify elements of the Illustrator user interface and demonstrate their functions
CLO #6 #7	Create, modify and transform objects through the use of drawing tools in Illustrator
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project Assignments	30	Final project weekly assignments, includes in-class work and group assignments
Assignments Quizzes/Tests	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work- in-progress work in progress, project management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

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

Colour systems

Font file formats and font management systems

Image types, **resolution**, ~~resolution~~ and file size

Digital press and web output

Introduction to Adobe Illustrator, Photoshop, ~~InDesign~~ and Acrobat

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 02/06/20 4:48 pm

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

Last approved: 07/14/18 4:33 am

Last edit: 02/24/20 4:14 pm

Changes proposed by: aemberline

Programs referencing this course

[94: Graphic Design Diploma](#)

Course Name: **Digital Image 1 Foundation**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline (aemberline):
Approved for 4420 Leader
2. 02/07/20 6:43 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 4:14 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course **Digital Image 1 Foundation**

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 1120

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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	Adhere to creative commons guidelines and copyright laws when selecting and creating material
CLO #2	Describe the advantages and disadvantages of vector and raster images
CLO #3	Identify colour space limitations on image output
CLO #4	Demonstrate image production techniques for various media
CLO #5	Demonstrate use of Photoshop's essential tools

Upon successful completion of this course, students will be able to:	
CLO #6	Use appropriate software for a design-specific need
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project Assignments	30	Final project weekly assignments, includes in-class work and group assignments
Assignments Quizzes/Tests	30	Assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work-in-progress, project management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

~~42~~ 44

Lab, Clinical, Shop, Kitchen, Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Copyright laws and Creative Commons

Vector and raster images

Colour space and limitations

Image production techniques and resolution

Photoshop essential tools and introduction to selections and masks

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Course Change Request

Date Submitted: 02/06/20 4:48 pm

Viewing: **VCDP 1121 : Photography Foundation**

Last approved: 07/14/18 4:32 am

Last edit: 02/24/20 4:14 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Photography **Foundation**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert**
~~(4420)~~

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline
(aemberline):
Approved for 4420
Leader
2. 02/07/20 6:43 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:14 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name: Photography **Foundation**

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1121

Year of Study: 1st Year Post-secondary

Credits: 3

Course Description:

This is a project-based course that introduces students to both the theoretical and practical applications of digital photography for graphic designers. Students will learn how to professionally use a DSLR camera and ~~to take advantage of~~ basic photo principles to **create original images** ~~suit image creation~~ for **various projects.** ~~specific needs.~~ Photo principles include the depth of field and aperture, movement and shutter speed, ISO noise and dark scenes, metering and exposure in relation to image, and image size capture for different applications. Once core concepts have been understood, students use **specialized image software** ~~camera RAW Adobe applications~~ to edit photography. ~~Photographic history will be considered with composition image techniques. Image capturing will be applied further in the course to have students create original imagery for various projects.~~

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 DSLR Camera while considering how functions affect image
CLO #2	Use industry-standard image-editing tools Adobe Photoshop and Camera Raw to edit a custom photo shoot
CLO #3	Apply photographic theories and practices to image creation

Upon successful completion of this course, students will be able to:	
CLO #4	Create images while considering different properties of light
CLO #5	Apply photographic history to modern-day practice
CLO #5 #6	Apply elements and aspects of composition as they relate to photography
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project Quizzes/Tests	30	Final project
Assignments	30	Assignments weekly assignments, includes in-class work and group assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in progress, project management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

~~42~~ 44

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:~~Photography history~~DSLR ~~cameras~~ **Cameras** and basic functions~~Camera Raw essential colour correction and retouching techniques~~Photography theories and **practices** ~~practices:~~**Depth** ~~Depth~~ of field and aperture**Movement** ~~Movement~~ and shutter speed**ISO** ~~ISO~~ and noise, night and darker scenes**Metering** ~~Metering~~ and exposure ~~in relation to image~~**Image** ~~Image~~ size capture for different application**Types of lighting and light sources: natural vs artificial** ~~Properties of light:~~~~Natural light (sun, shade, cloud)~~~~Artificial light (tungsten vs flash)~~~~Light temperature~~~~Directional light, and recognizing light source~~

Photography composition

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

Rationale and Consultations

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

Yes

Course Change Request

Date Submitted: 02/06/20 4:47 pm

Viewing: **VCDP 1130 : Typography Foundation**

Last approved: 07/14/18 4:32 am

Last edit: 02/24/20 4:14 pm

Changes proposed by: aemberline

Programs referencing this course

[94: Graphic Design Diploma](#)

Course Name: Typography **Foundation**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline (aemberline):
Approved for 4420 Leader
2. 02/07/20 6:43 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 4:14 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name: Typography **Foundation**

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1130

Year of Study: 1st Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 historical foundation of the development of letterforms and typographic design

Upon successful completion of this course, students will be able to:	
CLO #2	Apply typesetting techniques using industry-standard industry-standard tools
CLO #3	Discuss typographic choices with proper terminology Develop a typographic vocabulary and an understanding of typographic terminology and anatomy
CLO #4	Explore the use of typographic voice, matching type to meaning and type pairing
CLO #5	Work collaboratively and communicate effectively with a client on a design project
CLO #5	Use effective typographic hierarchy to make text more readable and aesthetically pleasing
CLO #6	Create a structured system of character and paragraph styles in industry-standard design software

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 20	Final project final-projects
Lab Work	20	work in progress, project time management
Assignments	30 25	Assignments weekly assignments, includes in-class work and group assignments
Lab Work Quizzes/Tests	30 25	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

History of classic typefaces

Typesetting techniques using Adobe InDesign and Illustrator

Typographic terminology, anatomy, and classification systems ~~Typographic grammar~~

~~Type anatomy & classification systems~~

Typographic pairing techniques

Current ~~Typographic contemporary~~ trends and issues **in typography**

Typographic ~~Creating typographic~~ style sheets

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Course Change Request

Date Submitted: 02/06/20 4:49 pm

Viewing: **VCDP 1132 : Writing for Graphic**

Designers 1

Last approved: 07/14/18 4:33 am

Last edit: 02/24/20 4:15 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Writing for **Graphic** Designers **1**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline
(aemberline):
Approved for 4420
Leader
2. 02/07/20 6:43 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:15 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name: Writing for **Graphic** Designers **1**

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1132

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:

This course introduces students to the building blocks of effective writing, from overall writing process techniques to details like word choice and sentence structure. Students will **learn be able to define the intended audience identify and purpose of a written piece correct common writing errors** and will practice **writing persuasive messages for both business communication revision skills like proofreading and marketing purposes. editing.** The course will cover various types of professional writing that are relevant to graphic designers, including creative briefs, email correspondence, oral presentations, resumes, and cover letters. **While working through writing projects, In addition,** students will **also learn be introduced to identify written and correct common writing mistakes. verbal communication skills that will help them in business and self-promotion.**

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 clearly Describe concepts in clear and effectively in well-structured expressive written language
CLO #2	Identify the intended audience and purpose of a piece of writing Identify the different requirements for message in different mediums.

Upon successful completion of this course, students will be able to:	
CLO #3	Plan a writing project with an outline and bring it through multiple drafts to a final copy Identify steps involved in creating final copy
CLO #4	Plan and deliver a professional presentation Describe the mechanics of copy writing and editing
CLO #5	Write an effective persuasive message
CLO #6	Produce a detailed creative brief to clearly define a design project

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course. ~~Lecture, role-playing, work experience, research projects, and practice.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 15	Final project final projects
Assignments	30 35	Assignments weekly assignments, includes in-class work and group assignments
Quizzes/Tests	20	
Lab Work	30 20	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in-progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum ~~12~~

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Outlines, drafts, revisions, and proofreading ~~Learning creative and efficient writing processes~~

~~Understanding the building blocks of effective writing~~

Common ~~Avoiding common~~ writing and grammar mistakes

~~Improving written content through proofreading and editing~~

Professional presentations ~~Outlining and delivering engaging oral presentations~~

Cover ~~Writing professional and effective business~~ letters and **resumes emails**

Business ~~Using~~ communication ~~skills effectively in business~~ and self-promotion

Creative briefs

Persuasive messaging

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:48 pm

Viewing: **VCDP 1133 : Design Thinking**

Last edit: 02/24/20 4:15 pm

Changes proposed by: aemberline

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name: Design Thinking

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:05 pm
Anne Emberline (aemberline):
Approved for 4401 Leader
2. 02/07/20 6:43 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 4:15 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Design Thinking

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1133

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define a complex design problem and its stakeholders
CLO #2	Research and empathize with the users of a design
CLO #3	Engage in creative ideation to generate multiple potential solutions to a design problem
CLO #4	Evaluate multiple ideas and select the best possible solution to build, refine, prototype, and test
CLO #5	Work creatively towards solving design problems with a team

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:
Design thinking and user-centred design
Empathy, user research, and personas
Sketching, prototyping, and testing
Ideation, strategy, and creative thinking
Professional ethics and social responsibility

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

Course Change Request

Date Submitted: 02/06/20 4:48 pm

Viewing: **VCDP 1140 : Composition 1 Foundation**

Last approved: 07/14/18 4:33 am

Last edit: 02/24/20 4:15 pm

Changes proposed by: aemberline

Programs referencing this course

[94: Graphic Design Diploma](#)

Course Name:
Composition **1 Foundation**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline (aemberline):
Approved for 4420 Leader
2. 02/07/20 6:43 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 4:15 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Composition 1 **Foundation**

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 1140

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

In this course, students will learn how to apply traditional design principles and client communication objectives confidently to a variety of compositions. They will learn to identify the key factors that determine a designer's selection, and the use and treatment of type and image within design projects under the consideration of compositional design principles. While working through these concepts, students will continue to develop proficiency in Adobe **CC software as well as proper file setup for design projects.**

~~Photoshop, Illustrator and InDesign.~~

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 principles of visual composition and organizational layout to reinforce communication of information and concept concept.
CLO #2	Confidently Positively and confidently engage in group design critiques using appropriate terminology terminology.
CLO #3	Prepare professional digital files within the limitations of deadlines and constraints constraints.
CLO #4	Analyze a composition and describe relationships between the elements
CLO #5	Analyze a composition and identify areas of strength and weakness

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 20	Final project final projects
Assignments	30	Assignments weekly assignments, includes in-class work and group assignments
Quizzes/Tests	20	
Lab Work	30 20	May include in-class exercises, assignments, quizzes/tests, and work- in-progress work in progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Principles of visual composition

Integrating ~~Integrate~~ type and **image** ~~image:~~**Layout design** ~~-Give a layout a clear focus~~**Visual communication** ~~-Create relationships using type and image~~

Design critiques and terminology

Preparing professional digital files

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information

Course Change Request

Date Submitted: 02/06/20 4:50 pm

Viewing: **VCDP 1242 : Composition 2**

Intermediate

Last approved: 05/15/18 4:39 am

Last edit: 02/24/20 4:15 pm

Changes proposed by: aemberline

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name:
 Composition 2 **Intermediate**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
 Anne Emberline (aemberline):
 Approved for 4420 Leader
2. 02/07/20 6:41 am
 Brett Griffiths (bgriffiths):
 Approved for CTT Dean
3. 02/24/20 4:16 pm
 Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 15, 2018 by
 Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Composition 2 **Intermediate**

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 1242

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

In this course, students will **learn to integrate type and image**, give **layouts** a ~~layout~~ clear **identity and a strong focus**, ~~create relationships between type and image and create a~~ visual **hierarchy through visual and** ~~and~~ typographic **relationships. hierarchy. They will work conceptually with semiotics and learn how type and image combine in the creation of meaning. Students will learn to adapt visual style, layout, and messaging across different formats and will also develop an understanding of how composition shifts across different media. Some projects are based on semiotics in order to create meaning through perceived visual, illustrated, and typographic relationships. While working through these concepts, students will continue to develop proficiency in Adobe **CC software. Photoshop, Illustrator and InDesign.****

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 Analyze principles of visual composition and organizational layout to reinforce the communication of information and concept in a design concept.
CLO #2	Compare and contrast the emphasis and hierarchy of visual compositional elements elements.
CLO #3	Develop creative concepts that clearly communicate an intended meaning reinforce the connection to meaning.

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

CLO #4 Adapt visual style, layout, and messaging for different formats and different media

CLO #5 Select images that fit the intended meaning of a design

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project final projects
Assignments	30 40	Assignments weekly assignments, includes in-class work and group assignments
Lab Work	30 20	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in-progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:**Concept development process** Steps in concept development:

-researching

-brainstorming

-conceptualizing

-drafting

-revising

-finalizing

Semiotics Semiotics definitions and applications**Compositional relationships** Integrate type and image:**Visual identity** -Create visual and typographic hierarchy**Visual and typographic hierarchy** -Express meaning through compositional relationships**Composition principles for different media**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Course Change Request

Date Submitted: 02/06/20 4:49 pm

Viewing: **VCDP 1250 : Brand Identity 1**

Foundation

Last approved: 07/14/18 4:33 am

Last edit: 02/24/20 4:16 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Brand Identity **1 Foundation**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline
(aemberline):
Approved for 4420
Leader
2. 02/07/20 6:43 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:16 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name: Brand Identity **1 Foundation**

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1250

Year of Study: 1st Year Post-secondary

Credits: 3

Course Description:

Brand Creation of a brand identity design is one of the **most important disciplines for designers. integral tasks in design.** This creative and dynamic course will give students **a robust introduction to an in-depth look at the brand identity design process, from research, planning and strategy to design implementation and final file preparation. process: from research, planning and strategic principles through to design and decision-making. Students will develop** Developing an understanding of the different components of a **brand corporate** identity by way of a series of **brand brand case studies studies, students will explore brand essence** and **will then explore** creative approaches to building a brand **and** identity. **Each Considering how each element of the identity is instrumental to developing a brand perception, each** student will establish a comprehensive brand identity design project that involves design research and strategy, logo design, collateral, and **style guidelines. presentation materials while maintaining professional graphic standards.** Technical skills will also be developed with the use of Adobe Creative Cloud software throughout various in-class assignments and projects.

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 #2	Use market research skills to identify a brand's target audience Identify client's target audience in brand development while considering client need

Upon successful completion of this course, students will be able to:	
CLO #3	Communicate the brand through the design of a professional stationery package
CLO #2 #1	Develop Research, identify and design a brand strategy through research, client consultation, and design thinking identity
CLO #3	Identify logo types and describe the design principles that make a logo design successful
CLO #4	Use industry-standard design software to design clean, well-crafted logos and brand assets
CLO #5	Conceptualize and develop a consistent brand identity system
CLO #6 #4	Apply consistent visual language that articulates a brand message
CLO #7 #5	Prepare final logo files in various formats to be delivered to a client Exercise ethical and moral judgment in relation to the practice

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 20	Final final project
Assignments	30 35	Assignments weekly assignments, includes in-class work and group assignments
Quizzes/Tests	10	
Lab Work	30 25	May include in-class exercises, assignments, quizzes/tests, and work- in-progress work in-progress, project time management

Type	Percentage	Brief description of assessment activity
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:
Branding and Brand identity development, theory, strategy, and history Design
Logo design principles and processes Branding case studies
Brand identity case studies Brand Essence
Brand identity design terminology and principles
Brand identity systems and style guides Design a brand identity
Target audiences and market research Identify and analyze target audience, cultural and social factors,
Collateral material and brand identity design applications Stationery packages (logo, business card, letterhead, and digital package)
Logo file preparation Visual language and brand message principles
Creative briefs

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

Rationale and Consultations

Course Change Request

Date Submitted: 02/06/20 4:50 pm

Viewing: **VCDP 1251 : Print Production**

Foundation

Last approved: 07/14/18 4:33 am

Last edit: 02/24/20 4:16 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Print Production **Foundation**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline
(aemberline):
Approved for 4420
Leader
2. 02/07/20 6:43 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:16 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name: Print Production **Foundation**

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1251

Year of Study: 1st Year Post-secondary

Credits: 3

Course Description:

Students will explore the life cycle of a print job while **using industry-standard** ~~applying industry-standard~~ design software **like tools, such as** InDesign and Acrobat **Professional to setup print projects.** ~~Professional.~~ **Students will learn print terminology,** ~~Terminology of the printing process, as well as identifying~~ classifications of paper, printing methods, and **print management, with a focus on understanding how print concerns can affect** ~~sourcing suppliers, are emphasized to help students understand~~ layout and design strategies. Through practical assignments and a tour of a local print shop, students will learn to create, check, and export designs to PDF for **output** ~~examination inside Acrobat Professional and~~ to **a printer.** ~~print successfully.~~

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Describe the print production process
CLO #2	Distinguish between classifications of paper and how they are used used.
CLO #3	Present and prepare a report on a job estimate and specifications.
CLO #3 #4	Identify limitations in various print production techniques projects

Upon successful completion of this course, students will be able to:	
CLO #4 #5	Prepare design files for printing using proper colour mode, resolution, bleed, file type, and format Demonstrate professional writing skills
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 20	Final final project
Assignments	30 35	Assignments weekly assignments, includes in-class work and group assignments
Quizzes/Tests	10	
Lab Work	30 25	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work-in-progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online
42 ~~44~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation
~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:Print production **and preflight** process

Colour separations

Colour management and ICC profiles

Trim ~~Trim, art~~ and bleed considerations~~Preflight process~~

Differences and implications between PDF/X standards

Classifications of paper

Job estimates and specifications

Print file setup: colour mode, resolution, bleed, file type, format ~~Transparency, resolutions, links, fonts, colour space, ink manager, PDF/X, trim and bleed, object inspector and overprint preview techniques~~**Printing images****Overprint preview**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:51 pm

Viewing: **VCDP 1253 : Video Production 1**

Last edit: 02/24/20 4:16 pm

Changes proposed by: aemberline

Programs
referencing this
course
[94: Graphic Design Diploma](#)

Course Name:
Video Production 1

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
Anne Emberline
(aemberline):
Approved for 4401
Leader
2. 02/07/20 6:43 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:16 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Video Production 1

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1253

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create a storyboard for a video project, considering the desired message and aesthetic
CLO #2	Describe the key characteristics of a well-produced video
CLO #3	Light and shoot basic video footage
CLO #4	Use professional video-editing software to edit together footage and graphic assets and export a final video for use on various platforms
CLO #5	Make colour and exposure corrections and other basic adjustments to video footage

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:
Video production
Planning and storyboarding
Video editing software and techniques
Shooting video
Creating graphic assets for video
Lighting
White balance
Transitions

Course Topics:

Title screens

Basic adjustments

Export settings

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Course Change Request

Date Submitted: 02/06/20 4:50 pm

Viewing: **VCDP 1260 : Brand Identity 2 Design**

Intermediate

Last approved: 07/14/18 4:32 am

Last edit: 02/24/20 4:16 pm

Changes proposed by: aemberline

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name:
 Brand **Identity 2 Design-Intermediate**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
 Anne Emberline (aemberline):
 Approved for 4420 Leader
2. 02/07/20 6:42 am
 Brett Griffiths (bgriffiths):
 Approved for CTT Dean
3. 02/24/20 4:17 pm
 Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by
 Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name: Brand **Identity 2 Design-Intermediate**

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1260

Year of Study: 1st Year Post-secondary

Credits: 3

Course Description:

Students in this course will develop **analytical, strategic, and** creative thinking skills in **the analysis and design of corporate brand identities.** ~~order to communicate strategies clearly and build a successful brand.~~ **Students They** will develop **a deeper understanding of the different components of a brand identity by conceptualizing an overarching message, designing an accompanying visual identity, and then developing visual materials that effectively communicate** ~~understanding of the different components of corporate identity through~~ **the brand's message across a variety design of different media. a brand style guide.** **Students will create several different types of collateral material, which may include multi-page documents, digital graphics, social media content, or print designs.** ~~The course projects will further exercise the technical aspects of layout design using Adobe InDesign, Illustrator and Photoshop. Students will apply visual language to create and communicate a corporate brand message through the development of multiple page projects and brochures.~~

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create brand assets across a variety of different media, both print and digital Create a multipage, illustrated, professional-quality, print booklet.

Upon successful completion of this course, students will be able to:	
CLO #2	Integrate concept, content, and form into a consistent set of in designs that are unified and contextually appropriate.
CLO #3	Apply visual language to create and communicate a corporate brand message
CLO #4	Apply compositional principles and organizational strategies to a layout layout.
CLO #5	Create a professional brochure.
CLO #5	Create a comprehensive brand style guide with guidelines for colour, type, image, and voice
CLO #6	Describe the essence of a brand in expressive and succinct language
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 25	Final final project
Assignments	30 35	Assignments weekly assignments, includes in-class work and group assignments
Lab Work	30 25	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in progress, project time management
Participation	10 15	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Multipage booklets with InDesign

InDesign master pages and typographic styles ~~-Master Pages~~

~~-Guides and grids~~

~~-Tables~~

~~-Threading text~~

~~-Printer and reader spreads~~

~~-Organizational grid system over multiple layouts~~

Corporate brand messaging

Layout ~~design~~ principles for **different media** ~~brochure and multiple page~~

Brand touchpoints and systems ~~Brochure design principles~~

~~-Types of brochures~~

~~-Key elements for brochure design~~

~~-Technical spread for a brochure~~

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

Rationale and Consultations

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

Course Change Request

Date Submitted: 02/06/20 4:49 pm

Viewing: **VCDP 1270 : Web Design Foundation**

Last approved: 07/14/18 4:33 am

Last edit: 02/24/20 4:17 pm

Changes proposed by: aemberline

Programs
referencing this
course
[94: Graphic Design Diploma](#)

Course Name:
Web Design **Foundation**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline
(aemberline):
Approved for 4420
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:17 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name:	Web Design Foundation
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1270
Year of Study	1st Year Post-secondary
Credits:	3

Course Description:

This course introduces students to the design of responsive websites ~~The principles of design (such as well as basic concepts in user interface (UI) contrast, unity, and user experience (UX) design. balance) are applied to the creation of websites and web design aesthetics:~~ **Students will learn how websites are designed in doing so, the designer must understand limitations while taking advantage of design flexibility and built, what role designers take in website projects, learn how colour theory is applied to contrast and how the constraints legibility on screen and possibilities of web technologies can affect design. in creating depth.** **Projects in this course will introduce students to industry-standard web design software** ~~Through the use of emphasis~~ **and will then work through all the stages of a web design project, from research hierarchy with shapes, patterns, and wireframing to creating mockups and clickable prototypes that can borders, students will be shared with clients and web developers. able to unify their designs. They will explore both historical and current trends in a rapidly changing environment. Students will create design mock-ups to use in the complementary course, Web Development Foundation (1251).**

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Describe basic usability issues and technical constraints that web designers must consider Create web mock-ups considering design and code limitations

Upon successful completion of this course, students will be able to:	
CLO #2	Use grids in grid and wireframes and mockups to ensure that create web designs are easy to build mock-ups
CLO #3	Design responsive layouts that can scale to various screen sizes without issues Use responsive design techniques to create web mock-ups
CLO #4	Apply typographic technical and aesthetic techniques to design
CLO #4 #5	Identify and correct common web design problems Contrast, compare and apply prototypes using different technologies and softwares
CLO #5	Independently research current trends and advances in web design
CLO #6	Use appropriate technical terminology when speaking about web design and development
Instructional Strategies: A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project Quizzes/Tests	30 25	Final project
Assignments	30 35	Assignments weekly assignments, includes in-class work and group assignments
Lab Work	30 25	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in progress, project time management
Participation	10 15	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:
History of web design
Web design principles, trends, and systems Design considerations
Website wireframes, mockups, and prototypes -Creating web mock-ups
-Colour as appropriate for device and message
-Typography for message
-Aligning objects to achieve balance
-Achieving proportion relevant to device
-Responsive design techniques
Web -Web typography
Responsive design techniques
Designing web optimized for mobile, tablet, and desktop screens
Technical concerns with web design Designing with code considerations in mind
Basic UI and UX design principles
Navigation and information architecture
Website content strategy
Web design software
Accessibility

Course Change Request

Date Submitted: 02/06/20 4:49 pm

Viewing: **VCDP 1271 : Web Development 1**

Foundation

Last approved: 07/14/18 4:34 am

Last edit: 02/24/20 4:17 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Web Development **1 Foundation**

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 4:59 pm
Anne Emberline
(aemberline):
Approved for 4420
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:18 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name: Web Development **1 Foundation**

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1271

Year of Study: 1st Year Post-secondary

Credits: 3

Course Description:

This course introduces students to ~~They will learn~~ the basic technologies ~~importance of front-end web development~~ ~~planning~~ and guides them through hand-coding various layouts for ~~explore the web. limitations and flexibility of media in terms of message, content, design and technology.~~ This course is based on the principles of responsible web design, application of visual composition, and the foundation of ~~web standards~~code. ~~Students will learn about~~ Using the **technical setup of domain names and web hosting accounts while creating custom websites with standards technologies of HTML5 and CSS3, students will sustainably design and CSS3 using standard deliver cross-device and up-to-date best practices. platform visual layouts. Explorations with web code will centre around responsive page layout and grid structure, basic animations, patterns and images. Students will upload their projects to a live web server via **FTP software.** ~~They will learn the importance of planning and explore the limitations and flexibility of media in terms of message, content, design and technology. Students will also learn how to create structure and to plan and produce flexible grid-based layouts while working with text, images, and video. Emphasis will be placed on learning the responsible use of the cascade within the CSS and HTML suites and the proper use of HTML5 tags and their meanings. The major underpinnings of technical and design considerations will be usability, accessibility, sustainability, and performance through various hands-on projects.~~**

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

Upon successful completion of this course, students will be able to:	
CLO #1	Create basic responsive web pages from scratch using HTML5 and CSS3 Analyze and apply principles of visual composition and organizational layout as they relate to web design
CLO #2	Recognize, and apply standards-compliant HTML and CSS
CLO #2 #3	Build Plan and produce web pages utilizing a clean flexible, grid-based layout using a CSS-based grid system or framework
CLO #3 #4	Select correct file types for images on the web and optimize both pixel resolution and file size Code using basic HTML5 to build structure for web page
CLO #4 #5	Use FTP software to successfully upload a simple hand-coded website to a live server Use basic CSS to apply styles to web pages including the cascade
CLO #5 #6	Use independent research web history to discover give current techniques and find solutions to problems standards context
CLO #6	Create and setup a coding environment with proper file paths and naming conventions
CLO #7	Properly document code files via commenting

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project Quizzes/Tests	30 25	Final project
Assignments	30 35	Assignments weekly assignments, includes in-class work and group assignments
Lab Work	30 25	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work-in-progress, project time management

Type	Percentage	Brief description of assessment activity
Participation	10 15	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Domain names and web hosting ~~Web Design History~~

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

CSS3 fundamentals: Fundamentals: stylesheets, selectors, inheritance, cascade order ~~Styles (embedded, linked, imported), ID-selector basics, grouped selections, the cascade and inheritance, CSS reset~~

CSS3 layout: Layout: box model, positioning, navigation, layout techniques ~~Box model, floating & clearing, navigation lists, colour in CSS, background images, positioning, margins and borders~~

CSS3 styling: Typography: typography, images, backgrounds, patterns, borders, transitions, transforms, hovers ~~Typography for the web (Google fonts, other services), style and weight, aligning text, text transformations and decorations~~

File structure, linking, and FTP ~~HTML5 and Production: Structural layout, external and internal links, produce web ready images and graphics~~

Proper formatting and syntax for HTML5 and CSS3 ~~Code Planning and Trouble Shooting: Naming convention and organization of files. Thinking before you code, planning pages of your HTML on paper. Web tools – chrome inspector, CSS validator, HTML validator~~

Image optimization and file types

Responsive techniques

Course Topics:**Code editor setups****Accessibility**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Course Change Request

Date Submitted: 02/06/20 4:50 pm

Viewing: **VCDP 1280 : UI/UX Interactive Design 1 Foundation**

Last approved: 07/14/18 4:33 am

Last edit: 02/24/20 4:18 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

UI/UX Interactive Design 1 Foundation

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design **Dipl (4430) Cert (4420)**

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:00 pm
Anne Emberline
(aemberline):
Approved for 4420
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:18 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course **UI/UX Interactive Design 1 Foundation**

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 1280

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

This course will give students a strong foundational understanding of the user interface (UI) and user experience (UX) design principles designers need and interfaces (UX and UI) to create intuitive and effective websites and apps. Contemporary designs must operate elegantly and appropriately on various devices. Students in this course, students will gain an understanding of user research and user-centred learn interactive design approaches and will learn how to use common user-interface elements in designing custom interactive functionalities. by understanding audience behaviours and design functionality through visual engagement. Students will improve their skill in problem-solving and will learn to think in systems while working on complex design projects. A large part of audience consumption occurs typographically as we read content, so students must learn the aesthetic considerations of web typography to enhance legibility and readability. They will explore various methods of prototyping, including wireframes and mockups, using various technologies based on project needs. Through various real-world simulations and gathering of content, students will apply basic user experience and interfaces (UX and UI) to projects.

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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	Design complex user experiences based on the specific needs of a project and its user group Apply interaction design fundamentals including planning architecture and content flow

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

CLO #2	Apply user interface (UI) design fundamentals when designing prototypes
CLO #3	Apply user experience (UX) fundamentals when designing web mock-ups
CLO #2	Create wireframes, mockups, prototypes, and style guides that can be given to clients or developers to communicate plans for a website or app
CLO #3	Identify and correct common issues with usability and accessibility in interface design
CLO #4	Discover and follow current conventions in interface design
CLO #5	Perform basic user research and create a user persona
CLO #6	Describe ethical issues in UI/UX design and user research

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 25	Final final project
Assignments	30 25	Assignments weekly assignments, includes in-class work and group assignments
Quizzes/Tests	20	
Lab Work	30 20	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in-progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42 ~~44~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

UI ~~User experience~~ and **UX** ~~interface~~ design **principles**

User research and personas ~~Personality profiles~~

~~Develop and deploy survey for specific audience~~

Navigation ~~Web architecture~~ and **information architecture** ~~content flow~~

~~User experience design first~~

~~Design tools~~

~~Learn how to use Photoshop to create and optimize graphics for web and user interface design.~~

Wireframes, mockups, prototypes, and style guides ~~Wireframe designs with grids~~

~~Typography and usability and readability~~

User-interface elements

Tasks, scenarios, user journeys, and user flows

Usability and accessibility

Design thinking

Rapid prototyping

Feature prioritization

Design systems

Collaboration strategies

Course Change Request

New Course Proposal

Date Submitted: 02/21/20 4:07 pm

Viewing: **VCDP 1283 : Wordpress 1**

Last edit: 02/24/20 4:18 pm

Changes proposed by: trowlatt

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name: Wordpress 1
 Effective Date: September 2020
 School/Centre: Trades, Technology & Design
 Department: Visual Communication Design Dipl (4430)
 Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/21/20 4:11 pm
Todd Rowlatt (trowlatt): Approved for 4420 Leader
2. 02/21/20 4:12 pm
Todd Rowlatt (trowlatt): Approved for CTT Dean
3. 02/24/20 4:18 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Anne Emberline	-	-

Banner Course Name: Wordpress 1
 Subject Code: VCDP - Graphic Design Diploma
 Course Number: 1283
 Year of Study: 1st Year Post-secondary
 Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Install and configure a basic 5-10 page Wordpress website, including domain name setup, and populate the website with content
CLO #2	Organize website content to effectively achieve client and user goals
CLO #3	Identify advantages and disadvantages of using a content management system (CMS) and pre-made themes
CLO #4	Research, select, install, and configure basic Wordpress themes
CLO #5	Extend website functionality by selecting, configuring, and troubleshooting Wordpress plugins
CLO #6	Customize the look of a Wordpress site by adding basic hand-coded CSS
CLO #7	Use a page-builder plugin to create a custom page layout and style

Instructional**Strategies:**

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

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Web design principles

Content management systems (CMS)

Wordpress themes and plugins

Hosting, domain names, and FTP

Website security

Child themes and custom CSS

Course Topics:

Page builders

File and database backups

Common technical issues and Wordpress troubleshooting

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

DG PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:52 pm

Viewing: **VCDP 1292 : Guided Design Exploration**

Last edit: 02/24/20 4:18 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Guided Design Exploration

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
Anne Emberline
(aemberline):
Approved for 4401
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 4:18 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Guided Design Exploration

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1292

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Select a personal design project that will help build important career skills
CLO #2	Assess weaknesses in personal management, time management, learning, or organization skills and develop strategies to overcome those weaknesses
CLO #3	Organize a collaborative project into tasks and roles that can be assigned to various teammates
CLO #4	Identify skill or knowledge gaps that need to be addressed to complete a given design project
CLO #5	Request and respond to feedback
CLO #6	Participate in critique discussions using accurate design terminology and clear language

Instructional**Strategies:**

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:
Ideation
Project planning
Time management

Course Topics:

Personal management

Collaboration

Professional development

Self-directed learning

Creative thinking and problem solving

Communication, critiques, and feedback

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments**Marketing Information**

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:52 pm

Viewing: **VCDP 1293 : Mini-Portfolio**

Last edit: 02/24/20 4:19 pm

Changes proposed by: aemberline

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name: Mini-Portfolio

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
Anne Emberline (aemberline):
Approved for 4401 Leader
2. 02/07/20 6:42 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 4:19 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Mini-Portfolio

Subject Code: VCDP - Graphic Design Diploma

Course Number: 1293

Year of Study 1st Year Post-secondary

Credits: 2

Course Description:

Students in this mini-course will review all the work they've completed in their first year of the Graphic Design Diploma program. Under the mentorship and guidance of an instructor, students will select past projects to revise or re-attempt in an effort to improve any skills that they struggled with in first-year courses. Reflection and discussion exercises will help students assess strengths, weaknesses, experiences, and interests that appeared during the first-year of the program and then identify possible areas of specialization or improvement to focus on in second year. Students will also create a mini-portfolio that they can later use as the foundation of a personal brand and self-promotion strategy in second year.

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	Review past work to identify areas of strength and weakness
CLO #2	Revise past design projects to prepare them for professional presentation
CLO #3	Choose areas of professional development or specialization by reflecting on strengths, weaknesses, experiences, and interests
CLO #4	Participate in design critiques with other designers and colleagues using professional language

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

21

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:
Mini-portfolio design
Design revisions
Self-reflection
Areas of specialization
Giving positive and negative feedback
Communication skills
Professional development

Course Topics:

Personal branding

Self-promotion

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:53 pm

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

Last edit: 02/24/20 5:09 pm

Changes proposed by: aemberline

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name: Digital Image 2

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
Anne Emberline (aemberline):
Approved for 4401 Leader
2. 02/07/20 6:42 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 5:09 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Digital Image 2

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2312

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create seamless composite photographs using advanced masks, image adjustments, and digital painting techniques
CLO #2	Assess the quality of an image and make improvements with advanced image adjustments and retouching techniques
CLO #3	Select, combine, or create images that express a brand concept or narrative
CLO #4	Apply methods of non-destructive image editing
CLO #5	Use an advanced understanding of resolution and file format to prepare graphics for print or screen use
CLO #6	Critique and defend image choices in professional discussions
CLO #7	Use non-destructive editing techniques to preserve the integrity of a digital image

Instructional**Strategies:**

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Image-editing software

Retouching techniques

Advanced image adjustments

Course Topics:

Advanced selections and masks

Filters and blend modes

Colour, contrast, exposure, lighting

Composite images

Non-destructive editing

Copyright and ethical issues

Branding

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

Date Submitted: 02/06/20 4:55 pm

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

Last approved: 05/15/18 4:38 am

Last edit: 02/24/20 5:09 pm

Changes proposed by: aemberline

Programs referencing this course

[94: Graphic Design Diploma](#)

Course Name: Advertising and Art Direction

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:04 pm
Anne Emberline (aemberline):
Approved for 4430 Leader
2. 02/07/20 6:42 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 5:09 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 15, 2018 by Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
Anne Emberline -	-	-

Banner Course Name: Advertising and Art Direction

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2320

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:

Concept is key in advertising design, and in this course, students will use creative thinking and visual communication principles to develop an ad campaign concept that can be adapted across various media. ~~In advertising design, there is a definitive difference between a creative concept and an idea. In this course, students will explore these differences then create advertising campaigns using type and image. They will create images that effectively communicate visual messages, and address the needs and preferences of clients and their target audiences. They will~~ **create designs that effectively communicate** ~~learn how to conceptualize the theme and story for~~ **a desired message to a target audience, applying their single page narrative, apply the** idea through multiple **advertisements with advertisements,** and then cater and ~~customize~~ **customize** visuals ~~customized for~~ **for** different ~~media. medias.~~ **media.** **Students will also learn to communicate their artistic direction to other creatives working on a team, such as photographers, illustrators, or writers.**

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 professional solutions for advertising briefs using creative art direction direction.
CLO #2	Create a campaign for communication across different media
CLO #3	Adapt an image campaign for a variety of media formats

Upon successful completion of this course, students will be able to:	
CLO #4	Use visual communication principles to express concepts through layout, design, typography, and image choices Create a single-page narrative poster using semiotics
CLO #5	Give creative direction to team members working on photography, illustration, or writing

Instructional Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project final projects
Assignments	30	Assignments weekly assignments, includes in-class work and group assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in-progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Advertising history and contemporary issues

Branding, brand messaging, and narratives ~~Single page narrative~~

Semiotics

Ad campaign design ~~Planning and designing for campaign considering idea and concept~~

Design ~~Multiple media~~ considerations **for different media** ~~and message~~

Creative direction and communication

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:54 pm

Viewing: **VCDP 2325 : Studio 1: Fundamentals**

Last edit: 02/24/20 5:09 pm

Changes proposed by: aemberline

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name: Studio 1: Fundamentals

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
Anne Emberline (aemberline):
Approved for 4401 Leader
2. 02/07/20 6:42 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 5:09 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Studio 1: Fundamentals

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2325

Year of Study 2nd Year Post-secondary

Credits: 5

Course Description:

In this course, students will dive into the management of professional design projects by working with real clients in the department's client studio. Students will be guided in learning important project management skills like task planning, scheduling, and budgeting. They will work collaboratively, improving their skills in communication, problem solving, creative thinking, and leadership by completing projects in teams. Alongside their client projects, students will also complete various instructor-led projects related to both project management and design fundamentals.

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	Interview a client to assess budgetary needs and scheduling
CLO #2	Product a detailed, interactive client brief to clearly define a project
CLO #3	Create work schedules including expectations, roles, and budgets
CLO #4	Communicate strategies effectively and professionally during client project presentations
CLO #5	Effectively and positively participate within a team environment
CLO #6	Adhere to professional business standards when working with clients
CLO #7	Create and revise designs that meet client specifications

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

44

Practicum

Self Paced / Individual Learning

20

Course Topics

Course Topics:

Creative briefs

Professional communication

Design presentations

Project management

Time management

Collaboration strategies

Course Topics:

Business and professional ethics

Design fundamentals (Adobe CC, branding, composition, layout, typography, colour, etc)

Client management case studies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Course Change Request

Date Submitted: 02/06/20 4:57 pm

Viewing: **VCDP 2341 : Writing for Designers 2**

~~Expressive Writing~~

Last approved: 05/15/18 4:38 am

Last edit: 02/21/20 3:50 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Writing for Designers 2 ~~Expressive Writing~~

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:04 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:09 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course **Writing for Designers 2** ~~Expressive Writing~~

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2341

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

This advanced writing course gives students a deeper understanding of concept and strategy in verbal and written communication. Students will learn how to analyze the goals of a project and create an effective content strategy to accomplish that **goal across different media.** ~~goal: Conceptual thinking will be emphasized, with practice in writing content from scratch.~~ Students will **deepen their understanding of audience** ~~also practice creating clear creative briefs~~ and **purpose by writing strategic and persuasive self-promotional content that can be used for portfolios and** project proposals. **Students will also practice important general communication skills that will support their design careers.**

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 effective content strategy based on the intended audience and the purpose of a writing project Revise copy based on analysis of concept and communication with client.
CLO #2	Write persuasive self-promotional content for portfolios, websites, proposals, and cover letters Interpret concepts in clear and expressive written language.
CLO #3	Adapt written messages for different media mediums.
CLO #4	Analyze the intended audience, purpose, and message of a piece of writing

Upon successful completion of this course, students will be able to:	
CLO #5 #4	Communicate verbally with confidence and clarity Compose final copy using techniques to illustrate clear language.
CLO #6	Write headlines and small amounts of copy for use in client projects

Instructional

Strategies:

A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course. ~~Lecture, role-playing, work experience, research projects, and practice.~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 20	Final project final projects
Assignments	30 40	Assignments weekly assignments, includes in-class work and group assignments
Quizzes/Tests	10	
Lab Work	30 20	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum ~~12~~

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Business communication and creative briefs ~~Writing and structuring creative briefs and project proposals that accurately capture the scope of a project~~

Writing for different media ~~Conceptualizing written content for advertising and editorial purposes~~

Audience and purpose ~~Choosing engaging headlines and call-to-action text~~

Content strategy ~~Understanding content strategy for digital media~~

~~Rewriting written content to create more effective communication~~

Writing for self-promotion - portfolios, cover letters, biographies, resumes ~~Writing new content from scratch to meet a project's communication goals~~

Headlines and body copy writing

Revising writing

Intercultural communication

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

Date Submitted: 02/06/20 4:52 pm

Viewing: **VCDP 2350 : UI/UX Design 2** ~~UX/UI and Web Design~~

Last approved: 07/14/18 4:33 am

Last edit: 02/10/20 5:57 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

UI/UX Design 2 ~~UX/UI and Web Design~~

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:04 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:09 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course **UI/UX Design 2** ~~UX/UI and Web Design~~

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2350

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

Students in this course will improve their ability to creatively solve problems as UI/UX designers. Projects will present students with advanced web or interaction design challenges that require novel solutions and creative problem solving. Students will work collaboratively by forming an in-depth understanding of a particular user problem and then conceptualizing and designing custom solutions using wireframes, prototypes, and mockups. Projects will also allow students to continue practicing their visual skills by creating consistent visual identities and style guides for web or app design projects. ~~The role of a web designer is constantly evolving as new technologies progress. In this course, we will explore the roles that are directly related to the aesthetics of web design and how a designer may collaborate with others in the roles of User Experience Designer (UX) or User Interface Designer (UI), or may need to be responsible for some of these roles as well in smaller agencies. By~~ **In UX design, students will explore how to map the end flow of this course, students will have a greater ability to engage in the depth of thinking specific experience, show how to conduct in-person user tests to observe behavior and level of problem solving required by complex UI/UX design projects.** ~~create wireframes of screens, storyboards, and sitemaps. A UI designer is particular on how the product is laid out, students will learn the intuitive design of pages, ensuring a consistent visual language. They will learn how to create style guides, pattern libraries and apply consistent design language using Adobe Illustrator and Photoshop.~~

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%).~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Plan and design a detailed user journey for a website or app with complex functionality, taking into account user needs, desires, and problems Create visual web design mock-ups that are multifaceted and enhance user experience
CLO #2	Ethically perform and analyze user research, including surveys, interviews, and usability studies Perform user research and competitive research
CLO #3	Combine user research and articulate personas to determine target audience
CLO #3 #4	Create a clickable high-fidelity prototype for a mobile or web application design Define user goals, perform paper prototyping and usability testing
CLO #5	Prototype websites that enhance user experience on a variety of devices and platforms
CLO #6	Structure and validate information architecture and navigation
CLO #4 #7	Create a strong wireframes and consistent visual identity for an interactive project use pattern libraries and communicate it using easy-to-understand style guides and mockups
CLO #5	Plan and deliver a professional presentation to demonstrate and explain interactive functionalities
CLO #6	Find, evaluate, and use UI/UX design resources, libraries, and reference materials
CLO #7	Identify the scope of a UI/UX design project based on user research and project requirements

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project final projects
Assignments	30	Assignments weekly assignments, includes in-class work and group assignments

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

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen, Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Wireframes, mockups, prototypes, and style guides ~~Web design mock-ups~~

User research and **user-centred design** ~~competitive research~~

~~Personas for target audience~~

~~User goals, paper prototyping and usability testing~~

~~User experience on a variety of devices and platforms~~

~~Information architecture and navigation~~

~~Wireframes, pattern libraries and style guides~~

User journeys, tasks, and scenarios

Style guides, visual identities, and design systems

Collaboration and communication skills

Project management

Course Topics:**Problem solving and design thinking****Feature prioritization****Research ethics****Interaction design principles****Rapid prototyping****Micro-interactions**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

Date Submitted: 02/06/20 4:58 pm

Viewing: **VCDP 2430 : Editorial Design**

Last approved: 05/15/18 4:39 am

Last edit: 02/06/20 4:58 pm

Changes proposed by: aemberline

Programs
referencing this
course
[94: Graphic Design Diploma](#)

Course Name:
Editorial Design

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:04 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:09 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Editorial Design

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2430

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

Students must be enrolled in the **Graphic Visual Communications** Design Diploma **program** with a minimum GPA of 2.0 **(60%)** ~~(60%)~~.

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 #7	Design and produce a multiple page publication using InDesign
CLO #2 #1	Discuss Explain current and historical magazine design
CLO #2	Plan for magazine publication

Upon successful completion of this course, students will be able to:	
CLO #3	Produce a masthead and elements to be used for magazine branding
CLO #4	Develop and apply a grid system in the design of a magazine layout
CLO #5 #4	Use typographic principles and type hierarchy in the design of a magazine layout Describe typographic, scale texture and voice as it relates to a magazine publication
CLO #6 #5	Source, select, edit and place apply visual elements into a and illustrations for magazine layout publication
CLO #7 #6	Construct advertisements for publications based on grid and audience

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project work in progress, project time management
Assignments	30	Assignments weekly assignments, includes in-class work and group assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work- in-progress final projects
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

History of magazine design

Publication planning

Publication masthead and branding ~~design~~

Typography ~~Typography and grid design~~

Photography and illustration ~~Graphic considerations including photography and illustration, visual style and treatments~~

Publication advertising design and production

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

PDF workflow for publications

Digital editorial presentations and PDFs

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 02/06/20 4:54 pm

Viewing: **VCDP 2440 : Wordpress 2 & ~~E-Commerce~~**

Last approved: 05/15/18 4:38 am

Last edit: 02/10/20 5:59 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Wordpress **2** & ~~E-Commerce~~

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:04 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name: Wordpress 2 & E-Commerce

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2440

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:

Students will review the basics of installing and configuring Wordpress websites and then use live Wordpress websites to practice solving complex web design challenges. Projects will require excellent thinking with web content strategy and user experience design principles. ~~Students will learn to register an appropriate domain for their website and deploy it to a server as well as learn about the differences between hosting packages and variables to consider when choosing a domain and host company. Additionally, students will delve into more depth with Wordpress and create a functioning e-commerce storefront by using plugins and a merchant account. After completion of this course students will be well versed in the multiple uses of Wordpress.~~ **Students** ~~Different industries have different needs, students will be expected learn to customize Wordpress websites using child themes identify them and hand-coded CSS choose appropriate plugins and will also be expected themes to use Wordpress plugins to install advanced functionality. meet project goals. This course~~ **Students will also guide students in turning learn to register an appropriate domain for their website and deploy it to a simple Wordpress website into an online store, covering both server as well as learn about the technical systems required for eCommerce functionality as well as the UI/UX principles involved in creating an intuitive and enjoyable online shopping experience. differences between hosting packages and variables to consider when choosing a domain and host company.** ~~Website needs can include restaurant menus, appointment calendars, image galleries, and shopping carts. Take control of Wordpress and fully understand its capabilities.~~

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%).~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Create a highly customized Wordpress website that follows a client's brand Create an online presence
CLO #2	Plan an effective website content strategy that will achieve both client and user goals Analyze and apply principles of visual composition and organizational layout as they relate to web design
CLO #3	Select, install, Use advanced Wordpress features and configure advanced Wordpress plugins
CLO #4	Create an intuitive and enjoyable online shopping experience using Wordpress Explore and compare online merchant accounts
CLO #5	Create a merchant account
CLO #5 #6	Create Explore Wordpress websites with highly customizable premium Wordpress themes based on project and industry needs
CLO #6	Create expressive, on-brand web graphics

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project final projects
Assignments	30	Assignments weekly assignments, includes in-class work and group assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work-in-progress, project time management

Type	Percentage	Brief description of assessment activity
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

~~Considerations on conceptualizing and purchasing domain names~~

~~Comparing and supplying hosting solutions for clients~~

~~Resources and considerations for managing existing sites and creating new ones~~

~~Use a grid to organize visual elements:~~

~~–Column and modular grids~~

~~–Responsive grids~~

~~Research merchant accounts and compare benefits/shortfalls~~

~~Creating an account to begin accepting online payment~~

Advanced Wordpress plugins ~~Services and themes (related to plugins)~~

~~–Appointments~~

~~–Items and shopping carts~~

~~–Image Galleries~~

~~–Calendars and events~~

~~–Reservations~~

Advanced Wordpress themes and customization

Child themes and custom CSS

Course Topics:**eCommerce design elements, principles, and models****UI/UX design principles****Website content strategy and calls to action****Web graphics****Navigation and information architecture**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:56 pm

Viewing: **VCDP 2445 : Video Production 2**

Last edit: 02/24/20 5:10 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Video Production 2

Effective Date:

September 2020

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
Anne Emberline
(aemberline):
Approved for 4401
Leader
2. 02/07/20 6:42 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course

Video Production 2

Name:

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2445

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan a video or animation project and select appropriate tools to use in creating the final product
CLO #2	Create dynamic video-based or animated content that can be used for online marketing campaigns or websites
CLO #3	Prepare final video or animation files for use on a variety of media platforms
CLO #4	Translate a brand concept into video or animated content
CLO #5	Consider audience and context when creating or editing time-based media
CLO #6	Describe how message and context are expressed in a video or animation

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Sketching and storyboarding ideas

Video and animation software

Video editing

Preparing video and animation assets

Course Topics:

Branding

Videos for websites and social media

Special effects

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:55 pm

Viewing: **VCDP 2455 : Studio 2: Special Topics**

Last edit: 02/24/20 5:10 pm

Changes proposed by: aemberline

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name:
 Studio 2: Special Topics

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
 Anne Emberline (aemberline):
 Approved for 4401 Leader
2. 02/07/20 6:41 am
 Brett Griffiths (bgriffiths):
 Approved for CTT Dean
3. 02/24/20 5:10 pm
 Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Studio 2: Special Topics

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2455

Year of Study 2nd Year Post-secondary

Credits: 5

Course Description:

In this course, students will work on various instructor-led projects at the cutting edge of new design trends and techniques while continuing to work with real clients in the department's client studio. Topics will be selected based on the current design landscape and the needs of the design industry and may include new technologies, digital illustration, animation, web design and development, video, social media, advertising, and more.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Research and identify current trends in design styles and techniques
CLO #2	Create designs with up-to-date techniques and technologies
CLO #3	Communicate effectively and professionally with clients
CLO #4	Effectively and positively participate within a team environment
CLO #5	Identify new technologies or techniques to include in ongoing professional development
CLO #6	Create and revise designs that meet client specifications

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

44

Practicum

Self Paced / Individual Learning

20

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

Date Submitted: 02/06/20 4:54 pm

Viewing: **VCDP 2460 : ~~Advanced~~ Web**

Development 2

Last approved: 05/15/18 4:38 am

Last edit: 02/10/20 5:58 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

~~Advanced~~ Web Development 2

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:04 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:41 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:10 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course **Advanced** Web Development **2**

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2460

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

In this course, students will participate in technical workshops **that expand their skill in hand-coding HTML5 and CSS3, with a which focus on creating a complete multi-page responsive website and uploading it to a live planning and web server via FTP. coding for a multiple page website. Students will take the multiple page publication they have produced in the Editorial Design and repurpose it for the web using HTML5, CSS3 and jQuery. In addition HTML5 will be used in order to reviewing best practices for structure the website, CSS3 will be used to achieve a fluid and responsive web development, students will be introduced to advanced interactive and animation techniques, including JavaScript. layout, and jQuery will be used to enhance the experience by adding interactivity. Because web designers and developers must constantly update their skills as technology evolves, students will be encouraged to take on coding challenges that require independent learning above and beyond the topics covered by the instructor. Additionally, students will learn how designers and developers work together on larger web development projects.**

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 intermediate responsive web pages from scratch using HTML5 and CSS3 and upload to via FTP to a live web server Complete digital graphic design projects meeting client expectations using project life cycle

Upon successful completion of this course, students will be able to:	
CLO #2	Research and describe current trends and functionalities in web design and development Analyze and apply principles of visual composition and organizational layout as they relate to a multiple page web project
CLO #3	Use advanced CSS to apply styles to a multiple web page site including the cascade
CLO #3 #4	Describe the roles of web developers and web designers on large team-based website projects Plan and produce a web project utilizing a flexible, grid-based layout using advanced techniques
CLO #5	Code using advanced techniques to build structure for web project including frameworks and JavaScript
CLO #4 #6	Select a realistic technical challenge and develop a project plan to complete it Advanced techniques for creating typographic hierarchy and responsive typography.
CLO #5	Describe how the need for modular or component-driven code patterns can affect a web design
CLO #6	Edit and troubleshoot existing HTML and CSS

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 15	Final project final projects
Assignments	30	Assignments weekly assignments, includes in-class work and group assignments
Quizzes/Tests	15	
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work-in-progress, project time management

Type	Percentage	Brief description of assessment activity
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Proper formatting and syntax for HTML5 and CSS3 ~~Advanced CSS~~

Animation and interactivity ~~•Advanced menus~~

JavaScript and JavaScript frameworks ~~•Relative and absolute positioning~~

CSS libraries and frameworks

Current trends in CSS techniques ~~•CSS grid layouts~~

Independent research and self-directed learning ~~•Image sprites~~

Project planning ~~•Animation with CSS and jQuery~~

Forms ~~•Forms~~

~~•Grid template to code pages~~

~~Structure focused HTML5~~

~~Structure focus Planning Web Development~~

~~•Translate design to a coding strategy~~

~~•Apply proper sectioning techniques as it applies to structure~~

~~•Plan modular CSS to aesthetic designed HTML5~~

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:57 pm

Viewing: **VCDP 2465 : Studio 3: Specialization**

Last edit: 02/24/20 5:10 pm

Changes proposed by: aemberline

Programs
referencing this
course
[94: Graphic Design Diploma](#)

Course Name:
Studio 3: Specialization

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
Anne Emberline
(aemberline):
Approved for 4401
Leader
2. 02/07/20 6:41 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Studio 3: Specialization

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2465

Year of Study 2nd Year Post-secondary

Credits: 5

Course Description:

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

Course Pre-Requisites (if applicable):

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 a personal area of specialization and engage in independent learning to strengthen relevant skills
CLO #2	Describe the common administrative procedures required in running a small business or freelance design career
CLO #3	Identify and pursue creative and professional opportunities
CLO #4	Create a plan for ongoing professional development
CLO #5	Build a professional network
CLO #6	Create and revise designs that meet client specifications

Instructional**Strategies:**

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

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

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

44

Practicum

Self Paced / Individual Learning

20

Course Topics

Course Topics:

Ideation and design thinking

Business structures

Administrative procedures

Course Topics:

Proposals, quotes, and contracts

Networking

Marketing and self-promotion

Business and professional ethics

Project management

Career planning

Self-directed learning strategies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 02/06/20 4:57 pm

Viewing: **VCDP 2470 : Packaging Design**

Last approved: 05/15/18 4:39 am

Last edit: 02/10/20 6:02 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:
Packaging Design

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:05 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:41 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name:	Packaging Design
Subject Code:	VCDP - Graphic Design Diploma
Course Number	2470
Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:

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

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Analyze and examine packaging trends and audiences
CLO #2	Apply compositional principles and organizational strategies to a custom package design
CLO #3	Create a prototype and a plan for package production

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

CLO #4	Analyze legal issues related which pertain to package design
CLO #5	Identify and employ design choices that can reduce the environmental impact of packaging Develop a plan for package production
CLO #6	Setup a final print-ready file for a packaging design, including dielines

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project final projects
Assignments	30	Assignments weekly assignments; includes in-class work and group assignments
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress work in progress, project time management
Participation	10	Participation participation and professionalism attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Different package types

~~Examining design considerations~~

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

Preparing artwork **and mockups** ~~& mock-ups~~

Producing dielines

Material considerations ~~(environment and availability)~~**Environmental impact****Legal issues in packaging design**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 02/06/20 4:56 pm

Viewing: **VCDP 2480 : Online ~~Web~~ Marketing**

Last approved: 05/15/18 4:38 am

Last edit: 02/10/20 6:00 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Online ~~Web~~ Marketing

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:05 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:41 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course **Online Web** Marketing

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2480

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

~~When a website has been designed, coded and deployed it needs to be found and viewed by interested parties.~~ In this course, **students** you will learn **different** ~~about the tools employed by web marketing~~ **approaches used** ~~professionals as well as how~~ to **promote products and services online.** ~~create a viable email marketing campaign.~~ **The course** ~~Students~~ will **introduce students learn** to **basic general marketing principles** ~~promote their website through email campaigns, affiliate marketing, social media platforms (Facebook, Twitter, and then focus on training students in skills Instagram)~~ and **knowledge related specifically to online marketing, including email campaigns, social media marketing, search engine optimization, marketing analytics, and website content strategy.** ~~Google's marketing tools.~~ **Students will practice strategic thinking while analyzing market research, creating a marketing plan, and designing content for an online campaign. The course will also cover web design principles that can boost the effectiveness of websites that aim to sell products and services online.** ~~When their marketing campaigns have commenced, students will monitor their website's performance using Google Analytics. Through these tools and observations they will learn to tailor a website's current content and marketing strategy to achieve maximum search engine ranking results.~~

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

Upon successful completion of this course, students will be able to:	
CLO #1	Identify online web marketing practices
CLO #2	Perform Create a search engine strategy and analyze basic market research, including analytics
CLO #3	Create content for social media and email marketing campaigns Create, deploy and measure e-mail campaigns
CLO #4	Create an on-brand online marketing strategy Maintain an online presence by identifying and creating relevant content
CLO #5	Use social media for self-promotion Promote business using social media and affiliate programming.
CLO #6	Integrate online marketing principles into website designs to help them more effectively sell products and services
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30 15	Final project
Assignments	30	Assignments
Quizzes/Tests	15	
Lab Work	30	May include in-class exercises, assignments, quizzes/tests, and work-in-progress
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Marketing principles

~~Web marketing practices~~

Marketing analytics

Marketing campaigns

Search engine **optimization** ~~strategy and analytics~~

Email ~~E-mail~~ campaigns

Website ~~Creating relevant~~ content **strategy**

Social media **marketing** ~~and affiliate programming business practices~~

eCommerce principles

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: 02/06/20 4:58 pm

Viewing: **VCDP 2490 : Diploma Portfolio**

Last approved: 07/05/18 4:56 am

Last edit: 02/10/20 6:03 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Diploma Portfolio

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:05 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:41 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jul 5, 2018 by Carlie
Deans (cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course **Diploma** Portfolio
 Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2490

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

This course will prepare students ~~They polish and refine their brand identity to look for work~~ **promote the development of the skills, methods and collateral necessary to obtain employment in the competitive design industry.** Students will select **and refine past design projects and then create** ~~design projects, in~~ a **professional design portfolio** ~~variety of formats and mediums, to finalize their portfolios in preparation~~ for **both online and print formats.** ~~exhibition and graduation.~~ **The course will also cover job search strategies that are important for graphic designers, including networking and self-promotion, and each student will create a personal job-search or self-promotion plan that will help them find the design work that suits them best.** ~~They polish and refine their brand identity to promote the development of the skills, methods and collateral necessary to obtain employment in the industry. Students will be complete the program with various portfolios for different uses; a web portfolio, an ePub portfolio, printed booklet and an interactive PDF. Simulated portfolio presentations will support students in being persuasive and the value of their experiences and creative vision.~~

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

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 #5	Create Enhance and polish a personal brand identity that can be used across different media

Upon successful completion of this course, students will be able to:	
CLO #6	Design and build an interactive e-pub portfolio
CLO #7	Enhance a web portfolio concentrating on a target audience
CLO #8	Enhance and promote a Behance Portfolio.
CLO #2 #1	Develop a self-directed schedule for portfolio completion
CLO #2	Review a portfolio effectively through critiques to gain a better understanding of real-world expectations
CLO #3	Refine personal work portfolio selections
CLO #3 #4	Create professional web- and print-based portfolios by selecting and refining design projects Customize personal portfolio selections for multiple media
CLO #4	Write a targeted cover letter and resume
CLO #5	Create a personal job-search or self-promotion plan based on personal career aspirations
CLO #6	Complete a job interview thoughtfully and confidently

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Final project final projects
Assignments	30	Assignments weekly assignments, includes in-class work and group assignments

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

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

~~12~~

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Personal branding

~~Create personal brand~~

~~Web- and print-based portfolio design Display of portfolio for several media~~

Developing a personal schedule for a project including all milestones

~~Self manage expectations in allotted time~~

~~Identify purpose and audience~~

~~Conduct a work review and refine selected works~~

~~Refine and adapt content for portfolio inclusion~~

Career planning

Job search strategies

Job interview preparation

Course Topics:**Self-promotion and networking****Professional social media presence****Cover letters, resumes, and biographies**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Course Change Request

New Course Proposal

Date Submitted: 02/06/20 4:58 pm

Viewing: **VCDP 2495 : Collaborative Capstone**

Last edit: 02/24/20 4:10 pm

Changes proposed by: aemberline

Programs referencing this course
[94: Graphic Design Diploma](#)

Course Name: Collaborative Capstone

Effective Date: September 2020

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

1. **4401 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/20 5:06 pm
Anne Emberline (aemberline):
Approved for 4401 Leader
2. 02/07/20 6:41 am
Brett Griffiths (bgriffiths):
Approved for CTT Dean
3. 02/24/20 5:11 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Collaborative Capstone

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2495

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

In this course, students will draw on everything they've learned in the Graphic Design Diploma program to create a comprehensive marketing project or event that promotes the students in the graduating class as well as the overall program at VCC. Typically students create an in-person graduating exhibition, but the course offers some flexibility to explore other project ideas within the requirements. Students must start with ideation and the creation of a brand concept. Once the brand is established, students will work out the details of their event and create a marketing plan that strategically targets the right audiences and expresses the brand well. Finally, students will be responsible for producing all design elements required to complete the project. All work will be collaborative and organized by the students, building skill in communication, collaboration, problem solving, and project management.

Course Pre-Requisites (if applicable):

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 design thinking approach to solve problems in a large cross-platform design project
CLO #2	Apply a comprehensive brand strategy through various brand touchpoints
CLO #3	Create and implement a marketing plan for a project or event
CLO #4	Manage a collaborative project with different roles, deadlines, and deliverables
CLO #5	Communicate clearly with team members about expectations and problems
CLO #6	Consider budget constraints when generating and assessing creative ideas

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Execution of final event or project
Assignments	30	Project preparation and supporting materials
Lab Work	30	May include in-class exercises, assignments, work-in-progress, peer assessment, and self-assessment
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

Course Topics:

Marketing principles

Branding and brand messaging

Ideation

Course Topics:

Event planning and promotion

Self-promotion

Visual communication

Collaboration and communication

Project management

Design thinking

File preparation for print and screen uses

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 02/06/20 4:59 pm

Viewing: **VCDP 2500 : Practicum**

Last approved: 05/15/18 4:37 am

Last edit: 02/10/20 6:03 pm

Changes proposed by: aemberline

Programs
referencing this
course

[94: Graphic Design Diploma](#)

Course Name:

Practicum

Effective Date:

September 2020

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/06/20 5:05 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 6:41 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

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

Banner Course Practicum

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2500

Year of Study 2nd Year Post-secondary

Credits: 4.5

Course Description:

A practicum bridges the gap between education and industry and affords students the opportunity to explore career options through research and informational interviews. Students will ~~prepare an employment search plan with instructor support and~~ gain industry experience through a mentorship placement in a professional environment. These opportunities can include working with a freelancer, working in in-house corporate environments or working in advertising, marketing and interactive agencies. Upon ~~completion, completion~~ students will ~~deliver provide~~ a ~~written reflection, and a~~ final presentation ~~to and~~ report on their work experience.

Course Pre-Requisites (if applicable):

~~Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Communicate skills, knowledge, and interest effectively in with a job interview resume and cover letter and in an interview
CLO #2	Research a career path and develop a professional network
CLO #3	Work within the Observe workplace culture, norms, and expectations of the design industry
CLO #4	Request and respond to reflect on feedback
CLO #5	Solve problems in real design projects

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

CLO #6 Reflect on and professionally present a personal work experience

Instructional

Strategies:

Lecture, role-playing, work experience, research projects, and practice.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments		Industry interview* *Students must successfully complete all components to achieve "S"
Practicum		Practicum supervisor evaluation* *Students must successfully complete all components to achieve "S"
Assignments		Practicum journal* *Students must successfully complete all components to achieve "S"
Assignments		Practicum report* *Students must successfully complete all components to achieve "S"

Hours by Learning Environment Type

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

120

Self Paced / Individual Learning

Course Topics

Course Topics:

Professionalism ~~Placement strategy and plan~~

Research and interviewing

~~Specialization objectives~~

Responsibilities and goals

Conflict resolution and decision making

~~Craftsmanship application and trouble shooting~~

Client and workplace expectation management

Project workflow for different environments

Personal reflection ~~Summary final report and presentation~~**Communication skills and professional presentations**

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

See PCG update

Additional Information

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/13/20 10:41 am

Viewing: **VCDP 1141 : Client Designer Management**

Last approved: 07/14/18 4:33 am

Last edit: 02/21/20 3:47 pm

Changes proposed by: ndegagne

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Course Name:

Client Designer Management

Effective Date:

December 2021

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Cert (4420)

Contact(s)

Approval Path

1. 02/13/20 2:43 pm
Anne Emberline (aemberline): Approved for 4420 Leader
2. 02/13/20 3:12 pm
Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/21/20 3:47 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name:	Client Designer Management
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1141
Year of Study	1st Year Post-secondary
Credits:	3

Course Description:

Client relationships, expectations, and management are a foundation of any project. A graphic designer is not a graphic designer without a client; therefore, this course is an essential stepping stone to a career in the industry. In this course, students will learn how to communicate by researching, identifying and producing both standard and interactive creative briefs towards the development of a visual branding and messaging. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects. Students will work in teams in situations that mimic real industry experiences in order to develop their understanding of real graphic design project obligations. They will learn to how to present design projects, explain the steps of the conceptual process, and effectively sell their designs and concepts to clients. Basic copywriting skills, voice, and written message will be explored. Finally, students will identify key aspects of, and successfully navigate through, client-designer contractual relationships, both in an entrepreneurial setting and a studio one.

Course Pre-Requisites (if applicable):

Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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	Produce a detailed, interactive client brief to clearly define a design project.
CLO #2	Plan and deliver a professional presentation.

Upon successful completion of this course, students will be able to:	
CLO #3	Work within confines of deadlines and constraints.
CLO #4	Communicate strategies effectively and professionally in teams.
CLO #5	Synthesize ideas and create copy for different media.
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	weekly assignments, includes in-class work and group assignments
Project	20	final projects
Lab Work	35	work in progress, project time management
Participation	10	participation and attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

33

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

25

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Client briefs:

-Research and identify industry standard elements in a creative brief

-Design and populate an interactive creative brief

-Develop own writing style and critical evaluation for content

-Development of visual branding and messaging

Presentation design and techniques (visual and verbal deliveries)

Developing schedules and time lines

Conceptual process and explanation to a client

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?

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/13/20 10:41 am

Viewing: **VCDP 1252 : Image and Video**

Last approved: 05/15/18 4:39 am

Last edit: 02/21/20 3:47 pm

Changes proposed by: ndegagne

Course Name:

Image and Video

Effective Date:

December 2021

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Cert (4420)

Contact(s)

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/13/20 2:43 pm
Anne Emberline (aemberline): Approved for 4420 Leader
2. 02/13/20 3:13 pm
Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/21/20 3:47 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 15, 2018 by Carlie Deans (cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name:	Image and Video
Subject Code:	VCDP - Graphic Design Diploma
Course Number	1252
Year of Study	1st Year Post-secondary
Credits:	3

Course Description:

Students will use images creatively to communicate a single frame narrative using composites. They will further explore Photoshop techniques including non-destructive editing, retouching, filters, and various techniques for more advanced selections. Students will also be introduced to basic video production, including story boarding, shooting, and editing. All learning will take place through the execution of various projects that will require the consideration of both conceptual thinking and technical image planning in order to produce final image composites.

Course Pre-Requisites (if applicable):

Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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	Capture, select and edit photographic imagery for design projects while considering size, resolution and colour space.
CLO #2	Create composite images with non destructive editing.
CLO #3	Capture, select and edit video imagery for design projects considering narrative.
CLO #4	Improve image exposure, colour, establish neutrals and correct for colour casts in both photo and video

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
Assignments	30	weekly assignments, includes in-class work and group assignments
Quizzes/Tests	30	
Lab Work	30	work in progress, project time management
Participation	10	participation and attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

44

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:**PHOTO**

- Planning for image including sketching & planning composites
- Selecting images from a photoshoot
- Sourcing stock photography
- Making image composites
- Non-destructive editing through the use of masks
- Improving basic exposure and tone

VIDEO

- Planning for video including story boarding and narrative planning
- Shooting video including exposure, colour balance and audio
- Selecting and editing video
- Creating video output for different devices

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?

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/21/20 4:16 pm

Viewing: **VCDP 1282 : Wordpress Foundation**

Last approved: 07/14/18 4:32 am

Last edit: 02/21/20 4:16 pm

Changes proposed by: trowlatt

In Workflow

1. **4420 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/21/20 4:16 pm
Todd Rowlatt
(trowlatt): Approved for 4420 Leader
2. 02/21/20 4:16 pm
Todd Rowlatt
(trowlatt): Approved for CTT Dean
3. 02/21/20 4:18 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 14, 2018 by
Carlie Deans
(cdeans)

Course Name:
Wordpress Foundation

Effective Date: December 2021

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Cert (4420)

Contact(s)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Wordpress Foundation

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 1282

Year of Study 1st Year Post-secondary

Credits: 4

Course Description:

Wordpress is currently the most widely used content management system (CMS) in the graphic design industry. It is used to power online presences on a variety of scales, from small entrepreneurial businesses to large scale enterprises. In this course, students will first explore various CMS options available within industry, and then compare and comprehend their divergent roles and applications. Students will learn how to assess the project need, explore and select relevant themes, and then organize and populate content in a Wordpress site. They will be able to use Wordpress features to customize a theme through basic coding techniques. Finally, they will learn to troubleshoot simple issues on a live server, choose hosting solutions, and use FTP on projects.

Course Pre-Requisites (if applicable):

Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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 principles of visual composition and organizational layout as they relate to web design
CLO #2	Compare different types of content management systems (CMS)
CLO #3	Identify advantages and disadvantages of Wordpress and templates
CLO #4	Use basic Wordpress features with a basic customization on a theme
CLO #5	Determine proper theme for content, then organize and populate content

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

CLO #6	Apply simple customization and troubleshoot website
CLO #7	Compare and contrast hosting and domain solutions and use file transfer protocol (FTP)

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
Assignments	40	weekly assignments, includes in-class work and group assignments
Project	30	
Lab Work	20	work in progress, project time management
Participation	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

62.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

16

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Web design principles

Content management systems (CMS)

Advantages and disadvantages of Wordpress

Wordpress development

Hosting and domain solutions

File transfer protocol (FTP)

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?

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/13/20 10:42 am

Viewing: **VCDP 2310 : Advanced Image & Photography**

Last approved: 05/15/18 4:38 am

Last edit: 02/21/20 3:47 pm

Changes proposed by: ndegagne

In Workflow

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

Course Name:

Advanced Image & Photography

Effective Date:

December 2021

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

Approval Path

1. 02/13/20 2:43 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/13/20 3:13 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/21/20 3:47 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Advanced Image & Photography

Name:

Subject Code: VCDP - Graphic Design Diploma

Course Number 2310

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

In this course, students will participate in technical workshops focusing on photographic techniques and image manipulations. They will concentrate on developing skills for use in photography. Common photographic themes and subjects asked of graphic designers include interiors, portraits and small objects. Both artificial and natural lighting techniques will be explored. Using industry standard Adobe tools, students will learn how to organise, catalogue photoshoots, take advantage of a RAW workflow for editing and correcting multiple images. Finally, students will apply more advanced Adobe Photoshop techniques, images will be edited by improving exposure, painting colour and light with masks, converting to black and white and using creative filters.

Course Pre-Requisites (if applicable):

Students must be enrolled in the VCC Visual Communications Design Diploma.

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 available and studio lighting techniques to shoot portraits, interiors and small objects
CLO #2	Plan photographic composition while accounting for content and scene
CLO #3	Use processing RAW for enhancements and cataloging
CLO #4	Use advanced Photoshop tools

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

CLO #5 Use advanced Photoshop retouching techniques and selections

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
Assignments	30	weekly assignments, includes in-class work and group assignments
Quizzes/Tests	15	
Project	15	final projects
Lab Work	30	work in progress, project time management
Participation	10	participation and attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Photography Basics: Aperture, shutter speed, exposure, depth of field

Lighting: Shooting inside interiors, advanced lighting techniques, include natural and flash lighting

Technical and Art Directing: Photographing people, events, documentary and interiors

Planning a photoshoot

Processing RAW

Cataloguing and organizing

Photoshop: Review fundamentals and using actions and pre-packaged actions

Advanced Photoshop: Retouching, selections and filters

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?

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/13/20 10:42 am

Viewing: **VCDP 2311 : Studio Business Practices**

Last approved: 05/15/18 4:39 am

Last edit: 02/21/20 3:48 pm

Changes proposed by: ndegagne

Course Name:

Studio Business Practices

Effective Date:

December 2021

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/13/20 2:43 pm
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/13/20 3:13 pm
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/21/20 3:48 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name:	Studio Business Practices
Subject Code:	VCDP - Graphic Design Diploma
Course Number	2311
Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:

Students acquire knowledge of the process of understanding client expectations and project responsibilities, from intake to final delivery, and how they will manage clients in a studio setting. They will develop strategies and learn to execute a professional presentation that includes competitive research analysis, timelines and schedules for projects coming into the studio. Students will work both individually and in teams during projects. They will learn to how to present design projects, explain the steps of the conceptual process and effectively sell their designs and concepts to studio clients. Finally, students will identify key aspects of how to successfully navigate through client-designer contractual relationships and deliver final projects.

Course Pre-Requisites (if applicable):

Students must be enrolled in the VCC Visual Communications Design Diploma.

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	Interview a client to assess budgetary needs and scheduling.
CLO #2	Produce a detailed, interactive client brief to clearly define a design project
CLO #3	Create work schedules including expectations, roles and budgets
CLO #4	Communicate strategies effectively and professionally during client project presentations

Upon successful completion of this course, students will be able to:	
CLO #5	Deliver a professional presentation
CLO #6	Effectively and positively participate within a team environment.
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	weekly assignments, includes in-class work and group assignments
Quizzes/Tests	15	
Project	15	final projects
Lab Work	30	work in progress, project time management
Participation	10	participation and attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

INTAKE: How to interview clients and assess client needs including budget and scheduling

CREATE A BRIEF: How to formulate a brief based on intake

SCHEDULE AND MILESTONES: Break down the project into milestones and schedules with responsibilities for both client and designer

DESIGN MEETINGS: Present and then review concepts with client.

PRODUCTION SUMMARY: Present and then review final deliveries with client.

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?

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/07/20 7:46 am

Viewing: **VCDP 2321 : Studio 1 with Advanced Type**

Last approved: 05/15/18 4:38 am

Last edit: 02/21/20 3:48 pm

Changes proposed by: aemberline

In Workflow

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

Course Name:

Studio 1 with Advanced Type

Effective Date:

December 2021

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

Banner Course Name:

Studio 1 with Advanced Type

Subject Code:

VCDP - Graphic Design Diploma

Course Number

2321

Year of Study

2nd Year Post-secondary

Credits:

7.5

Approval Path

1. 02/07/20 7:48 am
Anne Emberline (aemberline): Approved for 4430 Leader
2. 02/07/20 7:54 am
Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 02/21/20 3:48 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Description:

Students will explore the historical intricacies of letterforms and typographic design and will learn to differentiate and apply typographic hierarchy, voice, scale and texture. They will create a typographic publication which will showcase typography as both a design and communication element through various

History

1. May 15, 2018 by
Carlie Deans (cdeans)

layouts using Adobe Illustrator and InDesign. This course will explore advanced typographic techniques in conjunction with client studio intake projects. Additionally, students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements.

Course Pre-Requisites (if applicable):

Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%).

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 historical foundation of the development of letterforms and typographic design.
CLO #2	Analyze and theoreticalize a variety of typesetting techniques
CLO #3	Analyze the use of typographic voice, matching type to meaning and type pairing
CLO #4	Use publication design techniques to develop a typographic booklet

Instructional
Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	theory assignments
Project	30	final client projects
Lab Work	30	work in progress, project time management
Participation	10	participation and attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

66

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

88

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Historical typography designers

Typographic hierarchy, voice and scale

Typography themed layout and design

Contemporary trends and issues of functional versus expressive typography

Typographic visual systems

Visual communication design to projects in various industries

Effective communication techniques

Entrepreneurial skills

Critical thinking insights

Business ethics

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/07/20 7:46 am

Viewing: **VCDP 2451 : Studio 2 with Web Production**

Last approved: 05/15/18 4:39 am

Last edit: 02/21/20 3:48 pm

Changes proposed by: aemberline

Other Courses
referencing this
course

As A Banner Prerequisite:

Course Name:

Studio 2 with Web Production

Effective Date:

December 2021

School/Centre:

Trades, Technology & Design

Is this a non-credit course?

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/07/20 7:48 am
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 7:54 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:10 pm
Todd Rowlett
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name: Studio 2 with Web Production

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2451

Year of Study: 2nd Year Post-secondary

Credits: 5

Course Description:

Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements.

This course will also have lecture days which will be based on print production topics pending on incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.

Course Pre-Requisites (if applicable):

Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Apply the skills and knowledge of successful visual communication design to projects in various industries

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

CLO #2	Communicate effectively and professionally with clients
CLO #3	Apply entrepreneurial skills in all aspects of project work
CLO #4	Use critical thinking skills and insights in business situations
CLO #5	Apply an ethical understanding, perspective and budgetary sustainability to business situations.

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
Assignments	30	theory assignments
Project	30	final client projects
Lab Work	30	work in progress, project time management
Participation	10	participation and attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

64

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Visual communication design to projects in various industries

Effective communication techniques

Entrepreneurial skills

Critical thinking insights

Business ethics

Web design and development current topics

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?

Is this the primary proposal?

Primary Proposal
Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

Additional Information

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/07/20 7:47 am

Viewing: **VCDP 2461 : Studio 3 with Web Content**

Last approved: 05/15/18 4:38 am

Last edit: 02/21/20 3:48 pm

Changes proposed by: aemberline

Course Name:

Studio 3 with Web Content

Effective Date:

December 2021

School/Centre:

Trades, Technology & Design

Department:

Visual Communication Design Dipl (4430)

Contact(s)

In Workflow

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

Approval Path

1. 02/07/20 7:48 am
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 7:54 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/21/20 3:48 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 15, 2018 by
Carlie Deans
(cdeans)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name:	Studio 3 with Web Content
Subject Code:	VCDP - Graphic Design Diploma
Course Number	2461
Year of Study	2nd Year Post-secondary
Credits:	5

Course Description:

Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. Assessments will include but not limited to client feedback forms.

This course will also have lecture days which will be based on video production, interactive media and content strategy. Various topics will be discussed focusing on how content strategy defines the direction of a released we project and guest lecturers may be invited. Some subjects may have been covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.

Course Pre-Requisites (if applicable):

Students must be enrolled in the Visual Communications Design Diploma with a minimum GPA of 2.0 (60%)

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 the skills and knowledge of successful visual communication design to projects in various industries

Upon successful completion of this course, students will be able to:	
CLO #2	Communicate effectively and professionally with clients
CLO #3	Apply entrepreneurial skills in all aspects of project work
CLO #4	Use critical thinking skills and insights in business situations
CLO #5	Apply an ethical understanding, perspective and budgetary sustainability to business situations.
CLO #6	Develop an aesthetic understanding of media production and technical proficiency in video and visual production, writing and digital media development.
CLO #7	Develop, plan and prioritize a digital content strategy
<p>Instructional Strategies:</p> <p>A combination of lecture, demonstration, production simulations, problem solving, practical labs and reflective discussion will be used throughout this course.</p>	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	theory assignments
Project	30	final client projects
Lab Work	30	work in progress, project time management
Participation	10	participation and attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

64

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

STUDIO

- Visual communication design to projects in various industries
- Effective communication techniques
- Entrepreneurial skills
- Critical thinking insights
- Business ethics

CONTENT STRATEGY

- Develop a digital content strategy
- Content strategy integration with other marketing activities
- Skills, tools, processes and resources required to deliver and manage a content strategy
- Deliver specific, measurable business results

WEB CONTENT PRODUCTION

- Advanced video production techniques
- Production and application of interactive media

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?

Consultations

Additional Information

Provide any additional information if necessary.

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 02/07/20 7:47 am

Viewing: **VCDP 2471 : Studio 3 with Print**

Last edit: 02/21/20 3:49 pm

Changes proposed by: aemberline

Course Name:

Effective Date: December 2021

School/Centre: Trades, Technology & Design

Department: Visual Communication Design Dipl (4430)

Contact(s)

Banner Course Name: Studio 3 with Print

Subject Code: VCDP - Graphic Design Diploma

Course Number: 2471

Year of Study: 2nd Year Post-secondary

Credits: 5

Course Description:

Students will demonstrate their ability to apply the skills and knowledge learned throughout the program to design projects for various studio clients. They will outline research methods and processes to be implemented, and will propose, articulate and rationalize their design and project strategies. The lab is guided by an Instructor who will mentor students as a Creative Director, and a lab assistant who will play the role of Production Manager. Projects will be assessed and assigned to students individually or as a group, depending on client requirements. Assessments will include but not limited to client feedback forms.

This course will also have lecture days which will be based on print production topics pending on incoming projects. Various topics will be discussed and guest lecturers may be invited. Some subjects may have been

In Workflow

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

Approval Path

1. 02/07/20 7:48 am
Anne Emberline
(aemberline):
Approved for 4430
Leader
2. 02/07/20 7:54 am
Brett Griffiths
(bgriffiths):
Approved for CTT
Dean
3. 02/24/20 5:11 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

covered in other courses related to web design and development but may be more deeply discussed. Topics are flexible and dependent on student learning and interests.

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:
	Apply the skills and knowledge of successful visual communication design to projects in various industries
	Communicate effectively and professionally with clients
	Apply entrepreneurial skills in all aspects of project work
	Use critical thinking skills and insights in business situations
	Apply an ethical understanding, perspective and budgetary sustainability to business situations.

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	theory assignments

Type	Percentage	Brief description of assessment activity
Project	30	final client projects
Lab Work	30	work in progress, project time management
Participation	10	participation and attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Visual communication design to projects in various industries

Effective communication techniques

Entrepreneurial skills

Critical thinking insights

Business ethics

Print design and development current topics

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?



DECISION NOTE

PREPARED FOR: Education Council

DATE: March 10, 2020

ISSUE: Deactivation of six courses from the Health Care Assistant Certificate program

BACKGROUND:

The department recently brought through significant revisions to the Health Care Assistant Certificate program. Because of these changes and the creation of new courses to reflect different credits, six courses can be deactivated effective December 2020:

- HRCA 1193 Personal Care & Assistance 1
- HRCA 1194 Common Health Challenges
- HRCA 1195 Health & Healing
- HRCA 1196 Clinical 1
- HRCA 1290 Personal Care & Assistance 2
- HRCA 1390 Clinical 2

DISCUSSION:

The Committee had no concerns.

RECOMMENDATION:

THAT Education Council approve the deactivation of six courses from the Health Care Assistant Certificate, effective December 2020: HRCA 1193 Personal Care & Assistance 1, HRCA 1194 Common Health Challenges, HRCA 1195 Health & Healing, HRCA 1196 Clinical 1, HRCA 1290 Personal Care & Assistance 2, and HRCA 1390 Clinical 2.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: February 20, 2020

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 01/16/20 10:05 am

Viewing: **HRCA 1193 : Personal Care & Assistance**

1

Last edit: 01/16/20 10:53 am

Changes proposed by: trowlatt

Course Name:

Effective Date: December 2020

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Banner Course Name: Personal Care & Assistance 1

Subject Code: HRCA - Home Support/RCA

Course Number: 1193

Year of Study: 1st Year Post-secondary

Credits: 3

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/16/20 10:14 am
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 01/20/20 1:30 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 02/20/20 10:18 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Description:

This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the Health Care Assistant role. The course is comprised of class and supervised laboratory experiences which assist the student to integrate theory from other courses to develop care-giver skills that maintain and promote the comfort, safety and independence of individuals in community and facility contexts.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Perform personal care skills in an organized manner ensuring the comfort and appropriate independence of the client.
	Apply an informed problem-solving process to the provision of care and assistance.
	Provide personal care and assistance within the parameters of the Health Care Assistant.
	Provide care and assistance in ways that maintain safety for self and others in a variety of contexts.

Instructional

Strategies:

Lecture

Variety of group activities

Demonstration of skills

Lab activities

Online activities

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

c+ =64% + satisfactory integration

exercise

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	35	Multiple choice exam

Type	Percentage	Brief description of assessment activity
Final Exam	35	Multiple choice exam
Assignments	30	Written assignment
Lab Work		Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab (rubric).
Participation		Mandatory 85% attendance as per department requirements

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

40

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Problem-solving when carrying out care-giving procedures.

Asepsis and prevention of infection.

Promoting comfort and rest.

Promoting personal hygiene.

Moving, positioning and transferring a client.

Bedmaking.

Promoting exercise and activity.

Promoting healthy nutrition and fluid intake.

Promoting urinary and bowel elimination.

Home management.

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 01/16/20 10:05 am

Viewing: **HRCA 1194 : Common Health Challenges**

Last edit: 01/16/20 10:52 am

Changes proposed by: trowlatt

Course Name:

Effective Date: December 2020

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Banner Course Name: Common Health Challenges

Subject Code: HRCA - Home Support/RCA

Course Number: 1194

Year of Study: 1st Year Post-secondary

Credits: 6

Course Description:

This course introduces students to the normal structure and function of the human body and normal bodily changes associated with aging. Students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centred practice as it relates to the common challenges to health and, in particular, to end-of-life care.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/16/20 10:15 am
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 01/20/20 1:30 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 02/20/20 10:18 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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:
	Display an understanding of the structure and function of the human body and normal changes associated with aging.
	Display a sound understanding of common challenges to health and healing.
	Discuss nutrition as it relates to healing.
	Describe ways to organize, administer and evaluate person-centred care and service for clients experiencing common health challenges.
	Demonstrate an understanding of the components of person-centred end-of-life care for clients and families.

Instructional

Strategies:

Lecture

Variety of group activities

Online activities

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

c+ = 64%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20	Multiple choice exam
Quizzes/Tests	25	Multiple choice exam
Final Exam	25	Multiple choice exam

Type	Percentage	Brief description of assessment activity
Assignments	15	Meal Planning assignment
Assignments	15	Group Presentation

Hours by Learning Environment Type

Lecture, Seminar, Online

120

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Medical terminology.

Structure and function of the human body.

Challenges to health and healing.

Nutrition and healing.

End-of-life care.

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?

Consultations

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 01/16/20 10:05 am

Viewing: **HRCA 1195 : Health & Healing**

Last edit: 01/16/20 10:52 am

Changes proposed by: trowlatt

Course Name:

Effective Date: December 2020

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Banner Course Name: Health & Healing

Subject Code: HRCA - Home Support/RCA

Course Number: 1195

Year of Study: 1st Year Post-secondary

Credits: 4.5

Course Description:

This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a Health Care Assistant. The course focuses on concepts of caring and person-centred care; basic human needs and human development; family, culture and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.

This course is part of the full-time Health Care Assistant Program

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/16/20 10:15 am
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 01/20/20 1:30 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 02/20/20 10:19 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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:
	Display an understanding of person-centred care that recognizes and respects the uniqueness of each individual.
	Discuss basic human needs and common characteristics of human development as these concepts relate to person-centred care.
	Use an informed problem-solving approach to provide care and service.
	Contribute to the safety and protection of self and others within a variety of work environments.
	Display an understanding of the role of family, culture, diversity and life experience in aging, health and healing.

Instructional

Strategies:

Lecture

Variety of group activities

Online activities

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

c+ = 64% + satisfactory journal
assignment

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	Multiple choice exam
Midterm Exam	35	Multiple choice exam
Final Exam	35	Multiple choice exam
Assignments		Satisfactory written reflective journal (as per rubric)

Hours by Learning Environment Type

Lecture, Seminar, Online

90

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Characteristics of Caring and Person-Centred Practice.

Basic Human Needs.

Human Development.

Multiculturalism and Diversity.

Critical Thinking and Problem-Solving.

Protection and Safety in Health and Healing.

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

Rationale and Consultations

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 01/16/20 10:54 am

Viewing: **HRCA 1196 : Clinical 1**

Last approved: 11/06/19 5:16 am

Last edit: 01/16/20 10:54 am

Changes proposed by: trowlatt

Course Name:

Clinical 1

Effective Date:

December 2020

School/Centre:

Health Sciences

Department:

Health Care Assistant (5116)

Contact(s)

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/16/20 10:55 am
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 01/20/20 1:30 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 02/20/20 10:19 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Nov 6, 2019 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name: Clinical 1

Subject Code: HRCA - Home Support/RCA

Course Number: 1196

Year of Study: 1st Year Post-secondary

Credits: 2

Course Description:

This supervised practice experience provides students with an opportunity to apply knowledge and skills learned in the other level one courses in the Health Care Assistant program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise and confidence with the role of the Health Care Assistant within a residential care facility. During this course students' skills and application of knowledge will be assessed.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Provide care and assistance at a beginning level that recognizes and respects the uniqueness of each individual client.
CLO #2	Use an informed problem-solving approach at a beginning level to provide care and assistance for two dependent clients. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.
CLO #3	Provide care and assistance at a beginning level for clients experiencing complex health challenges.

Upon successful completion of this course, students will be able to:	
CLO #4	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
CLO #5	Communicate clearly, accurately and in sensitive ways with clients and families.
CLO #6	Provide personal care and assistance at a beginning level in a safe, competent and organized manner.
CLO #7	Recognize and respond to own self-development, learning and health enhancement needs
CLO #8	Perform the care-giver role in a reflective, responsible, accountable and professional manner
Instructional Strategies: Clinical instruction, supervision and evaluation. Online activities	

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
 Satisfactory + 85% attendance

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination		Practical evaluation of performance and completion of skills check-list as per learning outcomes
Participation		Mandatory 85% attendance as per BC Care Aide Registry requirements

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
 Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Performance of skills

Medical asepsis

Body mechanics

Safety

Organization

Communication

Responsibility

Professional behavior

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?

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 01/16/20 10:54 am

Viewing: **HRCA 1290 : Personal Care & Assistance**

2

Last edit: 01/16/20 10:54 am

Changes proposed by: trowlatt

Course Name:

Effective Date: December 2020

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Banner Course Name: Personal Care & Assistance 2

Subject Code: HRCA - Home Support/RCA

Course Number: 1290

Year of Study: 1st Year Post-secondary

Credits: 3

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/16/20 10:55 am
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 01/20/20 1:30 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 02/20/20 10:19 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Description:

This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the Health Care Assistant role. The course is comprised of class and supervised laboratory experiences which assist the student to integrate theory from other courses to further develop care-giver skills that maintain and promote the comfort, safety and independence of individuals in acute care and diverse contexts.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

Perform personal care skills in an organized manner ensuring the comfort and appropriate independence of the client.

Apply an informed problem-solving process to the provision of care and assistance.

Provide personal care and assistance within the parameters of the Health Care Assistant.

Provide care and assistance in ways that maintain safety for self and others in a variety of contexts.

Instructional

Strategies:

Lecture

Variety of group activities

Demonstrations of skills

Lab activities

Online activities

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

c+ = 64% + satisfactory

integration exercise

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	35	Multiple choice exam

Type	Percentage	Brief description of assessment activity
Final Exam	35	Multiple choice exam
Assignments	30	Written assignment
Lab Work		Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab (rubric)
Participation		Mandatory 85% attendance as per department requirements

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

40

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Problem-solving when carrying out care-giving procedures.

Asepsis and prevention of infection.

Promoting comfort and rest.

Promoting personal hygiene.

Moving, positioning and transferring a client.

Bedmaking in acute care.

Promoting exercise and activity.

Promoting healthy nutrition and fluid intake.

Promoting urinary and bowel elimination.

Measuring vital signs

Course Topics:

Heat and cold applications

Assisting with oxygen needs

Assisting with medications for clients able to direct own care

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?

Provide a rationale
for this proposal:

Are there any
Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 01/16/20 10:53 am

Viewing: **HRCA 1390 : Clinical 2**

Last edit: 01/16/20 10:53 am

Changes proposed by: trowlatt

Course Name:

Effective Date: December 2020

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Banner Course Name: Clinical 2

Subject Code: HRCA - Home Support/RCA

Course Number: 1390

Year of Study: 1st Year Post-secondary

Credits: 7

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/16/20 10:55 am
Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 01/20/20 1:30 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 02/20/20 10:19 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Description:

This supervised practice experience provides students with further opportunity to apply knowledge and skills learned in the other courses in the Health Care Assistant program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals with dementia. Opportunity will be provided for students to increase their expertise and confidence with the role of the Health Care Assistant within a residential care facility. During this course students' skills and application of knowledge will be assessed.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Provide care and assistance that recognizes and respects the uniqueness of each individual client.
	Use an informed problem-solving approach to provide care and assistance for five or six dependent residents. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of residents and families.
	Provide care and assistance for clients experiencing complex health challenges.
	Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
	Communicate clearly, accurately and in sensitive ways with clients and families.
	Provide personal care and assistance for five/six residents in a safe, competent and organized manner:
	Recognize and respond to own self-development, learning and health enhancement needs
	Perform the care-giver role in a reflective, responsible, accountable and professional manner

Instructional

Strategies:

Clinical instruction, supervision and evaluation.

Online activities

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

Satisfactory + 85% attendance

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination		Practical evaluation of performance and completion of skills check-list as per learning outcomes
Participation		Mandatory 85% attendance as per BC Care Aide Registry requirements

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

210

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Performance of skills
Medical asepsis
Body mechanics
Safety
Organization
Communication
Responsibility
Professional behavior